

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

A Report on the Quality of Education in

**Malpas Church-in-Wales Infant School
Yewberry Close
Malpas
Newport
NP9 6WJ**

School Number: 6803001

Date of Inspection: 13th October 2008

by

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

The inspection of Malpas Church-in-Wales Infant School took place between 13/10/08 and 15/10/08. An independent team of inspectors, led by Michael T. Ridout undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **short** inspection.

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

Contents	Page
Context	4
Summary	5
Recommendations	9
Standards	10
Key Question 1: How well do learners achieve?	10
The quality of education and training	13
Key Question 2: How effective are teaching, training and assessment?	13
Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?	15
Key Question 4: How well are learners cared for, guided and supported?	18
Leadership and management	21
Key Question 5: How effective are leadership and strategic management?	21
Key Question 6: How well do leaders and managers evaluate and improve quality and standards?	22
Key Question 7: How efficient are leaders and managers in using resources?	24
School's response to the inspection	25
Appendices	26
1 Basic information about the school	26
2 School data and indicators	26
3 National Curriculum assessments results	27
4 Evidence base of the inspection	28
5 Composition and responsibilities of the inspection team	29

Context

The nature of the provider

- 1 Malpas Church Infants School is a Voluntary Controlled Church-in-Wales School for boys and girls aged four to seven years. In total there are 166 pupils on roll organised in six single age classes. There are 60 children under-five in the reception classes. The average class size is 28. There are 7.6 full-time equivalent (fte) teachers, including the head teacher and one part-time teacher. Eight members of support staff, five of whom are full-time, enhance this provision.
- 2 The school is situated in the suburb of Malpas, a residential area to the north of Newport. The school describes the background of most families in the local area it serves as neither prosperous nor disadvantaged with a diverse mix of middle and working class households. Around half the children come from other parts of Newport. Around four per cent of pupils are entitled to free school meals; this is well below national and local averages. No pupils attending the school are 'looked after' by the local authority. There are a few pupils from ethnic minorities and none for whom English is an additional language. None come from homes where Welsh is the first language. English is the predominant language spoken and the school teaches Welsh as a second language.
- 3 Baseline assessments indicate that children's attainment on entry to reception covers the full range and compares well with local averages. Subsequent assessments indicate that approaching half have above average attainments. The proportion is higher than in most primary schools. Around six per cent of pupils have additional learning needs (ALN). This is a lower proportion to that found in most schools. No pupils have a statement of Special Educational Needs (SEN).
- 4 The school was previously inspected in November 2002. Since that time, the number on roll has increased a little although the organisation of classes remains similar. Significant improvements have been made to the reception classrooms, the outdoor learning environment and the provision of staff in line with the Foundation Phase. The school is implementing the Foundation Phase in reception. The head teacher took a two year secondment to Estyn (2004 – 2006); the then deputy head teacher managed the school during that period. The school holds the Basic Skills Quality Mark, Investors in People, Healthy Schools and Eco Schools awards.

School's priorities and targets

- 5 The mission statement 'Learning together, learning for life' guides the school's work. It aims to contribute successfully to the development of each child in the school community, to foster positive relationships with the wider community and to ensure that the curriculum provides a Christian setting in which children grow intellectually, socially, morally and spiritually.
- 6 The school improvement plan (SIP) for 2008 – 2009 identifies many areas for continued improvement. The head teacher identifies four main priorities to:
 - develop planning and assessment in line with the Foundation Phase
 - further improve the standard of handwriting
 - train more Forest School (FS) leaders to provide FS experiences in all classes
 - Use the Becta self review framework to assess and improve use of information and communications technology (ICT).

Summary

- 7 Malpas Church-in-Wales Infants School has many outstanding features. At its heart are a strong Christian ethos, outstanding achievement in pupils' personal and wider development, their good standards of attainment and the very successful leadership of the head teacher in promoting the school's mission and aims.

Table of grades awarded

Key Question	Inspection grade
1 How well do learners achieve?	Grade 1
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 1
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 2
7 How efficient are leaders and managers in using resources?	Grade 1

- 8 The inspection team endorses the school's self evaluation in five of the key questions but awards a lower grade in key questions two and six. This is because outstanding features were not identified in these key questions.
- 9 While pupils attain above national standards, aspects of teaching and assessment in KS1 are not always fully effective in promoting achievement in line with their capabilities. Although the school has good procedures for self-evaluation a clear focus on raising standards and improving practice further is not always made sufficiently clear, for example, in summary evaluations.

Standards

- 10 Following the last inspection in 2002 the school's National Curriculum (NC) results have remained above the national average. In comparison with similar schools, having less than eight per cent free school meals, there was an upward trend in results until 2004 followed by an overall decline across the following four years.
- 11 In 2008 the results of the Key Stage 1 (KS1) NC teacher assessments, at the expected Level 2 and above, were above national figures in English, mathematics and science. In comparison with similar schools standards were below average in English, average in mathematics and above average in science.
- 12 The proportion of pupils attaining at least the nationally expected level in all three subjects was above national figures and below those for similar schools.

- 13 The results for 2008 indicate the maintenance of good standards and, where the figures are above the performance of similar schools, for example in science, they are a good reflection of pupils' capabilities.
- 14 The first hand evidence of the inspection indicates that pupils benefit from a wide range of learning experiences that impact particularly well on their achievements. In KSI, for example, they learn a great deal through discussion from these experiences.
- 15 The overall quality of the educational provision for the under-fives is appropriate to their needs and the children make very good progress towards the Foundation Phase Outcomes.
- 16 The achievements of the under-fives in basic skills and in developing the key skills of literacy, numeracy and information and communications technology (ICT) across their learning are outstanding. Their progress in developing independence and acquiring bilingual skills is outstanding.
- 17 In KS1 pupils continue to build up their basic skills in literacy and numeracy well. Overall, standards in the key skills of literacy, numeracy and ICT, and their use within learning, are good with some outstanding features, for example in speaking, listening and reading. Furthermore, in some classes pupils' achievement in a wide range of writing across subjects is outstanding.
- 18 Across the key stage pupils make good progress. The small number identified with additional learning needs (ALN) make good and sometimes very good progress towards the targets set for them.
- 19 The significant numbers of more-able pupils make good progress when tasks challenge them to think and then try out their ideas. However, the level of challenge is not always sufficient.
- 20 The pupils' behaviour and attitudes towards learning are outstanding. Their ability to work independently, in pairs and as part of a group is good.
- 21 Attendance rates throughout the school are good.
- 22 Across the school, pupils make outstanding progress in their personal, social, moral and wider development.
- 23 Relative to their age, pupils demonstrate a very well developed understanding of equal opportunities; they show informed respect for diversity and are very well prepared to contribute to the community. Their awareness of the workplace is well developed.

