

**INSPECTION UNDER SECTION 10 OF
THE EDUCATION (SCHOOLS) ACT 1996**

Malpas Court Primary School

**Whittle Drive
Malpas
Newport
NP9 6NS**

SCHOOL NUMBER:680/2022

DATE OF INSPECTION: 11 – 10 October 1999

BY

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CURRICULUM NOMENCLATURE AND KEY STAGES

A new nomenclature to describe pupils' progress through school was introduced in 1989. This system of numbering year groups from the start of compulsory schooling to age 18 is intended to ease communication among schools, governing bodies, parents and LEAs and emphasise the importance of continuity.

The term "Reception" (R) is applied to the year group of pupils in a primary school (not a nursery class) who attain the age of 5 during the academic year "Year 1" (Y1) is applied to the year group of pupils who attain the age of 6 during the academic year and so on to Y13 the year group who attain the age of 18 during the academic year:

	R	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Years	4-5	5-6	6-7	7-8	8-9	9-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18

Key stage 1 of the national curriculum consists of Y1 and Y2; KS2 of Y3 to Y6; KS3 of Y7 to Y9; KS4 of Y10 and Y11 (which is the final year of compulsory education).

GRADE DESCRIPTIONS

The five-point grading scale used to represent the main judgements in this report is as follows:

1. Very good: many good features, some of them outstanding.
2. Good: good features and no major shortcomings.
3. Satisfactory: good features outweigh shortcomings.
4. Unsatisfactory: some satisfactory work but shortcomings in important areas.
5. Poor: many shortcomings.

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PART 2: THE INSPECTION SCHEDULE

1. CONTEXT

The school and its priorities

The school is located on the outskirts of Newport some two miles from the town centre. It mainly serves an area that experiences difficulties associated with economical disadvantage. Sixteen pupils who attend a two-class specific language impairment (SLI) unit are recruited from other areas of Newport and surrounding county boroughs. Most families reside in local authority accommodation. According to the school, pupils attend from homes that are disadvantaged with approximately 60% of registered pupils being entitled to free school meals. English is the language that is spoken in all the homes except one and no pupils speak Welsh as their first language.

The full range of ability is represented in the pupils. Seventy-one pupils are registered as having special educational needs (SEN), eighteen of whom are on Stage 1 of the Code of Practice, twenty three are on Stage 2, seven are on Stage 3 and four are on Stage 4. Nineteen pupils currently have statements of SEN. Two pupils in the nursery have SEN because of physical disabilities.

The number of pupils on roll has fallen significantly over the past four years and at present totals 216, including children in the nursery. This sharp reduction in pupil numbers places considerable strain on the school's budget and is beginning to affect its capacity to retain the present complement of teaching and support staff. The school is in competition for pupils with several neighbouring primary schools.

The school development plan (SDP), which covers the 1999–2000 financial year, includes a brief three-year overview of development initiatives to the year 2002. The SDP sets out priorities to introduce and implement a new science scheme of work, improve provision for information and communications technology (ICT), implement assertive discipline strategies, and implement literacy and numeracy action plans. The school has set the following targets for the current year:

Key Stage 1:

increase by 5% the proportion of Year 2 pupils achieving Level 2a/3 in writing
increase by 5% the proportion of Year 2 pupils achieving Level 2+ in numeracy
increase by 5% the proportion of Year 2 pupils achieving Level 2+ in science

Key Stage 2:

47% of Year 6 pupils to achieve Level 4 in English
47% of Year 6 pupils to achieve Level 4 in mathematics
47% of Year 6 pupils to achieve Level 4 in science

2. MAIN FINDINGS

The main findings of the report

- The overall quality of educational provision for the under-fives is appropriate to their needs and pupils are making good progress towards the Desirable Outcomes for Children's Learning.
- Pupils achieve satisfactory standards in English in both key stages. In Welsh second language, standards are generally satisfactory in both key stages with good standards achieved in Year 2. In mathematics, they are satisfactory in Key Stage 1 (KS1) and satisfactory with some good work in number in the upper years of Key Stage 2 (KS2). Standards of achievement in science are satisfactory in KS1 and the lower years of KS2 and good at the end of KS2. Standards achieved in design and technology, history, music and religious education are satisfactory in both key stages. Standards in geography are satisfactory at the beginning of KS1, improving to good at the end of the key stage. In KS2, standards are unsatisfactory. Standards in art are satisfactory in KS1 and lower KS2, but are unsatisfactory in upper KS2. In physical education, standards achieved in KS1 are satisfactory but unsatisfactory in KS2. Standards in information technology (IT) are unsatisfactory in both key stages.
- Satisfactory standards are achieved across the curriculum in the key skills of speaking, listening, reading and numeracy, but the standards in applying writing skills in other subjects are unsatisfactory. ICT is largely undeveloped across the curriculum and standards are unsatisfactory.
- The quality of teaching is unduly variable. In 83% of lessons observed the quality of teaching is satisfactory or better and a small proportion is very good. Good features were observed more frequently in the nursery, the SLI unit, and the ends of KS1 and KS2. In about 17% of lessons, the quality of teaching is unsatisfactory or poor. Where teaching is unsatisfactory or poor it lacks purpose, pace and challenge, and results in restless behaviour and low standards of achievement. In the SLI unit and the nursery the quality of teaching is good overall. The quality of teaching in one class in the SLI unit is consistently very good.
- The curriculum is suitably broad and meets statutory requirements but it is not well balanced. The high proportion of time allocated to English and mathematics results in meagre quantities of time being distributed between the non-core foundation subjects and religious education. The actual teaching time available in both key stages is below the minimum recommended by the Welsh

Office. These factors will make it difficult for the school to adequately cover the programmes of study in the non-core foundation subjects and religious education.

