

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

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

**St Mary's Junior School  
Church Road,  
Caldicot  
NP26 4HN**

**School Number: 6792230**

**Date of Inspection: 25/02/08**

**by**

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79517**

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St Mary's Junior & Special Needs Unit 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 St Mary's Junior School took place between 25/02/08 and 27/02/08. An independent team of inspectors, led by Glyn Robert Scott undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **full** 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	Y3 to Y6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

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Report by Glyn Robert Scott  
St Mary's Junior School 25/02/08

## Context

- 1 St Mary's Junior School is a community school for girls and boys from seven to eleven years. It is organised into five classes, one of the classes is mixed age. There are 140 full- time pupils. There are four full time and two part time teachers and eight learning support assistants (LSA's).
- 2 The School is situated in the town of Caldicot and serves, mainly, the community to the north of the town. However, during June and July 2007 a significant number of Y5 pupils transferred from another local junior school in a different area of Caldicot. The school is also included in Monmouthshire County Council's current strategic review agenda and the proposal is that St Mary's will close as a Junior School in August 2008 and re-open as a Primary School in September 2008. A ministerial decision from the Welsh Assembly government was made in December 2007 to close the school.
- 3 The intake represents the full range of ability Ten per cent of pupils are entitled to free school meals this is well below national averages. One hundred per cent come from English speaking backgrounds. Eight pupils have a statement of Special educational needs and seventeen per cent are registered on the special educational needs register which is a little below the national average. There are no pupils from ethnic minority backgrounds and no pupils in the care of the local authority.
- 4 The school was last inspected in February 2002. The acting headteacher was appointed in July 2005. The Special Needs Unit attached to the school was closed in 2003. This was as a result of the prevailing inclusion agenda.
- 5 The school achieved the Basic Skills Quality Mark in 2006 and the Eco Green Flag was awarded in 2007.
- 6 The school is due for closer in the summer term to reopen as a primary school in September 2008. Much work has been done by the school and governing body to prepare for the development of the new primary school on the site of St Mary's School.

## The school's priorities and targets

- 7 The governing body's priorities have rightly been to maintain the good quality education of the pupils in their care and to prepare them and the site for the changes to come.
- 8 The governors have taken great care to ensure that St.Mary's School is a viable and progressive school and that the transition should be seamless and will serve the specific needs of all the children who will attend the new primary school.

## Summary

- 9 St Mary's is an effective school that provides a good all round education for all its pupils. The school is well led by the acting headteacher who is supported by a committed staff and governing body.

### Table of grades awarded

Key Question	Inspection grade
1 How well do learners achieve?	<b>Grade2</b>
2 How effective are teaching, training and assessment?	<b>Grade 2</b>
3 How well do the learning experiences meet the needs and interests of learners and the wider community?	<b>Grade 2</b>
4 How well are learners cared for, guided and supported?	<b>Grade 2</b>
5 How effective are leadership and strategic management?	<b>Grade 2</b>
6 How well do leaders and managers evaluate and improve quality and standards?	<b>Grade 2</b>
7 How efficient are leaders and managers in using resources?	<b>Grade 2</b>

- 10 The inspection team agreed with the school's judgements in four of the seven key questions. They differed in key questions 3 and 4 and 7. Though there are outstanding features, these are insufficient to warrant the grade 1 awarded by the school.

### Grades for standards in subjects inspected

Inspection area	
English	<b>Grade 2</b>
Welsh second language	<b>Grade 2</b>
mathematics	<b>Grade 2</b>
science	<b>Grade 3</b>
Information technology	<b>Grade 2</b>
Design technology	<b>Grade 2</b>
History	<b>Grade 2</b>
Geography	<b>Grade 2</b>
Art	<b>Grade 2</b>
Music	<b>Grade 2</b>
Physical education	<b>Grade 2</b>
Religious education	<b>Grade 2</b>

11 In the lessons observed standards of achievement were judged as follows

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
11%	74%	15%	0%	0%

- 12 These figures are better than the last inspection and the WAG all-Wales target for 2010 that standards should be 98% Grade 3 or better. They are also slightly higher than the national average published in Her Majesty's chief Inspector's (HMCI0 latest Annual Report for 2006-7, where standards are 80% Grade 2 or better.
- 13 In 2006 results in school performance were below national and county levels in the core subjects of English, mathematics and science. However, the school recovered well in 2007, with results in all the core subjects exceeding local and national figures. In addition, results in level five in 2007 in English and mathematics was above the national average, although level five in science was below the national average.
- 14 Though the figures for 2006 were low trends overall show continuous improvement in the standard of pupils' work. There is no significant difference between the performance of boys and girls.
- 15 Pupils with SEN make very good progress and achieve the targets set for them in their individual education plans (IEPs). More able pupils are involved in a joint mathematics project with the comprehensive school.
- 16 Pupils successfully acquire new knowledge, develop their ideas, and increase their understanding. They have a positive attitude to work. They have a growing awareness of what they are doing, and what they need to do to progress. However pupils' active involvement in the process of target setting, in relation to their own individual targets, is at an early stage of development.
- 17 In the key skills of communication, standards are good. They are also good in numeracy. Pupils show good problem solving skills and handle numerical situations well. In Information and communication technology (ICT) they apply their technology skills across the curriculum as for example, with their multi media presentations in history. Pupils' creative skills in music are particularly good.
- 18 Pupils display a very positive attitude towards Welsh. They make good use of the language in more informal situations and in other subjects, when given the opportunity. However progression in the development of bilingual skills across the key stage is underdeveloped.
- 19 Attendance, at 93.3 per cent during the last 12 months, just meets the WAG national target for primary schools. This figure would exceed 95 per cent, however, if pupils were not taken on holiday during term-time.
- 20 Pupils' personal social and learning development is good. Their behaviour is exemplary in all contexts. They are considerate, thoughtful and friendly to each

other and show courtesy and respect to adults and visitors. Their attitude to their work is good and they are highly motivated.

