

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

A Report on the Quality of Education in

**Malpas CiW Junior School
Yewberry Close
Newport
NP20 6WJ**

School Number: 6803000

Date of Inspection: 04 March 2008

by

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

The inspection of Malpas Church VC Junior School took place between 04/03/08 and 06/03/08. An independent team of inspectors, led by Stephen Dennett undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **short** inspection.

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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Context

The nature of the provider

- 1 Malpas Church in Wales Voluntary Controlled Junior School is located in the suburb of Malpas to the north of Newport. Most pupils come from the local area which is relatively prosperous, although increasing numbers are now coming from less economically advantaged areas. Six per cent of pupils are eligible for free school meals, which is well below the national average. Pupils' attainment on entry to the school is generally above average, but covers the whole range of ability. Less than 5% of pupils are from ethnic minorities.
- 2 The school provides education for pupils aged seven to 11. Thirteen per cent of the pupils have been identified as having additional learning needs (ALN) and seven pupils have statements of special educational needs (SEN). One pupil currently speaks English as an additional language (EAL) and no pupils speak Welsh as a first language. One pupil is 'looked after' by the local education authority (LEA). At the time of the inspection, there were 223 pupils on the school's roll. The number on roll has risen slightly since the school was last inspected in March 2002.
- 3 The school has achieved a number of awards including: the Healthy Schools' Award (2006 & 2007); Basic Skills Award Mark 4 (2007); Eco Schools (Bronze, Silver, Gold and Green Flag 2007); and the BECT ICT Award & Mark (2004 & 2007). The school has also won a number of sports championships including: Newport Cricket Championship 2006; Newport Schools' Rugby Championship 2007; and Newport Mixed Tag Rugby Championship 2007. The school also won the Caerleon Arts Festival Composing Competition in 2007.

The school's priorities and targets

- 4 The school's mission statement says that it '*...aims to make prayer and collective worship real educational experiences, and to contribute successfully to the development of [the] faith of each individual ...*' It also seeks to '*... create a dynamic interaction between home, parish and school...*' and '*...ensure that the pupils' experience of relationships within the school have a formative and significant influence on their understanding of relationships.*' The school also seeks to ensure that the curriculum provides a Christian setting in which pupils grow in their understanding, skills, attitudes and values.
- 5 The main aim of the school is '*...to educate pupils intellectually, socially, morally, aesthetically, physically and spiritually ... firmly based on Christian principles.*' The school's 'motto' is '*Free-range chickens; not battery hens*'.
- 6 The school has set a number of targets for the current school year, which include: improving pupils' spelling; developing pupils' thinking skills by further staff training; improving pupils' Welsh and bilingual skills; further developing pupils' control technology skills in design technology; and further improving the school's embracing of diversity by celebrating the different cultures represented in the pupil body.

Summary

- 7 Malpas Church Junior School is a good school with many outstanding features. Pupils achieve very high standards and the quality of teaching is excellent. The quality of care pupils receive is outstanding. The school is very well led and managed and there is an excellent Christian ethos. All pupils succeed, regardless of their background.

Table of grades awarded

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

- 8 Pupils enter the school in year (Y)3 with standards that are above average, based on the end of Y2 teacher assessments. They achieve standards that are well above average by the end of Y6. All pupils succeed, regardless of their social, ethnic or linguistic backgrounds
- 9 The school's excellent target-setting process enables pupils to achieve and exceed their personal and group targets. In 2007, the school exceeded its targets in English, mathematics and science in the end of key stage 2 teacher assessments.
- 10 Pupils achieve good standards in their key skills. Standards in literacy are good and pupils have outstanding listening and reading skills. They also have outstanding numeracy and information and communication technology (ICT) skills. Pupils' bilingual skills are not as good as they should be.
- 11 Results in teachers' assessments show that the school has maintained high standards that are in the top 25% of schools' nationally and in comparison with other school with a similar number of pupils eligible for free school meals.
- 12 The school has successfully maintained high standards for the past three years and trends in performance show continuous improvement since the school was last inspected. The school's trend in performance is well above both the national and LEA rate.

