

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

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

**Caldicot West End Infants School  
Masefield Road, Caldicot, Monmouthshire NP26 4JY**

**School Number: 6792238**

**Date of Inspection: 10/11/08**

**by**

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15781**

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Caldicot West End Infants 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 Caldicot West End Infants School took place between 10/11/08 and 12/11/08. An independent team of inspectors, led by Dr. Peter David Ellis 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 **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 of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and LEAs.

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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## Context

### The nature of the provider

1. West End Infants School is situated in the small town of Caldicot in Monmouthshire about 10 miles east of Newport and overlooking the Severn estuary. It mainly serves the area to the south of the town, which is described as mostly disadvantaged, but with some more socially advantaged families. Around 16% of learners are registered as being entitled to claim free school meals, which is a little below the national average.
2. The school was opened in 1967 and comprises a main building containing an entrance foyer, six classrooms, a large hall, toilets, a kitchen, a staff room and offices. Outside there is a playground and grassed play area. There is a separate purpose-built nursery, constructed in 1976, with its own secure outdoor learning area.
3. The school caters for learners between the ages of three and seven, taught in four classes plus a nursery, none of which contains more than 30 on the register. The number on roll has declined since the last inspection, but over the last four years has remained relatively stable. Currently there are 103 learners in reception and key stage (KS) 1 and 43 children in the nursery, who attend on a part-time basis.
4. The intake represents the full range of ability. Baseline assessment indicates that children enter the nursery with attainment generally below the Welsh average with around a fifth requiring speech and language intervention. Around 16% of learners are registered as requiring special educational needs (SEN) support, which is a little below the national average; three are statemented, four are on school action and 13 are on school action plus. No learners use Welsh as a first language or are currently looked after by the local authority. Around 3%, who come from Germany or the Philippines, speak English as an additional language (EAL).
5. The school was last inspected in October 2002. Since then there have been some changes in staffing and two new headteachers have been in post; the current one started her appointment officially in April 2008, having been deputy since January 2007 and then acting headteacher from September 2007. A new deputy was also appointed in April 2008. Outdoor facilities have been improved and canopies have recently been installed outside each classroom for outdoor learning.
6. The school was the first in Monmouthshire to be awarded the Basic Skills Quality Mark and has since received it a further three times. It has also achieved the Healthy Schools Award three times.

### The school's priorities and targets

7. The school has a vision statement which is 'Everyone Enjoying Education'. This is underpinned by a number of aims and a mission statement, which is to help learners:
  - 'achieve their full potential through acquiring the knowledge, skills, patience and positive attitudes necessary to become happy, healthy, well adjusted, productive adults and responsible citizens;
  - become enthusiastic, lifelong learners who are able to manage change;
  - confidently develop into independent individuals who have a positive impact on their families, their communities, their country and the world.'
8. The school's current main priorities, as outlined in its school improvement plan (SIP) for 2008-9, are:
  - values education;
  - Welsh second language;
  - playground zones;
  - music;
  - assessment; and
  - attendance.

### Summary

9. Caldicot West End Infants is a very effective school with a very positive and caring ethos. Learners make very good progress from nursery through to Year 2 (Y2) and achieve good standards. There are some outstanding features in each key question, but particularly in guidance and support and leadership and management, although there is scope for improvement in levels of attendance, matching work more closely to learners' ages and abilities and Welsh heritage and culture.

### 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 1

5	How effective are leadership and strategic management?	Grade 1
6	How well do leaders and managers evaluate and improve quality and standards?	Grade 1
7	How efficient are leaders and managers in using resources?	Grade 2

10. The inspection team agreed with the school's judgements in its self-evaluation report in five of the seven key questions. There were differences in Key Questions 5 and 6, because the inspectors awarded one grade higher than the school, due to the identification of a number of outstanding features.
11. The school's KS1 National Curriculum assessment results for 2008 were above the national and county averages in mathematics and science and the core subject indicator (CSI), which is the percentage of pupils attaining at least level 2 in all three subjects. In English the school's results were similar to the county's, but above the national percentage.
12. In 2008 the school did better than the majority of schools with a similar free school meals percentage and this was a considerable improvement over the previous three years. There are no apparent gender differences in the school's results over time.
13. Whatever their social, ethnic or linguistic background, all learners, including those with additional learning needs (ALN), make good progress through the school. Many also exceed the targets they are set.
14. Inspection evidence matches the school's current performance. Standards of achievement in the subjects inspected were judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
6%	94%	-	-	-

15. These figures are better than the last inspection and considerably exceed the national averages published in Her Majesty's Chief Inspector's (HMCI) Annual Report for 2006-7, where overall standards in primary schools in Wales are 80% Grade 2 or better.

### Areas of learning for the under-fives

	Nursery	Reception
Personal and social development, well-being and cultural diversity	Grade 1	Grade 1
Language, literacy and communication skills	Grade 2	Grade 2
Mathematical development	Grade 2	Grade 2
Welsh language development	Grade 2	Grade 2
Knowledge and understanding of the world	Grade 1	Grade 1
Physical development	Grade 1	Grade 1
Creative development	Grade 1	Grade 2

16. Many children enter the nursery with low levels of attainment, especially in speech, language and communication skills, but all settle in quickly and make rapid progress in their all round development. The overall quality of the educational provision for the under-fives, therefore, is appropriate to their needs and children make good progress towards the Foundation Phase outcomes.

**Grades for standards in subjects inspected**

<b>Inspection Area</b>	<b>Foundation Phase</b>	<b>KS1</b>
Under 5s	Grade 1	
Science		Grade 2
Design technology		Grade 1
Geography		Grade 2
Art and design		Grade 2
Religious education		Grade 2

17. Since the last inspection standards have improved in nursery and reception and been maintained in science, design technology and geography.
18. Throughout the school learners make good progress in their literacy and numeracy skills and there are some outstanding features in their information communications technology (ICT) abilities. Bilingual skills are also well developed overall.
19. Learners make good progress in their thinking, problem solving and creative skills. They work together well and learn to share and to co-operate with each other successfully. Nearly all continually display motivation and interest in their work and they sustain concentration well and work productively.
20. Learners know the targets they are set and the majority have an appropriate understanding of how well they are doing and how they might improve.
21. Behaviour throughout the school is good overall and has a positive impact on standards and progress.
22. The average attendance rate for the last three terms is 92.3%, which is almost the same as during the last inspection, but a little below the national rate and that for similar schools. Punctuality is generally good and lessons begin promptly.

23. Learners develop appropriate knowledge and attitudes to equal opportunities and diversity issues and gain a good understanding about the range of work people do within their community.

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

24. The quality of teaching was judged as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
20%	60%	20%	-	-

25. These figures match the national averages published in HMCI's Annual Report for 2006-2007, where the quality of teaching in primary schools in Wales is Grade 2 or better in 80% of lessons. However, the amount of Grade 1 teaching in the school is higher than the national average of 14%.
26. In all lessons observed adults provide good role models. There are outstanding relationships between staff and learners, which contribute considerably to the quality of teaching.
27. Where teaching is Grade 1 in nursery and reception, the outstanding features include informative discussions between all practitioners about individual children's needs, teaching strategies which are well matched to children's stage of development, continuous opportunities for quality outdoor learning and a stimulating range of purposeful activities.
28. Where teaching is Grade 1 in KS1, the outstanding features include pupil-led activities, extension of previous learning, co-operative work and evaluation sessions which enhance understanding and motivation.
29. Where teaching is Grade 2 or better, the good features include thorough planning, interesting introductions, opportunities for learners to make choices and the effective use of questioning, ICT and the Welsh language.
30. Where teaching is Grade 3, the shortcomings include tasks which do not present learners with an appropriate level of challenge, insufficient opportunities for independent work and underdevelopment of extended and open ended questioning.
31. All teachers possess a sound knowledge and understanding of the subjects they teach. They generally use incidental Welsh well and provide learners with sufficient opportunities to develop and apply their bilingual skills across the curriculum.
32. Within lessons learning experiences are well prepared and appropriately structured with a sharp focus on pre-determined learning objectives and a variety of interesting and stimulating tasks. The provision for differentiation, however, is not always evident in planning and practice.