- Good provision is made for pupils' moral and social development and satisfactory provision for their cultural and spiritual growth.
- Standards of behaviour are generally good throughout the school.
- Standards of attendance are satisfactory overall.
- The detailed policy for assessment, recording and reporting is a useful document to support good assessment practice and is in the process of being implemented. The assessment of the core subjects is generally accurate but teacher assessments of most subjects do not adequately identify pupils' strengths and weaknesses. The information collected is not communicated to pupils to help them make improvements in their work.
- The provision made for pupils who have SEN because of specific language impairments is good to very good, and is a strong feature of the work of the school. Pupils in both classes make good progress and achieve standards in line with their abilities. The provision for pupils who have special needs in mainstream school is satisfactory, with some good features. It is effectively organised and staff are suitably deployed to support pupils' needs.
- Governors, headteacher and staff are involved in the processes of constructing the SDP and are beginning to build up some useful knowledge of the school's strengths and shortcomings. This knowledge has yet to be used purposefully to address the identified shortcomings. The self-evaluation system that is being developed is not sufficiently robust to generate first hand evidence of standards and quality of teaching to provide a sound basis for improving performance.
- The headteacher, with very good support from the school secretary, administers and controls the finances efficiently. The governing body oversees the application of the budget effectively.
- The resources available to support teaching and learning are at least satisfactory for all subjects of the curriculum except design and technology and religious education, where aspects are unsatisfactory. The quantity and quality of materials and equipment provided for the under-fives and English are good, and good quality resources are provided for Welsh and IT. In general, resources are used effectively by teachers and pupils.
- Information in the parents' brochure and in the governors' annual report to parents does not meet statutory requirements. The information given to parents about their child's performances at the end of key stages does not comply with the requirement to report comparative data.
- The key issues for action identified in the previous inspection report were rather vague statements and did not provide a clear and practical basis to help governors and staff to address a school improvement agenda. The school has effectively carried out most of the undemanding tasks and activities associated with dealing with the key issues.
- Games in KS1 were not taught during the inspection period and were therefore not observed. The standard of games in KS2 is unsatisfactory. Only a limited range of extra-curricular games activities is offered.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards Achieved in Subjects and Areas of Learning

Standards of achievement are satisfactory or better in around 85% of the work seen.

- Standards achieved by children under five years of age are at least satisfactory; they are good in the nursery where children make good progress in the development of early literacy, numeracy and in their personal and social skills.
- Pupils in the SLI unit make good progress and achieve standards in line with their ages and abilities.
- In English, pupils achieve satisfactory standards in speaking, listening, reading and writing in both key stages.
- In mathematics, satisfactory standards are achieved in most aspects of the work but mental recall of number facts is not quick enough and pupils in both key stages do not develop sufficient ability to explain their methods of calculation.
- Standards in science are satisfactory in KS1 and the lower years of KS2. Good standards are achieved at the end of KS2. Pupils know and understand appropriate information about materials, physical processes and living things. Pupils' experimental and investigative skills are developing well toward the end of KS2.
- In KS1, standards in Welsh and geography are satisfactory with good standards being achieved by pupils in Year 2. Standards in design and technology, history, art, music, physical education and religious education are satisfactory.
- In KS2, standards in Welsh, design and technology, history, music and religious education are satisfactory. Standards of achievement in art in Years 3 and 4 are satisfactory, but in Years 5 and 6 they are unsatisfactory. In physical education, standards are unsatisfactory.
- In both key stages, standards in IT are unsatisfactory.
- In KS1, the standards of pupils' achievement in National Curriculum (NC) tasks and tests in reading, writing, mathematics and science, are significantly below the Newport and Wales averages for these areas of the curriculum. In KS2, although the school has made substantial improvement in English over the past year, the performance in all three core subjects, and the core subject indicator, is well below the averages for Newport and Wales.
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3.2 Standards Achieved in Key Skills across the Curriculum

The standards and progress made by pupils under five across the curriculum are mainly good. In KS1 and KS2, standards achieved in speaking, listening, reading and numeracy across the curriculum are satisfactory. The use of writing and ICT in the different subjects and aspects of the curriculum are unsatisfactory.

Good features

- Pupils under five use their skills of early literacy and numeracy well in the six areas of learning. They make satisfactory progress in using ICT across the curriculum.
- Pupils in the SLI unit make good progress in using the skills of literacy and numeracy in learning other subjects and this is helping them to make progress across the curriculum.
- In KS1 and KS2, most pupils listen attentively and speak clearly.
- Pupils in both key stages achieve satisfactory standards in reading reference books in their studies in other subjects.
- Most pupils in KS1 and KS2 use their numeracy skills effectively in a range of relevant situations.

Shortcomings

- Pupils are not challenged to use and develop their speaking skills in drama and role-play, to explain their ideas and methods of working, or to sustain discussions in group and class activities.
- Slow progress is made by pupils in using information stored electronically, such as on compact disks, to enhance their learning in other subjects.
- Pupils' ability to search for and use information independently in their studies of other subjects, is limited.
- The range of writing undertaken by pupils across the curriculum is limited and does not contribute sufficiently to pupils' development of skills.
- Progress made in using ICT to support and extend learning across the curriculum is slow and results in unsatisfactory standards.
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4. ETHOS OF THE SCHOOL

4.1 Pupils' Spiritual, Moral, Social and Cultural Development

Pupils' social and moral development is good, and the provision made for their spiritual and cultural development is satisfactory.

- The school provides a caring environment in which pupils show respect and kindness to each other.
- The quality of relationships in the school are generally good.
- Pupils display respect for other people and their property. When given opportunities to take responsibility and show initiative, pupils respond well.
- The overall provision for daily collective worship meets statutory requirements and assemblies are orderly occasions. The use of a lighted candle adds a sense of occasion to whole school and KS2 worship. Attractive displays in the main hall that illustrate religious celebrations, Bible stories and visits made to religious buildings, contribute to the sense of a special place. Some opportunities are provided for quiet reflection on the content and concepts explored in worship, but pupils' involvement in the presentation and planning of acts of collective worship are limited.
- Pupils are developing a sense of cultural identity and belonging through visits to places of historical interest in Wales, and by studying the work of a few Welsh artists and designers. Effective use had been made in upper KS2 of pupils' interest in the Rugby World Cup to reinforce

aspects of the Cwricwlwm Cymreig. Opportunities for further development are not always taken, mainly through a lack of whole school planning of this aspect of the curriculum.

- Pupils' knowledge and understanding of different cultures is limited.
- Community links contribute positively to the social and moral development of the pupils.
-

4.2 Behaviour and Attitudes

Overall standards of behaviour are good and effective procedures and routines ensure the school is an orderly and happy community.

- Pupils are courteous to adults and generally interact appropriately with each other.
- The school's positive, assertive behaviour system is effective and features rewards and celebration of good behaviour, and graded sanctions for unacceptable behaviour. Parents and the Local Education Authority (LEA) support the policy.
- Pupils react well to their own class rules and to whole school rules.
- Incidents of inappropriate behaviour are usually dealt with well by teachers and supervisory staff, and good procedures are in place to deal with any instances of bullying.
- In a minority of classes where teaching lacks pace and direction, a number of pupils lose interest in the lesson and become inattentive and restless. During these occasions, the work of other pupils and their enjoyment of learning are disrupted.
-

4.3 Attendance

Current overall attendance is satisfactory with very low numbers of unauthorised absences.