The quality of education and training

- 24 In a sample of twelve lessons the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
25%	58%	17%	-	-

- 25 These figures represent a slight decline compared with the last inspection in 2002. They are better than the national picture as reported in Her Majesty's Chief

Inspector's (HMCI) Annual Report 2006 – 2007 where the quality of teaching is reported to be Grade 2 or better in 80 per cent of lessons with 14 per cent having outstanding features (Grade 1).

- 26 The high quality of teaching and skilled support for learning provided by practitioners in the reception classes is a particularly distinctive feature of teaching in the school.
- 27 Across the school the most consistent features of teaching include the good quality of working relationships with pupils and the consistent provision of bilingual teaching.
- 28 Teaching demonstrates secure subject knowledge and, as a result of recent training, good knowledge of 'best practice' in learning and teaching strategies. However, these practices are not yet securely established across KS1.
- 29 The planning of work is detailed. Basic and key skills are identified clearly but there is variation in the rigour with which these skills are developed. While the provision for groups of different abilities is sometimes well defined, on occasions in KS1, this aspect is not developed fully. Where such planning is effective, so that pupils have opportunities to learn in different ways, they are actively engaged. This was most evident during the inspection, for example, in the work of a Y1 class.
- 30 The rigour of assessment and its use in planning and improving learning is good. Although the accuracy of assessment using NC criteria is especially well developed at the end of KS1 the use of assessment information to promote progress is not always sufficiently rigorous.
- 31 The arrangements to inform parents and carers, including annual written reports, about their children's progress and achievements are good.
- 32 The provision for children under-five, including the use made of the school grounds, is outstanding.
- 33 Overall, the school meets the needs and interests of the full range of pupils very well. Curricular planning is good with strong emphasis on developing pupils' basic skills in English and mathematics. A clear framework guides the development of key skills in literacy, numeracy and ICT, but there is some variation in the rigour with which these skills are promoted.
- 34 The curriculum is considerably enriched through educational visits and the contributions of visitors, for example specialists in dance and music. A very good range of extra-curricular activities and clubs is provided.
- 35 The provision for pupils' personal development, including their spiritual, moral, social and cultural development, is particularly outstanding.
- 36 The school's partnerships with the local community, employers, other schools and higher education institutions are highly successful.
- 37 The provision to promote bilingual skills is outstanding and the Cwricwlwm Cymreig is well promoted across the school.

- 38 The provision of education for sustainable development and global citizenship and the promotion of pupils' entrepreneurial skills are outstanding features.
- 39 The duty of care and attention to pupils' well-being is fundamental to the school's ethos. Pupils are particularly well cared for, guided and supported in a very secure, supportive and happy environment.
- 40 The school has effective working partnerships with parents and carers. An outstanding feature is the way in which the school regularly consults them. Induction and transition arrangements for their children are very effective.
- 41 Pupils have good opportunities to voice their views. The school council is a very good forum that the older children say they understand and value.
- 42 The school provides high quality personal support and guidance for all pupils.
- 43 Procedures to monitor pupils' attendance, punctuality, and behaviour are very effective and the arrangements to monitor their performance are well developed.
- 44 The procedures for child protection and to ensure the health, safety and well-being of pupils are good.
- 45 The quality of provision for pupils with ALN is good with outstanding features. The quality of support for learning, often provided by skilled learning support assistants (LSAs), is very good.
- 46 The overall quality of provision for equal opportunities is good with outstanding features. The extent to which the school promotes respect for diversity is a particularly strong feature.

Leadership and management

- 47 The strategic management of the school is good and very good account is taken of local and national priorities. The head teacher provides commendable consistency in promoting good standards and a high quality ethos in the school over a long period. Her commitment to provide children with the very best opportunities to learn is outstanding.
- 48 The role of subject leaders is being developed further to help ensure that their managerial contributions, including monitoring and evaluations, are based securely on first hand evidence.
- 49 The governing body (GB) is strongly supportive of the school and successfully discharges its statutory duties. The strategic allocation of financial resources is particularly effective and close attention is given to monitoring income and expenditure.
- 50 The school has good systems to promote self-evaluation. It is developing the rigour of its arrangements for monitoring but even though detailed analysis of performance data is available, it has not set quantifiable goals in the school improvement plan (SIP) to raise standards further.

- 51 The SIP identifies a wide range of priorities for further improvement, in both present and future years. The many actions and priorities included make it difficult for staff and others to be clear about the school's main priorities.
- 52 The school's leadership is particularly successful in the management of resources. The school provides a very good ratio of adults to pupils. The impact of skilled teachers and LSAs is often outstanding in the reception classes.
- 53 The provision of learning resources is good and the accommodation provides an appropriate setting for effective learning and teaching. The school plans to develop greater use of the outdoor environment for older pupils and to use ICT more fully.
- 54 Since the last inspection the school has maintained good standards in relation to the national picture and made good improvements in a number of areas. The school continues to provide very good value for money.

Recommendations

- 55 In order to improve pupils' achievements further the school should continue to implement the SIP, clearly prioritise the main issues, and place particular emphasis on:
- R1 improving further the effectiveness of teaching in meeting pupils' differing learning needs.
- R2 continuing to develop focussed monitoring and evaluation.