33. Arrangements for assessment, recording and reporting are good and meet statutory requirements. Information about individual progress is well managed and readily accessible.
34. Teachers' marking is positive and identifies what learners know and can do and indicates how they need to improve. The quality of reports to parents is good.
35. The curriculum is broad, balanced and relevant and meets the needs of the range of learners, although the school day is somewhat fractured by a number of discrete activities, which are not always scheduled at convenient times.
36. Long term curriculum planning is in the process of review. Medium and short term plans are thorough and consistent and regularly evaluated. Teachers covering the same year group plan co-operatively, but this can limit attention to learners' different needs and abilities.
37. Key skills are clearly identified in teachers' weekly plans and there is good evidence in lessons that these are directly addressed across the curriculum.
38. The school makes very good provision for personal and social education (PSE) and each term visits are made to places of interest in the locality. A wide range of visitors, including governors, also come into the school regularly. Some extra-curricular activities are provided after school.
39. The provision for learners' spiritual, moral, social and cultural development is good overall. There is a daily act of collective worship, which meets statutory requirements. Relationships between learners and with adults are very good.
40. Funds are raised for various charities and good causes. Learners begin to understand that the world is composed of a diverse range of people, but less attention overall is given to the cwricwlwm Cymreig.
41. The school makes good efforts to act in a sustainable way by reducing waste and conserving energy and water consumption.
42. The very good relationships with parents and carers and with the local education authority (LEA) are a strength of the school. Learners are also well prepared to take an active role in the life and work of the local community. There is good provision for work-related education and the promotion of entrepreneurial skills.
43. The school is a friendly, welcoming and orderly community, where all are valued equally and work together happily. The outstanding caring ethos promotes an enabling and vibrant learning environment.
44. The very carefully designed induction programme is an outstanding feature. Of particular note is the programme of initial visits made by nursery practitioners to each child's home. The transition of children from the nursery to the reception class is equally outstanding and appropriate arrangements for transfer to the junior school are in place.

45. The school has comprehensive structures to ensure the well-being, health and safety of all learners and this is also an outstanding feature. Due attention is given to healthy eating. The environment is secure and members of staff take all reasonable care to protect learners from harm. There are excellent procedures in place for child protection. Supervision at playtimes and lunchtimes is good.
46. Highly efficient procedures are in place to monitor learners' behaviour and performance and early intervention ensures that any individual concerns are dealt with quickly and efficiently.
47. The school makes every effort to improve attendance rates and works closely with parents. The school complies with all requirements set out in the National Assembly for Wales (NAW) Circular 47/06.
48. The quality of provision for learners with SEN is outstanding, particularly the effective early identification and diagnosis of needs. Individual educational plans (IEPs) are well structured and contain clear achievable targets. The school makes very effective use of outside agencies.
49. Equal opportunities are actively promoted and all learners, regardless of ability, race, gender or social background, have access to the full range of school activities.

### **Leadership and management**

50. The school has a very clear mission and vision statement, supported by a set of relevant aims. This is a strength of the school.
51. The headteacher has a very good oversight of the school, provides clear direction to its life and work and has begun to implement many improvements since her appointment. Her very efficient and effective leadership is an outstanding feature.
52. The deputy provides good support and makes an important contribution to the school's effective management and administration.
53. Staff unity is another outstanding feature; there is evidence of very good relationships, teamwork and shared values. All teachers have a subject or aspect management role.
54. Appropriate performance management procedures are in place, including interim reviews, and realistic targets are linked to roles and responsibilities and priorities in the SIP. The impact of the system on school improvement is a notable feature.
55. Outstanding attention is given to national priorities and new initiatives and the governing body (GB) is very active and supportive and meets regularly. A

range of appropriate management policies are in place and statutory requirements are almost fully met.

56. The school has very well developed procedures for self-evaluation and planning for improvement. The SIP focuses on raising standards. Progress is monitored each term by governors and there is an overall evaluation at the end of the year. A strength of the system is that the views of all stakeholders are taken into account and recent actions have resulted in measurable improvements.
57. Monitoring procedures are outstanding. Subject co-ordinators evaluate their subject(s) annually and audit and purchase resources. They feedback findings to year groups and periodically present to governors. Outcomes and action plans are fed into the SIP. The headteacher also actively monitors standards, pastoral care and teaching and learning.
58. There was only one key issue in the last inspection and the various aspects and subjects covered by this have been addressed, although attendance remains a recommendation in this inspection.
59. A notable feature of the school is its complement of experienced and suitably qualified teachers and support staff, who possess appropriate expertise to teach all aspects of the curriculum. The ratios and effective use of practitioners in the nursery are outstanding and contribute significantly to the very good progress made by children.
60. All other adults who work in the school are valued members of staff and contribute positively to the strong community ethos of the school. Day to day routines operate very efficiently.
61. The internal accommodation is maintained to a high standard and is attractive, light and spacious. An outstanding feature is the direct access to the outdoors in all classrooms due to the recent installation of external canopies.
62. Learning resources are attractive, well cared for and readily accessible to all learners.
63. Money is spent wisely, initiatives are carefully costed and developments are prioritised in line with the SIP. Overall, the school provides good value for money.

## Recommendations

In order to maintain its current effectiveness, the school needs to:

- R1 ensure work is closely matched to learners' ages and abilities;
- R2 continue efforts to raise learners' levels of attendance; and
- R3 develop further the provision for the cwricwlwm Cymreig.

**N.B. Recommendations 2 and 3 are priorities in the school's current SIP.**

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**

- 64. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 65. The school's KS1 National Curriculum assessment results for 2008 were above the national and county averages in mathematics and science and the CSI, which is the percentage of pupils attaining at least level 2 in all three subjects. In English the school's results were similar to the county's, but above the national percentage. However, the number of pupils attaining level 3 was below the national and county figures in all three subjects and none attained level 3 in either mathematics or science.
- 66. In 2008 the school did better than the majority of schools with a similar free school meals percentage and this was a considerable improvement over the previous three years, when results varied quite widely. In 2007, for example, the school performed less well than most other similar schools in all subjects and the CSI.
- 67. There are no apparent gender differences in the school's results over time. In 2007 and 2008 boys outperformed girls in all three subjects, whereas in 2005 and 2006 girls did much better in every assessment. The school has implemented various initiatives, for example in reading, to raise the performance of boys and this is having an impact on attainment.

68. Whatever their social, ethnic or linguistic background, all learners, including those with ALN, make good progress through the school, especially when end of KS1 results are compared to baseline assessments. Many also exceed the targets they are set. Those with SEN achieve particularly well and those who are identified as more able or gifted are generally effectively challenged. Similarly, those with EAL quickly adapt and make rapid progress.
69. Inspection evidence matches the school's current performance. Standards of achievement in the subjects inspected were judged as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
6%	94%	-	-	-

70. These figures are better than the last inspection and considerably exceed the national averages published in HMCI's Annual Report for 2006-7, where overall standards in primary schools in Wales are 80% Grade 2 or better.

### **Areas of learning for the under-fives**

	<b>Nursery</b>	<b>Reception</b>
Personal and social development, well-being and cultural diversity	Grade 1	Grade 1
Language, literacy and communication skills	Grade 2	Grade 2
Mathematical development	Grade 2	Grade 2
Welsh language development	Grade 2	Grade 2
Knowledge and understanding of the world	Grade 1	Grade 1
Physical development	Grade 1	Grade 1
Creative development	Grade 1	Grade 2

71. Many children enter the nursery with low levels of attainment, especially in speech, language and communication skills, but all settle in quickly and make rapid progress in their all round development. The overall quality of the educational provision for the under-fives, therefore, is appropriate to their needs and children make good progress towards the Foundation Phase outcomes.