## The quality of education and training

### Grades for teaching

21 In the lessons observed, the standard of teaching was adjudged to be as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
13%	71%	16%	0%	0%

- 22 The quality of teaching is good and in some cases very good. It is an important feature in the progress pupils make and the high standards that are achieved. Examples of good practice were seen in all classes.
- 23 These figures are better than the last inspection and the WAG all-Wales target for 2010 that teaching should be 80% Grade 2 or better. They are also slightly higher than the national average published in Her Majesty's Chief Inspector's (HMCI) latest Annual Report for 2006-7, where teaching is 80% grade 2 or better.
- 24 Working relationships between pupils and teachers are very good. Teachers are good role models. In the best examples of teaching they plan interesting and informative lessons that constantly engage the interest of the pupils. Their class management is always fair and of a good standard. Equal opportunities are ensured for all pupils. Good features outweigh shortcomings in opportunities provided for the development of pupils' bilingual skills.
- 25 LSA's make a valuable contribution to the quality of the teaching and learning. They give very well focused help to small groups of pupils within the classroom.
- 26 Methods of assessing pupils' progress throughout the school are good. Teachers use a range of information from previous schools and continue to track progress effectively.
- 27 There are good systems for assessing and monitoring the progress of pupils throughout the school in the core subjects. A more structured programme for assessing progress in other subjects is being developed.
- 28 Work is regularly marked and constructive comments are given. In the best examples clear guidelines are provided with regard to ways forward for pupils. Whole school procedures for ensuring that pupils play an active role in the process of target setting and in evaluating their own progress in relation to individual targets, is at an early stage of development.
- 29 Annual reports to parents do not fully comply with requirements, as attendance figures are not included. Reports outline pupils' skills and achievements in every subject.

- 30 The school provides a broad and balanced curriculum that is relevant to the needs and ability range of the pupils; although insufficient time is allocated to the teaching of Science.
- 31 The curriculum successfully incorporates pupils' spiritual, moral, social and cultural development and helps pupils develop their understanding and knowledge of sustainable development through a range of projects, for example the gardening project with local senior citizens this together with the whole community involvement in Eco schools initiatives is an outstanding feature. Pupils' awareness of global citizenship issues are well promoted through the school.
- 32 There are good opportunities for pupils to develop their problem solving and creative skills. The school has achieved the Basic Skills Quality Mark.
- 33 Although the school co-ordinates the provision for key skills generally well, the full planning for and monitoring of the delivery for the use of key skills across the curriculum is underdeveloped.
- 34 There are positive initiatives in terms of the 'cwricwlwm Cymreig.' However there are insufficient opportunities provided for incidental Welsh throughout the school, which restricts pupils' bilingual skills.
- 35 There is a very good range of out of hours activities offered to the children. In addition to the many sporting, musical, drama clubs the eco warriors and gardening clubs are an outstanding example of good practice.
- 36 Standards of care and guidance are good. There are outstanding links with parents and the local community. Systems to promote the well being of pupils are strong. Pupils respond well to a caring and supportive behaviour policy and attendance although affected by holidays in term time is well managed. Pupils with SEN are well catered for and all pupils receive equal treatment and opportunities.
- 37 The school's effective procedures to identify pupils with SEN follow the statutory requirements of the Code of Practice.

### **Leadership and management**

- 33 The acting headteacher is a very effective leader with a clear vision of what is needed for the school. He is supported by strong team of governors and staff who are committed to raising standards and giving direction to the school. Management structures have been put in place that involve all staff and set clear values that are communicated to all stakeholders and new members of the school.
- 34 A culture of self- evaluation has been established and stronger links are developing between the process of self -evaluation and the school improvement plan which emerges. The school has been successful in establishing procedures which are comprehensive, systematic and based on clear evidence. During the

last few years, the process of self-evaluation has led to the establishment of a number of important initiatives, many of which have already brought about clear improvements. These include the development of teaching, the focus on enhancing teachers' monitoring skills and their fuller involvement in the evaluation process as well as a number of curriculum initiatives which include the focus on thinking skills.

- 35 Governors play an outstanding participatory role in the strategic development of the school. The school's budget is well managed and the acting headteacher and GB ensure that funding is closely linked to the school's identified priorities and objectives. The school provides good value for money

## **Recommendations**

The governors, acting headteacher and staff now need to:

- R1 ensure that pupils continue to develop their key skills and also develop their capacity to work independently and with personal initiative;
- R2 develop a whole school approach to the development of key skills and ensure that sufficient time is allocated to all subjects; and
- R3 continue to develop links with the business community to increase pupils' awareness of the world of work.

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.

<b>Standards</b>
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**Key Question 1: How well do learners achieve?**

<b>Grade 2: Good features and no important shortcomings</b>
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36 The findings of the inspection term match the judgement made by the school.

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
11%	74%	15%	0%	0%

41 These figures are better than the last inspection and the WAG all-Wales target for 2010 that standards should be 98% Grade 3 or better. They are also slightly higher than the national average published in Her Majesty's chief Inspector's (HMCI0 latest Annual Report for 2006-7, where standards are 80% Grade 2 or better.

**Grades for standards in subjects inspected**

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Geography	<b>Grade 2</b>
Art	<b>Grade 2</b>
Music	<b>Grade 2</b>
Physical education	<b>Grade 2</b>
Religious education	<b>Grade 2</b>

42 In 2006 results in school performance were below national and county levels in the core subjects of English, mathematics and science. However, the school recovered well in 2007 with results in all the core subjects exceeding local and national figures. In addition results in level five in 2007 in English and mathematics was above the national average, although level five in science was below the national average. Though the figures for 2006 were low, trends overall show continuous improvement in the standard of pupils' work. There is no significant difference between the performance of boys and girls.

43 Pupils with SEN make very good progress and achieve the targets set for them in their individual education plans (IEPs). More able pupils are involved in a joint mathematics project with the nearby comprehensive school.

44 Standards are good in the key skills of speaking, listening, reading and writing. They are also good in numeracy. Pupils show good problem solving skills and handle numerical situations well. In I.C.T. they apply their technology skills

across the curriculum in for example, their multi media presentations in history. Pupils' creative skills in music are particularly good.