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 1: Good with outstanding features

- 56 The findings of the inspection team match the judgement made by the school in its self-evaluation report. This reflects the maintenance of good standards over a long period. The achievements of the children in reception are often outstanding and across the school pupils' personal and social development is outstanding.
- 57 In 2008 the results of the KS1 NC teacher assessments, at the expected Level 2 and above, were above national figures in English, mathematics and science. In comparison with similar schools, having less than eight per cent free school meals, standards were below average in English, average in mathematics and above average in science. The proportion of pupils attaining at least the nationally expected level in all three subjects was above national figures and below those for similar schools.
- 58 The proportion of pupils attaining the higher than expected Level 3 was well above the national picture in most aspects of English and science. The figures being around double those found nationally. Attainment in reading was particularly notable. However, performance compared with the national picture at Level 3 was in line in writing and just nine per cent above in mathematics.
- 59 The results for 2008 indicate the maintenance of good overall standards and where the figures are well above the performance of similar schools, for example in science, they are a good reflection of pupils' capabilities.
- 60 Following the last inspection in 2002 the school's results have remained above the national picture. In comparison with similar schools there was an upward trend in results until 2004 followed by an overall decline across the following four years. It should be noted that in particular years the proportion of pupils with ALN has an impact on the school's relative performance. The school states that this was the case in 2008.
- 61 Analysis of the school's performance data over a number of years indicates a positive measure of added value in relation to baseline predictions. Subsequent data based on standardised assessments identify the high prior attainments of around half the pupils.
- 62 Over time the school is mostly successful in meeting or exceeding its end of key stage targets for attainment. There is no significant difference in the school's results on the basis of gender in relation to expected levels of attainment. Where girls outperform boys the difference is less than is the case nationally. However, contrary to the national picture, boys outperform girls at Level 3. The margin by which the boys outperformed the girls in mathematics in 2007 and 2008 is marked.
- 63 In KS1 the first hand evidence of the inspection confirms that overall standards are good with outstanding features. In literacy and numeracy, standards remain good. The picture is very similar to that found by the previous inspection. Furthermore,

many pupils' performances in aspects of dance, drama and music are of a high standard.

- 64 The overall quality of the educational provision for the under-fives is appropriate to their needs and the children make very good progress towards the Foundation Phase Outcomes.
- 65 The achievements of the under-fives in basic skills and in developing the key skills of literacy, numeracy and ICT across their learning are outstanding. Their progress in developing bilingual skills is outstanding.
- 66 In KS1, pupils continue to build up their basic skills in literacy and numeracy well. Overall, standards in the key skills of literacy, numeracy and ICT, and their use within learning, are good with some outstanding features. Pupils' skills in speaking, listening and reading are outstanding, as are their bilingual skills. Furthermore, in some classes their achievement in a wide range of writing across different subjects is outstanding.
- 67 Across the key stage pupils make good progress. With very few exceptions they acquire new knowledge or skills, develop ideas and increase their understanding well. This is exemplified in the previous work of pupils currently in Y2. For example, their involvement in planning their work in science, finding things out and then recording their learning by using different media is an outstanding feature.
- 68 The small number of pupils identified with ALN make good and sometimes very good progress towards the targets set for them in individual education plans (IEPs).
- 69 It was evident during the lessons observed, and through discussions, that nearly all pupils learn a great deal aurally. Some of the older ones say that they feel they learn best when they are 'encouraged to do things themselves.' The significant numbers of more-able pupils progress particularly well where tasks challenge them to think and then try out their ideas. Whole school activities such as 'enterprise week' support them well in this regard. However, the tasks they undertake in lessons are not always sufficiently challenging.
- 70 Pupils have a good understanding of their work. Discussions with some indicate that they have a good idea of their strengths and weaknesses and they are aware of targets such as to improve their handwriting.
- 71 Most pupils make good progress towards fulfilling their potential and by the end of Y2 they are well prepared for the next stage of their education.
- 72 The development of pupils' personal, social and learning skills is an outstanding feature. Their behaviour and attitudes towards learning are particularly outstanding features. The school is a warm, welcoming, Christian community where pupils are valued and nurtured.
- 73 In lessons and around the school, pupils demonstrate respect, care and concern for each other, for adults and for their environment. They are justly proud of their school and take delight in sharing their many achievements with visitors. Pupils develop into responsible and mature individuals who demonstrate a high degree of self-discipline relative to their age.

- 74 Pupils are enthusiastic learners and enjoy their work and play. They listen carefully to their teachers, contribute willingly to discussion and settle quickly to the tasks set for them. They sustain concentration, take pride in their work and want to do their best.
- 75 Attendance rates throughout the school are good and are above national rates of attendance for pupils of primary school age and are in line with schools that have a similar free school meal entitlement.
- 76 Nearly all pupils are punctual; registration is conducted efficiently and pupils settle quickly to their lessons. The school complies with all attendance requirements set out in National Assembly for Wales (NAW) Circular 47/06, Inclusion and Pupil Support.
- 77 Pupils' ability to work independently, in pairs and as part of a group is good. They organise group activities fairly, share responsibilities and ensure everyone contributes. Pupils' problem solving and decision making skills are well developed, and the mutual help and support they offer to each other through work and play are particular features.
- 78 Children in the reception classes make outstanding progress in developing the capacity to work independently and they are constantly encouraged to make their own choices and decisions. They are confident and eager to explore new learning situations. In KS1 this aspect is less well developed.
- 79 Across the school pupils make outstanding progress in their personal, social, moral and wider development. The very good relationships between staff and pupils underpin this development well and pupils feel confident in expressing themselves because they know that members of staff value their views. The sensitive content of collective worship, the well structured personal and social education (PSE) programme and the highly supportive ethos of the school provide pupils with a secure set of Christian values to guide them. Pupils' individual talents are recognised and celebrated throughout the school.
- 80 Relative to their age, pupils demonstrate a very well developed understanding of equal opportunities and a respect for diversity within their school and the wider world. They know and understand that all people should be treated equally, fairly and with respect.
- 81 The school is very successful in preparing pupils to take an active role in the life and work of the local community. Staff, governors and pupils are highly committed in this regard and the school supports many community initiatives. Members of staff take full advantage of all that the community has to offer to broaden and extend the learning experiences of pupils.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

82 The findings of the inspection team differ from the school's self-evaluation in that the school judged this key question Grade 1. This is because the evidence of the inspection revealed good overall practice in teaching and assessment and did not find sufficient outstanding features.

83 At the time of the inspection one teacher was newly appointed to the school and an established teacher was absent. An experienced teacher replaced her on a temporary basis. The teacher employed to cover planning, preparation and assessment (PPA) sessions was not observed teaching a class. She was deployed in a support role during the inspection.

84 In a sample of twelve lessons the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
25%	58%	17%	-	-

85 These figures represent a slight decline compared with the last inspection in 2002. They are better than the national picture as reported in HMCI's Annual Report 2006 – 2007 where the quality of teaching is reported to be Grade 2 or better in 80 per cent of lessons with 14 per cent having outstanding features.

86 The high quality of teaching and skilled support for learning provided in the reception classes is a particularly distinctive feature of teaching in the school. The quality of planning for learning, teaching and support is thorough. All practitioners use a very good range of teaching approaches.