### **Grades for standards in subjects inspected**

<b>Inspection Area</b>	<b>Foundation Phase</b>	<b>KS1</b>
Under 5s	Grade 1	
Science		Grade 2
Design technology		Grade 1
Geography		Grade 2

Art and design		Grade 2
Religious education		Grade 2

72. Since the last inspection standards have improved in nursery and reception and been maintained in design technology. Science and geography continue to have many good features with no major shortcomings; art and religious education, however, are not now judged to have outstanding features.
73. Throughout the school learners make good progress in literacy. Nearly all listen intently to both adults and peers and they grow in confidence in speaking publicly and privately; many make notable progress in their speaking abilities once they are settled in school and by Y2 the majority are not hesitant to answer questions and to present their ideas and views to the class; a few attain level 3 in oracy.
74. In reading learners acquire a good knowledge of phonics through the school's intervention programme and by the end of KS1 around a third attain level 3, which exceeds their performance in all other areas of national assessment.
75. Learners develop appropriate writing skills. From an early age they begin to make meaningful marks on paper on a regular basis and they soon learn to write their name and simple words and sentences. In KS1 they begin to write in different styles for different purposes and audiences and the older more able ones begin to produce some extended independent pieces, which are well presented with good letter formation. However, none currently achieves level 3 in writing.
76. Numeracy skills are well developed across the school and learners frequently use these in a range of contexts and situations. For example, in KS1 they measure in standard units when undertaking a science experiment and when cutting out chocolate wrappers in design technology.
77. There are some outstanding features in ICT. As an integral part of lessons, learners frequently use computers and other electronic equipment, such as the interactive whiteboard, a digital camera and a programmable toy, to extend their learning. They develop very good keyboard skills and handle the mouse and functions on screen confidently and independently. Older ones know how to operate a range of programs, including PowerPoint, and how to access the internet.
78. Bilingual skills are generally well developed overall across the school. Learners hear and speak Welsh regularly in lessons and school routines and most understand what is said to them and can answer accurately in words or phrases, but the majority are often somewhat hesitant to use the language in public. Their reading and writing skills in Welsh are adequately developed for their age.

79. Learners make good progress in their thinking, problem solving and creative skills. Through the tasks they regularly undertake in lessons and through their contribution to the running of the school, they grow in confidence and experience in working out answers and solutions for themselves, making their own decisions and developing independence. They undertake a range of investigations and explorations, which effectively promote their key personal learning skills.
80. Learners work together well and learn to share and co-operate with each other successfully. A feature of many lessons and school routines is the confident manner in which they purposefully and deliberately share ideas and knowledge with a partner. They also work well in small groups, especially in KS1 when they take on specific roles and responsibilities.
81. Nearly all learners continually display motivation and interest in their work and they make effective use of their time. They sustain concentration well and work productively; they enjoy lessons and try their best. The busy atmosphere of lessons with all learners thoroughly engaged in their set tasks is a feature of the school.
82. Learners know the targets they are set and the majority have an appropriate understanding of how well they are doing and how they might improve, based on teacher feedback and marking. They are increasingly involved in planning their own progress and activities and older ones begin to take a more active role in setting their own targets and monitoring their own progress.
83. Behaviour throughout the school is good overall and has a positive impact on standards and progress. Learners respond well to the supportive and consistent approach and understand what is expected of them. They are aware of the consequences imposed for inappropriate behaviour and appreciate the need for class and school rules, which they perceive as fair. Governors, parents and members of the public all comment very favourably on the behaviour in the school. There have been no exclusions.
84. The average attendance rate for the last three terms is 92.3%, which is almost the same as during the last inspection. The figure is a little below the national rate of 93.1% and that for similar schools, which is 93.6%. Unauthorised absence is just below national levels, but above that of similar schools. Most absenteeism is caused by a range of early childhood illnesses and recurring medical conditions, although holidays taken in term time have a significant impact and there are one or two learners who are persistently away.
85. Punctuality is generally good and lessons begin promptly; few learners were observed arriving late during the inspection.
86. Learners develop appropriate knowledge and attitudes to equal opportunities and diversity issues. They realise that all individuals, whatever their background or origin, should be treated with equal dignity or respect.

87. Through a range of first hand experiences, such as role play, visits in the locality and the contribution of personnel from various occupations and professions, learners gain a good understanding about the range of work people do within their community.

## The quality of education and training

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

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

88. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
89. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
20%	60%	20%	-	-

90. These figures match the national averages published in HMCI's Annual Report for 2006-2007, where the quality of teaching in primary schools in Wales is Grade 2 or better in 80% of lessons. However, the amount of Grade 1 teaching in the school is higher than the national average of 14%.
91. In all lessons observed, adults provide good role models. There are outstanding relationships between staff and learners, which contribute considerably to the quality of teaching. Together with the use of praise and encouragement, this ensures that pupils always try to do their best.
92. Where teaching is Grade 1 in nursery and reception, the outstanding features include:
- informative discussions between all practitioners before the morning and afternoon sessions about individual children's needs;
  - teaching strategies which are well matched to children's stage of development;
  - continuous opportunities for quality outdoor learning;
  - enthusiastic and sensitive practitioners whose approaches engage and motivate children and promote children's active involvement in their own self-initiated learning; and
  - skilful sequencing of children's learning, based on a stimulating range of purposeful activities.
93. These features contribute greatly to children's growing ability to settle well, to develop autonomy and to engage in and benefit from intense learning experiences.
94. Where teaching is Grade 1 in KS1, the outstanding features include:

- pupil-led activities;
- extension of previous learning;
- co-operative work; and
- evaluation sessions which enhance understanding and motivation.

95. Where teaching is Grade 2 or better, the good features include:

- thorough planning leading to well organised lessons involving challenging activities and readily accessible resources;
- interesting introductions which engage learners, including well explained tasks and clearly defined learning objectives, which are shared with the class;
- opportunities for learners to make choices;
- effective questioning to extend learning;
- well deployed support staff who interact effectively with learners;
- good support for learners with SEN;
- effective use of ICT, including the interactive whiteboard; and
- good use of the Welsh language.

96. Where teaching is Grade 3, the shortcomings include:

- tasks which do not present learners with an appropriate level of challenge;
- insufficient opportunities for independent work and self-initiated learning; and
- underdevelopment of extended and open ended questioning.

97. All teachers possess a sound knowledge and understanding of the subjects they teach. The key skills and common requirements of the National Curriculum are well addressed.

98. Teachers generally use incidental Welsh well and provide learners, whose first language is English, with sufficient opportunities to develop and apply their bilingual skills across the curriculum.

99. Teachers ensure that no learner is disadvantaged; they avoid any form of stereotyping and promote opportunity for all. Learners of all ages say that they enjoy school and are always treated fairly. Boys and girls are given equal access to all aspects of school life.

100. Teachers consider carefully the needs of learners with ALN. Individual programmes are prepared for them, which are implemented effectively overall and their progress is well monitored.

101. Within lessons learning experiences are well prepared and appropriately structured with a sharp focus on pre-determined learning objectives and a variety of interesting and stimulating tasks. The provision for differentiation, however, is not always evident in planning and practice, especially when learners of different ages and abilities in the same class and in parallel classes do identical tasks.

102. Arrangements for assessment, recording and reporting are good and meet statutory requirements. The nursery has developed its own baseline assessment procedures and information is well used to address children's strengths and areas for development.
103. Statutory baseline assessment is administered early in the reception class and the information gained is used, together with teacher discussion, for early identification of ALN, to address areas in need of development and to set end of key stage targets, which are reviewed annually.
104. A good feature in all classes is the field notes teachers keep and the way in which these are used to inform the next steps of learning.
105. There is a useful tracking record in place, which enables the school to monitor the progress of individual learners. It is informed by baseline data and results of standardised tests, which are administered in KS1. Information about individual progress is well managed and readily accessible.
106. Teachers' marking is positive and identifies what learners know and can do and indicates how they need to improve. Learners are involved in planning their own progress and improvement; individual targets are negotiated with them and placed in their target cards.
107. The school has produced portfolios of samples of work in the core subjects using National Curriculum levels. This evidence provides good support for teachers when making judgements about standards.
108. The quality of reports to parents is good. Detailed information about learners' progress in both core and foundation subjects is provided. This, together with insightful information about personal and social development, demonstrates how well teachers know each individual. Parents have sufficient opportunities to discuss their children's progress and targets for improvement; the school works well with them to meet their children's needs.

**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**

109. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
110. The curriculum is broad, balanced and relevant and meets the needs of the range of learners. It is based mainly on a two year topic cycle, although some subjects are taught discretely.
111. The school has begun to deliver the Foundation Phase to the nursery and reception classes. Curriculum time for KS1 meets the recommended hours per week.

