

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

A Report on the Quality of Education in

**Rogerstone Primary School
Ebenezer Drive
Highcross Estate
Rogerstone
Newport
NP10 9YX**

School Number: 6802276

Date of Inspection: 14 April 2008

by

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Rogerstone Primary 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 Rogerstone Primary School took place between 14/04/08 and 17/04/08. An independent team of inspectors, led by Dr. Julia Coop 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. Rogerstone is a larger than average Primary School that serves an area of Newport that is neither socially advantaged nor disadvantaged. Following the last inspection in June 2002 the school underwent an unsettled period. A fire in 2003 totally destroyed the school. This necessitated the school operating in temporary split-site accommodation for three years. The school moved into its present purpose built school in September 2006.
2. The number of pupils attending the school has doubled since the last inspection due mainly to new housing developments in the area. As a result, there has been a significant increase of staff and approximately 20 per cent of pupils start in the school at other than the normal time.
3. Eight per cent of pupils are entitled to free school meals which is below the national average. Most pupils come from homes where English is the predominate language. Approximately 4 per cent of pupils are new to speaking English and this has increased recently. No pupils speak Welsh as their first language. A few pupils are looked after by the LEA. Pupils' ability on entry is below the local and national average, particularly in communication skills.
4. The proportion of pupils with special educational needs is above the national average. The school is funded to provide three specialist Learning Centres for pupils with statements of SEN. The proportion of pupils with statements of SEN is very high.
5. The school has a Basic Skills Quality Mark and has been awarded Investor in People Status. It also has a Green Flag Eco award and Equalities, Diversity and Achievement award.

The school's priorities and targets

6. The school's main priorities for improvement as outlined in the school development plan are:
 - To ensure basic skills are central to all lessons and ensure that boys do better in writing and science.
 - To further develop bilingual skills through resources and staff training.
 - To develop provision for Gifted and Talented pupils.
 - To enhance parental contributions and information provided and develop further business partnerships and entrepreneurial skills.
 - To continue to promote a healthy lifestyle for all pupils.
 - To continue to develop the monitoring and evaluation role and skills of senior and subject managers.

Summary

7. Rogerstone is an outstanding school that has been on a dramatic journey of improvement since the last inspection. This is due to the drive and determination of the outstanding leadership and management. The head teacher has created a high quality staff team who are extremely skilled in their ability to adapt their approaches, in the best possible way, to suit the individual learning needs of all groups of pupils. As a result, teaching, curriculum and the care and guidance that pupils receive are of the highest quality. The school uses many innovative and inspirational methods that are at the leading edge of educational practice. Relationships between staff and pupils, throughout the school, are extremely warm, caring and supportive. As a result, pupils' achievements and personal development are excellent. A major touchstone in the school's success is the way that it truly meets its vision to develop pupils who are 'Life long learners'. The aims of the school, to nurture confident individuals who value themselves and have high expectations and a positive attitude to learning, very successfully underpin all aspects of school life.

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. The overall quality of provision for the under fives is appropriate to their needs and pupils are making very good progress towards the Desirable Outcomes for Children's Learning. Children quickly overcome any difficulties and become very self-assured learners who are more than ready for learning in year 1.
9. The school's robust and highly detailed approach to target setting, enables a considerable number of pupils to exceed their personal targets. As a result, pupils achieve excellent standards in all of their key skills, with the exception of their bilingual skills, which are good. This is because not all pupils are fully confident to use their good bilingual skills throughout the school day. In addition, pupils have a thorough knowledge and understanding of their own learning and what they need to work on to improve further.

10. Pupils in the Learning Centres, with complex learning needs, and those who have recently arrived in the school and who are new to speaking English, make outstanding progress. The way that the school ensures that all pupils, irrespective of their social, ethnic and linguistic background, make the best possible progress is another outstanding feature.
11. Standards reached by pupils, not including those attending the Learning Centres, in the 2007 key stage 1 and key stage 2 teacher assessments, was above the local and national average. When compared to similar schools, the school was in the top 25 per cent. In relation to their different starting points in the school, pupils have made excellent all round progress. A particular impressive feature is the very high proportion of pupils who reach the higher level 3 at the end of year 2 and the higher level 5 at the end of year 6.
12. The overwhelming majority of pupils are extremely well behaved and motivated. They really enjoy learning. "You're never bored, lessons are too much fun and there is so much to do," is a typical view expressed by a huge number of pupils. They make outstanding progress in developing the skills necessary to maintain life long learning.
13. Since the previous inspection attendance has steadily improved and is above both the LA and latest all Wales average. This year the school has nearly met the WAG target of 95 per cent, but is unlikely to do so because, despite the school's strenuous efforts, a small minority of families take holiday in term time and a few do not ensure their children attend regularly and on time.
14. All pupils make outstanding progress in their spiritual, personal, moral, social and cultural development. They have an excellent understanding of equality of opportunity and the need for racial tolerance. As a great many pupils commented, "it doesn't matter what colour your skin is, it's what you are like as a person that matters."

The quality of education and training

Grades for teaching

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
55%	45%			

15. These figures are well above both the Welsh Assembly Government's 2010 target of 80 per cent of lessons to be Grade 2 or better and the national picture reported, in Her Majesty's Chief Inspectors Report for 2005/06, when 79 per cent of lessons were reported to be good or better with 17 per cent being outstanding.
16. The quality of teaching is outstanding in almost every respect. Such a high proportion of outstanding teaching is a testament to the hard work and commitment of all of the staff to develop their teaching skills and subject knowledge for the benefit of the pupils.