- Where attendance falls below 90%, the reasons are attributable to normal childhood illnesses and parental condoned absences.
- Good systems are in place to follow up unauthorised absences. The Education Welfare Officer (EWO) regularly checks and follows up selected authorised and unauthorised absences effectively.
- Registers are marked thoroughly and regularly, and satisfy statutory requirements.
- Parents are happy with the school's efforts to improve attendance and are made aware of their responsibilities.
- The school has not set targets for improvement of attendance.
- There are a small number of pupils who regularly arrive late at the start of the day but they quickly settle into the routine and do not disrupt the activities of the other pupils. The School and the EWO make appropriate efforts to improve the punctuality of this group.
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5. QUALITY OF EDUCATION

5.1 Teaching

The quality of teaching is satisfactory or better in around 83% of lessons observed, including about 44% where it is good or very good. Good features were observed more frequently in the nursery, the SLI unit, and the ends of KS1 and KS2. In about 17% of lessons, the quality of teaching is unsatisfactory or poor.

- The quality of teaching of the under-fives is at least satisfactory and consistently good in the nursery. The support provided by the nursery nurse is very effective in assisting children's language development.
- The quality of teaching in the SLI unit is at least satisfactory and often good or very good. In one class, the teaching is consistently very good, where the challenge and match of work to pupils' abilities and needs is exceptional.
- Teachers generally have a secure grasp of the subjects they are teaching with the exception of IT, geography and physical education in KS2.
- In KS1 and KS2, lesson planning is satisfactory, but activities that relate to learning objectives are not always specified clearly, and insufficient attention is given to the use of time.
- Most classrooms are well organised and pupils understand the established routines.
- Overall, the work is matched satisfactorily to pupils' abilities and needs.
- In lessons where the quality of teaching is unsatisfactory or poor, one or more of the following shortcomings are evident: work is insufficiently challenging; the pace of lessons is too slow; teaching is concentrated on one or two ability groups at the expense of the others.

5.2 Assessment, Recording and Reporting

The quality of assessment, reporting and recording is satisfactory.

- The school has a comprehensive policy for assessment, reporting and recording which is in the process of being implemented by all staff.
- Teachers make termly assessments in the core subjects for each pupil, which are annotated to include NC levels of achievement. These assessments, which are accurate and reliable, become part of a pupil's record of achievement file
- The assessment of progress and achievement in foundation subjects is limited.
- Pupils' work is marked regularly and in the core subjects is often focused on achievement. However, marking rarely generates information that assists pupils in making improvements in their work.
- The school uses a range of assessment instruments. These assessments are not used consistently to inform planning on a day-to-day basis, or to match activities and tasks to aptitude and ability.
- A range of screening and assessment tests are used with pupils who have SENs in both SLI and mainstream classes. These are used effectively in the SLI Unit to inform planning, but are less effectively used in planning for pupils with special needs in the main stream.
- Records of achievement have been introduced recently and provide some useful information about pupils' interests, targets and national curriculum data. Separate samples of assessed work are maintained to support teachers' judgements.
- Pupils' progress in reading is carefully recorded.

- The school has a system for setting improvement targets which derives from individual pupil targets set in the range of probable and possible outcomes.
- Pupil self-assessment systems are being developed. Individual targets for improvement are displayed on walls in the reception and KS1 classrooms, and in individual pupils' work books for English in KS2.
- A portfolio of pupils' assessed writing has been introduced recently as a strategy to raise performance. There are no portfolios of assessed work to support teachers' assessment in mathematics and science, or any of the foundation subjects.
- Annual reports to parents provide useful information about pupils' achievement in all NC subjects and religious education. Guidance on the way forward is included but it does not adequately describe in all reports how performance may be improved. At the end of both key stages, annual reports to parents do not comply with the statutory requirement to provide comparative data as part of the reporting procedure.

5.3 Curriculum

The curriculum is suitably broad but is not adequately balanced across the range of subjects and aspects.

- The curriculum for the under-fives is broad and balanced in the nursery class and is carefully planned to ensure children's progress towards the desirable outcomes for learning. In reception, the curriculum is suitably broad but lacks balance. Curriculum planning in reception does not adequately ensure all children receive learning experiences appropriate to their age and stage of development.
- Schemes of work are available to support the teaching of most subjects but these vary in quality. The best examples specify clearly the relationship between the NC programmes of study and the work that needs to be planned for pupils.
- In KS1 and 2, teachers plan conscientiously but there is inconsistency in the quality of lesson plans. Learning objectives, associated tasks and the use made of time are not always clearly indicated.
- The teaching time available in both key stages is below the minimum teaching time recommended by the Welsh Office.
- The time allocated to the different subjects varies between classes and, in most foundation subjects, it is insufficient to secure coverage of the NC programmes of study.
- The amount of homework undertaken by pupils is limited, and there is no consistency in its provision. It has little impact upon standards of achievement.
- The school provides a limited range of extra-curricular activities. Rugby and soccer training takes place weekly and a recorder club is held one lunchtime a week. The range of extra-curricular activities is extended during the year through the provision of an additional recorder club to cater for the interests of infant pupils. A school choir is also established as the school term progresses and opportunities are provided for pupils to take part in "Dawnsio Gwerin" during the Spring and Summer terms.

- Where pupils are disapplied from Welsh second language learning, the alternative arrangements made are appropriate.
- The school has made a start in planning the use of key skills in other areas of the curriculum.
- Although the Cwricwlwm Cymreig is developed in some aspects of work, and by some teachers, the lack of whole school planning undermines continuity and progression within and between classes.

5.4 Support, Guidance and Pupils' Welfare

The quality of support and guidance in the school is generally satisfactory with some good features.

- The headteacher and staff know and support the pupils well, some of whom have specific personal, social and learning needs. The senior school secretary plays a sensitive role in securing a caring environment.
- The school complies with child protection procedures and implements the LEA guidelines. However, there has been little or no training in this area. Links with external agencies are variable.
- Health and safety at the school is a priority; a recent risk assessment has been undertaken and issues arising from it are being addressed. The main building is secure, however, the grounds and play areas are not fully enclosed and are difficult to supervise.
- The school has recently reviewed its sex education policy. Programmes of work are mainly taught through science, but with effective support from the school nurse. There is no written policy on drug awareness or health education, although they are both addressed adequately within the school curriculum.

5.5 Provision for Pupils with SEN

The school has 71 pupils on the SEN register. Of these, 19 have statements of special need, 16 of whom are placed in the school's specific language impairment unit; two are in the nursery and one in the mainstream Year 6 class. The remaining 52 are in mainstream classes.

Specific Language Impairment Unit

The quality of provision for pupils with SEN in the SLI unit is good overall with some very good features.

- The unit is well led and the two teachers, resident speech and language therapist, named governor and support staff all work together very effectively as a team. The unit has established clear

systems and procedures that provide efficient organisation to secure good quality provision in line with statutory requirements.