112. The school day is structured mainly around an integrated day approach, in which groups continuously rotate around different activities regardless of session times. Daily routines are efficiently organised, but the school day is somewhat fractured by a number of discrete activities, which are not always scheduled at convenient times.
113. Curriculum planning is in the process of review, due to the introduction of the Foundation Phase, although the existing subject policies and schemes of work are still in use. As part of its long term planning the school is incorporating the KS1 National Curriculum subjects into the seven areas of learning and has developed skills overviews in preparation for the implementation of the Foundation Phase in Y1 and Y2.
114. In religious education the school follows the county syllabus and lessons in both the Foundation Phase and KS1 tend to be planned and delivered separately, although there are close links to PSE.
115. Medium and short term planning is thorough and consistent. In nursery and reception it is based mainly around the needs and interests of the children with an emphasis on learning through play. In KS1 it is more structured; termly plans consist of a topic web and an overview for the term and then more detail is provided in the weekly plans.
116. Teachers regularly evaluate the implementation of their plans in order to move learners forward and to review future lessons, although assessment and evaluation opportunities are not always identified and the judgements made do not at times sufficiently inform future planning and teaching or highlight the issues that need to be addressed.
117. Teachers covering the same year group plan co-operatively, using a common template. While this can help to provide continuity, it can lead to very similar lessons that can limit attention to learners' different needs and abilities.
118. The school has a policy and a co-ordinator for key skills. Literacy, numeracy, ICT and thinking skills in particular are clearly identified in teachers' weekly plans and there is good evidence in lessons that these are directly addressed across the curriculum.
119. The school makes very good provision for PSE. There is a policy and identified co-ordinator and a framework is being developed in line with recent Welsh Assembly Government (WAG) guidelines. Values education is a current target for development in the SIP and this is being effectively promoted through the curriculum and in school routines, such as collective worship. Circle time is a regular feature of all classes and is well used to address pupils' concerns; the school's policy for conflict resolution enables learners to begin to resolve their problems themselves.
120. Each term visits are made to places of interest in the locality, including shops and businesses, and at times learners are taken further afield, such as Barry Island. A wide range of visitors also come into the school to talk to classes and

to lead assemblies, including representatives of local services, the parish priest and health workers. Some governors also come in very regularly to help in lessons or to contribute to school routines.

121. Some extra-curricular activities are provided after school, including ball skills and Welsh country dancing. These are generally well supported by learners and are equally open to boys and girls.
122. The provision for learners' spiritual, moral, social and cultural development is good overall. There is a daily act of collective worship, which meets statutory requirements and appropriately fosters the values and ethos of the school. Learners' sense of awe and wonder of the world is also well promoted, particularly through their exploration of the outdoor environment and living things.
123. Learners are courteous, polite and respectful to adults and peers and relationships with staff are very good. Older ones look after those younger than themselves and all work and play together well; Y2 pupils, for example, visit the nursery regularly to read stories to them and to get to know the children.
124. Learners raise funds for various charities and good causes and are conscious of the needs of those less fortunate than themselves. They know the difference between right and wrong.
125. Less attention overall is given to the cwricwlwm Cymreig. Learners celebrate St. David's Day and learn about a few Welsh personalities and, in addition, the Welsh language is prominently used and displayed around the school, but there is insufficient emphasis on the Welsh dimension in teachers' planning and the curriculum, with the result that learners' knowledge and understanding are limited.
126. Learners begin to understand that the world is composed of a diverse range of people. They learn about other lifestyles and cultures, particularly in geography and religious education, but there is scope to extend their knowledge and understanding through such subjects as art and music.
127. The school makes good efforts to act in a sustainable way by reducing waste and conserving energy and water consumption. Learners, as a result, are very aware of the need for conservation and to protect the environment and they participate in a range of sustainable development activities, such as recycling paper and mobile phones, collecting litter and composting. There is an active Eco Council, which meets regularly; members are from the reception and Y1 classes and are elected by their peers and report back to them.
128. A strength of the school, which is recognised by the LEA, is the very good relationships with parents and carers, who are kept well informed, for example about the Foundation Phase, through regular newsletters and curriculum information evenings. They are generally very supportive of the school and most have signed the home-school agreement; a few volunteer to help in the

classroom. They feel the school is approachable and their concerns are listened to and acted upon. An appropriate complaints procedure is in place.

129. Parents and carers are happy with the homework arrangements, which mainly involve taking reading books home; there is a reading record book, in which parents can comment. In Y2 pupils have a weekly homework sheet that focuses mainly on mathematics. In KS1 there is also a collection of homework tasks and resources placed at the entrance to each classroom, which parents can access if they wish to do a task with their child at home; this is a very beneficial feature.
130. There is a parent and teacher association of West End School (PAWS), which raises funds and there is a parents' committee to oversee the development of the school garden.
131. Family learning courses are successfully provided by the school, which focus on parenting skills and supporting children's learning in literacy, numeracy and Welsh. Workshops are also held to explain new initiatives to parents and carers, for example, to explain developments in the teaching of reading. This provision, in particular, makes a very effective contribution to parents' attitudes to lifelong learning and community regeneration.
132. The school successfully prepares learners to take an active role in the life and work of the local community and good use is made of the locality as a learning resource. Educational visits and the expertise of members of the local community make a positive contribution to learning in many curriculum areas. Learners, for example, visit a nearby community home and various representatives from local churches regularly come to the school.
133. The school makes good provision for work-related education and teachers pay due attention to the vocational aspect of the PSE programme. The school ensures learners have access to a range of experiences that are well suited and relevant to their age and understanding. Good links have been developed with local businesses and relevant agencies, including Careers Wales, but no teachers have recently undertaken a relevant industrial or business placement.
134. The school's promotion of entrepreneurial skills is good and is an integral part of the curriculum. Initiatives such as the Dynamo project, involving an annual 'Enterprise Week', when learners design, produce, finance and market their goods for sale, provide a good insight into the running of a profitable business.
135. The relationship with the LEA is outstanding. Various advisers and officers frequently come to the school to provide advice, to inform governors and parents and to attend social occasions. Links with the receiving junior school are well developed and local secondary schools, further education colleges and a teacher training university send students to the school on work experience placements. The school is piloting the Children's University.
136. The school ensures equal access to the curriculum for every pupil and makes good provision to compensate for any type of social disadvantage.

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

##### **Grade 1: Good with outstanding features**

137. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
138. The school is a friendly, welcoming and orderly community where all are valued equally and where adults and learners work together happily. The outstanding caring ethos promotes an enabling and vibrant learning environment in which all flourish and where learners feel safe and are encouraged to have confidence in themselves and their abilities.
139. The very carefully designed induction programme is an outstanding feature. Children in the nursery visit the pre-school play group which, in turn, makes frequent visits to the nursery. Children and their parents and carers attend the nursery in the summer term for sessions in order to familiarise themselves with staff and routines. Of particular note is the programme of initial visits made by nursery practitioners to each child's home; this contributes strongly to the way in which children settle quickly and confidently in the nursery.
140. The transition of children from the nursery to the reception class is equally outstanding. Nursery children begin to attend assembly in the summer term and go to the hall for physical education and to the lunch club once a week in order to familiarise themselves with the scale of the main building, its staff and routines. The nursery and reception teachers exchange places and nursery children spend some sessions in the reception class.
141. In the summer term all learners visit their receiving class, taking with them work to discuss and celebrate. In addition, the school has close links and appropriate transition arrangements with the junior school, so that pupils settle in well in KS2.
142. The school provides a daily breakfast club, which is very well attended and where healthy foods are served. As well as the crèche to enable parents to attend the family learning courses, there is also a successful weekly 'drawers and explorers' pre-school play group, which uses one of the spare classrooms. An after-school club is also being planned.
143. Learners have opportunities to put forward their ideas about the work and life of the school through the School and the Eco Councils, both of which meet regularly with elected representatives.
144. The school has comprehensive structures, underpinned by its PSE curriculum, to ensure the well-being, health and safety of all learners and this is another outstanding feature. Due attention is given to healthy eating and learners run their own fruit tuck shop each day. All members of staff are trained in basic first aid and kits are readily available across the school.

