

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

**A Report on the Quality of Education in**

**Caerleon Endowed Infant School  
High Street  
Caerleon  
Newport  
NP18 1AZ**

**School Number: 6803312**

**Date of Inspection: 23 March 2009**

**by**

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Caerleon Endowed Infant 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 Caerleon Endowed Infant school took place between 23/03/09 and 25/03/09. An independent team of inspectors, led by Dr David G. Evans 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:

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

<b>Contents</b>	<b>Page</b>
<b>Context</b>	1
<b>Summary</b>	3
<b>Recommendations</b>	7
<b>Standards</b>	8
Key Question 1: How well do learners achieve?	8
<b>The quality of education and training</b>	10
Key Question 2: How effective are teaching, training and assessment?	10
Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?	11
Key Question 4: How well are learners cared for, guided and supported?	14
<b>Leadership and management</b>	18
Key Question 5: How effective are leadership and strategic management?	18
Key Question 6: How well do leaders and managers evaluate and improve quality and standards?	19
Key Question 7: How efficient are leaders and managers in using resources?	20
 <b>School's response to the inspection</b>	
 <b>Appendices</b>	
1 Basic information about the school	
2 School data and indicators	
3 National Curriculum assessments results	
4 Evidence base of the inspection	
5 Composition and responsibilities of the inspection team	

## Context

### The nature of the provider

1. Caerleon Endowed Infant School is situated in the suburban village of Caerleon on the northern outskirts of the city of Newport. It is a voluntary-aided school and has, through its trust deed status, strong links with St. Cadoc's Church, which is the parish church of Caerleon. The nursery sector of the school is a Local Education Authority nursery, but it is part of the Infant School and governed by the same Governing Body. The school's catchment includes the village of Caerleon and surrounding areas.
2. The school caters for 215 learners between the ages of three and seven and these are accommodated in the main building, an outdoor building and two demountable classrooms.
3. The school intake includes a range of abilities, but the majority of children enter the school with attainment and skills that are above average.
4. Twelve pupils are identified as having special educational needs (SEN) and this figure is well below the national average. Two pupils have statements of special educational needs.
5. The majority of learners come from advantaged backgrounds and one per cent is entitled to free school meals; this figure is well below both the national and local averages. Around six per cent of the pupils are from ethnic backgrounds.
6. The school has received the Basic Skills Quality Mark for the third time and the Healthy Schools Award for the fifth time. It also has the Eco Green flag.
7. The head teacher was appointed in September 2008. She had previously been the acting head teacher from January 2008. One teacher recently moved to another school and, during the inspection, two teachers were absent due to ill health. These were replaced by a newly qualified teacher and two supply teachers on temporary contracts.
8. During the inspection the head teacher suffered a family bereavement and she was away from school for most of the final day, but returned for the team meeting.
9. The school was last inspected in March 2003.

<b>The school's priorities and targets</b>
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10. The current School Improvement Plan identifies the following priorities:
  - to raise standards in English reading and mathematics at Level 3;
  - to implement the Foundation Phase successfully;
  - to develop the use of Building Learning Power so as to enable pupils to become independent learners;
  - to develop further the school's awareness of, and responsibility towards, sustainability and global citizenship;
  - to improve pupils' personal and social well-being; and
  - to promote further disability equality within the school.

## Summary

11. Caerleon Endowed Infant School is a good school that has improved rapidly in recent months. The head teacher is providing effective leadership and members of staff have made significant contributions to recent developments. The school is working closely with the Local Authority to secure improvement.

### Table of grades awarded

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

12. In key stage 1 in 2008, results of the teacher assessments in English, mathematics, science and in the core subject indicator, which is the percentage of pupils attaining at least level 2 in English, mathematics and science in combination, were above both national and local averages.
13. When the 2008 results are compared with similar schools using the free school meals' indicator, results in English, mathematics and in the core subject indicator were above average, while those in science were below average.
14. In 2008, the number of pupils attaining the higher level 3 in English was above the national average, in mathematics it was slightly above average, while in science it was well above average. At level 3, girls outperformed boys in English, while in mathematics and science boys outperformed girls.
15. Overall results in the three core subjects have remained about the same over the last three years. However, from 2007 to 2008 the number of pupils attaining the higher level 3 in English fell significantly. Over the last three years there has been a significant decline in the number of pupils attaining level 3 in mathematics and science.
16. Whilst many pupils make good progress towards fulfilling their potential, more able and talented pupils could achieve more with greater consistency in the level of challenge offered to them throughout the school.
17. The overall quality of the educational provision for the under-fives is appropriate to their needs and children are making good progress towards the

Foundation Phase outcomes. Baseline assessment indicates that children enter school with attainment and skills that are at least above average.

18. Most children under five and pupils in key stage 1 make good progress with no important shortcomings in the key skills of speaking, listening, early reading and writing through the medium of English and Welsh, as well as in overall bilingual competence, mathematical skills, information and communication technology (ICT), personal and social education, problem-solving and creative skills.
19. Most pupils are at an early stage of understanding what they are doing, how well they are progressing and what they need to do to improve.
20. The progress that learners make in their spiritual, moral, social and wider development is good with no important shortcomings. Most successfully develop their personal values, together with a respect for, and an understanding of, the values of others.
21. Learners are well behaved throughout the day. They are helpful, courteous and polite to each other and to adults.
22. Whole-school attendance is good and the overall average for the last three terms preceding the inspection was 95 per cent.