- 13 Pupils are making very good progress towards fulfilling their potential and are well prepared for the next phase in their education and, ultimately, the workplace.
- 14 The development of pupil's personal, social and learning skills is good with outstanding features. Pupils have very positive attitudes to learning. The school is an orderly community where pupils' excellent behaviour adds considerably to the progress they make. Attendance and punctuality are well above average.
- 15 Pupils' ability to work independently, in pairs and as part of a group is extremely well developed. Pupils' personal, moral and social development is an outstanding feature of the school. Pupils have a good awareness of equal opportunities issues and feel strongly that everyone should be treated fairly and without favouritism.
- 16 Pupils are very well prepared to take an active role in the life and work of the local community. The school is fully committed to the local area and pupils participate in many aspects of community life.

The quality of education and training

- 17 During the time of the inspection, standards of teaching in the 24 lessons observed were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
50%	46%	4%	0%	0%

- 18 The excellent relationships that exist amongst all staff and pupils and the very good role models that they provide for all pupils is an outstanding feature of teaching. The balance of different teaching strategies used, particularly the very effective questioning techniques which extend pupils' learning, is also an outstanding feature.
- 19 Systems for assessment are outstanding and information gathered is used very effectively to adjust future planning. The school uses a good range of assessment systems for tracking pupil progress in core and foundation subjects. The annual reports for parents are of very good quality and conform to statutory requirements.
- 20 The school provides an outstanding curriculum that is broad and balanced and covers all the subjects of the National Curriculum (NC) and religious education. The school provides an outstanding range of extra-curricular activities. Provision for pupils spiritual, moral, social and cultural development is also outstanding.
- 21 The school's links with the community are outstanding. Current projects provide excellent opportunities for pupils to experience the workplace. The school ensures that *Y Cwricwlwm Cymreig* is addressed well in all subjects. The school is effective in combating social disadvantage and stereotyping and successfully presents pupils with equality of access and opportunity across the full range of its provision.
- 22 Pupils' awareness of the need for sustainable development and global citizenship is promoted very well through recycling projects and their long term involvement in Comenius Projects. The school provides a wide range of

opportunities to develop the entrepreneurial skills and the skills needed to support economic developments. The school's provision reflects well national priorities to promote lifelong learning skills and suitably raises pupils' awareness of community regeneration and the impact of social and economic changes in society.

- 23 The school plans and manages its care arrangements very effectively and makes good use of a range of support services when needed. The quality of the school's partnership with parents, carers and employers is good.
- 24 The school's provision for pupils with ALN is outstanding. Key features are; the dedication and the very high quality of care of the ALN co-ordinator; the very close contact that is maintained with all staff in planning suitable support for pupils; a very effective range of teaching strategies that is used to ensure pupils' involvement and progress; the very effective leadership given to support staff; their effective deployment; and the very good methods of working with pupils that has a very positive affect on their standards of achievement.
- 25 The school is diligent in assuring the healthy development, safety and well being of the pupils. The school has appropriate procedures to ensure the protection of children. There is a very effective equal opportunities policy that helps to promote pupils' understanding of equality well.

Leadership and management

- 26 The leadership and management of the school are good with outstanding features. An outstanding feature of the school is the headteacher's very effective leadership and the clear sense of purpose and direction which he provides.
- 27 The school's excellent commitment to each pupil is evident also in the aims of the school and the values it seeks to promote. These focus on the development of good attitudes, independent learning skills and the social and interpersonal skills which are essential if pupils are to achieve well.
- 28 The deputy headteacher is an effective practitioner and has a positive effect on the management of the school. Curriculum co-ordinators provide effective leadership, monitoring standards in their subjects and clearly identifying areas for improvement. The school takes excellent account of national priorities.
- 29 The work of the governing body is good. Governors monitor the quality of provision by making regular visits to the school and are well-informed about its life and work. They keep a close watch on the school budget and ensure there are sufficient funds for all the current initiatives. All statutory requirements are met.
- 30 The school self-evaluation report is a comprehensive document which effectively identifies strengths and areas for development. The judgements of the inspection team match those of the school in all seven key questions. The governing body works well with the headteacher and staff in the process of self-evaluation.
- 31 The information gathered through self-evaluation is directly used to inform strategic planning. Areas identified as being in need of improvement are included as targets in the school development plan (SDP) and clear priorities

and challenging targets are set to ensure improvement. The school has made very good progress in addressing all the issues raised in the last inspection.