17. A key reason why the pupils do so well is the very careful adaptation of activities to meet the individual learning needs of pupils. Lessons are planned in great detail and matched very carefully to a 'key skill target' as well as developing pupils' subject skills. This unique approach is because teachers have a willingness and confidence to try out new ideas. Lessons are brisk and full of interesting and innovative activities. This is because all teachers have excellent subject knowledge. Staff have excellent relationships with their class, and they have high expectations of themselves and the pupils. Teaching assistants are highly skilled, in their own right, and provide an exceptional level of support and commitment.
18. Appropriate attention is given to fostering pupils' bilingual competence, for example using incidental Welsh throughout the day, although there is inconsistency between classes.
19. Teachers assess all groups of pupils', achievement and progress, exceptionally well. Teachers use a wide array of on-going assessments that are used very carefully to review progress in key skills and adapt lesson planning. This is another key reason why the quality of teaching is so high.
20. The school has excellent and highly detailed tracking systems. Highly effective use is made of data, to identify performance trends in core subjects and to set challenging targets for improvement. Procedures are used as a model of good practice within the LEA.
21. Pupils' understanding of the purpose of assessment is outstanding, and they are fully involved in planning their own progress and improvement. Marking of work in key stage 1 and key stage 2 is exemplary.
22. The school provides a rich and relevant curriculum, which focuses on developing life-long learning skills, and promoting pupils' self-esteem. Learning is based on first-hand, real and exciting, experiences, and the school adapts its curriculum in an outstanding way, to meet pupils' needs and to reflect local and national priorities and events. The planning of a whole-school approach to the development of the key skills, underpins the entire curriculum, and is at the leading edge of current educational thinking. All staff share a common understanding, of what is involved, and a key strength is the way that this innovative approach is consistently applied.
23. Learners' experiences are greatly enriched through the provision of a wealth of extra-curricular activities, which are matched to pupils' abilities; this is another unique and outstanding feature of the school's practice. Provision for personal development and well-being is outstanding. The rich variety of learning experiences promotes pupils' personal, spiritual, moral, social and cultural development exceedingly well.
24. The curriculum is enriched by effective partnerships with parents, who are very supportive of the school. Although a very small proportion of parents felt that they did not receive sufficient information about homework projects, the inspection team found no evidence of this. Pupils comment that they really

like the projects and the opportunity to work with their parents or carers. However, the school is acting to improve information about homework.

25. The school has outstanding arrangements to tackle social disadvantage and ensure equality for all. Education for sustainable development and global citizenship are exceptionally well promoted in virtually all areas of the curriculum.
26. The school plans and manages care arrangements extremely well. As a result of these outstanding arrangements, all pupils are exceptionally well supported, by all adults who work in the school as well as by an extensive range of external agencies. Provision for Personal and Social Education is also outstanding. The development of citizenship and life long learning skills, healthy and safe lifestyles, very effectively underpin the guidance and support provided for pupils.
27. A particularly outstanding feature of the school is the excellent provision for pupils with additional learning needs, including those attending the three Learning Centres. The school has a commitment to ensuring that all pupils whatever their difficulties are valued as individuals. The school is outstanding in the way it recognises and actively promotes respect for diversity.

Leadership and management

28. The quality of leadership and management of the school is outstanding. The head teacher leads an exceptionally effective team of senior and middle managers. She has been outstandingly successful in promoting an inspirational vision for the school. A culture of high expectations and commitment to excellence is firmly embedded.
29. Many of the school's policies and strategies are innovative, highly effective, used as models of good practice by the Local Education Authority, and worthy of wider dissemination. Indeed, it is at the cutting edge of many recent initiatives such as the development of the skills curriculum.
30. The governing body is extremely well organised. It takes an enquiring, but very supportive, approach to school governance. The governing body fulfils regulatory and legal requirements and meets its responsibilities to an outstanding degree.
31. The head teacher has a relentless drive to raise standards in any aspects of the school's work that are less than excellent. A very strong culture of reflection and self-evaluation is firmly established. Leaders and managers at all levels are extremely well informed through a variety of monitoring activities that give them first hand, highly accurate, evidence of the school's performance in their areas of responsibility. The school's systems of planning for improvement are also outstanding.
32. Teachers have an extremely wide range of specialist knowledge and expertise to meet the needs of pupils including those in the Learning Centres. Pupils'

learning is very well supported by an outstanding range of high quality resources. The accommodation is outstanding. This is a school built for the 21st century. The school provides outstanding value for money.

33. The school has very successfully addressed all the key issues for improvement that were identified in the last inspection report. It has made outstanding progress in all aspects of its work since the last inspection. This is a considerable achievement in view of the difficulties caused by the fire and is due to the hard work by all staff and governors.

Recommendations

R1 Continue to develop and enhance pupils' bilingual skills.

This recommendation has already been identified as requiring action by the school in its 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

34. The inspection team agrees with the school's evaluation of this key question.
35. Children enter Rogerstone with ability levels that are below LEA and national averages. The overall quality of provision for the under fives is appropriate to their needs and pupils are making very good progress towards the Desirable Outcomes for Children's Learning. Children quickly overcome any difficulties and become very self-assured learners who are more than ready for learning in year 1.
36. The school's robust and highly detailed approach to target setting enables a considerable number of pupils to exceed their personal targets. In 2007, the school exceeded its challenging targets in the end of year 2 and year 6 teacher assessments by over 4 per cent. Inspection evidence indicates that the school is well on track to exceed its challenging targets once again in the 2008 teacher assessments.
37. Pupils achieve excellent standards in all of their key skills, with the exception of their bilingual skills, which are good. This is because not all pupils are fully confident to use their good bilingual skills throughout the school day.
38. An outstanding feature is the way that pupils are highly skilled communicators in English. They are exceptionally confident to express their ideas and to question the opinions of others. Their reading, writing, numeracy and ICT skills are equally impressive and they are more than able to solve complex problems. The pupils are highly creative individuals who are very mature and have extremely well developed personal and social skills. Their knowledge of the heritage and culture of Wales '*Cwricwlwm Cymreig*' is good.
39. In addition, pupils have a thorough knowledge and understanding of their own learning and what they need to work on to improve further. A particular impressive feature is the pupils' understanding of which particular key skill they need to use or develop to aid this process. In addition, the way that the pupils recognise which learning style suits them best, is a particular unique feature of learning. For example, pupils who know that they are 'visual learners' use visual prompts to help them recall key facts.
40. In this large and growing school, the numbers of new pupils arriving in each year group are high. Together with a significant proportion of pupils with special educational needs, it is not reliable to make year-on-year comparisons of standards with local and national averages. Never the less, despite these factors the overall trend in pupils' attainment has increased rapidly year on year. This is an outstanding feature

