

**Inspection under Section 10 of the
Schools Inspections Act 1996**

**St Andrew's Junior School
Corporation Road
NEWPORT
NP19 0GP**

School Number: 680/2025

Date of Inspection: 8th – 12th November 2004

by

**Mr Roger Thomas
W260/16410**

Date: 13th January 2005

Under Estyn contract number: T/62/04P

© Crown Copyright 2004

This Report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and the source and date thereof are stated.

Copies of this report are available from the school. Under the School Inspections Act 1996, the school must provide copies of the report free of charge to certain categories of people. A charge not exceeding the cost of reproduction may be made to others requesting a copy of the report.

St Andrews Junior School was inspected as part of a national programme of school inspection. The purpose 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 more information about their child's school. A copy of this summary is sent to every family with a child at the school. The full report can be obtained from the school.

The inspection of St Andrews Junior School took place between 8th and 12th November 2004. An independent team of inspectors, led by Mr Roger Thomas 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. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

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

Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years 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 attain the age of 5 during the academic year. Year 1 refers to the year group of pupils who attain the age of 6 during the academic year and so on. Year 13 is the year group of students who attain the age of 18 during the academic year.

Primary phase:

Year	R	Y 1	Y 2	Y 3	Y 4	Y 5	Y 6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y 7	Y 8	Y 9	Y 10	Y 11	Y 12	Y 13
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

LIST OF ACRONYMS USED IN THE REPORT IN ALPHABETICAL ORDER

ACCAC	- Awdurdod Cymwysterau Cwricwlwm ac Aseu Cymru (The Qualifications, Curriculum and Assessment Authority for Wales)
AT	- Attainment Target
CoP	- Code of Practice
EBP	- Education Business Partnership
EWO	- Education Welfare Officer
GB	- Governing Body
ICT	- Information and Communications Technology
IEP	- Individual Education Plan
INSET	- In-service Education and Training
KS	- Key Stage
LEA	- Local Education Authority
NC	- National Curriculum
NNEB	- National Nurse Education Board
NQT	- Newly Qualified Teacher
PSE	- Personal and Social Education
PTA	- Parents and Teachers Association
RoA	- Record of Achievement
SDP	- School Development Plan
SEN	- Special Educational Needs
SENCO	- Special Educational Needs Co-ordinator
SMT	- Senior Management Team
WAG	- Welsh Assembly Government
Y	- Year

Contents	Page
Context	1
Summary	2
Recommendations	6
Standards	7
Key question 1: How well do learners achieve?	7
The quality of education and training	9
Key question 2: How effective are teaching, training and assessment?	9
Key question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?	10
Key question 4: How well are learners cared for, guided and supported?	12
Leadership and management	13
Key question 5: How effective are leadership and strategic management?	13
Key question 6: How well do leaders and managers evaluate and improve quality and standards?	14
Key question 7: How efficient are leaders and managers in using resources?	15
Standards achieved in subjects and areas of learning	16
English	16
Mathematics	17
Science	18
Welsh 2 nd Language	19
Information Technology	19
Design and Technology	20
Geography	21
History	21
Art	22
Music	23
Physical Education	23
Religious Education	24
School's response to the inspection	25

Appendices

A	Basic information about the school	26
B	School data and indicators	27
C	National Curriculum assessments results	28
D	Evidence base of the inspection	29
E	Composition and responsibilities of the inspection team	30

Context

The nature of the provider

1. St Andrew's Junior School, with 272 pupils aged 7 to 11 years of age, is situated on the eastern edge of the inner-city area of Newport and was built in 1903. Almost all pupils live in the local catchment area, which, according to the school, is mainly economically disadvantaged. About 40% of pupils are entitled to receive free school meals, which is above the national average. The pupil population has a rich variety of languages. About 13% of pupils come from a range of minority ethnic backgrounds, but no pupils speak Welsh as their first language. One pupil is formally cared for by the Local Authority; and one pupil was excluded in the last year. Around 28% of pupils have special educational needs (SEN), including twelve pupils with a formal statement of SEN.
2. The school was last inspected in 1999. Since that time both a new Head and a new deputy have been appointed.