- 32 The school is very well staffed for the numbers of pupils on the register. All pupils have access to a broad range of resources. The provision for ICT resources is excellent. They are used very well by staff and pupils to support the very effective teaching and learning across the curriculum.
- 33 Major improvements have been made to the security of the site, which have had a very positive effect on the school and its surroundings and enabled effective development of the internal and external environment.
- 34 The governing body monitors expenditure to ensure the school's targets for improvement are met. The headteacher and governing body are very successful in securing additional funds for enhancing the provision of resources for pupils. The finance committee monitors the expenditure regularly. The school provides outstanding value for money.

Recommendations

In order to further raise standards and improve the quality of education, the school needs to:

- R1 Improve pupils' bilingual skills as indicated in the school's development plan.

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

- 35 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 36 Pupils enter the school in Y3 with standards that are just above average, according to the end of Y2 teacher assessments. Irrespective of their social, ethnic or linguistic backgrounds, all pupils make very good progress and achieve standards that are well above average by the end of Y6.
- 37 The school's excellent target-setting process enables pupils to achieve and exceed their personal and group targets. In 2007 the school exceeded its targets in English, mathematics and science in the end of key stage 2 teacher assessments.
- 38 Pupils achieve good standards in their key skills. Standards in literacy are well above age expectations and pupils have excellent listening and reading skills.

They also have very good numeracy and ICT skills. However, pupils' bilingual skills are not as well developed as they should be.

- 39 In the 2007 teacher assessments at the end of Y6, 98% of pupils achieved the expected level 4 in English. In mathematics, 96% of pupils achieved level 4 and 98% of pupils achieved level 4 in science. The percentage of pupils who achieved at least level 4 in English, mathematics and science combined (the core subject indicator) was 96%. This places the school in the top 25% (quartile 1) in comparison with schools with a similar number of pupils eligible for free school meals.
- 40 The percentage of pupils achieving the higher level 5 in English and mathematics was 56% and in science the figure was 67%. These percentages are well above the national averages.
- 41 The school has successfully maintained high standards for the past three years and trends in performance show continuous improvement since the school was last inspected. The school's trend in performance is well above both the national and LEA rate.
- 42 Pupils readily develop their ideas and skills. They understand very well how well they are doing and the progress they are making. This is because of the discussions pupils have with teachers about what they are going to learn in the lessons. Pupils are making very good progress towards fulfilling their potential and are well prepared for the next phase in their education and, ultimately, the workplace.
- 43 The development of pupil's personal, social and learning skills is good with outstanding features. Pupils have very positive attitudes to learning. They are interested in their work and are keen to do their best. They listen carefully to their teachers, settle quickly to task and sustain concentration. Pupils take pride in their achievements and know that teachers appreciate their efforts and work.
- 44 The school is an orderly community where pupils' excellent behaviour adds considerably to the progress they make. Pupils are considerate, courteous and behave in a friendly manner towards each other, staff, non-teaching staff and visitors. The pupils' know what standards are expected of them and act responsibly, demonstrating a sense of pride in themselves and their environment. The very good standard of behaviour has a positive effect on the progress made in lessons and the overall work of the school.
- 45 Attendance and punctuality are well above average. The average attendance for the three terms prior to the inspection for the whole school was 95.6%, which compares very well with the LEA figure of 91% for primary schools. Pupils arrive punctually for school and for lessons.
- 46 Pupils' ability to work independently, in pairs and as part of a group is extremely well developed. They organise group activities fairly, share responsibilities and ensure everyone contributes. Pupils' problem-solving and decision-making skills are developing well and older pupils, in particular, recognise the importance of education and how their own attitudes and commitment contribute to learning.
- 47 Pupils' personal, moral and social development is an outstanding feature of the school. The excellent relationships between staff and pupils underpin this

development, and pupils are confident in expressing their ideas and opinions because they know their contributions are valued and respected by staff. Pupils are tolerant and considerate of others. In discussion, they demonstrate a clear understanding of right from wrong and recognise the need to take responsibility for their actions.

- 48 Pupils have a good awareness of equal opportunities issues and feel strongly that everyone should be treated fairly and without favouritism. They value the inclusive nature of their school and appreciate the way in which teaching and support staff treat all pupils with respect and kindness. Pupils display a growing respect for the diversity of beliefs, attitudes and cultural traditions within their locality and the wider world.
- 49 Pupils are very well prepared to take an active role in the life and work of the local community. The school is fully committed to the local area and pupils participate in many aspects of community life. Exemplary use is made of the locality as a learning resource and pupils regularly serve the community by supporting cultural, environmental and charitable projects.