- 45 Pupils display a very positive attitude towards Welsh. While they make good use of the language in more informal situations and in other subjects when given the opportunity, progression in the development of bilingual skills across the key stage is underdeveloped.
- 46 Pupils have very good attitudes to their learning. They are interested in their work and settle to their tasks well. They show good concentration in lessons and are well motivated in all their school activities. They have a growing understanding of what they need to do to improve. They talk about the skills they use to make progress in the lesson, although the system for them to assess their own personal targets is not fully developed.
- 47 Pupils' personal and social skills are very good. Their behaviour is an outstanding feature. They have very good relationships with adults and their peers and play and work well together. They are considerate and friendly to visitors and help to create a warm and friendly ethos throughout the school.
- 48 Attendance, at 93.3 per cent during the last 12 months, just meets the WAG national target for primary schools. This figure would exceed 95 per cent, however, if pupils were not taken on holiday during term-time; around one-third of pupils took at least five days off school last year for this reason. Nearly all pupils arrive punctually at the beginning of the school day ensuring lessons start promptly.
- 49 Pupils' ability to work independently is developing. In class situations they work very well alone in pairs and larger groups. They discuss their work with each other and share responsibilities in group work. They become increasingly aware of their own contributions to their learning through the many projects and activities that the school runs. However, there is still a reliance on teachers to lead projects that pupils are capable of controlling themselves.
- 50 Pupils have a good understanding of equal opportunity issues. They are part of a strong and supportive school community, where they respect each other. Regardless of age, gender or race, they treat each other fairly and with consideration. They show a good understanding of the diversity of cultures and beliefs that exist within their locality and in the wider world.
- 51 Through a number of school based projects supported by staff, parents and governors of the school, pupils take an active role in the life and work of the local community. They regularly participate in local activities of a cultural, environmental and charitable nature.
- 52 The school's extensive links with its local community enable pupils to develop the personal and social skills to become confident in their dealings with others, especially adults. Opportunities to gain an awareness, of the world of work and the jobs people do, are not so well developed.

## The quality of education and training

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

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

53 The findings of the inspection team match the judgement made by the school in its self-evaluation report.

54 In the lessons observed, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
13%	71%	16%	0%	0%

55 These figures are better than the last inspection and the WAG all-Wales target for 2010 that teaching should be 80% Grade 2 or better. They are also slightly higher than the national average published in Her Majesty's Chief Inspector's (HMCI) latest Annual Report for 2006-7, where teaching is 80% grade 2 or better.. Examples of good practice were seen in all classes.

56 Teachers are role models of a high standard. The quality of the working relationship between them and pupils is very good, and promotes motivation and learning. Pupils in every class respect their teachers.

57 Teachers have suitably high expectations and pupils' efforts are praised. The procedures for celebrating effort and attitude to work are popular with pupils and they make an important contribution to their development.

58 Teachers display good subject knowledge and they are familiar with the latest developments in the field of primary education. They are good language models for pupils to emulate in English and this has a substantial effect on language development.

59 Good features outweigh shortcomings in opportunities provided for the development of pupils' bilingual skills. Teachers demonstrate positive attitudes in Welsh and make effective use of their own grasp of the language; they are beginning to focus more rigorously on ensuring progression in terms of the use pupils make of the Welsh language across the curriculum and in more informal situations.

60 In classes teachers are very enthusiastic and use a variety of teaching strategies and relevant resources effectively. Their class management is always fair and of a good standard. Equal opportunities are ensured for all pupils.

61 When working alongside teachers, the LSA's make a valuable contribution to the quality of teaching and learning. They give very well focused help to small groups of pupils within the classroom, as well as supporting individuals and pupils with SEN, who need additional encouragement. For the most part teachers provide stimulating classroom environments.

- 62 Planning for most of the lessons observed was good and plans noted clear aims and appropriate activities. In most lessons aims are effectively revisited during plenary sessions.
- 63 There is a clear assessment, recording and reporting policy which provides good guidance and support for procedures in this area. Teachers effectively use evidence from the feeder schools. They use teacher assessments and standardised tests to identify strengths and areas for development and to set individual targets for pupils.
- 64 There are good systems for assessing and monitoring the progress of pupils throughout the school in the core subjects. These include a comprehensive, computerised tracking system. A more structured programme for assessing progress in other subjects is being developed.
- 65 A range of appropriate material is kept in pupils' record of achievement folders.
- 66 Assessment and recording procedures for pupils with SEN are good. In the best practice, evaluation of learning experiences to inform ongoing planning for all abilities is effective.
- 66 Work is regularly marked and constructive comments are given. In the best examples these provide clear guidelines with regard to ways forward for pupils. Procedures for ensuring that pupils play an active role in the process of target setting and in evaluating their progress in relation to individual targets, are at an early stage of development.
- 67 The school has appropriate arrangements for informing those with a legitimate interest about learners' progress and achievements. The WAG receives the results of statutory assessment, all test data is supplied to the local education authority (LEA) and the school exchanges much relevant data with receiving secondary schools. The school keeps governors well informed through meetings and visits.
- 68 Annual reports to parents do not fully comply with statutory requirements as attendance figures are not included. Reports are of a good standard and outline pupils' skills and achievements in every subject. Reports contain a section on ways forward for pupils. However, specific targets in relation to core areas are not always consistently noted for the next stage of development.
- 69 Parents appreciate the school's open-door policy. In addition, open evenings for parents are held twice a year when they can look at their children's books and discuss their progress and achievements.

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

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

- 70 The findings of the inspection team do not match the Grade 1 judgement made in the self-evaluation. Though there are outstanding features there are also some notable shortcomings in curriculum time. There is also the lack of an overall policy for the teaching of key skills.

- 71 The School provides a broad and balanced curriculum that is relevant to the needs and abilities of the range of pupils; although insufficient time is allocated to the teaching of science. Pupils are grouped according to ability in many subjects and this ensures that the needs of all pupils, including those who are able and talented as well as those with SEN, are met and supported effectively.
- 72 There are opportunities for pupils to develop their problem solving and creative skills; however, approaches to increasing independence in learning according to age and ability is varied across the school
- 73 The acting headteacher and staff have worked hard since the last inspection in order to provide full and relevant schemes of work. These are being revised and adapted to meet the needs of the school.
- 74 Although the school co-ordinates the provision for key skills generally well, the full planning for and monitoring of the delivery for the use of key skills across the curriculum is underdeveloped.
- 75 There is a very good range of out of hours activities offered to the pupils. In addition to the many sporting, musical, drama clubs the eco warriors and gardening clubs are an outstanding example of good practice.
- 76 The provision for pupils' spiritual, moral social and cultural development is good. Pupils' moral awareness is actively developed both by collective worship and through circle time.
- 77 Collective worship is undertaken diligently and fully meets statutory requirements. It is mainly Christian in context and provides pupils with opportunities for reflection, as well as for planning and participation in aspects of spiritual development. Class assemblies are well attended by parents and provide an added dimension to pupils' learning experiences.
- 78 The school has worked hard to develop its relationships with parents since the last inspection. Responses from the pre-inspection parental questionnaire and meeting show very positive support for the school. The parent teacher association (PTA) is active in raising additional funding and there is a good turnout at class assemblies.
- 79 The involvement with the local community is an outstanding feature of the school. Its range of visits and visitors is extensive. Pupils are fully involved in the operation of school 'celebration' days. For example, when the school was awarded the Eco Schools' Green Flag, they provided hospitality for a wide range of guests. They have also been involved in a gardening project, with a nearby senior citizens housing association for the last five years, for which they given an Inter-Generational Award by the LEA.
- 80 There are some very good links with the main receiving secondary school and other primaries within the cohort 'cluster'. These fully prepare pupils for the transition to secondary education. Links with colleges, in the form of providing placements for trainee teachers, are being re-established after a period of non-involvement.