The school's priorities and targets

3. The school's mission statement is 'To create a happy, secure and stimulating learning environment in which all members of the school community can grow in self-esteem and develop their potential as human beings'.
4. The school's aims include to:
 - enable children to develop their potential in all aspects of the curriculum;
 - improve pupils' performance in the basic skills of literacy, numeracy and ICT;
 - provide pupils' with an education appropriate to the world beyond the classroom;
 - help pupils' live together within a community, to develop a sensitivity to others and become responsible, independent people.
5. The school's current priorities and targets include:
 - securing the Investors in People Award.
 - increasing the number of classes equipped with an Interactive White Board.
 - securing further opportunities for independent learning.
 - securing further opportunities for pupils' to develop entrepreneurial skills.
 - securing further opportunities for oracy.

Summary

6. St Andrew's Junior School is a good school; it has raised the standards achieved and the quality of education it provides since the last inspection. The inspection team agreed with all but one of the judgments made by the school about the standards pupils achieve and with most of the school's judgments about other areas of its work.

Table of grades awarded

7. The inspection team judged the school's work as follows:

Key question	Inspection grade
1 How well do learners achieve?	2
2 How effective are teaching, training and assessment?	2
3 How well do the learning experiences meet the needs and interests of learners and the wider community?	2
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?	2

Standards

8. Overall, pupils' standards of achievement in the areas of learning and subjects inspected are as follows:

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Pupils' standards of achievement	4%	83%	13%	0%	0%

9. Pupils' standards of achievement are above the Welsh Assembly Government's all-Wales targets of 95% of standards to be satisfactory or better and 50% to be good or better.

10. In subjects inspected, standards of achievement are as follows:

Subject	Key Stage 1	Key Stage 2
English		Grade 2
Mathematics		Grade 2
Science		Grade 2
Welsh Second Language		Grade 3
Information Technology		Grade 3
Design and Technology		Grade 3
History		Grade 2
Geography		Grade 2
Art		Grade 2
Music		Grade 3
Physical Education		Grade 2
Religious Education		Grade 2

11. In the KS2 2004 NC test results, pupils' achievements in attaining NC level 4 or higher, were slightly below national and local averages in English, mathematics and science. However, in comparison with English medium schools with a 30 to 40 per cent FSM benchmark the school is in the Upper Quartile.
12. Across the curriculum pupils' standards and progress in the key skill of writing is very good. In speaking and listening they are good and in reading, numeracy and the use of information and communications technology (ICT), they are satisfactory.
13. In Welsh, many language patterns used by pupils are repetitive and do not build sufficiently on knowledge previously acquired.
14. The school's provision for pupils with SEN is very good. Links with the Infant school are close so that there is continuity in provision for identified SEN pupils. Effective systems of assessment and monitoring are in place to identify and support learners with SEN and their progress is regularly reviewed. Parents are fully consulted regarding their child's SEN status and they are able to speak to the class teacher or SENCO regarding their child's progress and are involved in the annual review process.
15. SEN pupils are completely integrated into the life of the school. They benefit from the care of a well deployed team of support staff and are encouraged to build confidence and play an active part in school life. A nurture group has been set up to provide a stable caring play environment for those pupils who may need extra support at lunchtimes.
16. The school responds well to pupils' learning needs. It provides a broad and balanced curriculum, which complies with legal requirements and to which all pupils have equal access. Arrangements for learning support are good throughout the school and help to meet the additional needs of all pupils including those for whom English is an additional language. The well planned and flexible programme of in-class support and withdrawal sessions for pupils with SEN ensures equality of opportunity.

17. Pupils are polite and helpful and work and play well together. The School Council allows pupils to participate in the affairs of the school and develop a sense of responsibility and ownership.
18. The average rate of attendance for the three terms prior to the inspection was 92.39% which is satisfactory. Most pupils are punctual. However, a small minority of pupils come from a range of ethnic backgrounds and cultural and family commitments often result in pupils making extended visits overseas. This has a significant effect on attendance levels and the school's targets. The school operates a fast track system on the first day of absence for a small number of targeted pupils and regularly informs parents of the negative effect of absence and lateness on their children's learning.