87 Across the school the most consistent and effective features of teaching include the good quality of working relationships with pupils that foster learning and the consistent provision of bilingual teaching.

88 Teachers demonstrate secure subject knowledge and, often as a result of recent and relevant training, they increasingly demonstrate good awareness of best practice, for example in promoting greater independence in learning and implementing strategies such as thinking skills and assessment for learning. However, such practices are not yet securely embedded.

89 The planning of work is detailed, shows progression in line with schemes of work and clearly identifies key learning objectives. In the most effective lessons, such as in reception, the learning objective is explained well in terms that learners understand.

90 The wide range of evidence made available to inspectors indicates that over time teaching uses an appropriate range of methods and resources to secure the active engagement of learners. A very effective example is the Forest School session observed in KS1. However, in the small sample of lessons observed both teaching and support were on occasions over directed. Furthermore, the scrutiny of pupils'

previous work in KS1 indicates the use of a greater variety of learning styles in some classes compared with others.

- 91 Teaching is proactive in ensuring equality of opportunity, especially in relation to additional educational needs, and practitioners are active in addressing issues of gender, race and disability equality.
- 92 Teachers carefully review and monitor pupils' progress. In some cases their evaluations of lessons highlight particular successes and needs for individuals and groups. The provision for groups of different abilities is sometimes well defined and both records of planning and particular lessons observed indicate that where pupils have opportunities to learn in different ways they are actively engaged.
- 93 The rigour of assessment and its use in planning and improving learning is good. The arrangements for assessment, recording and reporting pupils' progress are systematic, manageable and meet statutory requirements.
- 94 The accuracy of assessment using NC criteria is especially well developed at the end of KS1. The arrangements for the moderation of teacher assessments across the local cluster of schools are well established and effective. Within the school annotated collections of assessed work exemplify good practice in assessment.
- 95 The policy and assessment procedures used by the school are clear and well understood by all members of staff. Tracking sheets record baseline assessments and achievements in the areas of learning for the under-fives. In KS1 levels of attainment are recorded in some NC subjects. These sheets provide a clear record of progress and attainment for each pupil.
- 96 A programme of diagnostic tests, for example in reading, and standardised tests in English and mathematics is implemented consistently. This data is used well to inform the planning of work and identify strengths in attainment and areas for further improvement for individual pupils. However, the use of formative assessments to promote progress is not always sufficiently rigorous.
- 97 Opportunities for assessment are identified clearly in teachers' planning. The self-evaluation report (SER) and other documents indicate that the learning objectives together with the learning outcomes are consistently shared and developed with pupils in lessons. However, during the inspection, such strategies as 'pair, share and review' were not always developed fully.
- 98 The marking of pupils' work is consistent, fair and accurate. There are some good examples of evaluative marking that result in a dialogue between the teacher and the pupil. Pupils are beginning to use the strategies of 'Building Learning Power' to help them reflect on and improve their learning. Systems include the use of symbols such as a 'smiley face' drawn at the end of a piece of work, the use of 'traffic lights' and the showing of 'thumbs up' or 'thumbs down' by pupils helps them 'tell' their teacher how well they have understood their work. The SER identifies that the school will continue to build further on this good practice.
- 99 The school's arrangements to inform parents and carers about their children's progress and achievements are good. End of year written reports are suitably detailed and comply fully with statutory requirements.

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

Grade 1: Good with outstanding features

- 100 The findings of the inspection team match the judgement made by the school in its self-evaluation report. The extent to which the school enriches its curricular provision, promotes pupils' personal development and reflects the needs of the wider community, are particularly outstanding features in its provision.
- 101 Overall, it meets the needs and interests of the full range of pupils very well. The provision made to cater for different groups and ages of learners within the school is good with outstanding features. The impressive range of experiences provided reflects well the high expectations the school has of its pupils.
- 102 The provision for children under-five is outstanding. They receive a wide range of exciting learning opportunities, both indoors and outdoors, that develop a positive disposition to learning and supports them well in becoming independent in their actions. The provision enables them to acquire a very good range of learning skills.
- 103 Across the school curricular planning is good. Appropriate policies and schemes of work ensure that the curriculum is appropriately broad, balanced and relevant. This detailed framework assures both appropriate coherence and progression in learning. Careful attention is given to ensuring pupils in parallel classes receive comparable experiences. The provision meets statutory requirements and is accessible to all pupils, including those with ALN.
- 104 There is strong emphasis on developing pupils' basic skills in English and mathematics. A clear framework guides the development of key skills in literacy, numeracy and ICT. These skills are identified clearly in planning but there is some variation in the rigour with which key skills are developed across the curriculum.
- 105 The school provides a very good range of extra-curricular activities and clubs, for example country dancing and recorders. This is an outstanding feature in the context of an Infants School. The curriculum is considerably enriched through the contributions of specialists, for example, in dance and music. The provision of violin and cello lessons to all in reception, by the Gwent Music Service, is especially successful. Many older pupils benefit from continued instrumental tuition.
- 106 Outstanding use is made of the school grounds to enrich pupils' learning. The considerable investment in the outdoor curriculum in anticipation of the Foundation Phase ensures the school is very well prepared for this development. The school is also developing its provision for outdoor education for older pupils, for example through Forest School sessions. A designated area is well established. This provision has a positive impact on pupils' social and problem solving skills. Plans are in place to extend this provision to all classes.
- 107 The provision for pupils' personal development, including their spiritual, moral, social and cultural development is an outstanding feature. This is well reflected in the school's Christian ethos that is regarded by parents and governors as one of its defining features.