- 81 Personal and social education (PSE) is well developed. Issues regarding sex education and substance misuse are dealt with in accordance with the school's policies.
- 82 The school does not have a strategy for ensuring work related education is an integral part of pupils' experiences. Links with employers and organisations such as the Education Business Partnership (EBP) are still at an early stage of development, although a few ad hoc opportunities, such as a Y6 project in design and technology, are provided for pupils' learning to be enhanced through an awareness of business practices.
- 83 The school has a strong Welsh ethos and the focus on the culture and heritage of Wales is good. A very positive approach is displayed towards the Welsh language, which is prominently displayed across the school and included in a number of areas of its life and work. Planning for the progressive development of the use of Welsh across the curriculum and in more informal situations is however insufficient; this is an area which the school is addressing.
- 84 There are good arrangements to tackle social disadvantage. 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, gender or background.
- 85 The way the school develops an awareness and understanding amongst its pupils, of the current global environmental challenges and opportunities is an outstanding feature.
- 86 Around one-third of pupils are regularly involved in relevant extra-curricular activities. These include the Eco Warriors who are divided into four groups covering the main key areas of energy saving, recycling, environmental planning and resource saving with links to healthy living. Pupils carry out a range of activities such as growing vegetables, composting, swapping toys and monitoring the use of water and paper towels. Some are also members of the 'power police' ensuring lights are not left on in classrooms.
- 87 There is no defined strategy across the curriculum for ensuring pupils develop the entrepreneurial skills they will need later in life. Some good initiatives do exist, however, such as the sale of produce from the garden and the activities of the school council, it, raises up to £1000 per year.
- 88 The school successfully promotes most national initiatives for enabling pupils to develop an appreciation of the need to take responsibility for their own learning. It also prepares them well for making the transition to secondary education.
- 89 Pupils are provided with homework and parents feel that it is appropriate for the pupils' age and ability.

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

<b>Grade 2: Good features and no important shortcomings</b>
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- 90 The findings of the inspection team do not match the grade 1 judgement made by the school in its self-evaluation. Though care and support are good in the school there were insufficient outstanding features identified to warrant a Grade 1.
- 91 Pupils are well cared for, guided and supported in a very happy school environment. The school plans and manages care and support arrangements well. The SENCO and staff know pupils well and are sensitive to their needs. They closely monitor and support their social development, and educational progress and show care for both them and their families. Adults provide good role models and the caring values and ethos are evident in the way pupils care for each other and respect adults. In discussion pupils stated that they found it easy to approach staff.
- 92 The school works very well with parents and carers, who appreciate the support and guidance they are given in relation to their child's progress and well being.
- 93 Arrangements for new pupils to settle into Y3 are very well organised. As a result they quickly become accustomed to new routines. Arrangements to ensure pupils settle into school life at a later stage are equally well managed.
- 94 The provision for personal support and guidance is good. The school ensures that healthy lifestyles are promoted throughout the curriculum. The school council is well established and effectively represents pupils' views. They are listened to and acted upon when appropriate. The school is committed to pupils overall well-being
- 95 The school has an effective system for monitoring the attendance and punctuality of its pupils, but there is scope to work more closely with parents to reduce the number of holidays taken during term time. The management of behaviour is also extremely well organised. Any instances of inappropriate behaviour are promptly dealt with.
- 96 The school gives highest priority to the safety and security of its pupils. The surrounding fence and entry system to the building are appropriate. There are clear procedures for ensuring buildings and grounds are regularly checked for any safety issues and all outside visits are risk assessed. There are good first aid arrangements including a medical room.
- 97 The school takes the healthy development of its pupils very seriously and has achieved Phase Two of the Healthy Schools Initiative. It has a 'Healthy Children, Healthy Schools' Eco warriors group, which advises on various initiatives and attends governors training on providing healthy school meals. The wide range of extra-curricular sporting activities promotes the importance of regular exercise to developing a healthy lifestyle.
- 98 The acting headteacher is the fully trained designated person for child protection administering the LEA system in line with the All- Wales child protection policy. He provides all staff with awareness training, but does not have a fully trained deputy to act in his absence. Any person who works in the school is subject to a Criminal Record Board (CRB) check.

- 99 The provision for pupils with SEN is good and meets the requirements of the Code of Practice for Wales. Pupils' needs are identified early and the school works positively to involve pupils and parents in their individual learning programmes. Good procedures for pupil tracking enable targeted provision to be made quickly and effectively; this tracking process also shows that pupils with all types of additional needs make good progress.
- 100 Pupils with additional learning needs are supported both in class and in withdrawal groups. The pupils benefit from high quality teaching from both teachers and support staff during these withdrawal sessions.
- 101 Individual educational plans (IEP's) have challenging and achievable targets. They are regularly reviewed. There is good support for the few pupils whose behaviour may impede their progress.
- 102 The school recognises the diversity of pupils' backgrounds and all pupils are treated equally with dignity and respect. The school has well developed policies for equal opportunities and diversity and these are evident in many areas of school life.
- 103 The school has effective policies to eliminate oppressive behaviour including racial discrimination, bullying and all forms of harassment. In discussion pupils stated that they had confidence in the schools' systems to prevent bullying.
- 104 The school has appropriate arrangements in place for dealing with accessibility to all, including people who suffer from various forms of disability. There is a disability access scheme in place. Constant contact is maintained with the LEA to up date needs.

## **Leadership and management**

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

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

- 103 The findings of the inspection term match the judgement made by the school in its self- evaluation report.
- 104 The acting headteacher is a very effective leader with a clear vision of what is needed for the school. He is supported by a strong team of governors and staff who are committed to raising standards and giving direction to the school. Good management structures have been put in place to reflect the school motto of 'enjoyment in learning.'
- 105 The school is committed to initiatives that develop the pupils' broader learning skills. It has achieved the Basic Skills Quality Mark and received the Eco flag.