The quality of education and training

19. Overall, the quality of teaching in the areas of learning and subjects inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
13%	63%	22%	2%	0%

20. The percentage of lessons, which are good or better, is well above the Welsh average.
21. In the majority of cases, lessons are well planned with clear learning objectives are shared with pupils at the commencement of lessons, and reinforced visually throughout the lesson. Where teaching is consistently good the structure of lessons and methods of questioning encourages pupils to respond appropriately and take an active part in the lesson.
22. Teachers' medium and short term planning is of good quality. In a minority of cases insufficient attention is given to ensuring that written tasks cater appropriately for the learning ability of all pupils.
23. The school has a very effective assessment system, which records and rewards pupils' achievements very well over time. Results from national, standardised tests are analysed accurately. Teachers work together to ensure that pupils' individual records are used to raise standards and inform their teaching. Pupils have a satisfactory understanding of their own progress and are beginning to talk about their targets, achievements, strengths and weaknesses.
24. The school responds well to pupils' learning needs. It provides good opportunities for pupils to learn well and experience a very broad and balanced curriculum.
25. Opportunities to extend the most able pupils are not always in place across the key stage.

26. The school actively promotes diversity and equal opportunity, this is well documented and pupils from a wide range of backgrounds have equal access to all aspects of school life.
27. The school promotes pupils' spiritual, moral, social and cultural development well. Pupils have a sense of ownership and responsibility to the school and its environment. Acts of collective worship make a good contribution to their understanding of moral issues and help them to respect truth and justice.
28. Provision for the Cwricwlwm Cymreig which develops pupils' awareness of their own culture is effective. The school is a truly multi-cultural environment and this is reflected in many areas of the curriculum and around the school building.
29. A range of opportunities is in place to promote bilingual skills through regular speaking and listening activities in all classes.
30. The policy and procedures for child protection are effective. The head is the nominated person; all adults are fully aware of their responsibilities. Due attention is paid to health and safety. Members of staff who are qualified in first aid record accidents appropriately. Fire drills are held termly and pupils are aware of the correct procedures. Regular risk assessments are undertaken.
31. The quality of partnership with parents, community and other schools is good. The school operates an open door policy; this is particularly effective in the case of SEN pupils. Parents are well informed about the life and work of the school. A small number of adults are involved in supporting teachers in the classroom and with practical activities. A very active Parent and Friends Association raises funds and supports the school. The majority of parents are very supportive and have good relationships with the school. In their responses to pre-inspection questionnaires and meeting they expressed satisfaction with the standards achieved by their children and the values promoted by the school. Links with surrounding schools and colleges of further education are effective. The school is in partnership with an initial teacher training university and provides very good quality training and work experience for student teachers.

Leadership and management

32. The overall quality of leadership shown by the headteacher, staff with management responsibilities, subject co-ordinators and governors is good. The quality of the head's management is very good and gives a clear sense of direction to the school's work. The head is well supported by a very able deputy.
33. The head, deputy head and senior management team (SMT) work closely together in leading the school forward and make a significant contribution to the overall quality of leadership and management.

34. The governing body (GB) is supportive, involved in school life and ably led by the Chairman.
35. The head, governors and both teaching and non-teaching staff are committed to improving standards. The views of pupils, notably the elected members of the school council are taken into account on some issues. The SMT rigorously monitors school performance and plans school development. The school is effectively fostering a culture of self-evaluation.
36. The self-evaluation report is rigorous and thorough. It identifies strengths and areas where improvements are required.
37. The SDP is a very well structured document that sets realistic targets and goals.
38. The school has made very good progress since the last inspection. It has responded positively and effectively to key issues identified.
39. The overall quality of staffing is good. The management team has ensured a good match of skills amongst the staff. Overall, accommodation is satisfactory. Most classrooms are light and spacious teaching areas with adequate room for additional support. However, insufficient attention has been given to the décor of the building in general, some of which requires urgent attention.
40. The overall quality and quantity of resources available for pupils are generally good. The school manages its resources well. Overall, the school gives very good value for money.

Recommendations

41. In order to build on the very good improvement since the last inspection the school needs to:

R1. continue to raise standards in Welsh, Design and Technology, Information Technology and further raise standards in Music and address any other shortcomings in subjects and key skills identified in this report.

R2. review the organisation of the school day in order to ensure that time allocation for subjects is appropriately balanced.

R3. place greater emphasis in planning for pupils to work independently and for the most able pupils to be extended.

R4. continue to work with the LEA to undertake the necessary refurbishments, and to address the health and safety issues discussed with the GB.