### **The quality of education and training**

23. The quality of teaching in the lessons observed was judged as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
8%	76%	16%	0%	0%

24. These percentages match those published in the latest Annual Report by Her Majesty's Chief Inspector for 2007-2008 where the quality of teaching is good or better (grades 1 and 2) in 83 per cent of lessons, but they fall below the percentage of lessons reported as being outstanding (16 per cent at grade 1 nationally).
25. Examples of outstanding features in teaching include: high expectations of what pupils can achieve; and excellent use of time, pace and changes of activity throughout the lessons.
26. Where teaching is good with no important shortcomings: teachers establish warm and supportive relationships with pupils; they employ a good range of strategies to capture pupils' interest; and they promote pupils' incidental Welsh well in lessons.
27. In the few lessons where there are shortcomings, teachers do not plan well enough to extend pupils' learning and there is often insufficient challenge for more able and talented pupils.

28. Arrangements for assessment, recording and reporting have good features that outweigh shortcomings. The core subjects are assessed regularly, but information gathered is not always used well enough to inform learning or to meet the needs of all pupils. Currently, assessment of the foundation subjects is under developed.
29. The school recognises the need to engage pupils more actively in assessment and to guide them in the initial stages of assessing and evaluating their own work.
30. The school provides a broad and balanced range of learning experiences that are equally accessible to pupils. However, planned learning experiences do not consistently offer sufficient challenge for more able and talented pupils or help them fully develop their potential.
31. The overall provision for learners' personal, spiritual, moral, social and cultural development is good with no important shortcomings.
32. There are effective links with parents and other interested parties. An outstanding feature is the link with the community and, in particular, the local church.
33. A wealth of extra-curricular clubs and activities enrich pupils' learning experiences extremely well. The provision for sustainable development and global citizenship is very effective and also an outstanding feature of the provision.
34. The school provides good quality care, support and guidance for pupils. The head teacher and staff are very caring and parents express confidence that their children are safe and secure in school. The school effectively promotes the fitness and well-being of learners and healthy lifestyles are rigorously encouraged; this is an outstanding feature.
35. A new policy to promote and monitor attendance and punctuality is still embedding across the school. As a result there are occasionally inconsistencies in the completion of formal registers, including the recording of the few pupils who are late.
36. The overall quality of provision for pupils with special educational needs (SEN) is good with no important shortcomings. The school ensures that pupils with SEN are fully included in all aspects of school life.

### **Leadership and management**

37. Changes in leadership and management over a period of time have posed many challenges to the educational direction and work of the school. However, the newly appointed head teacher has a clear vision for the school and leads it with dedication and diligence. In a relatively short time, she has successfully initiated a large number of important improvements.

38. The role of subject leader is developing appropriately and subject leaders are playing an increasing part in managing the subjects and areas for which they are responsible. The head teacher provides them with effective support and a suitable level of challenge.
39. The governing body is strongly supportive of the school and has a high regard for the school's profile within the local community. Governors acknowledge the need to monitor standards and the quality of provision more rigorously.
40. The head teacher is actively promoting a culture of self-evaluation in the school and acknowledges that this is currently in its early stages. The head and members of staff are very committed to school improvement and display a commendable determination to achieve high standards in all aspects of school life.
41. The school's self-evaluation report is based on a very wide range of supporting evidence, but it is descriptive in parts and does not summarise concisely the school's main strengths and areas for development. The inspection team matched the judgements of the school in three of the seven key questions.
42. Good features outweigh shortcomings in relation to progress since the last inspection and much of the school's progress is of fairly recent origin.
43. There are sufficient teaching and support staff to meet the needs of the school. Members of staff are suitably qualified and their professional needs are well developed through appropriate training courses.
44. The quality of pupil support given by dedicated teaching assistants is a strength of the school. They are deployed well and their quality has enabled the school to plan effective support strategies.
45. The school has appropriate resources to meet its needs in all curricular areas and makes very good use of the available accommodation, which is generally in a good state of repair.
46. Recently, the school spent a considerable amount of money on improving and restructuring the nursery accommodation, which is now an outstanding feature of the provision. Good use is made of the resources and space available.
47. Financial management is rigorous and the school remains on course to meet its financial commitments this financial year. All available resources are effectively managed so that the school achieves good value for money.

## Recommendations

48. In order to improve the school needs to:

R1 \* raise standards and improve provision for the more able and talented pupils;

R2 \* develop assessment procedures and systems to track pupils' progress and ensure that the information gathered is used rigorously to raise standards;

R3 \* develop self-evaluation procedures and systems and ensure that subject leaders focus rigorously on standards and the quality of provision; and

R4 ensure that attendance registers are completed properly and consistently across the school.