- Staffing ratios are favourable and expertise is high. In-class support is very good and the positive contribution of the speech and language therapist is significant in raising standards of achievement.
- Individual education plans (IEPs) are detailed and provide a sound basis for planning programmes of work which are well matched to the pupil's needs. These are regularly reviewed and progress is closely monitored. The active listening, social skills and language concepts necessary for pupils to access learning programmes, complement the curriculum and enhances learning considerably.
- Pupils are effectively integrated into the mainstream, with appropriate support, for physical education and design and technology and on a selected basis for other subjects determined by individual needs. Eight pupils are disapplied from Welsh second language and follow an alternative specific language programme appropriate to their stage of development.
- There is good liaison with parents and appropriate links have been developed with external support agencies.

Mainstream SEN

The quality of provision for pupils within the mainstream is satisfactory overall.

- There is a clear policy that sets out the procedures for assessing, identifying and monitoring pupils with SEN, and these comply with the Code of Practice and LEA guidelines. However, it is a recent policy and therefore still in the early stages of implementation.
- The school's SEN provision is efficiently organised by a team led by the special needs co-ordinator (SENCO) and comprising a designated teacher from each key stage. The SEN governor, who also links with the SLI unit, plays a supportive role. Two learning assistants support identified pupils both in-class, and on a withdrawal basis. They are suitably deployed and provide good support, particularly in KS2. Provision for pupils with SEN in mainstream classes, where support is not available, is variable in quality.
- The school has recently adopted a new IEP format in line with LEA guidelines. The content of these plans frequently lacks a specific focus and therefore has limited use as a tool to improve learning.
- The school implements a range of screening and assessment procedures, but this data is not yet used effectively to set individual or group targets in order to raise standards of achievement.
- The school has developed appropriate links with a range of outside agencies and is well supported by the EWO, school nurse and advisory service. A range of strategies linked with the LEA behaviour support plan has recently been developed. The assertive discipline policy and relevant in-service training are having a positive effect on managing pupils' behaviour.
- The SEN budget is efficiently managed by the headteacher.

5.6 Partnership with Parents and Community, Schools and Other Institutions

The school has good partnerships with parents.

- Parental partnership is targeted in the SDP and the school actively encourages their participation.
- Parents are supportive of the school and are effectively informed about its work through a regular newsletter, and through informal contacts with teachers.
- Some parents are actively involved in supporting activities both within the classroom and on educational visits, and make a positive contribution to school life. Parents enthusiastically support events that celebrate their children's performances, but they are less supportive of curriculum and other formal events.
- A 'Parent Partnership' scheme provides a good link between the nursery and the homes of those who participate.
- The school prospectus and the governors' annual report to parents do not comply with statutory requirements. In particular, they lack comparative data for local and national averages in NC assessment results.
- Partnerships with nearby schools, institutions and the local community are satisfactory overall.
- Good pastoral arrangements are in place for those transferring from the nursery to its own and other infant schools.
- The pastoral links with the main secondary school are good, but curriculum links are underdeveloped.
- Sound links have been made with the local community, and satisfactory use is made of the local environment as a resource for learning.
- The school does not operate a partnership arrangement with initial teacher training institutions, but does help in training student nursery nurses.

5.7 Partnership with Industry

Partnership with industry is not a strong feature of the school.

- Outside visits and visitors to the school help to make pupils aware of the world of work. They are appropriately linked to themes and contribute to children's knowledge and understanding of the topics.
- There is no policy for industrial links and they do not form part of the staff development programme.
- There has been little contact with Education Business Partnership (EBP), the Training and Enterprise Council (TEC) or other education-business institutions.

6. MANAGEMENT

6.1 Quality of Self-Evaluation and Planning for Improvement

- The headteacher has recently embarked on a schedule of monitoring that includes classroom observation. He scrutinises teaching plans to establish the extent to which the school's curriculum is being taught. Subject leaders also examine teaching plans and offer advice and guidance to colleagues where improvement needs to be made.
- Governors, headteacher and teaching and support staff review the impact of the previous year's SDP on the work completed. Some of the school's strengths and weaknesses are identified, and the opportunities for making improvements in the educational provision are explored.
- A detailed self-assessment report describes the historical and geographical context of the school, its special needs provision, and some recent initiatives. Although there is some analysis of NC assessment test data, there is little information provided to indicate clearly what has been achieved, partially achieved, or not accomplished.
- The self-assessment system has some sound elements but it lacks structure, breadth, coherence and clear focuses for review. It is not applied with any rigour and does not secure robust evaluations. The judgements made of standards and quality of educational provision are therefore weak.
- The six priorities identified in response to self-evaluation represent an appropriate range of objectives for improvement and provide the basis of the SDP. The SDP, which is the product of an appropriate consultative process, has good features and includes measurable and qualitative targets. They are not all specified clearly with a sharp focus on raising performance in standards and quality of teaching. These shortcomings weaken the effectiveness of the SDP as a tool for managing improvement.
- The school makes some use of national and local data to analyse and assess its performance in NC tests. In response to this, appropriate changes in teaching methods and approaches are being implemented to raise standards in literacy and numeracy.

6.2 Leadership and Efficiency

- The headteacher has established a positive ethos and sense of purpose in the school but has yet to develop a climate of high expectations of pupils and a strong culture of self-evaluation.
- The governing body oversees financial matters satisfactorily and is acquiring more detailed knowledge and understanding of a range of curriculum issues.
- The headteacher and subject leaders provide satisfactory leadership and they understand their roles in developing the school and managing improvements. Subject leaders are constructing schemes of work, they advise on planning, and they audit and maintain resources. On occasions, they lead moderation exercises to promote greater consistency of standards within subjects. At present, neither the headteacher nor subject leaders give sufficient attention to monitoring standards achieved by pupils as a strategy for raising expectations, and as the basis for improving performance.
- The headteacher and deputy headteacher do not, as yet, operate as a management team that has a positive impact on standards and quality of teaching. The deputy headteacher's role is largely undeveloped, particularly in the areas of assisting the headteacher in managing staff and monitoring and evaluating progress towards the achievement of the school's objectives.

- The school's resources of money, staff, accommodation, materials and equipment are managed satisfactorily, but teaching time is not always used to best effect.
- Communication within the school is effective and routine organisation and administration is efficient. The senior school secretary provides very good support to the school and its management.
- Priorities for expenditure are identified in the SDP but it represents only a small proportion of the overall budget. There is no clear link between the SDP and the budget plan to indicate how the major proportion of the school's finances is used to achieve the school's objectives. The arrangements for evaluating the effectiveness of spending decisions are largely undeveloped.
- The surplus in the school's budget is the outcome of contingency planning to maintain a favourable teacher:pupil ratio as numbers on roll decline.

6.3 Staffing, Accommodation and Learning Resources

Overall, the management of staffing, accommodation and learning resources is satisfactory.