41. In 2007, in key stage 1, when pupils who attend the learning centre are included in the analysis, the proportion of pupils achieving the expected level 2 in reading, writing and mathematics was below the national average, but the proportion of pupils reaching the higher level 3 was above the national average. There was a similar picture in key stage 2 where the proportion of pupils who reached the expected level 4 in English, mathematics and science was below the national average and the proportion reaching the higher level 5 was above the national average. A particular impressive feature is the very high proportion of pupils who reach the higher level 3 at the end of year 2 and the higher level 5 at the end of year 6 in all subjects.
42. A different picture emerges when the pupils who have statements of special educational needs who attend the learning centres are removed from these figures. This shows that in key stage 1 the proportion of pupils attaining level 2 and level 3 in reading, writing and mathematics was above the local and national average. When compared to similar schools the school was in the top twenty-five per cent overall. Similarly, in key stage 2, the proportion of pupils attaining level 4 and level 5 in English, mathematics and science was above the local and national average placing the school in the top 25 per cent. In relation to their different starting points in the school, pupils have made excellent all round progress.
43. Across the school, in the recent past, there has been a picture of boys not doing quite as well as the girls, particularly in writing. However, the school has taken robust and swift action. As a result, the boys have made remarkable progress, in the past year, most progressing at more than twice the expected rate. This is outstanding.
44. Pupils in the learning centres, with complex learning needs, make outstanding progress in relation to their learning difficulties and disabilities because of the outstanding support they receive. In addition, pupils who have recently arrived in the school, new to speaking English, have also made very rapid progress. The way that the school ensures that all pupils irrespective of their social, ethnic and linguistic background make the best possible progress is another outstanding feature.
45. Pupils' behaviour is exemplary and they are very friendly towards each other and adults. Pupils' show great respect and kindness towards those in the Learning Centres and ensure they are fully included in their lessons, activities and the lunchtime arrangements. Pupils play and get along with each other extremely well. In discussions pupils are adamant that there are no incidents of bullying, racism or oppressive behaviour, "everyone is really friendly, we all get along with each other" is a comment frequently expressed.
46. The overwhelming majority of pupils make excellent use of their time in lessons, are extremely well motivated and really enjoy learning. "You're never bored, lessons are too much fun and there is so much to do!" is a typical view expressed by a huge number of pupils. The vast majority of pupils demonstrate really good levels of initiative. They work independently and co-

operate very well in pairs or group work. They make outstanding progress in developing the skills necessary to maintain life long learning.

47. Since the previous inspection attendance has steadily improved. Figures for the last reporting year were 94.2 per cent. This is above both the LEA and latest all Wales average. This year the school has nearly met the WAG target of 95 per cent, but is unlikely to do so because, despite the school's strenuous efforts, a small minority of families take holiday in term time and a few do not ensure their children attend regularly and on time.
48. All pupils make outstanding progress in their personal, moral, social and wider development. They have an excellent understanding of equality of opportunity and the need for racial tolerance. As a great many pupils commented, "it doesn't matter what colour your skin is, it's what you are like as a person that matters". They demonstrate a very good understanding of fairness and honesty and do not pre judge others. Their understanding of other cultures and faiths and their awareness and preparation for life in multi ethnic British society is outstanding. Their spiritual development is excellent.
49. All pupils develop an excellent understanding, appropriate to their age, of their role in the community and a very good awareness of participation in the work place.

The quality of education and training

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

Grade 1: Good with outstanding features

50. The inspection team agrees with the school's evaluation in this key question.

51. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
55%	45%			

52. These figures are well above both the Welsh Assembly Government's 2010 target of 80 per cent of lessons to be Grade 2 or better and the national picture reported in Her Majesty's Chief Inspectors Report for 2005/06 when 79 per cent of lessons were reported to be good or better with 17 per cent being outstanding.

53. The quality of teaching is outstanding in almost every respect. Such a high proportion of outstanding teaching is a testament to the hard work and commitment of all of the staff to develop their teaching skills and subject knowledge for the benefit of the pupils.

54. A key reason why the pupils do so well is the very careful adaptation of activities to meet the individual learning needs of pupils. Lessons are planned in great detail and matched very carefully to a 'key skill target' as well as developing pupils' subject skills. This unique approach is because teachers have a willingness and confidence to try out new ideas. As a result, teachers in this school are at the leading edge of change. This is because they are already very successfully planning for a skills based approach to learning, which is due to be introduced throughout Wales later in 2008.

55. Without exception, lessons are brisk and full of interesting and innovative activities, such as using philosophy to develop communication skills, or creating imaginary communities to promote personal, creative and cultural awareness. In almost every lesson, pupils are taken on a journey of discovery and not a moment is lost by the teachers to challenge and support their class. This is because all teachers have, readily available, a huge repertoire of teaching skills based on excellent subject knowledge.

56. Staff have excellent relationships with their class, based on mutual respect, and they have high expectations of themselves and the pupils. This ensures that pupils are not afraid to try new things and are prepared to work very hard. Staff also work very effectively as a team. Teaching assistants are highly skilled in their own right and provide an exceptional level of support and commitment. High quality resources are used to supplement learning and all staff are highly skilled in using technology.