- 108 Whole school assemblies include an appropriate act of collective worship. These occasions are broadly Christian and are in line with statutory requirements. Assemblies celebrate the school as a community well and pupils have very good opportunities to say prayers and sing hymns in both English and Welsh. Appropriate time is given for reflection during assemblies and the spiritual dimension of these occasions is symbolised by the lighting of a candle. In the wider curriculum, learners are often encouraged to reflect and wonder at the natural world and to think about the needs of others. In reception classes a special moment of prayer concludes each day.
- 109 Pupils develop an informed view about the kind of attitudes and moral values important in life. They confidently express their opinions, in the knowledge that their views will be listened to and respected. Self-esteem is high and pupils show respect to others during work and play. The school's framework for PSE is clearly planned. It is integrated well within the curriculum and is supplemented by 'Circle time'. The school offers pupils numerous opportunities to develop their social skills. They decide on class rules and take responsibility for appropriate daily tasks. Older pupils in their role as 'buddies' learn to support younger ones with sensitivity.
- 110 The provision for cultural development is particularly outstanding. Through the Comenius project children have many opportunities to learn about the cultures of other European countries and to share their pride in their own Welsh identity. Furthermore, festivals including Diwali and Chinese New Year are celebrated; pupils learn about the traditions of an Asian wedding and from presentations given by visitors who have worked in African countries.
- 111 The school's partnerships with parents, the local community, other schools and higher education institutions are highly successful and have outstanding features that enrich the work of the school and enhance pupils' learning experiences well.
- 112 Parents are very supportive of the school and are pleased with the standards their children achieve within a caring, supportive environment. Parents and friends make a very valuable contribution to the life and work of the school; many give freely of their time helping out in the classroom, accompanying pupils on educational visits, supporting school activities and in fund-raising for the school. Their commitment and support is greatly valued by the head teacher and staff.
- 113 Communication with parents is well established and effective, and parents have ready access to the head teacher and members of staff. Regular newsletters, a comprehensive prospectus and annual report of the governing body (GB) and daily, informal contact keep parents well informed about the life and work of the school. A constructive home/school agreement is in place that has readily been accepted by parents.
- 114 The school's partnership with the receiving junior school is outstanding. The two schools work closely together to ensure continuity and progression in pupils' education and pastoral care. Arrangements for transition are highly effective and ensure pupils settle quickly and confidently into their new school environment. Parents are very pleased with the arrangements for transition to the junior school.
- 115 In addition, the school has developed very effective partnerships with local nursery schools, and entry into the reception classes is very well managed. Children settle

quickly and practitioners work closely with new parents to encourage them to become fully involved in the life of the school.

- 116 The school has very good partnerships with several institutions of higher education and regularly welcomes student teachers on placements. Students are very well mentored and supported and they make a positive contribution to the work of the school.
- 117 The school's partnership with both the local community and the church is very successful and highly beneficial to pupils. The clergy and parishioners hold the school in high regard and appreciate the contribution that staff and pupils make to the life and worship of the church. The school and its various activities are very well supported and valued by the local community.
- 118 The school's commitment to work-related education (WRE) is consistently good with outstanding features and is an integral part of pupils' learning. A range of productive partnerships with local employers and relevant agencies, including Careers Wales, enriches WRE well. Teachers successfully address the vocational aspect of the PSE programme and a range of well planned visits to commercial, industrial and retail sites enhance pupils' understanding of the world of work well.
- 119 Local employers are very supportive of the school and several teachers have undertaken relevant placements and courses that have contributed to their professional development and enhanced curricular provision for pupils.
- 120 Provision to promote bilingual skills throughout the school is outstanding. Members of staff offer very good models of bilingual competence. The Cwricwlwm Cymreig is well promoted. Pupils experience aspects of the heritage and culture of Wales through, for example, visits to St Fagans Museum, engaging with re-enacted characters such as Betsi Cadwaladr, comparing Newport with Barry Island and emulating Tom Hutchinson's pen and ink drawings of the valley towns.
- 121 The head teacher and staff know pupils very well and are highly successful in tackling social disadvantage and stereotyping, and in ensuring equality of opportunity for all. The pupils are valued equally and as individuals. The school's commitment to social inclusion is outstanding.
- 122 The standards in, and provision for education for sustainable development and global citizenship are outstanding and fully embedded in the life of the school. The school makes every effort to act in a sustainable way and pupils are involved in re-cycling, composting and waste minimisation schemes. Their understanding of environmental, conservation and global issues is outstanding, relative to their age.
- 123 The highly successful partnerships established with schools throughout Europe via the Comenius Project enable pupils to gain a truly international understanding of the lives of children in different countries. Through their work in geography and religious education, pupils are also aware of the lives of children in other parts of the world, the inequalities that exist, and how global forces shape their lives.
- 124 The school is part of the eco-schools award scheme and is justly proud of achieving the European Green Flag in recognition of its commitment to conservation and the environment.

- 125 The school's promotion of entrepreneurial skills is outstanding and is an integral part of the curriculum. Pupils have opportunities to take part in well planned enterprise activities during 'enterprise week' and their understanding of the skills needed to support economic development is impressive for their age.
- 126 Pupils of all ages, design, make, market and sell a range of fancy goods at school fetes. They have a clear understanding of the need to cost all activities and understand that for a business to be successful it must make a profit.
- 127 In addition, a few pupils have many opportunities to develop their problem solving skills and contribute to the decision making process through their work on the school council and through their environmental work.
- 128 The school is successfully laying the foundations for lifelong learning and community regeneration, and national priorities are well reflected in the life and work of the school. The priority given to pupils developing independence and making their own choices is evident in the daily life of the school, and the positive partnership with the receiving junior school ensures transition between the key stages is given full consideration.
- 129 Staff and pupils know their community well and understand what is needed for its continued regeneration and success. They recognise that through partnership, citizenship and care for the environment they can make a real contribution. Pupils are proud of their school and local community and want to contribute to the care and development of their surroundings.

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

Grade 1: Good with outstanding features
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- 130 The findings of the inspection team matched the judgements made by the school in its self-evaluation report. The high quality of care, support and guidance, and the attention given to ensuring pupils' well-being is outstanding.
- 131 The school works effectively with health professionals and other external agencies to plan and manage care arrangements in the best interests of pupils where these are needed. The duty of care is fundamental to the school's ethos. Pupils are particularly well cared for, guided and supported in a very secure, supportive and happy environment.
- 132 The school enjoys close and effective working partnerships with parents and carers, which contribute significantly to the quality of support and guidance offered to pupils. An outstanding feature is the way in which the school regularly consults parents and carers, listens carefully to them and takes into consideration their views and opinions, for example, through questionnaires.
- 133 Pupils have regular opportunities to voice their views and opinions and do so with confidence through the school council. The council is a very good forum for the development of pupils' personal and social skills and enables them to work together to tackle issues that concern them. Councillors undertake their duties conscientiously and act responsibly. They are very good ambassadors for their school community.