\*Aspects of these are already identified by the school in its current improvement plan and self-evaluation report.

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

## Standards

### Key Question 1: How well do learners achieve?

#### Grade 2: Good features and no important shortcomings

49. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
50. In key stage 1 in 2008, results of the teacher assessments in English, mathematics, science and in the core subject indicator, which is the percentage of pupils attaining at least level 2 in English, mathematics and science in combination, were above both national and local averages.
51. When the 2008 results are compared with similar schools using the free school meals' indicator, results in English, mathematics and in the core subject indicator were above average, while those in science were below average.
52. In 2008, the number of pupils attaining the higher level 3 in English was above the national average, in mathematics it was slightly above average, while in science it was well above average. At level 3, girls outperformed boys in English, while in mathematics and science boys outperformed girls.
53. Overall results in the three core subjects have remained about the same over the last three years. However, from 2007 to 2008 the number of pupils attaining the higher level 3 in English fell significantly. Over the last three years there has been a significant decline in the number of pupils attaining level 3 in mathematics and science.
54. Many pupils in school, regardless of their age, ability or ethnicity, make good progress towards fulfilling their potential in the acquisition of new skills, knowledge and understanding. However, more able and talented pupils could achieve more with greater consistency in the level of challenge offered to them throughout the school.
55. Pupils with SEN make good progress and achieve well over time.
56. The overall quality of the educational provision for the under-fives is appropriate to their needs and children are making good progress towards the Foundation Phase outcomes. Baseline assessment indicates that children enter school with attainment and skills that are at least above average.
57. Most children under five and pupils in key stage 1 make good progress with no important shortcomings in the key skills of speaking, listening, early reading and writing through the medium of English and Welsh, as well as in overall bilingual competence, mathematical skills, information and communication technology (ICT), personal and social education, problem-solving and creative skills.

58. Most pupils' personal, social and learning skills are good. Throughout the school, most pupils have positive attitudes to learning, are well motivated and interested in the work they do. Most work diligently in lessons and they are keen to join in the activities prepared for them.
59. Most pupils are at an early stage of understanding what they are doing, how well they are progressing and what they need to do to improve. They make simple evaluations of work in progress and are becoming aware of more specific targets for improvement.
60. The progress that learners make in their spiritual, moral, social and wider development is good with no important shortcomings. Most successfully develop their personal values, together with a respect for, and an understanding of, the values of others. Most are eager to broaden and develop their own understanding of moral and social issues and they demonstrate tolerance, honesty and respect in their lessons and at break-times.
61. Learners are well behaved throughout the day. They are helpful, courteous and polite to each other and to adults. Most older pupils display qualities of mature citizenship within the school community and reflect pride in their successes and those of the school in general. They respond positively to the efforts of staff to raise their self-image and their responsible attitudes have a beneficial effect on the good progress they make.
62. Most pupils demonstrate a good awareness of equal opportunity issues and respect for diversity within society. They take an active part in the life and work of the school through various class and school council meetings, in lessons and through their involvement in extra-curricular activities.
63. Pupils contribute to community life well and their awareness of work and the workplace is good.
64. Whole-school attendance is good and the overall average for the last three terms preceding the inspection was 95 per cent. Nearly all pupils arrive on time.

## The quality of education and training

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

#### Grade 2: Good features and no important shortcomings

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

66. The quality of teaching in the lessons observed was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
8%	76%	16%	0%	0%

67. These percentages match those published in the latest Annual Report by Her Majesty's Chief Inspector for 2007-2008 where the quality of teaching is good or better (grades 1 and 2) in 83 per cent of lessons, but they fall below the percentage of lessons reported as being outstanding (grade 1 was 16 per cent nationally).

68. Examples of outstanding features observed in the best lessons include:

- high expectations of what pupils can achieve; and
- excellent use of time, pace and changes of activity throughout the lesson, so that pupils' interest is maintained and remains focused.

69. Teaching in the nursery class is stimulating and consistently very good, ensuring that children have a positive start to their school life.

70. Teachers have established reassuring, warm and supportive relationships with pupils. Teachers and support staff work closely together to plan and deliver lessons that are interesting and fun for pupils.

71. In many classes, teachers are effectively implementing the school's focus on developing pupils' thinking and speaking skills. They give pupils purposeful opportunities to work in groups, to collaborate and gain confidence in expressing their ideas. They skilfully develop pupils' personal and social skills in many ways throughout the day.

72. Teachers employ a good range of strategies, which help boost the learning of many pupils. However, in those few lessons where there are shortcomings, planning does not sufficiently cater for the needs of more able pupils.

73. Teachers successfully use a wide variety of resources that stimulate pupils' interest and curiosity and help them learn. In most classrooms, the interactive whiteboard is used particularly well to illustrate key points and help pupils' understanding.