- The teaching staff are suitably qualified and have appropriate job descriptions. Professional development is promoted through the recently introduced strategies of annual staff development interviews, staff profiles and the establishment of staff development files. All staff are given opportunities to participate in in-service training and precedence is given to those priorities identified in the SDP.
- The planned programme for the deployment of support staff is carefully considered and organised. Overall, the support in the nursery, the SLI unit and in the mainstream school makes a significant contribution to the quality of pupils' learning and the standards they achieve.
- In general, good use is made of the spacious accommodation, although some surplus classrooms are presently being developed as specialist areas and need further attention.
- The quality of display work is variable. In most classrooms and public areas great care is taken to support children's learning through the use of good quality displays. This enhances the learning environment in most parts of the school.
- The school is well served by the ancillary staff including the caretaker, cleaners, canteen staff, lunchtime supervisors and the school crossing patrol.
- The quality and quantity of learning resources is good in early years, Welsh and IT, but unsatisfactory in religious education and some aspects of design and technology. In all other subjects, resources are satisfactory. The quantity of books in the library and the use made of them is limited.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

Provision for the under-fives

The overall provision for the under-fives is appropriate and promotes the desirable outcomes for children's learning. The children are making at least satisfactory progress in all aspects of their work and in many instances progress is good.

- Children listen with interest and are able to participate in a sensible dialogue for a reasonable amount of time.
- Nursery children express interest and enjoyment in books. More able nursery pupils recognise two initial sounds. Reception children have an awareness that print has meaning and are acquiring an appropriate sight vocabulary.
- Nursery children are able to use a variety of instruments to make marks on paper. Reception children are able to over-write simple words and their names, while more able children can under-write simple sentences, although letters are not always correctly orientated or well formed. Children's ability to write independently and in a variety of situations is less well developed. Children are becoming aware of the Welsh language and reception children are able to respond to simple greetings and commands.
- Children in the nursery count objects to five confidently during activities and are able to recognise a few number symbols. Reception children are able to recite numbers to 10 and most can recognise numbers to five.
- Children in the nursery class are developing an awareness of changes in autumn and why some creatures, such as, hedgehogs hibernate. Children in the reception class are able to talk about their bodies in simple terms and how they have changed. Nursery children are able to use the computer confidently to play matching games. Good use is also made of the listening centre in the nursery to encourage children to listen carefully.
- Nursery children respond to and enjoy rhythm in music. They use a range of materials to create images and they can print using sponges and handprints. Reception children use body percussion well and are able to compose and perform a simple piece of music. They can also listen to a music tape and respond with appropriate movements.
- Children in both classes move confidently and have increasing control over their bodies. They use large equipment with increasing skill. Fine motor control is developing satisfactorily.
- Personal and social skills are fostered through the good examples of the early years staff and through appropriate social experiences. Children are able to concentrate for lengthening periods

of time, take turns and share with each other. They are caring and are kind to one another. Purposeful links have been established with a local special needs school and children from the SLI unit integrate well with the reception class.

- Children in the nursery and reception class are attentive and are eager to contribute to the learning situations offered.
- The contribution of the full time nursery nurse in the nursery class, and the rapport that exists between the class teacher and nursery nurse, has a significant effect upon the standards achieved in the nursery class.
-

Welsh

Not applicable for this report.

English

Standards of achievement in English are satisfactory in both key stages. Pupils in the SLI unit make good progress in acquiring knowledge, skills and understanding appropriate to their age and ability in English.

Good features

- Pupils converse freely with adults and other pupils. They use language with reasonable accuracy and acquire an increasing range of vocabulary. Most pupils' listening skills are developed satisfactorily.
- In KS1, pupils systematically learn key words relating to their reading scheme and are developing early phonic skills. More able pupils read with accuracy and understanding and have a good appreciation of the work of authors, illustrators and publishers.
- Pupils in KS1 write for a variety of purposes. Younger and less able pupils are able to copy simple words and sentences with a degree of control over letter shape and orientation. Abler pupils write stories and accounts independently. They develop their ideas in a sequence of sentences, sometimes demarcated by capital letters, full stops and question marks. Simple monosyllabic words are generally spelled correctly.
- In KS2, pupils read with a degree of accuracy, fluency and expression. They can discuss their reading and make sensible predictions related to the text.
- Pupils write with increasing independence throughout the key stage. Handwriting is legible and joined. Spelling is reasonably accurate. At the end of KS2 abler pupils produce pieces of writing which are often imaginative, lively and contains interesting vocabulary.

Shortcomings

- Activities to support the development of pupils' speaking and listening are often unstructured and do not build upon current level of skills.
- Pupils have limited opportunities to produce extended pieces of writing. In KS2, undue reliance on worksheets in a minority of classes limits opportunities for pupils to write for a range of audiences and purposes and this hinders their development as independent writers.
- Older pupils are not provided with sufficient opportunities and guidance to plan, draft and revise their writing before producing final copy.
- In KS2, pupils use of higher order reading and study skills is undeveloped.

Mathematics

Standards achieved in mathematics are satisfactory in both key stages. Pupils in the SLI unit make good progress in acquiring knowledge, skills and understanding that is appropriate to their ages and abilities.

Good features

- In KS1, pupils are developing a good understanding of place value. They can count and order number to 100 and recognise that the position of the tens digit indicates its value. They recognise simple fractions and can use them to halve whole numbers. They recognise coins up to £1 and can make equivalent sets of coins for amounts up to 50p.
- Pupils are acquiring a satisfactory understanding of the relationship between numbers and computational methods. They can count forward in twos, threes, fives and tens, and can distinguish between odd and even numbers to 20. They know addition and subtraction facts to 10 and can occasionally use this knowledge to solve simple problems.
- Pupils recognise common two- and three-dimensional objects and can describe their properties effectively.
- Pupils are acquiring the skills of recording data in a frequency table and using it to construct simple block graphs. Older and abler pupils can interpret graphs and charts well.
- In KS2, pupils consolidate their understanding of place value. They can multiply and divide whole numbers by 10 and 100 and can use written methods to carry out calculations involving the four rules of number.
- Pupils are extending their knowledge of multiplication facts and are developing mental methods to add and subtract two digit numbers.
- Pupils' ability to work out simple fractions and percentages is generally secure. Older pupils have a sound understanding of decimals and can express the more common ones as equivalents in fractions and percentages.
- Metric measures are generally understood and pupils can make sensible estimates of length.
- Pupils recognise common two- and three-dimensional objects, they have a reasonable grasp of their properties, and they can find the perimeter and areas of simple shapes.

Shortcomings

- In both key stages, pupils' mental recall of addition, subtraction, multiplication and division facts presented in a variety of forms is not sufficiently quick.
- Pupils' ability to explain their calculations and methods of working is weak.
- The use and application of mathematics, particularly problem-solving and investigation work, is not given sufficient attention in both key stages.
- Pupils' ability to estimate weight, capacity and time is not well developed.
- On occasions, the teaching is not carefully matched to pupils' different abilities and needs.