145. The school has an appropriate health and safety policy; the headteacher is the co-ordinator and she liaises with the caretaker and the health and safety sub-committee of the GB to monitor the premises continually for any problems. The sub-committee meets termly to undertake a full risk assessment of the school buildings and grounds. An asbestos log is kept in line with requirements and a fire safety policy is in place, which complies with the latest requirements; fire drills are held regularly. All members of staff are aware of their role in health and safety matters.
146. Risk assessments are undertaken when necessary for a variety of activities and this has resulted in significant improvements; for example, a barrier has been erected to improve safety in the car park.
147. The environment is secure and visitors have to come to the main entrance to gain access, where they also sign the visitors' book on entry and exit.
148. Members of staff take all reasonable care to protect learners from harm. There are excellent procedures in place for child protection, which have proved to be highly effective in practice and which are very clearly documented; they are well understood by all members of staff, who have received relevant training and are pro-active in terms of referral. The headteacher is the named person within the school and she actively monitors any issues that arise.
149. Supervision at playtimes and lunchtimes is good; a handbook for all staff explains routines which ensure consistency at all times. A very good feature is the adult play person whose responsibility it is to initiate a variety of group games and to encourage those who are less confident or who need positive behaviour strategies to participate.
150. The school's policies and procedures to promote good behaviour are very effective and school rules are simple, relevant and clearly understood by learners. The headteacher and staff have high expectations and there is a clear code of conduct. Any instances of perceived bullying or oppressive behaviour are dealt with promptly and effectively.
151. Highly efficient procedures and strategies are in place to monitor learners' behaviour and performance, particularly for those with complex emotional and behavioural difficulties, and early intervention ensures that any individual concerns are dealt with quickly and efficiently.
152. The school makes every effort to improve attendance rates, for example through rewards and incentives schemes, and by working closely with parents. The importance of regular and punctual attendance is emphasised and given a high priority. Follow-up procedures, including first day calling, are carefully applied. The school enjoys a positive working partnership with the education welfare officer and this contributes to the successful monitoring of attendance. The school complies with all requirements set out in the NAW Circular 47/06.
153. All learners' needs are well identified and closely monitored by teachers and support staff and the quality of provision for those with SEN is outstanding. The

school's procedures pay due regard to the SEN Code of Practice and are followed meticulously; all on the register are very well integrated into the life of the school.

154. Effective early identification and diagnosis are excellent features of the provision for learners with SEN and support is provided from the nursery onwards. IEPs are well structured and contain clear, achievable targets which are broken down into small steps; review dates and success criteria are identified. A very good feature is the number of learners who move off the register as a result of the good progress they make. Parents and carers discuss and contribute to their children's IEPs in termly meetings and sign them.
155. Teachers meet with the SEN co-ordinator (SENCO) termly to review learners' progress and to identify the next steps in teaching and learning, which inform subsequent IEPs. Very good in-class support is provided by teaching assistants.
156. Learners with individual behaviour plans negotiate their targets with relevant teaching assistants who are trained in educational behaviour disorder and who meet daily to monitor progress; this is an outstanding feature.
157. The school makes very effective use of the educational psychologist, the occupational therapist, physiotherapists, an epilepsy nurse, dieticians, health visitors and other personnel from social services, drawing well on their knowledge and experience.
158. The school liaises closely with parents and health professionals for learners with significant medical problems. There are health care plans in place which are shared with appropriate staff; all relevant staff meet with health professionals to ensure learners' medical difficulties are managed appropriately.
159. Equal opportunities are actively promoted and all learners, regardless of ability, race, gender or social background, have access to the full range of school activities; they are treated fairly and are appropriately supported by all practitioners.
160. The school has a Disability Equality Scheme and an accessibility plan with realistic targets, which are regularly reviewed and monitored.

## Leadership and management

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

#### Grade 1: Good with outstanding features

161. The findings of the inspection team differ from the judgement made by the school in its self-evaluation report, because the inspectors awarded one grade higher than the school, due to the identification of a number of outstanding features.
162. This key question is judged to be one grade higher than that for Key Question 1, since the high quality of leadership of the newly appointed headteacher and her senior management team (SMT) and the initiatives they have established have not had sufficient time to impact fully on the standards of achievement in the school, although there is evidence of significant improvement recently.
163. The school has a very clear mission and vision statement, supported by a set of relevant aims, which are reviewed regularly and which positively underpin the ethos of the school. This is a strength.
164. The headteacher has a very good oversight of the school, provides clear direction to its life and work and has begun to implement many improvements since her appointment. She is well respected by staff, governors and parents, who have confidence in her ability to take the school forward. Her very efficient and supportive leadership and her very effective management are outstanding features.
165. The deputy provides good support and makes an important contribution to the school's effective management and administration. One of the teachers is identified as the senior teacher and, together with the headteacher and deputy, forms the senior management team (SMT), who work together well.
166. All teachers have a subject and/or aspect management role and are allocated management time in addition to their planning, preparation and assessment (PPA) time, although none has a teaching and learning responsibility (TLR) post. Several have taken on different responsibilities since September 2008, matched to the new seven areas of learning of the Foundation Phase.
167. Staff unity is another outstanding feature; there is evidence of very good relationships, teamwork and shared values. Staff meetings are held every week and minutes are taken. There is a staff handbook and all are kept informed through a termly diary and notice board.
168. Appropriate performance management procedures are in place, including interim reviews, and realistic targets are linked to roles and responsibilities and priorities in the SIP. Members of the SMT are trained in performance management procedures and act as team leaders. The impact of the system on school improvement is a notable feature.

169. Outstanding attention is given to national priorities and new initiatives. The school, for example, is well forward in its implementation of the Foundation Phase and in its provision for out of hours care, sustainable development, healthy living and the Welsh language.
170. The GB is very active and supportive and meets regularly. It is well informed and has appropriate sub-committees and carries out its duties diligently. Many members come into the school frequently for various purposes, such as helping with assemblies, lessons and after school activities. They go on LEA training courses and a minority attend school in-service education and training (INSET) meetings.
171. A range of appropriate management policies are in place and statutory requirements are fully met, except for one or two minor omissions in the prospectus and annual report to parents.

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

**Grade 1: Good with outstanding features**

172. The findings of the inspection team differ from the judgement made by the school in its self-evaluation report, because the inspectors awarded one grade higher than the school, due to the identification of a number of outstanding features.
173. The school has very well developed procedures for self-evaluation and planning for improvement, based on a systematic approach and first hand evidence. It works very closely with the LEA to ensure the system is comprehensive and rigorous and the link officer visits regularly and reviews school targets. The GB has recently undertaken a self-evaluation exercise.
174. The school's self-evaluation report is a comprehensive document that highlights the evidence for the school's judgements according to the Estyn Framework. The grades for the seven key questions were decided by the staff and GB together and the inspection team agreed with five of their decisions. There were differences in Key Questions 5 and 6, because the inspectors awarded one grade higher, due to the identification of a number of outstanding features.
175. The SIP focuses on raising standards; it sets out targets for the next three years and takes account of WAG priorities. Initial discussions are held with all staff and some governors, after which the SMT agrees the priorities; the document is then presented to the GB for discussion. Progress is monitored each term by governors and there is an overall evaluation at the end of the year.

176. Resources are allocated to priorities and recent actions have resulted in measurable improvements; for example, the new literacy scheme initiative has impacted on standards in reading.
177. School, class and individual learner targets are based on a detailed analysis of learner performance, attendance and other data and are monitored every term.
178. A strength of the school is that the views of all stakeholders are taken into account. Parents are canvassed annually by means of a questionnaire and the open door policy encourages them to express their opinions. Pupils are listened to, for example, during circle time and in the School and Eco Councils. Questionnaires for governors and staff have been circulated and analysed in recent years and further surveys are planned.
179. Monitoring procedures are outstanding. Subject co-ordinators evaluate their subject(s) annually through classroom observations, demonstration lessons, scrutiny of pupils' work, listening to learners, surveying medium term planning and/or discussions with staff; usually a combination of these methods is used and a monitoring programme is published, which mostly takes place in the Spring Term. Co-ordinators monitor each member of staff at least once in the cycle; they feed back findings to year groups and periodically present to governors. They also conduct an annual resources audit in order to ensure that equipment and materials are appropriate to learners' needs. Outcomes and action plans are fed into the SIP.
180. The headteacher also actively monitors standards, pastoral care and teaching and learning through performance management interviews, classroom observations, scrutiny of planning, assessing pupils' work and discussions with pupils and various stakeholders.
181. Most governors have a subject interest and meet with their respective subject co-ordinator. They are starting to undertake more formally structured monitoring visits, which involves them visiting classes, after which they report back to the GB.
182. There was only one key issue in the last inspection, but this covered a range of items in aspects and in subjects. A comprehensive action plan was drawn up and progress over the last six years has been good. It is not possible to assess improvement specifically in English, because this subject was not inspected this time, but overall, in relation to the subjects inspected, standards have been maintained and in the under-fives and in key skills they have improved. Attendance levels remain a recommendation, although punctuality is better. Homework is now more consistently set and almost all pupils sustain concentration well, due particularly to the school's behaviour management procedures. Curriculum links with the junior school, which is now the official receiving school, have improved.