74. The school successfully recognises the language needs of the learners in a community where few, if any, people speak Welsh. Many members of staff use the language frequently during the day with positive results.
75. Arrangements for assessment, recording and reporting have good features that outweigh shortcomings. The school has formulated a comprehensive assessment policy, but this has not yet impacted fully on pupils' learning. The quality of assessment undertaken in the nursery class and baseline assessments undertaken after children start full-time education are appropriate and used effectively to meet children's needs.
76. The core subjects are assessed regularly and a range of national and standardised tests is used to identify pupils' strengths and weaknesses. However, the information gathered is not used consistently well enough to shape learning or to meet the needs of more able and talented pupils. Currently, assessment of the foundation subjects is under developed.
77. The school is in the process of developing a new tracking system to provide more detailed and specific information on pupils' performance. It has firm plans to strengthen teacher assessment through the use of moderation and standardisation in the core subjects at key stage 1.
78. The school recognises the need to engage pupils in assessment and to guide them in the initial stages of assessing and evaluating their own work. Although individual targets are set, a significant number of pupils are unsure of the real purposes of assessment and of what they need to do to improve their work.
79. Pupils' work is marked regularly and, in the best examples, teachers give guidance on how work can be improved. However, this is not consistent across the school. Similarly, the setting of appropriate homework is inconsistent.
80. Annual reports to parents comply with statutory requirements and they provide some useful information on standards achieved. However, reports do not provide information to pupils on how to improve their work and they do not give parents an opportunity to comment on their children's work.

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

**Grade 2: Good features and no important shortcomings**

81. The inspection team's findings do not match the judgement of grade 1 made by the school in its self-evaluation. This is because there are not enough outstanding features to justify an overall grade 1 for this key question.

82. The school provides a broad and balanced range of learning experiences that are equally accessible to pupils. Curriculum planning is based on themes and there are schemes of work for all subjects.
83. The principles and practice of the Foundation Phase are extremely well established in the nursery, where the quality of provision is good with outstanding features. All children enjoy many well-organised and stimulating learning experiences that meet their needs and interests very effectively. The school is working towards implementing the Foundation Phase in the reception classes.
84. In key stage 1 and the reception classes, the curriculum caters effectively for many pupils, but not as well for more able pupils. Planned learning experiences do not consistently offer sufficient challenge for more able and talented pupils or help them fully develop their potential. The school fully recognises the need to identify and provide more effectively for the top 20 per cent of pupils.
85. The provision for less able pupils and those with SEN effectively meets their needs. Recently introduced literacy and numeracy intervention programmes provide good support for those pupils who are not making as much progress as expected. The school carefully manages withdrawal sessions so that pupils with SEN do not miss out on the broad range of learning experiences offered.
86. Opportunities to develop pupils' communication, numeracy and ICT skills are carefully identified in medium-term planning. The school is currently devising ways of ensuring incremental progress in the development of these key skills in its review of schemes of work.
87. A wealth of extra-curricular clubs and activities enrich pupils' learning experiences extremely well. This is an outstanding feature of the provision, particularly in the context of an infant school. The range of extra-curricular activities and clubs includes football, country dancing, gymnastics, ICT, Eco and Bible clubs, choir and music tuition.
88. Educational visits to places of interest, such as the local church, farms, Barry Island, the theatre and arts festivals, and a number of visitors to the school further enhance the learning experiences provided.
89. The overall provision for learners' personal, spiritual, moral, social and cultural development is good with no important shortcomings. These aspects of pupils' development are strongly linked to the ethos of the school, which is described in its prospectus as being based on the 'teaching principles and moral code of the Christian church.'
90. A recently up-dated personal and social education policy ensures that all aspects of the personal and social education Framework are covered in curricular planning, 'circle times', assemblies and in the day-to-day work of the

school. Friday 'award assemblies' celebrate pupils' achievements effectively and help develop their self-esteem.

91. The promotion of pupils' spiritual development is firmly based on Christian teachings. Acts of corporate worship play an important role in this respect and fulfil statutory requirements. However, pupils are not always given consistent opportunities to reflect on key messages and to relate them to their own lives. In the best examples, such as an assembly for the under-fives, there are many opportunities for children to be involved and to wonder at marvellous things in the world. On other occasions, pupils are less involved and opportunities for reflection are missed.
92. There is a strong emphasis on moral development. Pupils are encouraged to think about the difference between right and wrong through stories, parables and by considering their own actions and how they might affect other people.
93. The school promotes pupils' social development well. They enjoy many opportunities to take responsibility, such as becoming head boy or girl, serving as members of the school council or on the Eco committee. In classes, 'today's helpers' are eager to assist their teachers and classmates. Throughout the school, good opportunities are also offered for pupils to co-operate in their work and play.
94. Pupils' awareness and appreciation of their own and other cultures around the world are developed effectively through topics such as the Chinese New Year and special events, such as Black History and Olympics weeks.
95. The curriculum takes good account of Welsh Assembly Government and Local Education Authority guidelines and meets legal requirements.
96. There is a broad range of learning experiences in subjects such as history, geography and art and design, which promote the *Cwricwlwm Cymreig* well. Although the school does not have a written policy for the promotion of bilingualism, incidental Welsh is used regularly throughout the school day and this has a positive impact on the development of pupils' bilingual skills.
97. There are effective links with parents and other interested parties. An outstanding feature is the link with the community and, in particular, the local church. The clergy regularly visit the school and make many contributions to the life and work of the school community.
98. Parents and other family members gain a valuable insight into their children's learning through regular invitations to observe activities in the early years. In discussion during the inspection parents said they greatly appreciate these opportunities and they see their children learning through practical fun activities. Parents and members of the community are regularly welcomed into school to support and enrich the curriculum.