57. The sensitive and highly efficient way that staff use a wide array of specialist approaches, to support pupils with complex needs, is outstanding. In addition, the extra help provided for pupils who are new to speaking English or who are struggling with basic skills is purposeful and very effective. Appropriate attention is given to fostering pupils' bilingual competence, for example using incidental Welsh throughout the day, although there is inconsistency between classes.
58. The school views assessment, as being a process that both promotes learning and is also integral to effective learning. Teachers assess all groups of pupils' achievement and progress exceptionally well, and the rigour of assessment is good with many outstanding features. Teachers use a wide array of on-going assessment during the course of every-day teaching. These are not only used very carefully to review progress in lessons, but uniquely to assess progress in pupils' key skills. This information is used to adapt the following day's lessons. This is another key reason why the quality of teaching is so high.
59. The school also has excellent and highly detailed tracking systems that give a very clear picture of pupils' achievements and attainments as they move from class to class. An outstanding feature of tracking procedures involves all staff, not only monitoring the progress and the 'value added' element, for every pupil individually, but also monitoring and analysing trends for different pupil groups, such as boys, girls and those who have undertaken all of their education at Rogerstone. Highly effective use is made of this data to identify performance trends in core subjects, and to set challenging targets for improvement. The school meets statutory assessment and reporting requirements fully. Procedures are used as a model of good practice within the LEA.
60. Pupils' understanding of the purpose of assessment is outstanding, and they are fully involved in planning their own progress and improvement. In the early years and the Learning Centres verbal feedback is used most effectively to help children understand the progress they have made and to discuss the next steps in the learning.
61. Marking of work in key stage 1 and key stage 2 is exemplary. Not only do teachers celebrate success, but they identify pupils' next learning steps and pose questions to which pupils write brief responses. This helps the pupils and teachers confirm their understanding. Teachers negotiate targets with individual learners, and the individual target booklets and whole class thinking/learning diaries, completed each day, encourage pupils to analyse how best they learn; this is outstanding practice. The 'Listening to Learners' strategy and the plenary sessions in lessons are just two of numerous exceptional ways in which pupils review the way in which they learn and reflect on how they have learnt. Other examples of outstanding practice are pupils' involvement in formulating their own success criteria, peer assessment, and editing their written work against agreed targets.
62. Another outstanding feature of the provision is the way in which the school reports to parents, formally and informally, about the progress of the pupils. Parents are happy to visit the school at the start of each academic year, to

discuss topics and activities that will be covered during the year, and they value the system of visiting the school formally twice a year to discuss their children's progress. They also state that they are happy with the school's open-door policy to discuss their children's work on an informal basis. Annual reports to parents meet statutory requirements. They provide very clear, positive comments about children's progress in all subjects, together with helpful general comments about personal, social and behavioural skills, and targets for improvement.

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

63. The findings of the inspection team match the grade awarded by the school in its self-evaluation, and the quality of the learning experiences that pupils receive is one of the key outstanding features of the school.
64. The aims of the school, to nurture confident individuals who value themselves and have high expectations and a positive attitude to learning, underpin all aspects of school life, including the formulation of clear curriculum policies and useful schemes of work. The school provides a rich and relevant curriculum, which focuses on developing life-long learning skills, and promoting pupils' self-esteem. Learning is based on first-hand real and exciting experiences, and the school adapts its curriculum in an outstanding way to meet pupils' needs, and to reflect local and national priorities and events.
65. Learning experiences for pupils are carefully planned and structured to ensure balance, breadth, coherence, continuity and progression. The curriculum complies with legal requirements and meets the needs of all pupils fully. Activities offer rich opportunities, which are appropriately challenging, to boys and girls alike. Provision for the under-fives and key stage 1 pupils includes exciting indoor and outdoor activities, with foundation phase initiatives being reviewed, to ensure continuity and progression.
66. The planning of a whole-school approach to the development of the key skills is outstanding. It underpins the entire curriculum and is at the leading edge of current educational thinking. All staff share a common understanding of what is involved and a key strength is the way that this innovative approach is consistently applied. Teachers use skills grids most effectively to aid their planning in delivering the basic skills, with skills chosen carefully to match planned learning activities, in order to extend pupil understanding and to enable pupils to take responsibility for their own learning.
67. Learners' experiences are greatly broadened and enriched through the provision of a wealth of extra-curricular activities, which are matched to pupils' abilities; this is another unique and outstanding feature of the school's practice. A very wide range of activities, including sports and arts clubs are offered by staff and other providers, and are very well attended by pupils. All

pupils benefit greatly from educational visits to such places as the Big Pit, the Millennium Centre and Flat Holm Island. The residential visits for pupils at the upper end of the school enhance their work very effectively indeed. Visitors to the school include local artists, historians, authors, the local police, the Gwent Dragons rugby team and politicians, all of whom provide a broad range of stimulating experiences to pupils.