42. 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 2: Good features and no important shortcomings

43. Overall, the findings of the inspection team match the judgement made by the school in the self-evaluation report.

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Pupils' standards of achievement	4%	83%	13%	0%	0%

44. Standards of achievement in subjects are as follows:

Subject	Key Stage 1	Key Stage 2
English		Grade 2
Mathematics		Grade 2
Science		Grade 2
Welsh Second Language		Grade 3
Information Technology		Grade 3
Design and Technology		Grade 3
History		Grade 2
Geography		Grade 2
Art		Grade 2
Music		Grade 3
Physical Education		Grade 2
Religious Education		Grade 2

45. In 2004 NC test results, pupils' achievements in attaining NC level four or higher are above national and local averages in English, mathematics and science. The school's results in English, mathematics and science compare well with similar schools in the LEA.
46. The 2004 are higher in mathematics and science than in English. The number of pupils who gained at least NC level four in all three core subjects were above national and local averages. These results have improved steadily over the last three years.

47. Pupils' standards and progress across the key skills of speaking and listening are good. Writing is very good. Reading, numeracy and information and communications technology (ICT), across the curriculum, are satisfactory. The use of interactive whiteboards in many classrooms has enhanced pupils' progress in lessons, by improving skills in reading and information gathering in a range of subjects.
48. Pupils with SEN make very good progress and generally achieve the targets set for them.
49. Pupils' attitudes to learning, the interest they show in their work and their ability to sustain concentration are good features. The vast majority of pupils work hard in lessons. They show enthusiasm for their work and are eager to please. Pupils organise themselves quickly and readily join in the range of activities provided.
50. Overall pupils are very well behaved. They know and understand what is expected of them. They are polite and show consideration to each other to staff and to adults. Throughout the day pupils move sensibly around the school and the vast majority exercise a high degree of self-discipline. Their behaviour during whole school assemblies is exemplary: They enter the hall quietly and take up their places quickly. They listen attentively and show respect during special occasions such as the Remembrance Day service.
51. Older pupils behave maturely and are sensitive to the needs of younger ones, for example, Year 6 are trained reading buddies and effectively support their Y3/4 partners.
52. The School Council makes a valuable contribution. Pupils' take their responsibilities seriously and show great commitment to their roles. The School Council has a role in maintaining good relationships.
53. The school strongly promotes equal opportunities. Pupils, irrespective of their social backgrounds, gender, disability or ethnicity are positively included in all school activities. Throughout the day pupils work and play well together.
54. The average rate of attendance for the three terms prior to the inspection was 92.39%. Most pupils attend school regularly and are punctual. However a small minority of pupils come from a range of ethnic backgrounds and cultural and family commitments often result in pupils making extended visits overseas. This has a significant effect on attendance levels and the school's targets. The school operates a fast track system on the first day of absence for a small number of targeted pupils and regularly informs parents of the negative effect of absence and lateness on their children's learning.
55. Effective policies and systems are in place to monitor attendance and maintain and improve behaviour. The comprehensive behaviour and discipline policies, together with anti bullying and racism policies provide sound guidance and staff

are consistent in applying routines. All adults in the school are very good role models and regularly remind pupils to show care and consideration to others. Pupils know and understand the school creed and classroom rules they help to devise. They know the consequences of misbehaviour and respond well to the reward system.

- 56. Pupils who have perfect attendance are rewarded at the end of the year and habitual latecomers are identified and parents contacted.
- 57. Appropriate procedures are followed in the case of temporary exclusions.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

- 58. Overall, the findings of the inspection team match the judgement made by the school in the self-evaluation report.
- 59. In lessons observed the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
13%	63%	22%	2%	0%

- 60. The quality of teaching has improved significantly since the previous inspection.
- 61. Relationships in the classroom is very good. Pupils are focused and work purposefully on a range of tasks. Overall teachers provide well paced and appropriate work, which challenges pupils to achieve their best. However, time allocated to some lessons , particularly in the foundation subjects, is too long which makes it difficult for both pupils and teachers to sustain concentration.
- 62. In the majority of cases, lessons are well planned with clear learning objectives shared with pupils at the commencement of lessons, and reinforced visually throughout the lesson. Where teaching is consistently good the structure of lessons and methods of questioning encourages pupils to respond appropriately and take an active part in the lesson.
- 63. Teachers' medium and short term planning is of good quality. In a minority of cases insufficient attention is given to ensure that written tasks cater appropriately for the learning ability of all pupils.
- 64. Teachers have sound subject knowledge and use an appropriate range of teaching strategies and resources. In some subjects previous children's work is used as a resource to support lesson objectives and provides a stimulus for the pupils to achieve high standards.