99. There are close links with the adjacent junior school and the receiving secondary schools. The school is in partnership with the nearby initial teacher training university.
100. The provision for sustainable development and global citizenship is an outstanding feature of the provision. The Eco Club actively promotes sustainable activities, develops waste minimisation and energy efficiency projects and a host of playground improvements. The club has been in existence for five years and, in recognition of its achievements, the school has already received one green flag and is on course for a second. Most importantly, the club carried out a detailed audit of provision last year, which resulted in a very thorough action plan for the current year.
101. The provision for work-related education is good with no important shortcomings.
102. The school has a few links with employers, which are used to good effect in influencing the learning experiences of pupils. However, the practice of encouraging teachers to undertake placements in various organisations so as to transfer their experiences to the pupils in the classroom, is not currently being developed.
103. The development of pupils' entrepreneurial skills is promoted well through various practical and curricular activities. From the early years onwards, pupils are encouraged to participate in role-play and older pupils, in particular, have many opportunities to develop problem-solving and investigative skills in subjects such as science and geography.
104. The breadth and quality of the curriculum and the wealth of extra-curricular opportunities ensure that learning experiences reflect national priorities and lay firm foundations for lifelong learning and community regeneration.

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

##### **Grade 2: Good features and no important shortcomings**

105. The inspection team's findings do not match the judgement of grade 1 made by the school in its self-evaluation. This is because the team did not identify any outstanding features in this key question.
106. The school provides good quality care, support and guidance for pupils. The head teacher and members of staff are very caring and aware of the individual circumstances of pupils. Parents express confidence that their children are safe and secure in school.
107. The school enjoys a positive partnership with parents and carers. Parents are kept generally well informed of school events through several channels. However, a minority of the parents who contributed to the inspection questionnaire and who attended the pre-inspection meeting felt that they had

not been kept well informed about their children's work and achievements. They expressed the view that there was inconsistency across the school. The new head teacher has already met parents to address these concerns.

108. The school council is well established and effective in giving pupils the opportunity to make changes in areas that are of concern to them.
109. Procedures for helping the youngest children cope with the transition from home to school are good with outstanding features. The nursery teacher makes several visits to feeder pre-school settings, meets prospective parents and takes a few sessions with the children so that they become familiar with her before starting school. Gently staggered arrangements for children's entry to nursery in the autumn term ensure that the vast majority of them make a confident and happy start to school life. Very clear expectations and well-rehearsed nursery routines also help children to settle very quickly.
110. Pupils who enter the school at a later stage are helped by having a 'buddy' to look after them during the first few days. Recently introduced 'bridging units' in mathematics and literacy that involve year 2 and year 3 teachers effectively help to provide continuity in pupils' learning experiences as they make the transition from the infant to the junior school.
111. Pupils have access to a recently revised personal and social education programme, in line with national recommendations, which contributes well to the good quality of support and guidance offered to them. The provision for health education is very effective. The school seeks the assistance of the Local Education Authority and specialist agencies to support individuals and groups of pupils, when necessary. 'Buddy benches' in the playground are available for any pupil who feels lonely or unhappy about anything and in need of support.
112. The provision for promoting a healthy lifestyle amongst its pupils is an outstanding feature of the school. The school has reached Phase 5 of the Healthy Schools Scheme, having started on it six years ago. There is a very clear policy and a detailed two-year action plan, which are diligently followed. To promote healthy eating, milk and fruit are provided and pupils are encouraged to drink water throughout the day. Lunchtime supervisors have received 'Appetite for Life' training and there is a 'cooking in the classroom' trolley to enable healthy eating to be promoted during lessons. The importance of exercise is promoted during personal and social education sessions and supported by a range of after-school sports clubs and 'walk to school' days. The importance of hygiene is reinforced by visits from health professionals. All this is brought together during the school's Healthy Living Week. The school very effectively promotes the well-being of pupils.
113. There is a new policy to promote and monitor attendance and punctuality, but this is still embedding across the school. As a result there are occasionally inconsistencies in the completion of formal registers, including the recording of the few pupils who are late. The school works closely with the Education

Welfare Officer and operates a first-day response to absence for those pupils who give concern.