68. Provision for personal development is outstanding, and the strong emphasis on active learning ensures that pupils eagerly participate in discussions, investigations and problem-solving activities. The rich variety of learning experiences promotes pupils' spiritual, moral, social and cultural development exceedingly well. Provision for spiritual development is promoted particularly well through collective worship, and pupils' awareness of awe and wonder is apparent in the stimulating creative activities, such as dance and story-writing lessons.
69. Moral and social development is promoted particularly well through personal and social education lessons, and permeates all activities within the school. Regular charitable fund-raising activities succeed well in raising pupils' social awareness. Circle time and philosophy sessions are used in an outstanding way to discuss such issues as 'What makes people nasty?' and to develop pupils' confidence and self-esteem extremely positively. The school provides countless opportunities for pupils to take responsibility, show initiative and develop a very good understanding of living in a community. The school actively promotes pupils' cultural development in excellent ways and there is a particular strong emphasis on developing pupils' awareness of life in a diverse and multi faith society. Outstanding features include studying dance, art and music from a significant variety of cultures and traditions.
70. The curriculum is enriched by effective partnerships with parents, who are very supportive of the school. Regular newsletters ensure that they are well informed about activities and events, and the parent-teacher association is particularly industrious, in providing additional funding for the school. Although a very small proportion of parents felt that they did not receive sufficient information about homework projects, the inspection team found no evidence of this. Pupils comment that they really like the projects, and the opportunity to work with their parents or carers. However, the school is acting to improve information about homework.
71. Links with the cluster primary schools and with the local secondary school are highly successful in promoting curricular initiatives. Also, many other productive partnerships exist between the school and other external agencies, such as local newspapers, an initial teacher training university, colleges, nature reserves and the local LEA, which broaden and enrich pupils' learning experiences greatly.
72. The *Cwricwlwm Cymreig* is well integrated into all schemes of work, and is promoted effectively in subjects across the curriculum. A Welsh ethos is evident throughout the school. The effective use of the Welsh language in a range of contexts, such as bilingual signs and labels, the 'tocyn iaith' scheme,

the daily Welsh fruit shop, incidental Welsh by teachers, support staff and dinner staff, promote bilingualism well. In the best practice, seen mainly in year 5 and year 6, Welsh is also used effectively in all lessons. However, the promotion of bilingualism within lessons is inconsistent between classes.

73. The school's provision, for work related education, is good with no important shortcomings. There is a good range of experiences provided, appropriate to the age of pupils, and these develop their understanding of the world of business and commerce well. They effectively support and complement the topics within the curriculum that pupils are studying.
74. The school has outstanding arrangements to tackle social disadvantage and ensure equality for all. All adults ensure that pupils have equal opportunity to access the curriculum offered and to take part in all areas of school life whatever their ability or background. All school policies and curriculum opportunities are clearly focussed upon providing exceptional opportunities for each pupil whatever their age, gender or ability. The 'Throwing Stones' project is used very effectively throughout the school to raise pupils understanding of stereotypical behaviour.
75. Education for sustainable development and global citizenship are exceptionally well promoted in virtually all areas of the curriculum. Every opportunity is taken to raise awareness of environmental and sustainable issues and to prepare pupils for life as global citizens of the future. The school holds the Eco green flag award. An extensive range of initiatives and projects ensure the school acts in a sustainable manner, many of which have been suggested by the very effective Eco committee. This is an outstanding area of the school's provision.
76. The school provides an outstanding breadth of opportunities for pupils to develop their entrepreneurial and life long learning skills. The range of activities undertaken through the DYNAMO¹ project and as part of the personal and social education programme contributes significantly to pupils' economic understanding, develops their problem solving and thinking skills as well as their confidence and self esteem. The school's extremely strong emphasis on pupils' social and emotional development helps to prepare them very well for their next stage of learning. These are outstanding features of the school's work.

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

Grade 1: Good with outstanding features

77. The findings of the inspection team match the grade awarded by the school in its self-evaluation. The school plans and manages care arrangements extremely well. As a result of these outstanding arrangements all pupils are exceptionally well supported by all adults who work in the school as well as by an extensive range of external agencies.

¹ DYNAMO is so called because it develops the pupils' entrepreneurial skills in a dynamic way.

78. The school works very closely with parents and carers, this is a notable feature of its work. They are actively consulted about the care and support needed for their children. Care plans are drawn up, when required, and these are appropriate to the age, need and ability of pupils including those in the Learning Centres. At the pre inspection meeting, parents expressed the view that the school cares very well for their children. The inspection team endorses this.
79. The day-to-day care and personal guidance for pupils is of a very high quality and an outstanding feature of the school's work. All adults know pupils extremely well because communication routes are very effective. As a consequence they are able to meet pupils' individual needs exceptionally well. Additional help and support from all adults ensures that every pupil is able to access the curriculum and the many additional opportunities that are offered. The learning mentor is readily available to provide discreet and valuable support for the most vulnerable pupils. In discussion pupils confirm they feel very safe, very well cared for and confidently say there is an adult that they can turn to for help should they need it.
80. Provision for Personal and Social Education is outstanding throughout the school. The development of citizenship and life long learning skills, including the promotion of healthy and safe lifestyles very effectively underpin the guidance and support provided for pupils. This is an outstanding aspect of the school's work because of the depth and breadth of the topics that covered; these prepare pupils extremely well for their life when they leave school as young citizens of the future.
81. The school council and Eco committee are very well established and represent pupils' opinions outstandingly well. The committees provide them with a clear voice and as a consequence pupils' views can be heard. Their suggestions have influenced the work of the school, for example promoting healthy eating, helping to design many of the outdoor play and courtyard areas and instigating additional energy saving initiatives. The committees are democratically elected and meet regularly.
82. Arrangements to help children settle into the nursery or reception year are extremely well organised. Parents are encouraged to be fully involved in this process and a great deal of very practical and helpful information is provided for them. Similarly excellent arrangements ensure that pupils starting in the Learning Centres and those who start their school life at a later stage settle very well. Pupils, relatively new to the school, confirm that they have settled quickly and made new friends.
83. Procedures to monitor and promote regular attendance and punctuality are excellent and are helping to ensure there is a steady upward trend in overall rates. External agencies are involved if there are any concerns. Systems, to monitor and address any concerns, related to pupils' behaviour, are exceptionally good. These result in a totally consistent approach being taken by all teachers, to manage any minor incidents, of inappropriate behaviour. Outstanding arrangements are in place to monitor pupils' performance, which

is very closely tracked throughout the school. All adults consistently provide excellent guidance in lessons, which enables pupils to understand and improve their work. Pupils confirm that their teachers help them and they are happy to ask for help.