The school is also involved in local initiatives with cluster schools notably a joint venture with the nearby high school to encourage the more able and talented pupils (GIFMAT)

- 106 Though the school is due for closure in its present form the school continues to set realistic targets for the improvement of standards. Staff and governors have worked together to ensure that progress is made.
- 107 The day- to -day management of the school is efficient and effective. The procedures for performance management are effective. The acting headteacher and deputy monitor teaching and learning and appropriate support is given to all staff in relation to their personal and school related targets. Staff are also well supported in their own professional development attending a range of courses and regular staff meetings.
- 120 The school makes appropriate arrangements to reduce teacher's workload. When teachers are out of their classrooms their lessons are taken by qualified teachers, who are fully qualified to cover all subjects. The acting headteacher, with the full approval of the governing body, has regular weekly dedicated leadership time for the strategic development of the school.
- 108 The GB is proactive and supports the school constantly. They governors support the head in setting the strategic direction of the school and contribute to its success. A particularly outstanding feature is the linking of governors with year groups so that they are able to follow the progress of groups of pupils throughout the school. Governors meet regularly and fulfil their regulatory and statutory obligations.
- 109 Financial management is sound and the budget is regularly evaluated and monitored. The minor issues mentioned in the last audit report have been addressed.

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

<b>Grade 2: Good features and no important shortcomings</b>
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- 89 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 90 A culture of self- evaluation has been established and stronger links are developing between the process of self-evaluation and the school improvement plan(SIP) which emerges. The school has been successful in establishing procedures which are comprehensive, systematic and based on clear evidence.
- 91 Self-evaluation and the drive towards continuous improvement are good features of the school, particularly in relation to forming secure judgements about standards and the quality of education provided. A notable feature is that

all staff and the GB are very much involved in the process of school review and the development and monitoring of whole school priorities, as set out in the SIP.

- 92 Parents' views are formally canvassed through questionnaires and pupil opinions are sought through the school council and in individual subjects. There are plans to survey pupils more formally in the future.
- 93 The monitoring role of the head and staff are crucial elements in the self-evaluation process as are the contributions made by LEA advisers' reports. Subject co-ordinators play a very important role and in line with the school's monitoring policy, produce reports which draw on a range of sources.
- 94 During the last few years, the process of self-evaluation has led to the establishment of a number of important initiatives, many of which have already brought about clear improvements. These include the development of teaching, the focus on enhancing teachers monitoring skills and their fuller involvement in the evaluation process and a number of curriculum initiatives which include the focus on thinking skills
- 95 The school makes effective use of a range of data which is generated. Teacher assessments and standardised test results are subjected to a detailed analysis and together with teacher expertise help identify specific weaknesses and set realistic targets for pupils. The Governors are made fully aware of benchmarking statistics and the main findings of the analysis of results and they are involved in discussions on targets set by teachers.
- 96 SIP plans are well focused, appropriately costed and effectively monitored.
- 97 The self-evaluation document produced by the school prior to the inspection is an effective document. It offers a good range of relevant information and a clear analysis of all aspects of school life. There is a good focus on the identification of priorities and areas for development as well as what has already been achieved. All aspects of the evaluation relate to specific features of supporting evidence.
- 110 The inspection team agreed with the school's judgements in four of the seven key questions where they differed in key questions 3 and 4 and 7, this was because insufficient outstanding features were identified to warrant the grade 1 awarded by the school.
- 111 For the most part, progress since the last inspection has been good Management responsibilities of the acting headteacher, staff and governors have been improved in particular with regard to self-evaluation and planning for improvement
- 112 Developments in relation to the overall quality of teaching have been good and in most instances teaching strategies have been broadened. There have been important developments in the overall quality of subject planning, standards in design and technology and geography have improved significantly and apart from science, shortcomings in other subjects have been successfully addressed

Assessment procedures have been extended and assessment information is now used more appropriately. SEN provision is now internalised into the school as the special needs unit no longer exists. This was part of the Local education authority's inclusion procedures.

- 113 The inspection team noted a small number of health and safety concerns from the previous inspection that were duly reported to the acting headteacher and GB.

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

<b>Grade 2: good features with no important shortcomings</b>
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- 114 The findings of the inspection team do not match the judgement made by the school in its self-evaluation report as insufficient outstanding features were identified to warrant a Grade 1.
- 115 There are sufficient numbers of qualified teachers who have the skills and expertise required to deliver a broad and balanced curriculum. Support staff are also well qualified and contribute considerably to pupils' learning. They work as a team to provide a positive caring and effective school.
- 116 The school's administrator also works effectively and supports the smooth day to day running of the school.
- 117 The quality and quantity of resources throughout the school are good. There are good resources for music, which allow a number of pupils to develop a range of musical skills with the assistance of peripatetic teachers. Classrooms are supplied with interactive whiteboards, which are also well used. Spending priorities by the GB and acting headteacher have supported the raising of standards.
- 118 Accommodation is spacious for the number of pupils attending. The grounds have been made particularly suitable for developing learning with nature areas, gardening and summer seating areas. There are some concerns of a health and safety nature that have been reported to the governors and acting headteacher, which restrict the school's opportunities to access the adjacent school field. The school environment is enhanced by interesting and informative displays of pupils' work.
- 119 All staff are well deployed and they in turn effectively use all available resources. As a team they manage the resources well and the pupils take full advantage of what is available and care for materials and facilities appropriately.
- 120 Staff have appropriate planning, preparation and assessment (PPA) time which is covered by well qualified and highly effective teachers. The acting headteacher, with the full approval of the governing body, has regular weekly dedicated leadership time for the strategic development of the school

- 121 The acting headteacher and governors work together according to the needs and priorities of the school as a result the financial management of the school is good. Investment has been monitored to ensure effectiveness and the school has, through careful budgeting been able to provide for additional staffing to support a sudden increase in pupils. As a result the school gives good value for money.

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

#### **English**

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

- 122 Pupils listen very attentively to their teachers' explanations and to other pupils' contributions. They listen with interest and are eager to contribute in discussions. Pupils perform confidently and enthusiastically in their role play activities i.e. using interesting words to describe a beach.
- 123 Pupils in Y3 read well and extensively. Reading was generally of a high standard. As pupils progress throughout the school they continue to make good progress with many pupils reading independently a wide range of texts, understanding implicit as well as explicit meaning. They are well matched to the books they read and demonstrate an enjoyment in reading a variety of genre. Pupils in Y6 discuss the plot and characters knowledgably.
- 124 Pupils in Y3 and Y4 are developing as writers. They are growing in confidence and beginning to extend their work. They make good progress in their writing skills.
- 125 Pupils in Y5 write in a variety of forms for different purposes and audiences. Throughout the key stage they show an increasing ability to produce purposeful and sustained writing using accurate spelling and punctuation.
- 126 Pupils in Y6 often use an extensive and mature vocabulary. Pupils make good progress in understanding and using the conventions of grammar. Pupils use appropriate strategies for spelling words and make good use of the dictionaries and thesaurus.