114. Teachers and support staff apply policies for behaviour management consistently. Arrangements to encourage pupils to behave well are extremely effective; this is evident in the behaviour observed. Midday supervisors understand their role in the reward system and peer mediators have an important role in maintaining good behaviour. Pupils say that they are effective in helping everyone to play happily together.
115. Appropriate health and safety requirements are in place throughout the school. All members of staff have received basic first-aid training, with four having attended the more intensive course and there is a dedicated first-aid room in the main building. Risk assessments are carried out for all external visits and specific activities in school.
116. The school has a suitable policy for safeguarding pupils, based on the All-Wales Child Protection Procedures. The head teacher has designated responsibility for child protection issues and ensures that adults in the school are aware of the correct procedures to be followed and that training is regularly updated. All members of staff who work with pupils have been checked by the Criminal Records Bureau.
117. The overall quality of provision for pupils with SEN is good with no important shortcomings. The school takes good account of the framework for inclusive education and ensures that pupils with SEN are fully included in all aspects of school life. The school's policy clearly outlines assessment procedures and the support that should be provided for pupils identified as having SEN. The roles and responsibilities of those members of staff who support pupils with SEN are clear.
118. The identification and diagnosis of needs takes a graduated approach, as exemplified in the SEN Code of Practice. Pupils who may have a special need are effectively identified at an early stage through observations and assessments.
119. Good additional support is provided to meet the needs of pupils with SEN. Teachers and support staff liaise effectively in order to provide continuity of experience. There is a good balance between in-class support and small withdrawal groups for brief, but intensive, activities. Members of the support staff are well trained and knowledgeable about pupils' needs and learning objectives. Recently introduced strategies, to intervene where pupils are not progressing as well as expected in literacy and mathematics, are well targeted.
120. Individual Education Plans contain clear, achievable targets and pupils' progress is regularly monitored. The views of parents and pupils are taken into account wherever possible. Reports from specialist agencies, such as occupational therapy, educational psychology and physiotherapy, also inform progress reports and recommendations for further action.

121. There are effective measures, including support from outside agencies, for pupils whose behaviour impedes their progress or that of others. Individual risk assessments and positive handling agreements indicate 'early warning' behaviours and recommended actions to be taken by relevant members of staff. Such incidents are very rare, but the school reports that agreed procedures have been effective when needed.
122. The overall quality of the provision for equal opportunities is good with no important shortcomings. Boys and girls have equal opportunity to participate in all the learning experiences offered, but when given the opportunity to choose an activity, they do often make stereotypical choices. The school is aware of this issue and is taking firm measures to encourage both boys and girls to exercise a wider range of choices. In the nursery, for example, opportunities for writing are placed in the construction area, which is popular with boys. Also, the football club is well attended by girls as well as boys.
123. The school has a clear race equality policy, which follows Local Education Authority guidelines. There are clear procedures to monitor, record and address any incident, should one occur.
124. Appropriate policies and arrangements have been established to deal with oppressive behaviour, including bullying and other forms of harassment. The school holds anti-bullying weeks and pupils are also involved in drawing up their own class rules to reinforce and consolidate understanding of their responsibility for their own behaviour.
125. There are no pupils with mobility problems currently attending the school, but there are suitable disability action plans and disability equality schemes that take full account of the school site and buildings.
126. The school effectively promotes pupils' awareness of cultural and religious diversity in the wider world through its celebration of different festivals and through aspects such as its policy for global citizenship.

## Leadership and management

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

#### Grade 2 Good features and no important shortcomings

127. The findings of the inspection team match the judgement of the school in its self-evaluation report.
128. Changes in leadership and management and disruption over a significant period of time have posed many challenges to the educational direction, strategic management and work of the school. However, the newly appointed head teacher has an extremely clear vision for the school and leads it with dedication and diligence. In a relatively short time, she has gained the respect of staff and successfully initiated a large number of important improvements.
129. The head teacher is very committed to the school and strives for pupils to achieve their best. She has established a clear sense of direction for its life and work and successfully promotes shared values about learning, behaviour and relationships.
130. The senior leadership team, which was formed quite recently, is only now beginning to provide purposeful support for the head teacher. The deputy head teacher's role is also under developed and she is not pro-active in leadership and management.
131. The role of subject leader is developing appropriately and subject leaders are playing an increasing part in managing the subjects and areas for which they are responsible. The head teacher provides them with effective support and a suitable level of challenge.
132. Full consideration is given to national priorities, local partnerships and developments within the cluster of schools, such as sporting activities and promoting healthy schools. The school has made a good start in establishing the Foundation Phase in the early years and its nursery is regarded as an exemplar of good practice. The head teacher has also re-established robust contacts with the local advisory service and this is also having a positive impact on standards and the quality of provision.
133. Targets and goals are usually met and they are having a significant impact on school improvement. Many pupils have challenging, but realistic, targets for attainment at the end of key stages 1 based on their individual capabilities. The head teacher and members of staff are now focusing rigorously on the attainment of more able pupils. Other goals for development are clearly identified in the school improvement plan and are appropriate to the needs of the school.
134. The school is focusing effectively on developing the expertise of both teaching and support staff. Performance management procedures are well established

and successfully promote teachers' continuous professional development. The school maintains a good balance between meeting the professional needs of individual teachers and achieving the school's priorities.

135. The governing body is strongly supportive of the school and has a high regard for the school's profile within the local community. Governors meet regularly and are supplied with information about the life and work of the school by the head teacher. There are several new members of the governing body and governors acknowledge the need to monitor standards and the quality of provision more rigorously. The governing body meets statutory and regulatory requirements.