84. Child protection procedures are exceptionally well documented, follow the most recent guidance, and are known to all that work in the school. Training for all staff is up to date. There are suitable policies and arrangements that contribute to pupils' well being whilst in the school's care. Health and safety arrangements are appropriate; the school has excellent policies and procedures that cover this aspect.
85. A particularly outstanding feature of the school is the excellent provision for pupils with additional learning needs, including those attending the three Learning Centres. The school has a commitment to ensuring that all pupils whatever their difficulties are valued as individuals. Consequently, the Learning Centres are not only an integral part of the school, but are also providing an excellent additional resource for the school. The skills and expertise of the Learning Centre staff are used very effectively to provide invaluable additional support, advice and guidance to pupils attending the main school with additional learning needs. The school fully meets the framework for inclusive education and the requirements of the Code of Practice for Wales.
86. The school has a very effective approach to diagnosing any learning difficulties and acts swiftly to provide the right sort of help. Pupils with complex needs have the opportunity to work in the main school classes and any pupil who requires additional help in a subject has the opportunity to work with the specialist teachers in the centres. Pupils with physical or medical difficulties benefit from specialised provision and resources and the skills of highly trained staff. This ensures there is excellent provision for pupils to experience an inclusive education.
87. The staff also work very closely with a wide range of outside agencies in order to gain additional valuable support. Outstanding support is provided for pupils whose behaviour causes problems, and the school ensures that activities, such as collective worship and circle time, reinforce and consolidate pupils' sense of responsibility for their actions. A huge array of specialist approaches is used extremely well to ensure that pupils who have emotional, social or behavioural difficulties are helped to modify their behaviour so that it does not hinder the learning of others. As a result, pupils who have been excluded from other schools have settled very successfully into the school. Appropriate policies are in place to ensure that pupils are free from any form of discrimination and harassment. Consequently, the school uses many highly effective measures to eliminate undesirable behaviour, with strict behaviour management and anti-bullying measures rigorously applied. Parents praise the high quality care and support their children receive.
88. The school is exemplary in providing pupils of all abilities and backgrounds with equality of access to the curriculum and school life. The school uses a

variety of teaching methods and activities to ensure the full participation of all pupils in curricular, sporting and extra-curricular activities. Gender equality is implicit in all aspects of school life, and is an outstanding feature of the school's practice. Stereotypical images are challenged and discussed by pupils, and boys and girls have equal access to all activities.

89. There is a suitably detailed accessibility plan that addresses the statutory requirements of the Disability Act, and the school, together with other primary schools in the cluster, has established a working party to produce a disability equality scheme and relevant action plans.
90. The school is outstanding in the way it recognises and actively promotes respect for diversity. The school promotes excellent race relations across all areas of work, and the policy clearly identifies actions to be taken to tackle discrimination. The innovative 'Throwing Stones' project in year 6, and the 'Islands of Imagination' project in year 2 and year 5, for example, focus on creating an imaginary harmonious settlement, and promote tolerance and understanding particularly well. A recent Equality and Diversity Audit praises the school highly for the way in which it supports equality and diversity as a core feature of its day-to-day work, stating that the impact is immensely impressive in terms of the standards witnessed. Pupils are encouraged to speak about their own countries, and in their own language. The wealth of visual displays reflects different cultures, and role models, identified by pupils; include people who reflect society at large, including personalities such as Tanni Grey-Thompson, Simon Weston and Trevor McDonald.

Leadership and management

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

Grade 1: Good with outstanding features

91. The inspection findings match the school's self-evaluation of this key question.
92. The quality of leadership and management of the school has many outstanding features. The head teacher leads an exceptionally effective team of senior and middle managers. She has been outstandingly successful in promoting an inspirational vision for the school. The core belief, that every child learns best when actively involved, excited and engaged in high quality experiences, with opportunities to think, plan and work independently, is actively shared by all members of staff.
93. The school's mission statement, "To Develop Lifelong Learners", is reflected in all aspects of its work. A deep commitment to lifelong learning is evident in the rich variety of teaching methods used, the tremendous enthusiasm pupils show for learning and the very stimulating environment that staff and pupils have created within their new school. A culture of high expectations and commitment to excellence is firmly embedded.
94. Many of the school's policies and strategies are innovative, highly effective, used as models of good practice by the Local Education Authority and worthy of wider dissemination. The head teacher not only has an exceedingly clear vision for the school, but also has the skills necessary to develop management structures and deploy staff to maximum effect. She nurtures and empowers, so that the confidence and expertise of staff at all levels are very well developed.
95. The Senior Leadership Team work extremely well as a team and have very clearly defined roles and responsibilities. The deputy head teacher plays a very key role throughout the school in ensuring continuity and progression in the learning experiences provided and in developing the skills of the staff.
96. The assistant head teachers also have a very positive impact on standards and the quality of the provision in their specific areas of responsibility. Middle managers, (those teachers who are core subject advisers or who have responsibility for areas such as equality or assessment), work conscientiously and very effectively to promote high standards.
97. Performance management, at all levels, is outstanding in helping members of staff to identify and meet relevant targets for improvement and in willing the means for them to do so.
98. The school takes excellent account of Welsh Assembly and Local Education Authority priorities. Indeed, it is at the cutting edge of many recent initiatives such as the development of the skills curriculum. Members of staff are excited

about, and willingly embrace, new initiatives in order to further develop and improve. The recent Investors in People report praised the school's "strong ethos of continuous development".