The quality of education and training

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

Grade 1: Good with outstanding features

- 50 The findings of the inspection team match the judgements made by the school.
- 51 During the time of the inspection, standards of teaching in the 24 lessons observed were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
50%	46%	4%	0%	0%

- 52 These figures compare well with the national picture reported by Her Majesty's Chief Inspector in her annual report, 2005-2006. Nationally, the quality of teaching is good in 79% of lessons, and 17% of lessons have outstanding features. They also exceed the WAG 2010 target of 80% of lessons being judged grade 2 or better.
- 53 The excellent relationships that exist amongst all staff and pupils and the very good role models that they provide for all pupils is an outstanding feature of teaching. The balance of different teaching strategies used, particularly the very effective questioning techniques which extend pupils' learning is also an outstanding feature. There are very good structures in place to promote pupils' independent learning skills.
- 54 The detailed planning, which includes interesting and challenging tasks, key skills and clear learning objectives is another outstanding feature of teaching. The main focus of the lesson is shared with the pupils and they are also actively encouraged to determine which key skills are relevant to the lesson content. Teachers have good subject knowledge, which is used effectively to

- develop pupils' skills and understanding in all subjects of the NC and religious education.
- 55 Teachers provide good opportunities for their pupils to develop their understanding of Welsh in well planned lessons. Most staff use Welsh clearly with correct pronunciation to develop pupils' skills, but these skills are not yet as well developed as they should be.
- 56 Systems for assessment are outstanding and information gathered is used very effectively to adjust future planning. There are good arrangements with the LEA to ensure effective moderation and standardisation of teachers' assessments. The school uses a good range of assessment systems for tracking pupil progress in all subjects. Staff analyse assessment data thoroughly and uses its findings to determine areas for development very effectively. Marking includes pupil and peer marking and work is marked positively. Teachers' marking indicates the nature of pupils' achievement and identifies what steps need to be taken in their learning
- 57 The annual reports for parents are of very good quality and conform to statutory requirements. They provide detailed information about their child's progress and identify the next steps. Parents are invited to consultations to discuss their child's progress twice a year and also to visit the school after they receive their child's written report. They are welcome to visit the school on an informal basis at any time.

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

- 58 The findings of the inspection team match the judgements made by the school.
- 59 The school provides a broad and balanced curriculum which covers all the subjects of the NC and religious education. The school's commitment to meeting the needs of all pupils is evident in its practice. There are good schemes of work and policy documents for all subjects. Foundation subjects are taught thematically and planning ensures that the provision is differentiated and evaluated. Individual lesson plans are detailed and objectives, key skills, differentiation and assessment opportunities are all clearly noted. The curriculum complies with legal requirements.
- 60 The monitoring of the curriculum ensures that there is continuity and progression throughout the school. There is constant dialogue amongst all teachers and class observations and looking at pupils' work are carried out regularly. Key skills are identified and highlighted in planning and there is a coherent structure in place. The school has received the Basic Skills Agency award.
- 61 The school provides an outstanding range of extra-curricular activities. These are very well attended and enhance pupils' learning significantly. There are many clubs, which include a chess club with opportunities to use ICT, a school choir which sings a broad range of songs, some of which are composed by the music curriculum leader, a Welsh club where pupils learn simple Welsh songs

and role-play, gymnastics, rugby, football and netball. A range of educational visits including a visit to a local supermarket which is closely linked to a design technology project, to places of work and worship and residential outdoor pursuits for older pupils make a very positive contribution towards pupils' personal and social skills.