#### **Shortcomings**

- 127 There are no important shortcomings but more able pupils have limited opportunities to reflect independently on what they have written and evaluate their work for future improvement.

#### **Welsh second language**

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

### **Good features**

- 128 Across the school pupils demonstrate positive attitudes towards Welsh and respond effectively when given opportunities to use the language. As they move through the school they make good progress in their pronunciation and intonation skills.
- 129 Pupils make good progress and achieve good standards in speaking and listening skills. In lower KS2 they use a wide variety of sentence patterns and vocabulary relating to a range of personal information. They describe family members, express desires and ask and answer questions effectively. Most demonstrate good skills of applying their knowledge in new situations. Older ones give reasons for preferences and use vocabulary and sentence patterns relating to the third person and the past tense in an effective manner. Across the key stage, they make good use of opportunities to work in pairs to enhance their conversation skills.
- 130 At appropriate level, most pupils make good progress in reading. They read appropriately in whole class situations as they focus on dialogues, readings associated with specific lessons and their own work. Their reading shows an appropriate level of development in terms of accuracy, expression and understanding.
- 131 The majority of pupils across the school make appropriate progress in their writing skills. At the younger end of the school the majority demonstrate good skills as they write a range of sentences, short paragraphs and simple dialogues based on given patterns. What is familiar to them, older pupils write more extended pieces of writing including dialogues and descriptions of historical characters. They complete questionnaires in an effective manner.

### **Shortcomings**

- 132 There are no important shortcomings but across the key stage the independent writing skills of pupils are insufficiently developed

## **Mathematics**

### **Grade 2: Good features with no important shortcomings.**

#### **Good features**

- 133 Pupils make good progress as they progress through the school. Their mental skills are developing well with the over 60% working at their expected level.

- 134 Pupils use appropriate mathematical vocabulary and show good reasoning and understanding. They discuss their work confidently and can recall appropriate strategies to solve problems.
- 135 In Y3 pupils have a sound understanding of number bonds to double figures. They use their own strategies to add subtract and multiply two digit numbers.
- 136 In Y 4 pupils are developing their multiplication skills and solve word problems involving multiplication and division by three and four.
- 137 In Y5 pupils extend their skills in using three digit numbers. They solve more complex problems and apply their knowledge across a range of mathematical situations including fractions, decimals and shape and measure.
- 138 In Y6 pupils study the shape and form of a range of polyhedra. They explore the make up of nets to produce prisms, and cubes. They confidently apply their knowledge to explore other options. They further explore shape to find the surface area of given shapes.
- 139 Pupils collect and set out data for conversion to graphs and pie charts. They develop their numerical skills using numbers of increasing size.

### **Shortcomings**

- 140 There are no important shortcomings.

<b>Science</b>
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<b>Grade 3: Good features outweigh shortcomings</b>
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### **Good features**

- 142 Pupils in all classes are aware of the importance of science in their lives and in the world around them and they develop an appropriate science vocabulary. Across the school, they acquire good understanding of the factors that contribute to healthy eating and living.
- 143 In Y3 pupils develop a good understanding of the characteristics of living things. They demonstrate good observational skills as they explore the differences between a variety of rock and soil types. They focus effectively on light sources and make good use of their investigative skills to enhance their understanding of how shadows are formed. Their skills of recording information begin to develop effectively.
- 144 Y4 pupils focus well on a range of materials and explore the impact chemical and physical changes effectively. They demonstrate a good prediction and as they investigate skills, when they focus on the effect of heating different materials, and dissolving them in water and when testing the strength of various

threads. Their work reflects a good understanding of how to set up an experiment and the importance of ensuring that the test is fair.

- 145 Y5 pupils have a good knowledge of the skeleton and its functions and the impact of exercise on heart rate. They focus appropriately on the relationship between vibration and sound and investigate which paper towels are most effective in absorbing liquids.
- 146 Pupils in Y6 develop a good understanding of the water cycle and the solar system. They focus effectively on the concepts of habitats and food chains. They begin to identify appropriately a number of features relating to electrical circuits and make good use of symbols to describe aspects of their work.
- 147 Older Pupils in the key stage demonstrate appropriate prediction skills and a relevant understanding of the concept of a fair test as they discuss aspects of their investigative work.

### **Shortcomings**

- 148 Older pupils' skills in planning and conducting investigations are insufficiently developed.
- 149 Pupils demonstrate limited skills in communicating knowledge, understanding and the results of investigations in a variety of ways.

## **Information technology**

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

#### **Good features**

- 150 Pupils throughout the school use computers for a range of activities. They show growing confidence in their skills accessing programmes through icons and buttons and demonstrated good mouse skills. They can save, amend and print their work.
- 151 Pupils in Y3 use the computer to increase their knowledge of musical instruments around the world. They follow a set programme and with the correct use of icons and buttons reproduce sounds collect data on the origins of instruments and search for families of instruments.
- 152 Pupils in Y4 use guided computer directed machines (roamers) effectively. They understand how to plot a course and can apply their knowledge of degrees to alter course. They work in groups to further extend their skills by plotting specific courses for the machine to follow.
- 153 In Y5 pupils create multimedia presentations to support their historical work on Caldicot Castle and ancient weapons.

154 In Y6 pupils use spreadsheets to present data on the functions of a healthy heart and in work on the Ten Commandments. They talk confidently of using the internet for their research and word processing to create and draft their work. They have a good working knowledge of how to use search engines to access information

### **Shortcomings**

155 There are no important shortcomings.

<b>Design technology</b>
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<b>Grade 2: Good features and no important shortcomings</b>
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### **Good features**

156 Pupils make good progress in understanding the designing, making and evaluating process. They draw careful plans for their intended project and list the tasks and materials needed.

157 Younger pupils in the key stage, competently measure, mark out, cut, shape and join a range of materials using appropriate equipment and techniques. They apply different finishing touches to produce good quality, end products that are original and attractive.