65. Teachers reinforce concepts and subjects vocabulary effectively and teacher intervention is effective and takes pupils' learning forward. Marking of pupils work is consistent and conscientious. In the best practice a marking key is shared with the pupils to aid their understanding of their work and how it can be improved.
66. The whole school system of assessment that tracks pupils' progress over time is comprehensive. Targets for improvement are set for each pupil and each year group.
67. Pupils have self- assessment diaries where they comment on their own completed work. Target setting processes assist learners in planning their own progress and improvement are not included.
68. Information is used well to promote higher standards; test results are carefully analysed and used to inform teaching the following year.
69. The school's system of recording pupils' achievements is matched to NC levels in core subjects. Levelled school portfolios which show pupils achievements are developing in the foundation subjects.
70. Reports to parents comply with statutory requirements and individual learning targets are discussed with parents.

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

71. Overall, the findings of the inspection team match the judgement made by the school in the self-evaluation report.
72. The school responds well to pupils' learning needs and provides a broad and balanced curriculum which complies with legal requirements and to which all pupils have equal access. Arrangements for learning support are good throughout the school and help to meet the additional needs of all pupils including those for whom English is an additional language. The well planned and flexible programme of in-class support and withdrawal sessions for pupils with SEN ensures equality of opportunity.
73. The school provides pupils with opportunities to develop their basic skills and there is a coordinated approach to the acquisition of Key Skills across the curriculum.
74. Pupils enjoy and benefit from a good programme of cultural and sporting activities that add valuable dimension to pupils' learning as well as developing

their personal and social skills and raising their self-esteem. Educational visits, including residential visits for older pupils, and contributions by adult volunteers and visiting speakers together with the school's involvement in local initiatives and associations effectively extend the curriculum and help to strengthen the school's links with the local and wider community.

75. Learning experiences promote pupils, spiritual, moral, social and cultural development well. Collective worship makes a positive contribution to pupils' moral and spiritual welfare; they have a strong Christian and moral emphasis. However, time allowed for reflection is sometimes not given enough emphasis. Relationships between pupils, staff and visitors are very good; teachers are good role models and the atmosphere in the school is one of mutual respect.
76. Pupils are polite and helpful and work and play well together. The School Council allows pupils to participate in the affairs of the school and develop a sense of responsibility and ownership.
77. Provision for the Cwricwlwm Cymreig which develops pupils' awareness of their own culture is effective. The school is a truly multi-cultural environment; this is reflected in many areas of the curriculum and around the school building.
78. A range of opportunities are in place to promote bilingual skills through regular speaking and listening activities in all classes.
79. The quality of partnership with parents, community and other schools is good. The school operates an open door policy; this is particularly effective in the case of SEN pupils. Parents are well informed about the life and work of the school. A small number of adults are involved in supporting teachers in the classroom and with practical activities. A very active Parent and Friends Association raises funds and supports the school. The majority of parents are very supportive and have good relationships with the school. In their responses to pre-inspection questionnaires and meeting parents expressed satisfaction with standards achieved by their children and the values promoted by the school. Links with surrounding schools and colleges of further education are effective. The school is in partnership with an initial teacher training university and provides very good quality training and work experience for student teachers.
80. The prospectus and annual governors' report fully meet statutory requirements and regular newsletters keep parents well informed about school life.
81. Links between cluster group schools are well developed as are those with the infant school with pupils and staff exchanging visits. The school has good links with the surrounding cluster of primary schools and with the receiving secondary school. Transition arrangements are carefully planned and implemented. Pupils are involved in cross phase projects in the core subjects.