- 62 Provision for pupils spiritual, moral, social and cultural development is outstanding. Assemblies play a significant role in promoting the school's values and in developing a moral understanding and pupils play an active part. The school conforms with the statutory requirement for daily collective worship.
- 63 Pupils clearly know the difference between right and wrong and they are aware of the need to help and respect one another. There is a 'buddy' system which is particularly apparent on the school playground. The few pupils with EAL are cared for very well. Pupils respect and take pride in their environment and monitors ensure that the immediate surroundings are always litter free.
- 64 The school council, comprising of two elected representatives from every class, representing every year group is very effective. The council meets in order to determine future projects to improve the immediate environment of the school and they also give prominence to charity work. The council has organised the refurbishing the school toilets, assess whether wheel-chair access is feasible, prepare a rota and detail of activities in order to raise money for 'Sport's Relief'.
- 65 There are close links with the adjacent infants' school and the secondary schools and transition arrangements between key stages are organised very well. Parents are well informed about the school. The school communicates information regularly through its website and newsletters. The school provides very good opportunities for parents to develop their own skills in order to support their children. The school's links with the community are outstanding. Current projects provide excellent opportunities for pupils to experience the workplace.
- 66 The school ensures that *Y Cwricwlwm Cymreig* is addressed well in all subjects. There is an overview of coverage and of all topics and areas of learning and the curriculum leader works closely with all staff in order to provide resources. *Y Cwricwlwm Cymreig* is developed well through visits to places of historical and cultural interest such as Caerleon, Llancaiach Fawr and St Fagans and assemblies include Welsh hymns. Pupils are aware of their Welsh heritage and can name some interesting facts about their own country. However, pupils' bilingual competence is not as well developed as it should be by the curriculum. Pupils have a good understanding of the multicultural nature of modern Britain.
- 67 The school is effective in combating social disadvantage and stereotyping and successfully presents pupils with equality of access and opportunity across the full range of its provision.
- 68 Pupils' awareness of the need for sustainable development and global citizenship is promoted very well through recycling projects and their long term involvement in Comenius Projects which include visits between schools from other European countries. The school has formed an eco committee, which meets on a regular basis, and the pupils are involved in all aspects. The school has achieved the Eco Schools European Green Flag Award.

- 69 The school provides a wide range of opportunities to develop the entrepreneurial skills and the skills needed to support economic developments. Opportunities include a wide range of fund raising projects.
- 70 The school's provision reflects well national priorities to promote lifelong learning skills and suitably raises pupils' awareness of community regeneration and the impact of social and economic changes in society.

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

Grade 1 : Good with outstanding features

- 71 The findings of the inspection team match the judgements made by the school.
- 72 The school plans and manages its care arrangements very effectively and makes good use of a range of support services when needed. This provision makes an outstanding contribution to the well being of pupils. Pupils confirm that they feel valued as individuals and are very well supported. Observations of pupils during lessons and playtimes confirm that positive relationships are formed so that they feel secure in the knowledge that their needs will be dealt with appropriately and sensitively.
- 73 There are excellent induction programmes that help learners settle in quickly, understand their rights and responsibilities and the demands of the course or programme. The school provides very high quality personal support and guidance for learners, including access to personal and social education (PSE).
- 74 The manner in which the school monitors learners' punctuality, attendance, behaviour and performance is outstanding. The school maintains parental awareness of their responsibilities well, which results in good attendance and punctuality. Pupils' behaviour and performance is monitored systematically. Good achievement, behaviour and examples of courtesy and kindness to others are suitably rewarded. There are clear, well-documented procedures for assuring pupils' well-being and health and safety when in the school's care.
- 75 The quality of the school's partnership with parents, carers and employers is good. The extent to which the school engages with parents and takes account of their views through regular newsletters is a particularly strong feature. Parents are provided with an informative prospectus and a home-school agreement is implemented.
- 76 The school's well-structured PSE programme is an outstanding feature. This is integrated into schemes of work across the whole curriculum and therefore permeates all aspects of the school's work and life. Pupils reflect the school's values of honesty, trustworthiness and tolerance and respect for others. The school council has developed effectively as a forum for gathering pupils' views and involving them in changes to improve their school.
- 77 The school's provision for pupils with ALN is outstanding. Key features are; the dedication and the very high quality of care of the ALN co-ordinator; the very close contact that is maintained with all staff in planning suitable support for pupils; a very effective range of teaching strategies that is used to ensure pupils' involvement and progress; the very effective leadership given to support