- 134 Induction arrangements for the under-fives are very carefully planned and implemented. The school has very effective relationships with the feeder nurseries. Visits and new intake meetings together with a 'Buddy' system result in children settling quickly and happily into school life. There are appropriate procedures in place when pupils move between classes and close working links with the adjoining Junior School ensure transition arrangements are particularly effective. There are also successful arrangements to support pupils who join the school at a later stage.
- 135 The school provides high quality personal support and guidance for all pupils. A well structured framework for PSE is implemented in a coherent and progressive way. All pupils benefit from the input of appropriate professionals and activities such as 'Circle time'. The provision of activities, for example, Forest School sessions promotes well a range of personal skills including working together, decision making and problem solving.
- 136 Very effective procedures are in place to monitor pupils' attendance, punctuality, and behaviour and the school responds quickly to any situation giving cause for concern. The arrangements to monitor pupils' performance are well developed.
- 137 The procedures to promote good behaviour in the school work very well. School rules are simple, relevant and clearly understood by pupils. All teachers have undertaken training in behaviour management and are skilled at implementing a range of strategies to secure positive behaviour and attitudes.
- 138 Class teachers monitor pupils' performance appropriately and commensurate with their age, pupils increasingly take appropriate responsibility for their own learning and become more involved in reviewing their progress.
- 139 The head teacher monitors attendance and punctuality rigorously and follow up procedures are consistently applied, including regular liaison with the education welfare service.
- 140 The school has clear policies and procedures in place to promote health and safety, including risk assessment and every reasonable measure is taken to ensure staff and pupils work in a safe and secure environment. The caretaker makes a good contribution to the monitoring of health, safety and security throughout the school. His vigilance ensures any issues are dealt with promptly and efficiently.
- 141 Pupils are well supervised at all times, and the ancillary and support staff makes a very good contribution to pupils' welfare throughout break and lunchtimes.
- 142 Arrangements to undertake fire drills, respond to accidents and emergencies and deal with the administration of medicines are well established and effective. The school works in close partnership with health professionals to ensure the best possible care for children with specific medical needs.
- 143 The school makes every effort to promote healthy eating and a healthy lifestyle. Pupils are encouraged to eat fresh fruit and healthy snacks, and fresh water is readily available. Pupils have access to a wide range of physical and sporting activities, which contribute significantly to their well-being.
- 144 The school has appropriate measures to deal with appeals and complaints and to promote the protection of children. The head teacher has designated responsibility for this aspect and there is a nominated governor. National child protection

guidelines are followed, training is regularly updated and all members of staff are made aware of the correct procedures to be followed.

- 145 The quality of provision for pupils with ALN is good with outstanding features. An ethos of inclusion is promoted well throughout the school.
- 146 A good range of assessments is used well to diagnose individual learning needs. Six per cent of pupils receive support in line with the SEN Code of Practice. In addition the school identifies groups of pupils requiring additional support to improve their learning. Those with identified needs have detailed IEPs that guide learning well. Where appropriate, group education plans, including appropriate targets, are provided for those with ALN. Effective communication ensures that parents are fully involved in reviewing and supporting their child's progress towards the targets identified.
- 147 The quality of support for learning, often provided by skilled LSAs, is very good. The school identifies a target in the current SIP 'to plan for gifted and talented' pupils.
- 148 The school has well established strategies for dealing with occasional instances of challenging behaviour. Teachers and LSAs are skilled in assertive discipline and implement these strategies well. On occasions in the past, where pupils presented emotional and behaviour difficulties a suitably detailed individual behaviour plan was implemented and the support provided was effective.
- 149 The overall quality of provision for equal opportunities is good with outstanding features. The extent to which the school promotes respect for diversity is commendable. It is working towards level one of the Education Diversity Award.
- 150 The school supports and guides pupils appropriately, taking good account of their social, educational, ethnic and linguistic background.
- 151 Policies and practices within the school enable both girls and boys to flourish. Boys and girls take full advantage of opportunities provided by the school to do well. Learning and teaching strategies, the learning experiences and the resources used combat stereotyping and help pupils to make informed choices.
- 152 The school has well planned and documented policies, procedures and action plans to promote race and disability equality, promote equal opportunities and value diversity. The quality of policies in these areas is good. All pupils are encouraged and enabled to take part in the activities provided by the school.
- 153 The ethos of the school promotes successfully fair play and justice for all. There are appropriate policies and procedures to eliminate all forms of harassment, including bullying. The school effectively fosters attitudes of respect and tolerance and successfully minimises discrimination.
- 154 The school complies with the legal requirements in relation to pupils with disabilities. An appropriate action plan helps to ensure that any pupil with disabilities is not put at substantial disadvantage. The school is proactive in planning reasonable adjustments to improve its provision.

Leadership and management

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

Grade 1: Good with outstanding features

- 155 The findings of the inspection team match the judgement made by the school in its self-evaluation report. The strategic management of the school, particularly since the head teachers' return from a two year secondment, is very effective. She provides commendable consistency in promoting good standards and a high quality ethos in the school. Her commitment to provide children with the very best opportunities to learn is outstanding.
- 156 The GB supports the head teacher very well in the restructuring of some staff roles and responsibilities following recent staff changes. The present deputy head was appointed from 1st September and plans are in place to introduce a revised staffing structure in January 2009. This is inline with national changes that establish new posts to undertake teaching and learning responsibilities.
- 157 The current deputy head teacher is developing her role in the school with a particular focus on national curricular changes and developing further the use of assessment. The role of subject leaders is being developed to help ensure their managerial contributions, including monitoring and evaluation, are based securely on first hand evidence.
- 158 The head teacher very successfully provides clear direction through Christian aims and values that are extremely well reflected in the life and work of the school. This is especially evident in the school's caring and purposeful ethos. Through an inclusive approach she establishes relevant objectives for improvement in the SIP. These are generally well understood by all members of staff.
- 159 In discussions the head teacher clearly articulates her vision for the school and indicates that over a long period the former deputy head teacher contributed particular strengths both in teaching and managing the school. The mission, aims and values of the school are very clearly stated and securely embedded. Equality for all is central to the mission statement and as a result pupils have full access to all that the school provides.
- 160 The school takes very good account of local and national priorities. This aspect is a hallmark of the effective educational leadership provided in the school. For example, the outcomes are evident in preparing and making adjustments in preparation for implementing the Foundation Phase and through embracing initiatives such as 'Building Learning Power,' promoting thinking skills and developing assessment for learning strategies.
- 161 The school is generally successful in meeting or exceeding its end of key stage targets for attainment. Although the setting of both realistic and challenging targets is a positive feature, and those for 2009 reflect rigour and high expectations, there is little evidence to exemplify how the school has planned to address the relative decline in standards on the basis of performance indicators in recent years.