82. Links with the community are good, which include local religious leaders visit the school; pupils also benefit from the support of the local police community liaison officer.
83. Both head and six teachers have undertaken industrial placements. Educational visits and visitors from the community help to raise pupils' awareness of the world of work both past and present; for example, pupils benefit from working with professionals such as a sculptor and theatre groups and professional sports coaches. Their awareness of sustainable development and energy conservation is raised through working with a recycling organisation and engineers. Pupils' sense of achievement and independence is enhanced through successfully obtaining assistance from local businesses and organisations such as donations of litter and recycling bins. Older pupils apply and are interviewed for jobs around the school such as security officers and library and register monitors. They run the recently introduced school merit shop where they handle the budget well and develop good stock control and customer services skills.

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

Grade 1: Good with outstanding features
--

84. Overall, the findings of the inspection team match the judgement of grade 1 made by the school in the self-evaluation report.
85. Learners are very well cared for, guided and supported within a warm friendly community in which pupils feel valued. The school has good relationships with parents and carers. Close liaison with the Infants school ensures the induction process flows smoothly for SEN pupils who transfer
86. The school's provision for pupils with SEN is very good. Effective systems of assessment and monitoring are in place to identify and support learners with SEN and their progress is regularly reviewed. Parents are fully consulted regarding their child's SEN status; they can speak to the class teacher or SENCO regarding their child's progress and are involved in the annual review process.
87. SEN pupils are completely integrated into the life of the school while benefiting from the care of a well deployed team of support staff; they are encouraged to build confidence and play an active part in school life. A nurture group has been set up to provide a stable caring play environment for those pupils who may need extra support at lunchtimes.
88. Pupils with English as an additional language are well supported. All pupils quickly learn the routines and settle well into school life.

89. The school provides a secure caring environment and staff know pupils well, this is well documented and successfully achieved. Adults in the school are well aware of pupils' particular needs and are very knowledgeable about procedures in the event of accidents and emergencies such as how to help pupils with identified conditions and allergic reactions. The health and safety policy is comprehensive; risk assessments are systematic and all staff are alert to issues relating to the well being of pupils.
90. The school provides equality of access for disabled learners by the provision of a lift and ramps.
91. The school has good links with outside agencies and makes full use of available LEA support for a wide range of special needs.
92. A wide range of clubs and activities that promote healthy exercise are organised and the majority of pupils walk to school ,but the school is not involved in a healthy eating initiative.
93. The policy and procedures for child protection are effective. The head is the nominated person; all adults are fully aware of their responsibilities. Due attention is paid to health and safety. Members of staff who are qualified in first aid and accidents are recorded appropriately. Fire drills are held termly and pupils are aware of the correct procedures, regular risk assessments are undertaken.
94. The framework in place for PSE is effective and the success of this is reflected in pupils' caring and thoughtful demeanour.
95. Diversity and equal opportunity are actively promoted within the school. Pupils from a wide range of backgrounds have equal access to all aspects of school life.

Leadership and management

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

Grade 1: Good with outstanding features

96. Overall, the findings of the inspection team match the judgement made by the school in the self-evaluation report.
97. The overall quality of leadership shown by the headteacher, staff with management responsibilities, subject managers and governors is good. The quality of the head's management is very good and gives a clear sense of direction to the school's work. The head is well supported by a very able deputy.

98. The head, deputy head and senior management team (SMT) work closely together in leading the school forward and make a significant contribution to the overall quality of leadership and management.
99. The quality of team leadership is very good, overall. Subject managers monitor the quality of provision in all subjects and schemes of work are reviewed and updated in a planned cycle of improvement.
100. Shared aims and values are reflected well in the life and work of the school.
101. The school takes good account of national priorities. Recent initiatives for literacy, numeracy and education for sustainable development help pupils to achieve higher standards.
102. The development of a School Council is helping pupils to contribute to and influence directly the decisions that affect them and provide them with a better understanding of citizenship.
103. Self-evaluation and target-setting are well developed in the school's management structures. Subject managers monitor and evaluate their areas of responsibility and share their findings with colleagues. Development planning is undertaken in accordance with school's needs.
104. An effective staff performance management system promotes teachers' continuous professional development well and helps improve the quality of teaching and the curriculum.
105. The governing body is very supportive; it is fully involved in school life and very well led by its Chairperson.

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

Grade 1: Good with outstanding features
--

106. Overall, the findings of the inspection team match the judgement made by the school in the self-evaluation report.
107. The head, governing body and staff are committed to improving standards. Subject managers review their areas and inform the self-evaluation process in the school. Governors have monitored work in the school and there is a programme of subject review throughout the school.
108. The head is instrumental in accessing the views of parents and pupils, staff and governors with regard to school improvement. The school self- evaluation process informs the school development plan which clearly sets out the schools' priorities. The plan is carefully costed and includes time schedules and success criteria.