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

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

183. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
184. A notable feature of the school is its complement of experienced and suitably qualified teachers and support staff, who possess appropriate expertise to teach all aspects of the curriculum and who are generally well deployed. Adult:learner ratios are very good and grant money is well used to employ additional support staff. The ratios and effective use of practitioners in the nursery are particularly outstanding and contribute significantly to the very good progress made by children.
185. All members of staff have clear job descriptions and undertake appropriate and relevant INSET, which is linked to their personal and professional development needs and the school's priorities. Each member of staff has received training for the Foundation Phase.
186. All other adults who work in the school are valued members of staff and contribute positively to the strong community ethos. Day to day routines operate very efficiently and there is effective secretarial support; one administrator is in the school for four days per week and the other for three days.
187. The school has adopted appropriate procedures for managing teachers' PPA time in accordance with statutory requirements. At present classes are covered by one of the higher learning teaching assistants, who follows the work set by the class teacher.
188. The internal accommodation is maintained to a high standard and is attractive, light and spacious. Displays, which celebrate learners' achievements, help to promote a stimulating learning environment. An outstanding feature is the direct access to the outdoors in all classrooms due to the recent installation of external canopies. The caretaker ensures a very high level of cleanliness and learners take pride in their school's appearance.
189. Externally the school is need of redecoration, but plans are in place to undertake this, funded by the school. The boundary fencing is secure and the playground is marked with games. There is also a grassed area with all-weather 'trim trail' play equipment.
190. Learning resources are attractive, well cared for and readily accessible to all learners; most are of high quality and meet the demands of the curriculum, although there is a shortage of tools in design technology. All classrooms have computers and an interactive whiteboard and there is a central library with a wide range of literature to promote a love of reading.

191. There is a GB finance sub-committee, which monitors the budget carefully. For several years the school has had a considerable surplus of funds, but this has been reduced in the past year to around a 10% underspend, due to investment in various projects.
192. Expenditure is regularly reviewed to ensure money is spent wisely and an appropriate amount, which is above the national average, is kept for capitation. Initiatives are carefully costed and developments are prioritised in line with the SIP. Recommendations in the most recent auditor's report (2006) have been followed up. Overall, the school provides good value for money.

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

### **Under 5s**

#### **Foundation Phase: Grade 1: Good with outstanding features**

##### **Personal and social development, well-being and cultural diversity**

**Nursery: Grade 1: Good with outstanding features**

**Reception: Grade 1: Good with outstanding features**

##### **Outstanding features**

193. Despite having only recently started in the nursery, children demonstrate an outstanding ability to form good relationships with their friends and with adults. Most play happily in pairs, groups and as a class, conversing with one another readily.
194. When engaged in activities, particularly outdoors, nursery children's levels of concentration and perseverance are outstanding. They are eager to initiate ideas and they co-operate well to solve problems, for example, when trying to push a cart carrying several children up a slope. All demonstrate wonder at the world around them and show concern about such creatures as the worms and woodlice in their garden. They learn to care for creatures by feeding their guinea pig which they treat gently and with concern.
195. All reception children demonstrate an outstanding level of motivation and perseverance when absorbed in their activities and they maintain their concentration very well for extended periods in both class and group situations. The moments of awe and wonder they experience when discovering unexpected creatures, whilst investigating outdoors, are an outstanding feature.
196. Reception children's perception of the needs of others is very good and the way in which they apply their knowledge and reasoning in order to make sense of the behaviour and feelings of their friends is outstanding. Their awareness of other cultures is very good and is well promoted through a variety of meaningful contexts, such as role play and discussing food of other countries and faiths. They

demonstrate concern for children who are less fortunate than themselves when they talk about their way of life.

### **Good features**

197. The majority of children in the nursery go to the toilet independently and wash their hands after this and before lunch. All attempt to put on their Wellington boots to go outdoors and most succeed unaided, demonstrating good independence at an early stage. The majority put on and take off their outdoor dungarees and jackets with the minimum of help, often several times a session. They demonstrate confidence when given responsibility, such as helping one another dress and carrying out simple tasks.
198. Children in the nursery have a good awareness of the dress and foods of other cultures which they have gained from meaningful experiences such as cooking and role play.
199. All children in reception are confident and independent learners who take responsibility for their actions. They tidy up without being prompted and go out of their way to help both adults and their friends, showing concern for them. All possess a good understanding of the importance of hygiene and wash and dry their hands before eating.
200. Reception children socialise well with others at the dinner table and engage in interesting conversations with friends. They enjoy new experiences in which they participate enthusiastically. They behave very courteously and respectfully towards adults and other children and to all living things.

### **Shortcomings**

201. There are no important shortcomings.

### **Language, literacy and communication skills**

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

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

### **Good features**

202. Nursery children make good progress in their language, literacy and communication skills from a low base. Many listen attentively for increasingly long periods and enjoy talking about themselves and their experiences. They have a growing vocabulary and older ones speak with increasing fluency and more elaborate language. Their interest in books is well developed through the use of stories, poetry and rhymes, which they enjoy reciting with adults. The majority look at books for lengthy periods and behave like readers.
203. Nursery children enjoy mark making, which is well developed and demonstrates an emerging knowledge of letters. They understand that print carries meaning and

around half recognise their names. Younger ones begin to speak in sentences when they are keen to communicate their ideas and feelings.

204. Reception children demonstrate excellent progress in their speaking and listening skills. They possess a very good vocabulary and most use full and extended sentences when they converse with peers and adults and when they answer questions, explain what they are doing and speak about their experiences and feelings. Many elaborate their speech with a good range of adjectives.
205. Reception children listen very well to stories, which they enjoy; they point out question marks and familiar letters on the text of a big book and join in with the refrain enthusiastically. All know a wide range of songs and rhymes, which they sing and recite clearly and keenly. Most choose to browse through books and demonstrate good early reading behaviour. Nearly all recognise letters and many can read simple texts using their phonic knowledge to support their reading.
206. In reception most children can write their name and many produce simple words independently. A notable feature is the writing undertaken outdoors, which motivates boys in particular, with the result that all children develop their mark making skills to a high standard. They also engage in writing in meaningful role play situations, using a wide range of implements. Due to these experiences they understand a range of forms and purposes of writing, such as producing party invitations and birthday cards.

### **Shortcomings**

207. There are no important shortcomings.

### **Mathematical development**

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

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

### **Good features**

208. Children in the nursery have a good knowledge and understanding of number and can count to 24 with the practitioner when passing around Teddy to find out how many children are present. They know and enjoy a variety of number rhymes. They use their fingers well in order to count and can add on well. They develop an understanding of one to one correspondence during the course of their role play, for example, when setting the table. Their mark making demonstrates a growing awareness of numbers, which they explore outdoors when using chalk.
209. Nursery children develop good vocabulary when, for example, putting cars in order of length, and some make sequences using the cars of their own choice. Nearly all acquire early comparative and mathematical language and concepts, such as 'big' and 'small' and 'shorter' and 'longer', in the course of their play.

210. All nursery children enjoy relevant opportunities to explore number, counting and comparison in their activities both indoors and outdoors. The majority sort objects according to simple criteria such as colour.
211. Reception children know a range of mathematical rhymes and songs. They possess good mathematical vocabulary and they use it accurately. Their concepts of size, length, number and shape develop well. Some engage in emergent mathematical recording during role play, for example, by producing mark making that indicates numbers. They have a sound knowledge of numbers up to 10 and can order these accurately.
212. All reception children enjoy engaging in mathematical activities, both those which are teacher directed and those which they create themselves during role play. They extrapolate data from the information they gather.

### **Shortcomings**

213. There are no important shortcomings.

### **Welsh language development**

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

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

### **Good features**

214. Nursery children have a growing vocabulary in Welsh and they repeat familiar words and use them of their own volition occasionally. Many have a basic knowledge of phrases such as responses to the register. Most join in with action songs and rhymes enthusiastically.
215. Reception children make good progress with the Welsh language. They have a growing knowledge of vocabulary and phrases, which many apply accurately in response to their teacher's questions and instructions. They join in songs confidently and enthusiastically and a few wittingly speak Welsh words and phrases, such as 'Ble mae...?'. A minority demonstrate an interest in Welsh books in the reading corner.