- staff; their effective deployment; and the very good methods of working with pupils that has a very positive affect on their standards of achievement.
- 78 Regular parent consultations are timetabled during non-contact time in order to discuss any change of circumstance, problems, progress and support for pupils with ALN and these contribute to the efficiency and rigour of provision within the school. The ALN co-ordinator has a very effective liaison with outside agencies, she maintains close and regular contact with them and targets are agreed and reviewed regularly.
- 79 There are very clear systems in place in order to identify needs early. These include very effective assessment and tracking procedures. The ALN co-ordinator visits feeder infants' school in order to discuss pupils' needs during the summer term before they start in the junior school.
- 80 Individual Educational Plans (IEPs) identify specific learning objectives and are used effectively. They support the behavioural and educational needs of the pupils. These are constructed in consultation with teachers and support staff. The objectives are clear and are discussed with parents and pupils. They are monitored and discussed formally with parents twice a year. Pupils are encouraged to discuss their own IEPs and discuss content. Pupils with ALN make very good progress and have access to the whole curriculum. More able pupils are provided with a range of extension activities and these include literacy and numeracy tasks.
- 81 Appropriate risk assessment procedures are implemented to help ensure a healthy and safe environment. Two members of staff are fully trained in first aid. Healthy development is well promoted through the PSE programme and the promotion of healthy choices from the fruit stall. Pupils are also encouraged to take part in the school numerous physical activities to improve their general fitness.
- 82 The school has good procedures to ensure the protection of children. The headteacher is the 'named person' for child protection and has received appropriate training. Information about the procedures to be followed, when concerns arise, is disseminated effectively to members of staff to help ensure a clear understanding and maintain awareness of their responsibilities in this area.
- 83 The school has a very effective equal opportunities policy that helps to promote pupils' understanding of equality well. There is a very positive policy of inclusion and all pupils, regardless of their background, ability, race or gender have full access to the curriculum and to all extra curricular activity. The school is good at developing pupils' understanding of racial equality and the importance of good race relations based on mutual respect. Pupils understand the need for respect and support for diversity in a global society.
- 84 The school takes effective steps to avoid placing pupils, including those with physical disabilities, at any substantial disadvantage. All pupils are treated equally and are fully integrated into the life and work of the school. This is an outstanding feature. The school has a robust Disability Equality Scheme and action plan.

Leadership and management

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

Grade 1: Good with outstanding features

- 85 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 86 The leadership and management of the school are good with outstanding features. An outstanding feature of the school is the headteacher's very effective leadership and the clear sense of purpose and direction that he provides. The headteacher has put in place very sound structures to ensure that the quality of provision and standards are maintained at a high level. His vision for the school is reflected in its vision statement that expresses its commitment to developing the full potential of each individual in a happy, secure environment. At the same time, he demonstrates great care and concern for both staff and pupils. The management team have effectively built a centre of excellence where there are very clear values and these are communicated effectively with everyone who comes into the school.
- 87 The school's excellent commitment to each pupil is evident also in the aims of the school and the values it seeks to promote. These focus on the development of good attitudes, independent learning skills and the social and interpersonal skills that are essential if pupils are to achieve well. Parents indicated their support and appreciation of the values instilled by the school in the pre-inspection questionnaires and at the meeting held for parents.
- 88 All staff are well aware of the school's aims and values and are fully committed to promoting them in their work and through personal example. This commitment is evident in all aspects of the life of the school and is an outstanding feature. The headteacher and staff succeed in creating a caring Christian ethos and stimulating environment, which promote effective learning.
- 89 The deputy headteacher is an effective practitioner and has a positive effect on the management of the school. Curriculum co-ordinators provide effective leadership, monitoring standards in their subjects and clearly identifying areas for improvement. These are discussed with colleagues to ensure that they understand what is required of them in the process of raising standards. They also lead training for colleagues in areas that are a priority in the SDP. This has raised teachers' confidence and has had a positive effect on standards.
- 90 The school takes excellent account of national priorities. The further improvement of pupils' bilingual skills is a key target. Sustainable development has a high priority, while pupils learn good citizenship skills through their involvement in the school council and eco committee.
- 91 The detailed analysis of the school's performance data is an outstanding feature. The information is used very effectively to set challenging targets for improvement. Individual targets are also set and monitored by both staff and pupils. Performance management is conducted efficiently and teachers' targets reflect both the school's priorities and the professional development needs and interests of the individual. The headteacher also holds appraisal meetings with

staff to review their professional development. Staff speak highly of the good level of personal support they receive. There are good procedures for the induction of new and recently qualified staff.