158 Pupils critically evaluate their work and the work of others i.e. during a class project on making shoes they evaluated other shoes commenting on materials and other factors. They designed shoes based on their product evaluations and making prototypes They evaluate the prototypes and could comment on what worked well and what needed to be changed. They assess the finished product and were able to explain the new technological vocabulary they have learnt.

159 Older pupils, especially the more able, use technological vocabulary effectively during the designing and making process. Their purposeful discussions ensure that the materials and components are fit for purpose.

### **Shortcomings**

160 There are no important shortcomings.

<b>History</b>
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## **Grade 2: Good features and no important shortcomings**

### **Good features**

- 161 Pupils in Y3 have a good knowledge and understanding of life in Britain during Celtic and Roman times. They have a good awareness of the work of archaeologists in these contexts and draw well focused comparisons and contrasts between the ways of life of Celts and Romans. They are aware of why the Romans came to Britain and where they came from and they make good use of reference books to gather information about a range of features including the language they spoke and their work as road builders.
- 162 Y4 pupils make good use of a timeline to identify key features of the Stuart period. They demonstrate a good understanding of the events surrounding the Gunpowder plot and make good use of a visit to a seventeenth century manor house to enhance their understanding of the way of life of more privileged members of society.
- 163 Pupils work on the plague and fire of London is particularly detailed and impressive. They demonstrate a good understanding of the reasons for the outbreak and explore the impact and consequences effectively. They make good use of their extended writing skills to convey their knowledge and understanding of these events.
- 164 Pupils in Y5 and Y6 make good use of their skills of reading for information as they gather a range of relevant information about a local castle. They demonstrate a good awareness of the importance of castles in the middle ages.
- 165 Y6 pupils focus effectively on social changes and their effects during the Victorian period. They develop a good understanding of key inventions and industrial developments in their own county and explore the importance of the development of railways and canals. They make good use of maps in this context. They effectively explore the impact of the industrial revolution on living conditions, focusing in particular on the factory system and children at work in factories and mines.
- 166 Y6 pupils explore the impact of the 1870 Education Act on the lives of children during the latter part of the nineteenth century and make good use of their research skills to draw comparisons between Victorian schooldays and their own experiences of school life.
- 167 Across the key stage pupils develop a good grasp of the chronology of the periods studied.

### **Shortcomings**

- 168 There are no important shortcomings.

## **Geography**

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

169 The team did not observe any Geography lessons because History and Geography are taught in alternating blocks however a grade was determined through scrutiny of pupils' books, wall displays, and the geography schemes of work and policy and speaking to pupils.

**Good features**

170 Pupils in Y3 have developed good skills in using maps and plans. They are able to understand keys, symbols and co-ordinates to enhance their knowledge and understanding of physical and human features related to their own locality.

171 Pupils are developing a good sense of place and have a good general knowledge of places in the world. In Y5 they are able to use their enquiry skills well to identify characteristics of Caldicot Castle.

172 A strength is that pupils throughout the school have an extensive grasp of complex issues relating to the care of the environment and the concept of global citizenship. They have a very good understanding of the conflicting needs of peoples' livelihoods and the impact of their activities on the environment.

173 Pupils fully appreciate the importance of safeguarding the environment. They have a good understanding of the concept of sustainable development.

**Shortcomings**

174 There are no important shortcomings.

**Art**

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

**Good features**

175 All pupils engage in a range of activities including drawing, modelling and printing.

176 Pupils in Y4 do character sketches of themselves, which they transfer to painted images.

177 Pupils in Y3 use natural materials such as twigs pebbles and branches they find in the grounds, to create relief sculptures of, for example castles and creatures.

178 In Y5 pupils design gargoyle jugs and develop their designs firstly using plasticine to model their designs before using clay. They share their ideas with

their peers and evaluate each others' work. Their models showed a wide range of ideas and possibilities.

- 179 All pupils have access to paintings by famous artists stored on a compact disk (CD). They also study art work of other cultures notably early aboriginal art from Australia. Pupils incorporate the designs they have studied in a project on pirate maps.
- 180 Local Welsh artist Gwynfor Roberts works are used, as are the works of American artist Georgia O'Keefe to stimulate ideas for children's work for St David's Day and a project on castles.
- 181 Pupils throughout the school have sketch books in which they study colour form and tone. Using pencil, chalk and charcoal they sketch still life objects adding shade to provide depth to their drawings.

### **Shortcomings**

- 182 There are no important shortcomings but examples of pupils three dimensional work with material such as 'plasticine' and clay is underdeveloped.

## **Music**

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

#### **Good features**

- 183 The quality of singing throughout the school is good. Pupils maintain pitch well, produce a good volume of voice, demonstrate clear diction and give proper meaning to the lyrics.
- 184 Pupils in Y3 study accompaniment with differing instruments such as guitar and piano. They follow simple notation and sing along as they play glockenspiels. Other pupils research alternative instruments on the computer and select alternative accompaniments to the glockenspiel.
- 185 Pupils in Y4 can associate different moods with pieces of music they hear. They interpret the sounds vocally and create their own sounds in partnerships to convey mood.
- 186 Older pupils have the opportunity to study a wide variety of musical instruments, drums, piano and violin with peripatetic support. They achieve a good standard and perform confidently.
- 187 Pupils are involved in community projects in music. In the last year pupils from Y5 represented East Wales in the Young Musician of the Year concerts at St.David's Hall and in the symphony Hall in Birmingham.

188 In addition to the drum sequences they produce pupils also created their own instruments as part of the project.

### **Shortcomings**

189 There were no important shortcomings.

## **Physical education**

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

#### **Good features**

190 Pupils acquire a good range of skills and techniques in the areas of physical activity, including games, dance, gymnastics and swimming.

191 In lessons observed, pupils have a good understanding of the benefits of regular exercise in relation to a healthy lifestyle.

192 In Y3 they respond well to warm up activities and can explain clearly why they are needed and how they affect body temperature and pulse rate. They appreciate the need for cool down routines at the end of a lesson.

193 Pupils' ball throwing and catching skills when working individually, with a partner and in a group develop well. They co-operate well and concentrate and persevere, in order to improve their skills.

194 Pupils sensibly evaluate their progress in their performance and note targets for improvement.

195 Pupils perform well for visiting coaches from such organisations as Dragon Sports.

### **Shortcomings**

196 There are no important shortcomings.

## **Religious education**

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

#### **Good features**

197 Across the key stage pupils develop a good knowledge of Bible stories and at differing levels effectively consider the moral features associated with them. In Y4, for example they focus effectively on the parable of the Good Samaritan in this context.