- 162 The arrangements to manage the performance of members of staff are systematic and in line with national guidelines. The head teacher ensures that the process is securely linked to whole school areas for improvement. This is a very good feature although the system has yet to secure sufficient consistency in the effectiveness of learning and teaching across the school.
- 163 The strategic deployment of members of staff is particularly successful in improving the quality of learning for the under-fives. The impact is outstanding. Such decisions are well linked to the good arrangements to promote the professional development of members of staff. These arrangements are well organised and form a key element of the SIP. Regular staff meetings ensure information from training courses is shared with the whole staff but despite these good arrangements some recently introduced teaching strategies require more time to become established securely in KS1.
- 164 The GB is strongly supportive of the school. The arrangements for the required committees, the distribution of information before GB meetings and for individual governors to undertake designated roles are well organised.
- 165 The GB receives regular reports from the head teacher; it endorses policies as required and contributes appropriately to shaping the school's strategic direction through, for example, reviewing the SIP and setting the budget. The latter aspect is particularly well monitored and forward planning assists well the achievement of the school's strategic goals.
- 166 The SIP identifies a target to support and develop the role of 'new' governors. Established governors are 'linked' to aspects of the school's work and meet regularly with staff or visit the school to monitor the quality of provision. This is a similar picture to that reported in 2002.
- 167 The GB is successful in meeting its statutory obligations.

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

Grade 2: Good features and no important shortcomings

- 168 The findings of the inspection team differ from the school's self-evaluation in that the school judged this key question Grade 1. The school has good arrangements to promote self-evaluation, it is developing further the rigour and consistency of its practice but the inspection team did not find evidence of outstanding features.
- 169 The head teacher is well informed about the school's performance through, for example, the careful analysis of assessment data and information gained from her monitoring of teaching and provision. Subject leaders produce detailed reviews annually, that identify strengths and weaknesses in the areas for which they are responsible. This information is shared with staff and governors and is used well to inform the SIP in order to bring about improvements in learning and teaching.
- 170 The school has an established annual cycle of self-evaluation procedures. It systematically evaluates standards, teaching and curricular provision so that a range of evidence is considered. The head teacher monitors learning and teaching and subject leaders have opportunities to monitor teachers' planning, scrutinise pupils'

work and to visit classes. Documentary evidence indicates that the school is committed to developing further the rigour of monitoring so that evaluations are based securely on first hand evidence.

- 171 The self-evaluation report (SER) is a comprehensive document and is well linked to the seven key questions. Evaluations are based on a range of evidence that is considered carefully. The SER indicates good and outstanding features and identifies a wide range of areas to improve further. Some sections are descriptive rather than evaluative and where judgements are qualified this indicates good rather than outstanding features. Taking this and the full range of inspection evidence into account, inspectors endorse the overall judgements in the SER in five key questions and award one grade lower in key questions 2 and 6.
- 172 Overall, the school has an accurate picture of its standards and is in a good position to consolidate recently introduced initiatives and to make further improvements.
- 173 The school has good arrangements to canvas the views of pupils, staff, governors and parents, including, for example, questionnaires, discussions with parents, an annual stakeholder day and school council meetings. Good account is taken of the views expressed, for example communication with parents has been improved through the provision of notice boards in the school. A particular feature is the extent to which older pupils state that they feel the school listens to their views and acts upon them.
- 174 The inclusion of all those involved in providing education in the review of progress with the SIP and in discussions to identify priorities for the next SIP promote appropriately their understanding of the school's direction and its strategies for improvement.
- 175 The strongest evidence of the school's recent success in planning for improvement is seen in the high quality provision established, in line with the Foundation Phase, for the under-fives in reception. This development is guided through a clear and manageable action plan.
- 176 The current SIP identifies a wide range of priorities for further improvement, in both present and future years. The list is extensive and includes some items continued for a second year, for example to improve further the standard of handwriting. A key feature of the SIP is a development matrix. This details the actions to be taken and by whom, the timescale, resource implications, success criteria and monitoring strategies. However, the many actions and priorities included in the SIP make it difficult for staff and others to be clear about the school's main priorities.
- 177 The school has set suitably challenging end of key stage targets for attainment in 2009. This signals a key priority to improve further the consistency of pupils' attainments but even though detailed analysis of performance data is available, the school has not set quantifiable goals in the SIP to raise standards further. For example, to re-establish the school's position as one of the highest performing schools on the basis of national benchmark comparisons. This is the position it held in 2004.
- 178 The school successfully ensures that action plans are supported through the adequate allocation of resources. The school budget is well managed and spending

decisions reflect well, for example, the aspiration to enhance the provision of support staff. This has been achieved.

- 179 Actions taken since the previous inspection result in very good improvements in the planning and delivery of the curriculum in the reception classes. This is especially evident in the way the children quickly become independent in their actions and their learning.

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

Grade 1: Good with outstanding features
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- 180 The findings of the inspection team match the judgement made by the school in its self-evaluation report. The school's leadership is particularly successful in the management of resources.
- 181 There are sufficient well qualified and experienced teachers and a good number of skilled LSAs. The school demonstrates that its greatest resource in promoting effective learning is its staff. It provides a good ratio of adults to pupils. The outstanding impact of practitioners is especially evident in the reception classes. In all classes the contribution of LSAs to the curriculum and the care, support and guidance of pupils is an outstanding feature. In KS1 the provision of focussed literacy and numeracy programmes for pupils with ALN is a very good feature.
- 182 The arrangements to provide teachers with the required time each week for planning, preparation and assessment tasks are effective. A qualified teacher provides teaching during these times. Class teachers make good use of the time available to them, for example, to undertake assessment tasks in reading. In addition, a reasonable amount of time is allocated to enable post holders to carry out their responsibilities and the very good provision of support staff ensures teachers are not required to undertake routine clerical and administrative tasks.
- 183 In line with the school's Investors in People (IIP) status the arrangements for staff appraisal include all classroom staff and their involvement in planning learning activities with teachers is a very good feature. In line with national guidance the arrangements to manage teacher workload are implemented well.
- 184 The school secretary provides efficient administrative support for the head teacher and staff and together with the caretaker, cleaning and midday staff plays an important part in the well-being of the children. Day-to-day routines run smoothly. The buildings and site are very well managed.
- 185 Pupils have access to a wide range of learning resources and in general these match the demands of the curriculum well. The suitability of books and resources along with their condition is kept under regular review. All resources are well cared for, well organised and readily accessible. Pupils in adjacent classrooms in KS1 have shared access to computers and an Interactive White Board. The provision of a wealth of learning resources, including materials, books, and large play equipment, in the indoor and outdoor learning areas for children in reception is an outstanding feature.