- 92 The work of the governing body is good. Governors are very supportive of the headteacher and staff. They have responsibility for subjects or areas and they carry out these responsibilities effectively. They monitor the quality of provision by making regular visits to the school and are well informed about its life and work. They receive and discuss information given by the co-ordinators about pupils' progress, check targets and discuss curriculum policies. The chair of the governing body meets frequently with the headteacher and visits the school informally regularly to maintain close contact.
- 93 Governors are proud of the school and are both committed to, and involved in, school improvement. They keep a close watch on the school budget and ensure there are sufficient funds for all the current initiatives. Governors contribute to the construction of the SDP that is then discussed fully before approval. The governing body approves each target and also has opportunities to contribute its own. All statutory requirements are met.

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

Grade 1: Good with outstanding features

- 94 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 95 Curriculum co-ordinators are very well informed about performance in their areas of responsibility. They gather first-hand evidence from looking at books, speaking to pupils and monitoring lessons in order to make judgements about standards throughout the school. Teachers complete monitoring forms in their capacity as curriculum co-ordinators. These are then discussed with the whole staff and the information gained is used to identify areas for improvement. Subject co-ordinators conduct thorough end of year evaluations of their subjects and provide a comprehensive report the recommendations of which inform the SDP. The headteacher gives very effective leadership to the process of school self review.
- 96 Pupils' achievements are carefully analysed and the pupil tracking information is very well used to set individual targets against which pupils' progress is regularly monitored. An outstanding feature of self-evaluation is the way it contributes strongly to the high standards achieved and the way it ensures pupils achieve their potential.
- 97 The way in which teachers evaluate all aspects of school life is also an outstanding feature. This, together with effective use of LEA reports, outcomes of the school council meetings and a thorough analysis of pupils' and parents' questionnaires ensures that the opinions of all are seen to be valued and used to identify the way forward. All those who provide education are suitably involved in the self-evaluation process.

- 98 The school self-evaluation report is a comprehensive document that effectively identifies strengths and areas for development. There is ample first-hand evidence to demonstrate that these structures have had a measurable effect on standards. The judgements of the inspection team match those of the school in all seven key questions.
- 99 The governing body works well with the headteacher and staff in the process of self-evaluation. Governors make a significant contribution to the process and discuss the self-evaluation report fully prior to approval. The governing body is evidently committed to self-evaluation and sees it as instrumental in bringing about improvements.
- 100 The information gathered through self-evaluation is directly used to inform strategic planning. Areas identified as being in need of improvement are included as targets in the SDP and clear priorities and challenging targets are set to ensure improvement. All members of staff monitor progress against targets in the SDP and the headteacher reports fully to the governors.
- 101 Another outstanding feature is the way in which the school supports its priorities well through the allocation of resources. For example, governors have invested a considerable sum in classroom support, which has resulted in improved progress for pupils with ALN. The school has also benefited from a large investment in IT equipment, which has led to improved standards in pupils' ICT skills.
- 102 The school can demonstrate that the actions they have taken have led to measurable improvement. For example, the action taken to erect a perimeter security fence has greatly improved educational environment of the school. In turn, this has had a very positive effect on the standards pupils achieve. The school has made very good progress in addressing all the issues raised in the last inspection.

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

Grade 1: Good with outstanding features
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- 103 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 104 The school is very well staffed for the numbers of pupils on the register. Teachers are very well qualified and have a wide range of experience and skills. Teachers and all support staff collaborate very well in order to meet pupils' needs. The contribution from the support staff is an outstanding strength of the school. The administrative staff, the caretaker, canteen staff and lunch-time supervisors, three of whom are training within the school to be learning support assistants, all provide effective support and their commitment to the welfare of the school and its pupils is a great strength. The procedures for staff development are managed well and linked to school priorities, personal needs and leadership issues. Teachers make good use of the time set aside for planning, preparation and assessment, and teacher used to cover for teachers during this time adds significantly to pupils' progress in religious education.

- 105 All pupils have access to very good resources. Every classroom has a range of up-to-date resources including mathematical and reading materials and there is a well-stocked central library that is used effectively in order to develop pupils' research skills. All resources are managed very well and their quality, quantity and accessibility are very good. The provision for ICT resources is excellent.
- 106 Major improvements have been made to the security of the site, including the erection of a boundary fence, removing the right of way access, the installation of CCTV and the main entrance door digital security system. These have all had a very positive affect on the school and its surroundings and enabled effective development of the internal and external environment. Good, creative use is made of the internal accommodation. The outdoor learning environment is used well by all pupils and includes a large playground and grassed areas. The school environment and its grounds are very well maintained.
- 107 The governing body monitors expenditure to ensure the school's targets for improvement are met. The headteacher and governing body are very successful in securing additional funds for enhancing the provision of resources for pupils. The finance committee monitors the expenditure regularly. The school provides outstanding value for money.