Science

Standards in science are satisfactory in KS1 and lower KS2, and good in the upper years. In the SLI unit, pupils are making good progress and achieve standards that are commensurate with their ages and abilities.

Good features

- Pupils have a secure knowledge of a fair test, a strategy which is developed systematically across both key stages. Most pupils are learning to make predictions and to review these after completing their work.
- In both key stages pupils undertake a range of practical work and are developing the ability to plan and investigate purposefully and safely.
- In KS1, pupils are able to observe and describe a range of forces and how they affect the shape and speed of objects.
- In Year 5 when investigating dissolving materials, pupils draw on their knowledge and understanding to make appropriate observations to link conclusions to scientific explanations.
- In Year 6, when conducting an investigation on soil permeability, pupils display a good understanding of predicting, hypothesising, formulating a fair and valid test, and measuring, in order to ensure results are accurate.
- Pupils in the KS2 language unit are able to classify categories of food accurately and relate their knowledge to health related issues.

Shortcomings

- There is a variation in the quality of written work produced and pupils do not make sufficient use of personal modes of recording.
- The use of ICT to represent data and to extend pupils' knowledge and understanding of science concepts is underdeveloped.

Welsh second language

Standards of achievement in Welsh second language are satisfactory in both key stages and good at the end of KS1.

Good features

- Pupils respond naturally and with generally good pronunciation to the frequent use of incidental Welsh throughout the school.
- In KS1, pupils answer simple questions using phrases they have learned. They are very familiar with a range of instructions to which they respond well. Younger pupils are able to name some common colours and are acquiring a growing vocabulary.
- Pupils in Year 2 share a book with the class teacher and answer simple questions relating to the story. They are able to perform Welsh role-play activities effectively and with obvious enjoyment. Able Year 2 pupils can read and write simple sentences unaided and extend their writing to simple dialogues. Good use is made of the role play area in the Year 2 class to develop pupils' oracy, reading and writing skills.
- In KS2, pupils extend their range of vocabulary and at the end of the key stage they ask and answer questions about themselves, their family, where they live and their likes and dislikes. Pupils are able to write short, simple sentences to convey factual and personal information, they read labels, captions and displays, simple work sheets as well as familiar language patterns displayed on flash cards.
- Pupils in Year 6 have established geography links with a Welsh medium primary school in North Wales. They receive and send bilingual faxes which encourage them to seek and communicate information about the likes and dislikes of the writers.

Shortcomings

- The use of ICT to support, extend and improve pupils' oracy, reading and writing skills is under-developed.
- Pupils' ability to read a wider range of fiction and non-fiction books is limited.
- In KS2, pupils are unable to write for a variety of purposes and audiences.

Design and technology

Design and technology is taught in rotation with art and was not observed during the inspection period. Discussions were held with teachers and pupils; photographic evidence, teachers' planning, resources and pupils' work were also examined. On the basis of this evidence standards are judged to be satisfactory in both key stages.

Good features

- Teachers' planning shows that pupils are experiencing work with a good range of materials including flexible and resistant materials, reclaimed materials, food, textiles, construction kits as well as non-resistant materials and electrical components.
- There is a strong emphasis on the acquisition of skill through planned design and making activities.
- Pupils in KS2 are able to apply their skills and techniques of measuring, cutting, joining and assembling using a range of materials to construct an Elizabethan house. Younger pupils design and make puppets using a range of fabrics.
- Pupils in Year 3 and the KS2 SLI unit worked together to design and make a variety of bread buns for a harvest assembly, and were able to describe the processes involved using appropriate vocabulary.

Shortcomings

- Evidence of links between design and technology and IT appears to be underdeveloped.
- The scheme of work has recently been produced, and has yet to secure progression in skills between year groups. At present, the range of resources is insufficient to implement the scheme at the end of KS2.

Information technology

Standards in information technology are unsatisfactory in both key stages.

Good features

- The school has recently improved the quality and quantity of resources for teaching IT very substantially.
- In KS1, pupils use a variety of equipment including computers, printers and video recorder to develop their knowledge, skills and understanding.
- Pupils use the keyboard and mouse to enter and store information on the computer.

- Older pupils use IT to record and present stories and simple accounts in geography and science. These pupils are also able to collect and enter information on frequency tables and display the information in simple graphs. They can explain the information displayed in appropriate terms.
- In KS2, pupils use IT mainly to communicate and handle information.
- Most pupils can enter information to present stories and written accounts in different subjects of the curriculum.
- Pupils can describe some of the uses of IT in the outside world and a minority of pupils is beginning to use skills needed to send electronic mail.

Shortcomings

- Pupils have limited ability in creating and altering simple pictures, designs and illustrations, or in using graphic tools to draw lines and shapes.
- They have had little or no experience to use IT to experiment with sound.
- Some opportunities are provided for pupils to use adventure games to engage in problem-solving activities, but they have very limited ability in using programmable toys, or in applying control and modelling techniques as part of investigative work in other curriculum areas.
- Pupils' skills in using desktop publishing materials, data handling programs and spreadsheets is largely undeveloped in both key stages.

History

History is taught in rotation with geography and was not taught during the inspection period. Discussions were held with pupils and teachers, although the history subject leader was absent during the inspection. Resources, teachers' planning and pupils' work were also evaluated. On the basis of this evidence, standards of achievement are satisfactory in both key stages.

Good features

- In KS1, pupils are acquiring an awareness of the past and developing the concept of chronology reasonably well.
- Pupils in KS2 make educational visits to sites of historical interest and are able to talk about life in the past.
- In KS2, pupils know and recall some facts about the periods, people and events they have studied.
- Pupils' study of the 'Mary Rose' contributed to pupils' knowledge and understanding of Tudor times.

Shortcomings

- Pupils make little progress and development in historical skills.
- Pupils' ability to use, extract and record relevant information from a variety of primary and secondary sources is limited.

Geography

Standards in geography are satisfactory at the beginning of KS1, improving to good at the end of the key stage. In KS2, standards are unsatisfactory.

Good features

- In Year 1, pupils are developing satisfactory knowledge and understanding of place. Progress accelerates in Year 2 where pupils display increased knowledge, skills and understanding of the features and characteristics of places within the locality and further afield.
- Visits within the community and to a contrasting seaside location are used effectively to explore the similarities and differences between the two places.
- Most pupils can identify and describe physical and human features including roads, buildings, the sea, cliffs, lifeboat station, and parkland.
- Pupils observe features carefully and use the information to ask questions about the area in which they live.
- Good use is made of photographic evidence to reinforce and extend pupils' knowledge and understanding of the locations being studied.
- Older pupils make simple maps of the immediate environment and can add appropriate symbols to assist interpretation.
- On occasions, IT is used purposefully by pupils to record and present information in graphical forms.
- In KS2, pupils can describe significant characteristics of places being studied. They can explain the use made of land and the similarities and differences between various locations.