### **Shortcomings**

216. There are no important shortcomings.

### **Knowledge and understanding of the world**

**Nursery: Grade 1: Good with outstanding features**

**Reception: Grade 1: Good with outstanding features**

### **Outstanding features**

217. Nursery children enjoy a very wide range of first hand learning experiences, which motivate their interest and desire to explore the world around them. The investigative skills of even the very youngest are outstanding and they explore their outdoor learning environment and its creatures very confidently, making interesting observations about what they find.
218. Reception children's investigative skills are an outstanding feature; they observe worms and snails during the course of their digging and apply reasoning well, in order to understand and explain why they think certain things happen. They demonstrate outstanding observation skills when examining these creatures. All have a very good awareness of, and respect for, the school environment and display concern and responsibility for it; for example, they feed the birds and put out water for them.
219. All reception children are actively involved in their own learning and resolve problems very well with appropriate adult support, when required, in the form of extended and open-ended questioning. All have a very good awareness of, and interest in, the environment of the school and demonstrate respect and responsibility for it and the creatures which inhabit it.

### **Good features**

220. Nursery children have a very secure understanding of the changes which occur in autumn from their observation of the school environment, which they take responsibility for. They apply reasoning well in order to understand and explain why they think certain things happen. They enjoy cooking with adults and grow bulbs in pots, which they know need soil, water and light to grow.
221. Nursery children know that information may be retrieved from a variety of sources and they use the computer with their teacher for this purpose.
222. All reception children have a very good understanding of the seasons, based on their rich first-hand experiences, such as going outside to investigate the effects of autumn on the school grounds. They are able to make decisions and to solve problems which arise with minimal adult intervention.
223. Reception children use computers and other electronic equipment confidently and competently as an integral part of their learning.
224. In religious education both nursery and reception children begin to realise that people have different beliefs and practices that affect their values and behaviour. They learn about some of these through stories and role play. They start to appreciate the wonders of the world and learn that it is important to give thanks for these and their own lives through, for example, saying prayers. They start to understand the need for rules and come to realise that some children are not as fortunate as themselves.

### **Shortcomings**

225. There are no important shortcomings.

## **Physical development**

**Nursery: Grade 1: Good with outstanding features**

**Reception: Grade 1: Good with outstanding features**

### **Outstanding features**

226. Nursery children move very confidently and demonstrate excellent co-ordination and confidence when digging, climbing, running, walking, jumping and landing and when manipulating trolleys; they demonstrate an outstanding ability to control their body movements.
227. Children in the nursery have an excellent understanding of prepositional vocabulary and respond accurately when asked to place themselves or objects in relation to things, for example, 'behind the tree'. Their physical ability and confidence in tackling such challenging activities as obstacle courses are outstanding.
228. All children in reception have an outstanding understanding of their bodies and what they need in order to grow and to be healthy. Their ability to co-ordinate movements is enhanced by their excellent understanding of positional language. They demonstrate exceptional control and originality when moving in different ways, for example, hopping, skipping and jumping, in response to their teacher's wide range of stimuli, making meaningful interpretations through their physical movements.

### **Good features**

229. Nursery children have a very good awareness of space which they use well. They demonstrate very good manipulative skills when handling a wide range of tools and equipment, for example, pencils, brushes, scissors, trowels, spades and beads. They have a good understanding of their bodies and the food and exercise they need for healthy growth.
230. Reception children enjoy all types of physical activities and engage in them wholeheartedly. They move their bodies confidently and demonstrate very good control and co-ordination, both when responding to the teacher's instructions and when exploring their environment; this is evident in the confidence they display when digging, climbing, running, jumping, landing and walking. They have a very good concept of space.
231. Reception children handle a range of large and small equipment, such as scissors, paint brushes and garden tools, with confidence and dexterity.

### **Shortcomings**

232. There are no important shortcomings.

## **Creative development**

**Nursery: Grade 1: Good with outstanding features**

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

### **Outstanding features**

233. Nursery children demonstrate outstanding creative thinking when using large junk material for play. They employ a wide range of materials and techniques to create representational images, such as large figures, which demonstrate very good use of colour and bold strokes; their results are of a very high standard.
234. Nursery children display a very high level of imagination when using a variety of natural and man made objects for printing, producing very effective images. Their mark making with paint, pencil, chalk, oil pastels, charcoal and crayons demonstrates an outstanding level of creativity. Their free paintings and drawings are of a very high standard.

### **Good features**

235. Nearly all nursery children begin to play co-operatively and demonstrate an excellent understanding of the conventions of role play. They engage well in dialogue between a mother and her baby. All enjoy music, responding well with their voices and percussion instruments and most can replicate the rhythm of a song. They enjoy looking at the work of others and make interesting comments about what they see.
236. Children in reception enjoy drawing and painting using brushes of different thicknesses confidently and they produce some observational representations of self portraits which are of a good standard. A good feature is the way in which they engage in creative activities outdoors by undertaking, for example, observational drawings, role play and sculptures from natural materials such as leaves.
237. Children in reception enjoy expressing themselves through dance and respond very well with their bodies to music, demonstrating a high level of creativity when interpreting words such as 'squilch', 'squelch', 'whoosh' and 'wishy-washy'. Their role play shows good progression, particularly in the way older ones develop it in the music corner, where they combine music making with drama. Most use percussion instruments well to beat the rhythm of a song and they enjoy choosing from the range of instruments provided, creating different sounds and rhythms with them.

### **Shortcomings**

238. There are no important shortcomings.

## Science

### Key Stage 1: Grade 2: Good features and no important shortcomings

#### Good features

239. Pupils regularly undertake a range of practical work by successfully following the scientific process of planning, experimenting, recording and evaluating their investigations.
240. Pupils are able to carry out experiments accurately on their own, such as testing out whether certain materials are waterproof. They make logical choices about which materials to use and how they will conduct the experiment. They handle equipment carefully and observe closely to ensure their test is fair. They have a sound understanding of what a fair test means and involves.
241. Pupils experience a good coverage of the National Curriculum. By the end of KS1, for example, they are familiar with the properties of certain materials and understand that some float and sink and change when heated, such as chocolate. They know about life cycles, animal growth and their habitats and how their own senses work. They learn about their bodies and how to keep them healthy. They make basic electrical circuits.
242. Pupils record their results in a variety of scientific ways, for example through the use of diagrams and record tables. They measure their results precisely and record them accurately and with good understanding.
243. Pupils evaluate their results and reach conclusions on the application to everyday life of what they have found out, for example which material would be best to use as a chocolate wrapper and why.

#### Shortcomings

244. There are no important shortcomings, but at times pupils do not sufficiently predict the outcomes of their investigations.

## Design technology

### Key Stage 1: Grade 1: Good with outstanding features

#### Outstanding features

245. Pupils engage in the complete design technology process. In most projects they initially research the product they wish to produce in order to acquire ideas and to see what examples of their finished product might look like. They then decide on the materials, methods and tools they need, before designing a prototype. They generally evaluate their designs before they start the making process.

246. Pupils continually refine and amend their models in light of their experiences as they proceed, while still referring to their designs to guide the making process. As a result, they produce some very individualised and well finished articles and are proud of their achievements.
247. In some projects there are examples of very good co-operative learning, when pupils decide as a group which design to choose and then assume different roles within the group to achieve their goal, each playing an important part in the making process.

### **Good features**

248. Pupils make a range of different products that cover the different strands of the National Curriculum, involving structures, food technology, textiles, moving parts and control technology. For example, they make houses, beach bags, shakers and junk models. They also have regular experiences of using a range of construction kits.
249. Pupils use a variety of methods to cut, assemble, glue, stick and join materials and decide for themselves which method might be the most effective and then test out their ideas. They pay due attention to health and safety issues.
250. Pupils communicate their ideas effectively through the use of planning and evaluation templates and relevant language. They evaluate their finished products individually and as a group, explaining why they chose a certain design, colour or material to ensure fitness for purpose.
251. Pupils also make presentations to the whole class, when their achievements can be evaluated and suggestions made for improvement. Their efforts are applauded and celebrated, which helps to raise their motivation and reinforce pride in their achievements.
252. Pupils participate in a mini-enterprise week each year, when they design and produce articles for sale, such as tea light holders, for the school's summer fair. The end results are very striking and reflect the care and attention given to detail in the planning and making process.

### **Shortcomings**

253. There are no important shortcomings.

<b>Geography</b>
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### **Key Stage 1: Grade 2: Good features and no important shortcomings**

#### **Good features**

254. Pupils in KS1 have a secure knowledge of where they live and all ask and answer geographical questions accurately. They know their address and

speaking confidently about their locality describing its main features, using appropriate geographical terms.