School's response to the inspection

The headteacher, staff and governors of Malpas Church in Wales Junior School have considered the outcomes of the inspection and are fully satisfied that the findings recognise that the standards at the school are indeed outstanding. In doing so the inspection report confirms the school's own self evaluation by awarding the school the highest grades in all seven key questions and acknowledges the professional and positive manner in which the teaching staff, support staff and governors undertake their responsibilities.

Most importantly, the inspection makes clear the elements that make our school what it is:

- Excellent quality of teaching.
- Outstanding care offered to pupils.
- Pupils achieving very high standards.
- Excellent Christian ethos.

The very many outstanding features of our school highlighted in the report will enable us to continue to build on the firm foundations of high standards and high expectations.

The school has made good progress with the Welsh curriculum, and a focus on incidental Welsh has gone a long way in consolidating this. We recognise that the change in emphasis from incidental Welsh to bilingualism will be a particular challenge, not just for our school but for most schools where the first language is not Welsh. A comprehensive action plan exists to address this important area.

The headteacher, staff and governors greatly appreciate the very professional and courteous way in which the inspection team carried out a detailed and thorough audit of the school. Their opinions are valued and their recommendations will be acted upon in future plans for the school.

Appendix 1

Basic information about the school

Name of school	Malpas Church VC Junior School
School type	Junior
Age-range of pupils	7 to 11
Address of school	Yewberry Close Newport
Postcode	NP20 6WJ
Telephone number	01633 855998

Headteacher	Mr Richard Jones
Date of appointment	1988
Chair of governors	Rev David Parfitt
Registered inspector	Mr Stephen Dennett
Dates of inspection	04/03/08 to 06/04/08

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	-	-	-	-	59	56	58	50	223

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	10	1	10.5

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	21:1
Average class size, excluding nursery and special classes	27.8
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Spring 2007	-	-	93.5
Summer 2007	-	-	93.4
Autumn 2007	-	-	94.7

Percentage of pupils entitled to free school meals	6%
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

National Curriculum Assessment Results

National Curriculum Assessment KS2 Results 2008							Number of pupils in Y6		50		
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	0	0	2	42	56
		National	0	0	0	1	1	4	16	48	30
Mathematics	Teacher assessment	School	0	0	0	0	0	0	4	42	54
		National	0	0	0	1	1	3	14	48	33
Science	Teacher assessment	School	0	0	0	0	0	0	2	31	67
		National	0	0	0	1	0	2	12	52	34

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)	
by teacher assessment	
In the school	96.4
In Wales	74.2

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

Appendix 4

Evidence base of the inspection

- A team of three inspectors spent a total of seven inspector days at the school.
- Pre-inspection meetings were held with staff, parents and governors.
- Forty questionnaires were returned by parents and analysed.
- The school's self-evaluation report and a comprehensive range of other documents were examined.
- Twenty-four lesson observations were undertaken.
- Samples of pupils' work from across the age and ability ranges were examined.
- Inspectors talked to pupils and listened to them read.
- Inspectors talked to the school council and observed lunch times and break times.
- Inspectors attended acts of collective worship.
- Post-inspection meetings were held with the staff and the governing body.
- The headteacher acted as nominee and assisted the team with gathering evidence and answering questions about the school.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Stephen Dennett Registered Inspector	Led on : Context, Summary, Recommendations and Appendices Key Questions 1, 5 and 6
Mr John Foley Lay Inspector	Led on: Key Question 4 Contributed to: Recommendations Key Questions 1 and 3
Mrs Sarah Davies Team Inspector	Led on: Key Questions 2, 3 and 7 Contributed to: Recommendations
Mr Richard Jones Nominee	Contributed to all key questions

Acknowledgement

The inspection team wish to express their thanks to the governing body, headteacher, staff, parents and pupils of Malpas CiW VC Junior School for the co-operation and assistance both before and during the inspection.

Contractors

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