99. The governing body is extremely well organised and has a very effective committee structure. The duties and responsibilities of individual governors are clearly delineated. It takes an enquiring, but very supportive, approach to school governance.
100. Through regular visits, discussions and involvement in the school, the governing body is exceptionally well informed. Members attend at least one 'away day' a year, with staff, which aids in carrying out one of its key duties of helping to set the strategic direction of the school. Governors are pro-active in anticipating challenges, such as the changing nature and number of the pupils on roll, and planning for the possible impact on the school. The Chair of Governors is a very strong champion on the school's behalf.
101. Governors are fully involved in monitoring the quality of the provision. The supplementary documentation, they submitted, as additional information for the inspection team, gives a valuable, detailed analysis of the school's performance, in relation to all seven key questions. The governing body fulfils regulatory and legal requirements and meets its responsibilities to an outstanding degree.

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

Grade 1: Good with outstanding features

102. The inspection findings match the school's self-evaluation of this key question.
103. The head teacher has a relentless drive to raise standards in any aspects of the school's work that are less than excellent. She is fully supported in this ambition by other members of the Senior Leadership Team. A very strong culture of reflection and self-evaluation is firmly established throughout the school.
104. Outstanding self-evaluation processes are central to the school's success. Comprehensive, rigorous monitoring procedures are well understood and agreed by everyone involved in them. Members of the Senior Leadership Team monitor the quality of teaching in a very supportive, but constructively critical way. Notes from their lesson observations include excellent, concrete examples of good features and suggestions for improvement that they share with the teacher concerned.
105. Leaders and managers at all levels are extremely well informed through a variety of monitoring activities that give them first hand evidence of the school's performance in their areas of responsibility. For example, notes taken when teachers formally listen to learners' accounts of their experiences

are very clearly focussed on identifying the strengths in their knowledge and any 'gaps' in their understanding that need to be addressed. They also include valuable information about pupils' opinions and attitudes of other aspects of their life in school.

106. The school's systems of planning for improvement are outstanding. The School Development Plan is an exceptionally detailed document that effectively aids the direction of the school in the current year and over a three year period. It is complex, but members of staff find it manageable and an invaluable tool in helping them move the school forward. Governors and members of staff regularly, and effectively, review progress towards the achievement of identified targets for improvement.
107. Positive outcomes from the self-evaluation process and school development planning are plainly evident everywhere in the school. Examples of such outcomes include the remarkable consistency in high quality teaching approaches and in pupils' very positive attitudes to learning. There is tangible evidence, of measurable year-on-year improvements, in the standards achieved by all pupils.
108. The school's self-evaluation report provides a wealth of information and evidence to support its view of its own performance. Information from assessment data is used extensively, in minute detail, to analyse how well groups of pupils perform. Evidence from discussions with pupils, surveys of parents' opinions and the views of governors, external assessors and advisers all contribute to the rounded picture the school has of itself.
109. The school's assessment of its strengths and further areas for development are exceptionally accurate and match the findings of the inspection team in every respect.
110. The school has, very successfully, addressed all the key issues for improvement that were identified in the last inspection report. It has made outstanding progress in all aspects of its work since the last inspection. This is a considerable achievement in view of the difficulties caused by the fire and is due to the incredible hard work by all staff and governors.

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

Grade 1: Good with outstanding features

111. The inspection findings match the school's self-evaluation of this key question.
112. Rogerstone Primary School's teachers are extremely well qualified and experienced. They have an extremely wide range of specialist knowledge and expertise to meet the needs of pupils including those in the Learning Centres. Subject leaders are very well versed in the requirements of their subject and provide excellent support for their colleagues; this is an outstanding feature.

113. The Teaching Assistants and those with nursery nurse accreditation are very well trained to fulfil their roles. They work in very close partnership with teachers and very effectively plan, teach, assess and record pupils' progress. They show a very sensitive appreciation of the needs of all pupils and make an outstanding contribution to teaching and learning.
114. The school has very efficient arrangements for giving teachers planning, preparation and assessment time. Teachers use this time outstandingly well. Arrangements ensure that very efficient use is made of teachers' time, expertise and experience that ultimately have a very positive impact on pupils' standards of achievement. The school is using its resources for workforce remodelling in a very efficient manner.
115. The school secretaries, caretaker, midday supervisors and canteen staff provide very effective support. Day-to-day administration is smooth and very efficient.
116. Pupils' learning is very well supported by an outstanding range of high quality resources that are thoughtfully used in all areas of the curriculum. Pupils have excellent access to these resources.
117. The accommodation is outstanding. This is a school built for the 21st century. It is spacious, bright, well designed and incorporates a raft of sustainable and environmental features, of which pupils are very proud. It is clean and very well cared for. Extremely attractive displays in classrooms and corridors highlight pupils' work and celebrate their achievements. Pupils' artwork is a particularly striking feature throughout the building. Outside areas are extensive and incorporate courtyards, a sensory garden, environmental gardens and vegetable plots, a purpose built all weather sports area and play facilities that cater for all ages.
118. The school's plentiful, high quality resources are used very effectively to support teaching and learning. They make an important contribution to the excellent standards achieved across the curriculum. Governors ensure that sufficient resources are allocated to priorities identified in the School Development Plan.
119. Teaching and support staff are regarded as the school's most precious resource. Governors and members of the Senior Leadership Team conduct a rigorous interview process in order to recruit the best possible teachers. In this they have been outstandingly successful.
120. Teachers and support staff have benefited enormously, both personally and professionally, from the school's commitment to continuing professional development. Training is delivered, in school, by members of staff with particular areas of expertise and through externally organised courses. This training has had a profound impact on teachers' knowledge and understanding of children's learning and of how to help them acquire the skills they need.

121. Members of staff speak very warmly about how much they value the opportunities the school provides for them, to develop their potential and, in some cases, gain higher qualifications. A number of teachers currently attend middle management courses. Others have gained, or are seeking, promotion to senior posts.
122. The school's budget is stringently monitored by governors who also have regular review meetings with financial officers from the Local Education Authority. The budget is moving towards a four to five per cent surplus and is growing with the increasing number of pupils in the school. The governing body budgets systematically for all expenditure. The investment it makes in staffing, accommodation and resources is being handsomely repaid in exceptional pupil outcomes. The school therefore provides outstanding value for money.