Shortcomings

- The progress made in KS1 is not maintained in KS2. Insufficient time has been allocated to ensure adequate coverage of the NC programmes of study in each year group.
- The quantity of work completed in KS2 is small and their ability to use maps and atlases to obtain information and to follow a route is undeveloped.
- KS2 pupils' ability to use secondary sources to establish information about places or the theme being studied is limited.
- In both key stages, insufficient use is made of IT to reinforce pupils' knowledge, skills and understanding in geography.

- The lack of a detailed scheme of work makes it difficult for teachers to plan lessons effectively and to secure continuity and progression within and between classes.
-

Modern foreign languages

Not applicable for this report.

Art

Standards in art are satisfactory and are highest at the end of KS1. Standards achieved in the upper years of KS2 are unsatisfactory.

Good features

- At the beginning of KS1 pupils use paint effectively to produce scenes and figures.
- Pupils experiment with a range of materials and techniques, such as rubbing and printing, to make a variety of pictures.
- Older KS1 pupils are developing the ability to recognise similarities and differences between their work and that of other artists.
- In general, pupils make good progress in drawing images from observation and producing pictures from memory.
- In lower KS2, pupils have made effective use of the work of other artists such as Van Gogh's 'Starry Night' and 'Sunflowers', to produce images and landscapes using paint and pastels.
- In a minority of classes, pupils use the work of a few Welsh artists to make comparisons with their own work.

Shortcomings

- In both key stages, pupils have insufficient knowledge or understanding of the work of artists and crafts people of Wales.
- In the upper years of KS2, pupils' control of brushes, pencils and cutting instruments, and the use of the techniques of drawing, painting and printing are weak.
- Throughout KS2, pupils' ability to draw images from observation is limited.

Music

Music was not taught at KS1 during the inspection period and only a small number of lessons were observed in KS2. In this context, standards achieved are satisfactory in both key stages.

Good features

- Pupils make satisfactory progress in developing skills and knowledge of the elements of rhythm, pitch, pace and dynamics.
- They use body percussion effectively to support their performance.
- In KS2, pupils undertake some composing as part of the activities in the music workshop broadcast.
- Pupils sing tunefully and with reasonable control of breathing but the quality is sometimes of a variable standard.
- 10 pupils are learning brass, 6 pupils woodwind and 5 strings.

Shortcomings

- Pupils' skills in appraisal are limited.
- Insufficient time has been allocated to ensure adequate coverage of the NC programmes of study in each year group.

Physical education

Standards of achievement in physical education are satisfactory in KS1 and unsatisfactory in KS2. Games was not observed in KS1 during the inspection. There is a limited range of extra-curricular games.

Good features

- Pupils in KS1 respond to the tambourine showing a well-developed sense of rhythm and timing.
- In gymnastics in Year 1, pupils are able to travel on feet with control, using a variety of hopping and jumping actions.

Shortcomings

- Pupils in Year 4 demonstrate poor skills and a lack of control when sending, receiving and travelling with a football.
- In gymnastics, pupils exhibit a limited range of rolling, jumping and balancing skills. They display poor posture and lack variety in body shape. Gymnastic experiences are not developed onto the apparatus.
- Pupils generally exhibit an underdeveloped awareness of space in both key stages.
- Pupils display limited understanding of health related fitness skills and principles of safe practice.
- Overall, application of planning skills are limited and pupils do not evaluate effectively in order to improve their performance.

Religious education

Standards of achievement in religious education are satisfactory in both key stages.

Good features

- Pupils know a range of Bible stories and older pupils are able to discuss the significance of these stories in developing values, such as, kindness and compassion.
- In KS1, pupils are beginning to understand the need for rules in their lives. They are developing a good sense of community and friendship and can explore their feelings in simple terms.
- In KS2, pupils are aware that the religious traditions of this country are, in the main, Christian.
- Pupils make visits to places of Christian worship and are able to discuss the significance of religious symbols and artefacts seen.

Shortcomings

- Pupils' knowledge and understanding of other religious traditions, beliefs and festivals is underdeveloped.
- Pupils experience difficulties in using key words appropriately to describe different practices and have an insecure grasp of religious terms.
- Resources for supporting religious education are limited in quantity and quality.
-

Religious studies

Not applicable for this report.

Personal and social education

Not applicable for this report.

Business studies

Not applicable for this report.

Child development

Not applicable for this report.

Classics

Not applicable for this report.

Community Languages

Not applicable for this report.

Computer studies

Not applicable for this report.

Drama

Not applicable for this report.

Economics

Not applicable for this report.

Electronics

Not applicable for this report.

Geology

Not applicable for this report.

Health education

Not applicable for this report.

Home economics

Not applicable for this report.

Humanities

Not applicable for this report.

Keyboard skills

Not applicable for this report.

Latin

Not applicable for this report.

Law

Not applicable for this report.

Psychology

Not applicable for this report.

Sociology

Not applicable for this report.

Vocational education

Not applicable for this report.

Other(s)

Not applicable for this report.

8. SCHOOL IMPROVEMENT

8.1 Progress Since the Last Inspection

The school was last inspected in September 1994 and the following six Key Issues for Action were identified:

- i. A wider variety of resources in most curriculum areas need to be provided in order to extend the quality of learning. Placing some of these resources in classrooms will enable active and investigative learning to be encouraged.
- ii. The current use of accommodation needs to be assessed.
- iii. Plans to give curriculum co-ordinators non-contact time need to be implemented as soon as possible to assist in the dissemination of existing good practice.
- iv. Teaching and learning need to be consistently organised to ensure that pupils are enabled to work with independence and initiative.
- v. Planning is needed to make the playgrounds more suitable to meet the needs of the children.
- vi. Consideration needs to be given to incorporating the nursery into the main building.

The school has increased the range, quality and quantity of resources in all curriculum areas except religious education. Resources are available in classrooms, when appropriate, to support teaching and learning. The accommodation needs of the school were carefully reviewed and resulted in the nursery being relocated in the main building. Subject leaders are targeted for non-contact time to assist with the process of self-evaluation. There is no clear system in place for sharing processes and outcomes of good practice. The playgrounds for KS1 and KS2 satisfy the needs of pupils. The governing body considered incorporating the nursery into the main building and took appropriate action. The vague nature of the key issues for action set out in the previous inspection report, made it difficult for the governing body to translate them into a plan of action that was sharply focused on improving standards on the quality of educational provision.