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

**Grade 3: Good features outweigh shortcomings**

136. The findings of the inspection team do not match the judgement of grade 2 made by the school in its self-evaluation report. This is because the inspection team identified shortcomings in the school's self-evaluation procedures.
137. The head teacher is committed to developing a robust culture of self-evaluation in the school and fully acknowledges that this is currently in its early stages. The head and staff are very committed to school improvement and they display a commendable determination to achieve high standards in all aspects of school life.
138. The school's self-evaluation report, which was prepared before the inspection, carefully addresses each of the seven key questions of the Estyn inspection framework. It is based on a very wide range of supporting evidence, but it is descriptive in parts, far too long and does not summarise concisely the school's main strengths and areas for development. The school accepts that it was prepared in a short period of time and there has been insufficient involvement by staff, governors and other interested parties. The inspection team matched the judgements of the school in three of the seven key questions.
139. The head teacher, in strong collaboration with the Local Authority, has introduced effective strategies to improve the quality of learning and teaching and to develop the school's knowledge of what it needs to do to secure further improvement. She is determined to ensure that self-evaluation and the drive for continuous improvements are strong features of the school, particularly in relation to forming secure judgements about standards and the quality of learning and teaching.
140. All members of staff are becoming involved in the process of school review and in identifying whole-school priorities as set out in the school improvement plan. The monitoring role of the head teacher is well established and she is

ensuring that the deputy and other senior members of staff are becoming fully involved in the self-evaluation process. Under the energetic and determined leadership of the head, members of staff form an enthusiastic team and they are focusing sharply on school improvement, ensuring that relevant actions are taken to support progress and raise standards of attainment, particularly for more able pupils.

141. Subject leaders are now required to carry out quality reviews of their subjects and to produce reports, which must show the progress made on specific action points. At present, subject leaders do not focus rigorously on standards and the quality of provision in their areas of responsibility.
142. The school analyses relevant data, including teacher assessments and the results of standardised tests, but the assessment process is not used effectively to identify the varying needs of individual pupils, especially the more able.
143. The views of parents and pupils are now being actively sought and they are gradually being taken into account in school planning. Pupils confirm that they are listened to carefully and that there have been improvements as a result.
144. The school improvement plan, which was initially prepared by the head teacher and then shared with members of staff and the governing body, is a comprehensive and detailed working document. It has a sharp focus on improving standards and sets out actions to be taken, staff responsibilities, time scales, costs and success criteria. The document is firmly based on the school's evolving self-evaluation process. The school has ensured that adequate resources are allocated to the priorities identified.
145. Good features outweigh shortcomings in relation to progress since the last inspection and much of the school's progress is of fairly recent origin. The school has encountered many changes in leadership and staffing during the last few years and these have affected overall improvement. However, the new head teacher has introduced many initiatives, which are being reinforced and supported by the Local authority. As a result, standards and teaching are improving, appropriate systems are in place to target areas of under achievement, assessment systems are developing, school planning is improving rapidly and self-evaluation processes and monitoring systems are developing gradually.

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

#### **Grade 2: Good features and no important shortcomings**

146. The findings of the inspection team do not match the judgement of grade 1 made by the school in its self-evaluation report. This is because the team did not identify any outstanding features in this key question.

147. There are sufficient teaching and support staff to meet the needs of the school. Members of staff are suitably qualified and benefit from appropriate training that improves their expertise in different curricular areas; this has a positive impact on standards. In addition, whole-school training addresses priorities indicated in the school improvement plan.
148. The quality of pupil support given by dedicated teaching assistants is a strength of the school. They are deployed well and their quality has enabled the school to plan effective support strategies.
149. All members of staff have clear job descriptions and the induction of new staff is effectively provided by the head teacher.
150. The school uses its resources for workforce remodelling well. There are suitable arrangements in place to provide all members of staff with the required preparation, planning and assessment time and good use is made of this. The management of this has had a positive effect on many areas, notably the development of the nursery and the Foundation Phase.
151. The school administrators carry out the daily routines effectively and efficiently. Midday supervisors, cleaners and the caretaker all make important contributions to the efficiency of the school and to the sense of community.
152. The school has appropriate resources to meet its needs in all curricular areas and makes very good use of the available accommodation, which is generally in a good state of repair.
153. Recently, the school spent a considerable amount of money on improving and restructuring the nursery accommodation, which is an outstanding feature of the provision. Overall, the accommodation is adequate for the number of pupils on roll. School buildings are in a good condition and well-maintained and the internal decoration is attractive. Displays of pupils' work in classrooms and corridors help to create an environment conducive to learning. The outdoor playground area is spacious with a large field at the rear of the school. The school shares a dining hall and playing field with the adjoining junior school.
154. The school grounds have been developed well to include a timber trail, wildlife garden and outside classroom. Although a canopy has been erected to provide outside cover for the reception play area, this is not yet totally secure and children do not have free access to it. The school has clear plans to address this problem.
155. Financial management is rigorous and the school remains on course to meet its financial commitments this financial year. Priorities are set by the head teacher and the governing body's finance committee. Sound financial protocols have enabled the head to manage the financial implications of maintaining a good level of staffing and updating equipment to meet the requirements of the Foundation Phase.
156. All available resources are effectively managed so that the school achieves good value for money.