School's response to the inspection

The staff, pupils and governors of Rogerstone Primary School would like to thank the inspection team for their courtesy and professionalism throughout the inspection. Their opinions are valued and the recommendations will be acted upon in the school's current and future development plans.

We are extremely pleased that the inspectors agreed that the school truly meets its vision of developing lifelong learners and that this contributes to the outstanding progress made by pupils regardless of their age, gender or ability.

We are really proud that our teaching staff were recognised as being outstanding and agree that this is a testament to their hard work and commitment. We are also pleased that our teaching assistants have been recognised as providing exceptional levels of support to pupils.

We are delighted that the school and its staff have been recognised as being at the leading edge of current educational thinking. We are also pleased that the inspectors recognised the school's many innovative and inspirational practices and its unique approach to a skills based curriculum which ensures that pupils make outstanding progress in developing the skills necessary for lifelong learning.

We are exceptionally proud that the school has been described as being exemplary in providing pupils of all abilities and backgrounds with equality of access to the curriculum and school life. We are also pleased that the inspectors noted the excellent provision for children with AEN and the outstanding day to day care and personal guidance for all pupils.

Everyone involved with Rogerstone Primary is particularly pleased that the inspectors recognised the outstanding progress that has been made since the last inspection. This outstanding progress has been achieved due the teamwork and supportive ethos provided by governors, staff, pupils and their parents.

Appendix 1

Basic information about the school

Name of school	Rogerstone Primary School
School type	Nursery and Primary
Age-range of pupils	3-11
Address of school	Ebenezer Drive Highcross Estate Rogerstone Newport
Postcode	NP10 9YX
Telephone number	01633 894591

Head teacher	Elizabeth Miles
Date of appointment	12/11/2004
Chair of governors/ Appropriate authority	Ernest Watkins
Registered inspector	Dr Julia Coop
Dates of inspection	14 – 17 April 2008

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	37	63	60	65	58	61	62	67	473

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	21	2	22

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	23:1
Pupil: adult (fte) ratio in nursery classes	12:1
Pupil: adult (fte) ratio in special classes	3:1
Average class size, excluding nursery and special classes	29
Teacher (fte): class ratio	22:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Spring 2007	90.1	93.0	94.5
Summer 2007	89.3	93.7	93.7
Autumn2007	92.3	93.4	95.1

Percentage of pupils entitled to free school meals	8
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

National Curriculum Assessment Results End of key stage 1²:

National Curriculum Assessment KS1 Results 2007			Number of pupils in Y2:		54		
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher assessment	School	0	0	15.1	52.8	32.1
		National	0.4	3.4	13.1	62.7	20.4
En: reading	Teacher assessment	School	0	0	17.0	34.0	49.1
		National	0.4	3.8	13.9	54.9	26.8
En: writing	Teacher assessment	School	0	1.9	11.3	69.8	17.0
		National	0.4	4.9	14.4	68.4	11.8
En: speaking and listening	Teacher assessment	School	0	0	11.3	56.6	32.1
		National	0.4	2.4	9.8	63.4	24.0
Mathematics	Teacher assessment	School	0	0	9.4	58.5	32.1
		National	0.3	2.0	10.4	63.9	23.2
Science	Teacher assessment	School	0	0	5.7	47.2	47.2
		National	0.3	1.6	8.6	65.5	23.9

Percentage of pupils attaining at least level 2 in mathematics, science and English according to teacher assessment			
In the school	84.9	In Wales	80.6

D Pupils who have been disapplied from the statutory arrangements

W Pupils who are working towards level 1

² These results include pupils who attend the Learning centre who have statements of special educational needs.

National Curriculum Assessment Results
End of key stage 2³:

National Curriculum Assessment KS2 Results 2007							Number of pupils in Y6		54		
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	3.6	5.5	5.5	47.3	40.2
		National	0.3	0	0	0.5	0.6	3.9	15.9	48.2	30.4
Mathematics	Teacher assessment	School	0	0	0	0	3.6	5.5	10.9	43.6	36.4
		National	0.3	0	0	0.5	0.5	3.2	14.4	47.5	33.4
Science	Teacher assessment	School	0	0	0	0	3.6	5.5	3.6	41.8	45.5
		National	0.3	0	0	0.5	0.3	1.8	11.5	51.8	33.8

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	78.2	In the school	
In Wales	74.2	In Wales	

- D Pupils who are excepted 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

³ These results include pupils who attend the Learning centre who have statements of special educational needs.

Appendix 4

Evidence base of the inspection

Four inspectors spent a total of 13 inspector days in the school. A team meeting was held prior to the inspection.

Inspectors visited:

- 45 lessons or part lessons.
- All classes.
- Acts of collective worship.
- A range of extra activities.

Members of the inspection team had meetings with:

- Staff, governors and parents before the inspection began.
- The Local Education Authority, senior managers, teachers and groups of pupils during the inspection.

The team also considered:

- The school's self evaluation report.
- 66 responses to the parent/carer's questionnaire.
- A comprehensive range of documentation provided by the school.
- A range of pupils' work.

The inspection team also held post inspection meetings with staff and governors.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Dr. Julia Coop Registered Inspector	Summary Recommendations Key Questions 1 and 2 and contributions to Key Question 4
Ms Steph James	Key Questions 5, 6 and contributions to Key Question 7
Mrs Zorah Evans	Key Question 3 and contributions to Key Question 2 and 4
Mrs Denise Shield Lay Inspector	Key Question 7 and 4 and contributions to Key Question 1 and 3
Nominee Mrs Liz Miles	Provision of information

The contractor was
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Acknowledgement

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