8.2 Key Issues for Action

In order to raise standards of achievement and make improvements in the quality of education provided there is need to:

- raise standards of achievement in:
 - IT throughout the school;
 - geography and physical education in KS2;
 - writing and ICT across the curriculum in KS1 and KS2;
- improve the quality of teaching by eradicating unsatisfactory and poor features where they currently exist, and by making the satisfactory teaching consistently good;
- increase the amount of teaching time in both key stages to meet Welsh Office minimum recommendations;

- improve the balance within the curriculum in both key stages by:
 - (i) distributing time more appropriately between the different subjects, and
 - (ii) by ensuring time allocated to the foundation subjects is sufficient to cover the NC programmes of study;
- implement an effective school self-evaluation system as the basis for:
 - (i) raising standards and improving the quality of teaching, and
 - (ii) for taking action to address inconsistencies in these important aspects of school work;
- implement fully the policy for assessment, recording and reporting to ensure teacher assessments identify pupils' strengths and weaknesses, and to use the information as the basis for helping them to make improvements in their work;
- address the shortcomings in the governing body's annual report to parents, the parents' brochure and to include comparative data with the reports on individual pupils given to parents.

The inspection team wishes to thank the headteacher, school governors, staff, pupils and parents for their co-operation and courtesy during the course of this inspection.

APPENDIX

A. Basic Information About the School

Name of School	Malpas Court Primary
School type	Primary
Age -range of pupils	3-11
Address of school	Whittle Drive Newport
Post-Code	NP9 6NS
Telephone Number	01633 855005

Headteacher	Mr David Owen
Date of appointment	
Chair of Governors/ Appropriate Authority	Mr Allan Morris
Registered Inspector	Mr D R Howells
Dates of inspection	11 th – 13 th October 1999

B. School Data and Indicators

<i>Number of pupils in each year group</i>									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	20	21	21	25	32	38	25	34	216

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	11		11

<i>Staffing information</i>	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	22.5:1
Pupil : adult (fte) ratio in nursery classes	8:1
Pupil : adult (fte) ratio in special classes	4 :1
Average class size, excluding nursery and special classes	25.7
Teacher (fte) : class ratio	1.1:1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
	R	KS1	KS2	Whole school
Term 1	92.5	91.4	91.6	91.8
Term 2	87.7	87.8	90.1	87.7
Term 3	89.2	89.9	90.1	89.7

Number of pupils excluded during 12 months prior to inspection.	0
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C. Results of National Curriculum Assessments and Public Examinations

NATIONAL CURRICULUM ASSESSMENT RESULTS END OF KEY STAGE 1: 1999

National Curriculum Assessment KS 1 Results: 1997		Number of pupils in Y2: 34						
Percentage of pupils at each level			D	W	1	2	3	4
ENGLISH:	Teacher Assessment	School	3	0	38	59	0	0
		National	0	4	15	64	17	0
EN: Reading	Teacher Assessment	School	3	0	38	50	9	0
		National	0	3	16	56	25	0
	Task/Test	School	3	0	38	50	9	0
		National	0	4	16	55	25	0
EN: Writing	Teacher Assessment	School	3	0	35	62	0	0
		National	0	5	16	56	25	0
	Task/Test	School	3	3	29	65	0	0
		National	1	6	12	73	8	0
EN: Speaking and listening	Teacher Assessment	School	3	3	32	62	0	0
		National	0	3	13	65	19	0
MATHEMATICS	Teacher Assessment	School	3	0	24	71	0	0
		National	0	2	12	66	20	0
	Task/Test	School	3	0	24	70	3	0
		National	0	3	11	65	21	0
SCIENCE	Teacher Assessment	School	3	3	24	70	0	0
		National	0	2	12	71	15	0

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school:	58.8%	In Wales:	86.5%

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

NATIONAL CURRICULUM ASSESSMENT RESULTS
END OF KEY STAGE 2: 1997

National Curriculum Assessment KS 2 Results: 1997							Number of pupils in Y6:35					
Percentage of pupils at each level												
			D	A	F	W	1	2	3	4	5	6
English	Teacher assessment	School	0	0	0	0	0	23	20	46	11	
		National	0	0	2	1	1	7	23	47	19	0
	Test/Task	School	0	0	0	0	0	25	26	43	6	0
		National	0	2	2	2	0	5	21	47	21	0
Mathematics	Teacher assessment	School	0	0	0	0	0	17	37	35	11	0
		National	0	0	2	0	1	6	23	47	21	0
	Test/Task	School	0	0	6	0	0	17	37	31	9	0
		National	0	2	1	1	0	5	24	45	22	0
Science	Teacher assessment	School	0	0	0	0	0	17	29	43	11	0
		National	0	0	2	0	1	4	18	50	25	0
	Test/Task	School	0	0	3	0	0	20	18	37	14	0
		National	0	3	0	0	0	5	14	48	29	0

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by Teacher Assessment		by Test	
In the school:	45.7%	In the school:	34.3%
In Wales:	60%	In Wales:	58%

- 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

D. The Evidence Base of the Inspection

Three inspectors were at the school for three days each and one inspector for two days. Approximately 60 lessons, or parts of lessons, were inspected. During the lessons, and at other appropriate times, inspectors took the opportunity to talk to pupils and to discuss their work. Inspectors attended assembly each of the three days and had lunch with the pupils on three occasions. Inspectors discussed pupils' work with class teachers and inspected teachers' planning and assessment records. A wide range of pupils' written work was examined from each class and about a quarter of pupils were heard reading. Discussions were also held with subject leaders and the headteacher. The minutes of meetings and documents relating to financial management of the school were examined carefully. Pre-inspection meetings were held with parents and the Governing Body. Parents returned 35 pre-inspection questionnaires which were closely analysed.

E. Composition and Responsibilities of the Inspection Team

Bob Howells

1 Context; 2 Main Findings; 3 Educational Standards Achieved By Pupils; 5.1 Quality of Teaching; 6.1 Quality of Self-evaluation and Planning for Improvement; 6.2 Leadership and Efficiency; Subjects – mathematics; information technology; geography; art

Beverley Jenkins

4.1 Pupils' Spiritual, Moral, Social and Cultural Development; 5.2 Assessment, Recording and Reporting; 5.3 Curriculum; Subjects – The educational programme for the under – fives; English; Welsh second language; history; religious education

Jill Lawrence

5.4 Support, Guidance and Pupils' Welfare; 5.5 Provision for Pupils with Special Educational Needs; 6.3 Staffing, Accommodation and Learning Resources; Subjects – science; design technology; music; physical education

Derek Hobbs

4.2 Behaviour and Attitudes; 4.3 Attendance; 5.6 Partnerships with Parents and Community, School and Other Institutions; 5.7 Partnership with Industry