- 186 The accommodation in KS1 provides a suitable setting for good teaching but is restricted in size. The school ensures it provides a safe and accessible environment to meet the needs of the pupils. The internal environment is bright and attractive. Display boards with bilingual headings show the pride pupils and members of staff have in their work, and in being Welsh. Through informative displays, the school promotes well the activities and successes of the school throughout the year. In its commitment to improving the learning environment for the introduction of the Foundation Phase in 2009, the school now has outstanding facilities for the reception classes. The whole school benefits from the stimulating and exciting environment for learning the school grounds offer.
- 187 The efficient management of resources has outstanding features. This is especially evident in the reception classes with the focus on experiential learning. A wide range of learning resources and a skilled team of practitioners, including regular volunteers, successfully provides a vibrant, exciting setting for learning. Members of staff are well deployed and benefit from professional training opportunities. This is clearly reflected in the high quality of the learning experiences they provide.
- 188 In KS1 effective and efficient use is made of most resources. The school plans to develop greater use of the outdoor environment and to use ICT more fully. All members of staff are well managed and the SIP includes details of the relevant training opportunities provided to support their continued professional development.
- 189 Taken overall, resources are well matched to the school's priorities for development. The strategic allocation of financial resources is particularly effective and close attention is given to monitoring income and expenditure. The most recent audit of financial systems in the school, conducted by the local authority in November 2005, reported a 'satisfactory' standard of financial controls. The head teacher indicates that the 'risks' identified have been addressed,
- 190 Since the last inspection the school has maintained high standards in relation to the national picture and made good improvements in a number of areas. The school continues to provide very good value for money.

School's response to the inspection

- 191 The school, governing body and staff, do not wish to submit a written response to the inspection (to be included in the report).

Appendix 1

Basic information about the school

Name of school	Malpas Church-in-Wales Infant School
School type	Voluntary Controlled
Age-range of pupils	4 – 7 years
Address of school	Yewberry Close Malpas Newport
Postcode	NP20 6WJ
Telephone number	01633 854425

Head teacher	Mrs. Linda Vittle
Date of appointment	1 st September 1992
Chair of governors/ Appropriate authority	Rev. Frieda Evans
Registered inspector	Michael T. Ridout
Dates of inspection	13th – 15th October 2008

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	-	60	47	59	-	-	-	-	166

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	7	1	7.6

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	22 : 1
Pupil: adult (fte) ratio in nursery classes	-
Pupil: adult (fte) ratio in special classes	-
Average class size, excluding nursery and special classes	28
Teacher (fte): class ratio	1.27 : 1

Percentage attendance for three complete terms prior to inspection		
Term	Reception	Rest of school
Autumn 2007	92.0	95.0
Spring 2008	93.5	94.3
Summer 2008	92.1	93.8

Percentage of pupils entitled to free school meals	4
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

National Curriculum Assessment Results End of Key Stage 1:

National Curriculum Assessment KS1 Results 2008			Number of pupils in Y2:			53		
Percentage of pupils at each level								
			D	N	W	1	2	3
English:	Teacher Assessment	School	-	-	-	11.0	48.0	41.0
		National	0.2	0.1	3.5	13.8	63.0	19.4
En: speaking and listening	Teacher Assessment	School	-	-	-	-	56.0	44.0
		National	0.2	0.1	2.4	10.7	62.8	23.8
En: reading	Teacher Assessment	School	-	-	-	11.0	33.0	56.0
		National	0.2	0.1	4.1	14.9	55.2	25.5
En: writing	Teacher Assessment	School	-	-	-	11.0	76.0	11.0
		National	0.2	0.1	4.8	15.9	67.8	11.3
Mathematics	Teacher Assessment	School	-	-	-	2.0	67.0	31.0
		National	0.2	0.1	2.0	10.9	65.2	21.6
Science	Teacher Assessment	School	-	-	-	-	57.0	43.0
		National	0.2	0.1	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	89.0	In Wales	80.7

D represents pupils who have been disapplied under sections 364 - 367 of the Education Act, or pupils for whom teachers were unable to provide an assessment.

N represents pupils not awarded a level for reasons other than disapplication.

W represents pupils who are 'working towards' level 1, but have not yet achieved the standards needed for 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, supported by the school's nominee, spent the equivalent of six inspector days in the school and met as a team before the inspection.

These inspectors visited:

- 12 lessons or part lessons in which they judged the quality of teaching
- registrations, assemblies and acts of collective worship; and a range of extra-curricular activities.

Members of the inspection team had meetings with:

- the head teacher staff, governors and parents before the inspection
- the head teacher, teachers, support and administrative staff
- groups of pupils representing each year group
- the school council and eco committee; and
- representatives of organisations associated with the school.

The team also considered:

- the school's self-evaluation report
- 39 responses to a parents' questionnaire
- documentation provided by the school before and during the inspection
- a wide range of pupils' past and current work; and
- samples of pupils' reports.

After the inspection, the team held meetings with the head teacher and deputy head teacher, the staff and governors.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr. Michael T. Ridout Registered Inspector	Context Summary Recommendations Key Question 1: How well do learners achieve? Key Question 2: How effective are teaching, training and assessment? Key Question 5: How effective are leadership and strategic management? Key Question 7: How efficient are leaders and managers in using resources?
Mrs. Ann Williams Team inspector	Assessment aspect of KQ2. Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community? Key Question 4: How well are learners cared for, guided and supported? Key Question 6: How well do leaders and managers evaluate and improve quality and standards? Resources aspect of KQ7.
Mrs. Janet Warr Lay inspector	Aspects of Key Questions: 1, 3 and 4.
Mrs. Linda Vittle Head teacher and nominee	Liaison with inspectors, the provision of evidence and contributions to team discussions.

Acknowledgement:

The inspectors wish to thank the governing body, staff, parents and pupils of the school for their co-operation, assistance and courtesy before and during the inspection.

The Contractor for this inspection was:

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