- 198 Y3 pupils focus well on the importance of the Bible to Christians and make good use of the story of Mary Jones and the work of the British and Foreign Bible Society to enhance their knowledge and understanding. They have a good awareness of the importance of prayer and effectively write their own prayers of thanks.
- 199 Pupils in Y4 develop a good knowledge of features relating to the Muslim faith, including the importance of the Mosque as a place of worship and the emphasis on fasting during the period of Ramadan.
- 200 Pupils in Y4 focus effectively on worship in relation to the Hindu religion. They are aware of the different forms the Hindu god takes and the significance of the concept of light to believers. They draw well on their knowledge of the story of Rama and Sita to enhance their understanding of the celebration of the festival of Divali.
- 201 Y5 pupils develop a good knowledge of features relating to the Jewish faith including the importance of the Torah and its links with the history of the Jews as set out in the Old Testament. They develop an appropriate awareness of the importance of the Ten Commandments for Jews as well as Christians. They develop a good understanding of features relating to the synagogue as a place of worship and begin to develop a grasp of the importance of the ceremonies of Bar.
- 202 Pupils in Y6 focus well on aspects of the New Testament such as the Temptations of Jesus and the conversion and work of St. Paul.
- 203 Pupils in Y6 have a good grasp of features relating to the Buddhist faith including the eightfold path which provides Buddhists with a code of practice for living. They focus appropriately on the importance of the celebration of Wesak and are aware of how the celebration takes place in different countries.
- 204 Across the key stage pupils develop a good grasp of the work of different organisations such as Oxfam and the support they give to less fortunate people.

### **Shortcomings**

- 205 There are no important shortcomings.

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

206. The school welcomes the inspection's findings that "St Mary's Junior School is an effective school that provides a good all round education for all its pupils". It was pleased that progress since the last inspection has been good and that management responsibilities have improved with particular regard to self-evaluation and planning for improvement. It has also been verified that the school has worked hard to develop its relationships with parents since the last inspection.
207. The school is particularly delighted that the report recognises the trends that show continuous improvement in the standard of pupils' work. The report has confirmed that standards of achievement and the quality of teaching have improved since the last inspection and are higher than the published national averages in 2006-7. We are also pleased that examples of good practice were seen in all classes.
208. The report also recognises that pupils' behaviour is exemplary in all contexts and that they are considerate, thoughtful and friendly to each other, show courtesy and respect to adults and visitors. Such findings reflect the high expectations of our teaching and support staff, who work closely together to improve and maintain the high standards that our school is renowned for.
209. The school is particularly pleased that the inspection team have verified a wide range of outstanding features including community involvement, Eco activities, extra-curricular provision and the participatory role of governors in the strategic development of the school.
210. A copy of the school's action plan in response to the inspection recommendations will be sent to all parents.

## Appendix 1

### Basic information about the school

Name of School	St Mary's Junior School
School type	Community
Age-range of pupils	7-11
Address of school	Church Road Caldicot Monmouthshire
Post-Code	NP26 4HN
Telephone Number	01291 420465

Acting headteacher	Mr. R. Wilsher
Date of appointment	July 2005
Chair of Appropriate Authority	County Councillor J. Ashwin
Registered Inspector	Mr G.R Scott
Dates of inspection	25 <sup>th</sup> February-27 <sup>th</sup> February 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	na	na	na	na	51	30	19	40	140

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	4	2	5

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	28:1
Pupil: adult (fte) ratio in nursery classes	n/a
Pupil: adult (fte) ratio in special classes	n/a
Average class size, excluding nursery and special classes	28
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Spring 2007	N/A	N/A	93.7
Summer 2007	N/A	N/A	91.7
Autumn 2007	N/A	N/A	94.6

Percentage of pupils entitled to free school meals	10%
Number of pupils excluded during 12 months prior to inspection	0

## Appendix 3

### End of key stage 2:

National Curriculum Assessment KS2 Results 2007			Number of pupils in Y6								29	
Percentage of pupils at each level												
			D	A	F	W	1	2	3	4	5	
English	Teacher assessment	School	0	0	0	0	0	0	5	55	39	
		National	0	0	0	0	1	4	16	50	29	
Welsh	Teacher assessment	School	0	0	0	0	0	0	0	0	0	
		National	0	0	0	0	0	0	0	0	0	
Mathematics	Teacher assessment	School	0	0	0	0	0	0	0	55	44	
		National	0	0	0	0	1	3	15	50	30	
Science	Teacher assessment	School	0	0	0	0	0	0	6	72	22	
		National	0	0	0	0	0	2	12	53	32	

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		In the school	86.2
In Wales		In Wales	74.1

- 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

## Appendix 4

### **Evidence base of the inspection**

Four inspectors spent a total of nine inspector days at the school. And met as a team before the inspection.

The team was supported by a peer assessor who attended three inspector days.

The acting headteacher attended team meetings and provided additional information as the nominee on the inspection team.

The inspectors visited:

- 38 lessons or part lessons at the school;

The team also considered:

- a selection of work by present pupils;
- comments from the pupils about their school;
- documentation provided by the school before and during the inspection; and
- responses to a parents' questionnaire. Around 98% of responses were positive.

Before and during the inspection, members of the team held discussions with:

- the management committee, parents, pupils and staff;
- teachers and LSA's;
- mainstream school teachers;
- representatives of the local authority;

## Appendix 5

### Composition and responsibilities of the inspection team

Inspector	Type	Aspect Responsibilities	Subjects
Mr. G. R. Scott	Rgl	Context, Summary, Key Questions 1, 5 and 7	Mathematics IT, Art, Music
Mr. Brinley Wynne Jones	Team	Key questions 2 and 6	Welsh 2 <sup>nd</sup> Language, Science History, Religious education
Mrs. Sian Howell	Team	Key Questions 3 and 4 and SEN	English, Physical education, Geography Design technology
Mr. Edward Tipper.	Lay	Contributions to key questions 1,3 and 4	PSE
Mrs. Elizabeth. Miles	Peer assessor	Lesson observations	
Mr Robert Wilsher	nominee	Attending meetings and school response	

### Acknowledgements

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

### Contractor:

**E.L.L.I.S. (Cymru) Ltd.**  
**Willastone's**  
**13 Heol Pentre' Felin**  
**Llantwit Major**  
**CF6 2XS**