255. Pupils can identify features of the local area, for example houses, roads, shops, the church, the park, the leisure centre, the swimming pool and the castle. They also identify those features which they dislike, such as the road works, traffic, graffiti and chewing gum on pavements. They make sensible geographical observations about the locality and explain what they would like to improve about it.
256. Pupils find objects accurately on a treasure map using simple co-ordinates. They demonstrate good mapping skills when picking out the main features of the locality from two different aerial maps and give well reasoned suggestions as to which places would or would not be suitable for building a chocolate factory.
257. Pupils observe and collect information in the field when visiting Barry Island and describe the main features of that contrasting area, using geographical terms such as sea, rocks, beach, promenade, arcades and ice cream parlour. They note the main features of Barry Island on a map and produce a simple key. They have a secure knowledge about the differences between Barry Island and Caldicot and can explain which they prefer and why.
258. Pupils identify different sources of water, such as canal, sea, lake, river, waterfall, reservoir and stream, using geographical terms accurately. They label correctly the geographical features of the course of a river from its source to its estuary.

### **Shortcomings**

259. There are no important shortcomings.

<b>Art and design</b>
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### **Key Stage 1: Grade 2: Good features and no important shortcomings**

#### **Good features**

260. In KS1 pupils develop good observational skills and begin to experiment with colour, line and tone to produce drawings and paintings, including attractive self-portraits, pencil and charcoal sketches of houses and mixed media representations of fireworks. They explore form when they make effective three dimensional models of houses.
261. Pupils mix their own colours confidently and produce bold and very colourful images with the colours they create. They use a range of techniques, such as printing, mark-making and wax resistance. They experiment with these aspects of art when they produce, for example, well finished representations of ladies wearing Welsh costume.

262. Pupils also experiment with a range of materials and investigate texture, when they produce interesting collages of Charlie's chocolate factory. Similarly, they use a range of media and techniques confidently, when they produce very attractive abstract designs painted on canvas using different shades of a selected colour.
263. Older pupils investigate the work of Welsh artists when they produce pictures inspired by the painting 'Salem' and when they paint in the style of Stan Rosenthal. They evaluate their own work, that of their peers and of other artists insightfully.

### **Shortcomings**

264. There are no important shortcomings, but pupils' knowledge and experience of the work of Welsh and famous artists is underdeveloped.

## **Religious education**

### **Key Stage 1: Grade 2: Good features and no important shortcomings**

#### **Good features**

265. Pupils are familiar with some stories from the Bible, such as Noah's Ark and Joseph and his coat of many colours. They know that Jesus is a special person for Christians and that Christmas celebrates his birth and Easter time his death and resurrection. They are also aware of other Christian festivals, such as Harvest.
266. Pupils appreciate the need for rules and they understand some of the rules that Guru Nanak taught and why these are special for Sikhs. They experience some of the artefacts Sikhs use in their practices based on the 'five Ks' and they can explain some of the beliefs of this faith.
267. Pupils understand why Shabbat is important for people of the Jewish faith and how it is related to the story of creation in the Bible. They know that Christians also follow the same story of creation in the Old Testament, but that they observe the seventh day, when God rested, on a Sunday in contrast to the Jewish observance on a Saturday.
268. Pupils undertake a range of activities and have practical experiences related to various customs and celebrations of a range of faiths, such as the Christian communion service, the Jewish Shabbat meal, the Sikh Kara and the Hindu Diwali festival. They learn about different signs and symbols connected with these and act out some of the ceremonies.
269. Pupils realise the need to give thanks to God for their lives, those close to them and the world in general. They learn to be thankful for the food they eat, for example by celebrating Harvest. They write prayers for this purpose and share them with their peers.

270. Pupils understand how to share and care for others and the environment. They learn that being kind and having respect for other people and their different views and beliefs are part of many religions, such as Christianity and Sikhism.

### **Shortcomings**

271. There are no important shortcomings, but pupils do not visit different places of worship.

### **School's response to the inspection**

272. The staff and governors of the school welcome the inspection report and are delighted with the grades awarded. We are pleased that the inspection team found that Caldicot West End is a very effective school with a very positive and caring ethos. As a school that strongly promotes inclusion, we are extremely proud that the quality of support, care and guidance provided for all learners is judged to be outstanding.

273. We are also very pleased that the inspectors found some outstanding features in each key question. In particular, we are very gratified that the overall standards of achievement in lessons exceed the Welsh Assembly Government's targets and are better than the majority of similar schools.

274. The staff and governors will now work closely together to produce an action plan to address the recommendations of the report. A copy of this will be sent to all parents and the governors' annual reports to parents will include details on the progress the school is making in addressing the inspection recommendations.

275. The staff and governors would like to thank the inspection team for their positive contribution to our future school improvement and for the courtesy and professionalism extended during the inspection.

## Appendix 1

### Basic information about the school

Name of school	Caldicot West End Infants School
School type	Nursery and Infant
Age-range of pupils	3 to 7
Address of school	Masefield Road, Caldicot, Monmouthshire
Postcode	NP26 4JY
Telephone number	01291 420428

Headteacher	Mrs. Gillian Bray
Date of appointment	7 <sup>th</sup> April 2008
Chair of governors/ Appropriate authority	Mrs. Kath Wilson
Registered inspector	Dr. David Ellis
Dates of inspection	10/11/08 to 12/11/08

## 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	21.5	31	41	31					124.5

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	5	2	6

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	20.6:1
Pupil: adult (fte) ratio in nursery classes	8.6:1
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	26
Teacher (fte): class ratio	1.2:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Autumn 2007	87.9	94.0	92.5
Spring 2008	87.8	90.7	92.7
Summer 2008	86.4	91.5	91.7

Percentage of pupils entitled to free school meals	16.5%
Number of pupils excluded during 12 months prior to inspection	Nil

## Appendix 3

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

National Curriculum Assessment KS1 Results 2008			Number of pupils in Y2:		18		
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher assessment	School	0.0	5.6	5.6	72.2	16.7
		National	0.2	3.5	13.8	63.0	19.4
En: reading	Teacher assessment	School	0.0	5.6	5.6	55.6	33.3
		National	0.2	4.1	14.9	55.2	25.5
En: writing	Teacher assessment	School	0.0	5.6	5.6	88.9	0.0
		National	0.2	4.8	15.9	67.8	11.3
En: speaking and listening	Teacher assessment	School	0.0	5.6	5.6	72.2	16.7
		National	0.2	2.4	10.7	62.8	23.8
Mathematics	Teacher assessment	School	0.0	5.6	0.0	94.4	0.0
		National	0.2	2.0	10.9	65.2	21.6
Science	Teacher assessment	School	0.0	5.6	0.0	94.4	0.0
		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	88.9%	In Wales	80.7%
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D Pupils who have been disapplied from the statutory arrangements  
W Pupils who are working towards level 1

N.B. The general expectation is that the majority of 7 year olds will attain level 2.

## Appendix 4

### Evidence base of the inspection

Three inspectors spent a total of seven inspector days in the school. There was also a nominee on the team, who was the headteacher.

The inspection team visited:

- twenty lessons or part-lessons;
- all classes; and
- registration sessions and three acts of collective worship.

The inspection team held meetings with:

- staff, governors and parents before the inspection;
- the headteacher, teachers and support, ancillary and administrative staff during the inspection;
- groups of learners representing each age range, including the School Council and the Eco Council, during the inspection;
- community representatives and other visitors to the school during the inspection; and
- staff and governors after the inspection.

The inspection team also considered:

- the school's self-evaluation report;
- thirty responses to the parents'/carers' questionnaire; around 98.5% of answers were positive;
- a comprehensive range of documentation provided by the school before and during the inspection; and
- a variety of learners' current and past work; and
- samples of learners' reports.

## Appendix 5

### Composition and responsibilities of the inspection team

Team member	Responsibilities
Dr. P. David Ellis Registered Inspector	Context Summary Key Question 1 Key Question 3 Key Question 5 Key Question 6 Science, design technology and religious education Appendices
Mrs. Branwen Llewelyn Jones Team Inspector	Key Question 2 Key Question 4 Key Question 7 Under-fives, geography, art and design
Mrs. Janet Warr Lay Inspector	Contributions to Key Questions 1, 3, 4 and 7
Mrs. Gillian Bray Headteacher and Nominee	Contributing information and attending meetings School's response

### Acknowledgement

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

### Contractor

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