## School's response to the inspection

The staff, pupils and governors of Caerleon Endowed Infant School would like to thank the inspection team for their courtesy and professionalism throughout the inspection. Their recommendations will be acted upon in the school's future development plans.

We are extremely pleased with the inspectors' judgement that the school is a good school, which has improved rapidly in recent months. We are also pleased that the quality of the educational provision for the under fives was judged to be good and that the children are making good progress towards the Foundation Phase outcomes.


We are really proud that the head teacher has a clear vision for the school, leads it with dedication and diligence and is providing effective leadership. Also we are proud that members of staff have made significant contributions to recent developments and that the school is working closely with the Local Authority to secure improvements.

We are also pleased that learners have been recognised as being well behaved throughout the day and are helpful, courteous and polite to each other and to adults.

We are delighted that the school has some outstanding features, which include high expectations of what pupils can achieve and that the nursery accommodation is an outstanding feature of the school. We are also delighted that the provision for sustainable development and global citizenship is very effective and also an outstanding feature of the provision.

We are pleased that the inspectors commented on the effective links with parents and the strong links with the local community and the local church in particular. We are also pleased that the inspectors judged that the head teacher and staff are very caring and that parents are confident that their children are safe and secure in school.

Everyone involved in Caerleon Endowed Infant School is particularly pleased that the inspectors recognised that the head teacher and members of staff are very committed to school improvement and display a commendable determination to achieve high standards in all aspects of school life. We will continue to strive to move the school forward in the future.



## Appendix 1

### Basic information about the school

Name of school	Caerleon Endowed Infant school
School type	Infant
Age-range of pupils	3-7
Address of school	High Street, Caerleon, Newport.
Postcode	NP18 1AZ
Telephone number	01633 421237

Head teacher	Mrs Anne Sweeting
Date of appointment	1 <sup>st</sup> September, 2008
Chair of governors/ Appropriate authority	Canon Arthur Edwards
Registered inspector	Dr David G Evans
Dates of inspection	23 <sup>rd</sup> —25 <sup>th</sup> March, 2009.

## 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	29	70	59	57	0	0	0	0	215

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	9	2	10

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	21:1
Pupil: adult (fte) ratio in nursery classes	7:1
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	26
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Autumn 2008	95.4	96.6	95.9
Summer 2008	96.4	94.0	95.0
Spring 2008	93.9	93.7	92.9

Percentage of pupils entitled to free school meals	1%
Number of pupils excluded during 12 months prior to inspection	0

## Appendix 3

### National Curriculum Assessment Results End of key stage 1:

National Curriculum Assessment KS1 Results 2008			Number of pupils in Y2:		58		
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher assessment	School	0	0	2	69	29
		National	0.2	3.5	13.8	63.0	19.4
En: reading	Teacher assessment	School	0	0	2	64	34
		National	0.2	4.1	14.9	55.2	25.5
En: writing	Teacher assessment	School	0	0	2	84	14
		National	0.2	4.8	15.9	67.8	11.3
En: speaking and listening	Teacher assessment	School	0	0	2	59	40
		National	0.2	2.4	10.7	62.8	23.8
Mathematics	Teacher assessment	School	0	0	2	73	25
		National	0.2	2.0	10.9	65.2	21.6
Science	Teacher assessment	School	0	0	2	58	41
		National	0.2	1.6	8.5	66.3	23.4

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	98	In Wales	80.7

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

## Appendix 4

### Evidence base of the inspection

Four inspectors spent a total of nine inspector days in the school. A team meeting was held prior to the inspection. The school accepted the invitation to appoint a nominee, but there was no peer assessor present for the duration of the inspection.

The team inspected:

- 25 lessons or part lessons;
- all classes;
- acts of collective worship; and
- a range of extra-curricular activities.

The inspection team held meetings with:

- staff, governors and parents before the inspection;
- senior managers, teachers, support and administrative staff and groups of pupils during the inspection; and
- staff and governors after the inspection.

The inspection team also considered:

- the school's self-evaluation report;
- 55 parents'/carers' questionnaires, of which 89.25 per cent of responses were positive;
- a comprehensive range of documentation provided by the school before and during the inspection; and
- a variety of current and past pupils' work.

## Appendix 5

### Composition and responsibilities of the inspection team

<b>Team member</b>	<b>Responsibilities</b>
Dr David G Evans Registered Inspector	Context, Summary and Recommendations. Key Questions 1, 2 and 5
Mr Ted Tipper, Lay Inspector	Contributions to Key Questions 1, 3, 4 and 7
Mrs Stephanie James, Team Inspector	Key Questions 3 and 4
Mrs Alyson Roberts, Team Inspector	Key Questions 6 and 7
Mrs Anne Sweeting, Nominee and head teacher	Attending meetings and supplying information

#### **Contractor:**

Evenlode Education Ltd  
Little Garth  
St John's Close  
Hawarden  
Flintshire  
CH5 3QJ

#### **Acknowledgement:**

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