109. Overall, the school makes good use of NC and KS2 tests results as well as a range of local and standardised testing to improve teaching and learning. Further analysis of the range of abilities would enhance the provision for more able children.
110. The head has introduced a positive self-critical culture to the school. All staffs' views are valued; an ethos that recognises the needs for staff development exists.
111. The self-evaluation report produced by the school before the inspection is concise and clear. It identifies strengths and areas for development and is supported by a good evidence base. The inspection team agreed with the judgements made by the school in six out of the seven key questions.
112. The school has made very good progress since the last inspection. The key issues have been addressed well.

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

Grade 2: Good features and no important shortcomings

112. Overall, the findings of the inspection team do not match the judgement of grade 1 made by the school in the self-evaluation report.
113. The overall quality of staffing is very good. Throughout the school, pupils are given very good support by well qualified and experienced staff who are effectively deployed. Teachers are confident and experienced teaching their subjects. There is a very supportive blend of youth and experience in the team who share their considerable breadth of knowledge openly and willingly. New staff and supply teachers feel valued and mentoring procedures are good.
114. Part-time support teachers provide high quality support for pupils with SEN as well as for those who speak English as an additional language. However, those who are gifted or talented are not always provided with enough challenge in the work set.
115. The school administrators carry out daily routines and a range of other responsibilities efficiently and effectively.
116. Overall, accommodation is satisfactory. Most classrooms are light and spacious teaching areas with adequate room for additional support. However, insufficient attention has been given to the décor of the building in general, some of which requires urgent attention.
117. The quality and quantity of resources for pupils are good overall.
118. Spending decisions are matched well to the school's priorities. Investments in ICT for example, match the school's objectives in the SDP. Since the last inspection, the quality of teaching has been significantly improved, standards have risen and the

good quality of leadership and management is very good. Overall, the school gives very good value for money.

Standards achieved in subjects and areas of learning

English

Key Stage 2 - Grade 2: Good features with no important shortcomings

Good and outstanding features

113. Pupils demonstrate the ability to listen well during sustained whole class discussions and plenary work.
114. Pupils throughout the school speak confidently and clearly and are attentive in lessons. They ask and answer questions readily and offer a range of opinions and solutions to problems.
115. The range of printed material introduced to pupils ensures they become interested in reading for a variety of purposes. They use books confidently for research purposes and similarly use computer/ICT skills to select and locate information from the internet.
116. Younger pupils in KS2 are able to interpret text; they read aloud with growing confidence and enunciate clearly. By the end of the key stage more able readers read with increasing expression and understanding. They discuss books and their authors in an informed manner.
117. Pupils make significant progress in writing. They write increasingly extended pieces of factual and imaginary purposes for a variety of purposes for example letter writing and poetry. The pupils use drafting and re-drafting techniques well and make good progress in writing.
118. A good writing ethos exists throughout the school where pupils' work is encouraged and valued. It is a strong feature of the school's work.
119. Throughout the school pupils develop a good knowledge of language. They understand and use terminology such as nouns, adjectives, verbs, as well as a range of punctuation. Older pupils use more complex sentence structures with an extended vocabulary. Many pupils' skills in spelling and handwriting develop well over the key stage.

120. Pupils demonstrate the ability to listen well during sustained whole school discussions and plenary work. They ask and answer questions readily and offer a range of opinions and solutions to problems.

Shortcomings

121. Pupils do not read sufficiently widely and therefore do not make the best progress.

Mathematics

Key Stage 2 - Grade 2: Good features and no important shortcomings

Good and outstanding features

122. Pupils organise their work well and present it neatly.
123. Pupils collect data and can produce an appropriate range of graphs often using computer programs to present and print their findings.
124. Pupils in all year groups have a good recall of mental number facts.
125. Pupils have a good knowledge of different types of angles, for example, acute and obtuse. Pupils understand that an angle is the amount by which something turns or rotates.
126. Pupils learn about 2D and 3D shapes and are secure in their knowledge. They understand the difference between regular and irregular polygons.
127. Pupils successfully carry out money addition and subtraction problems and can give change from a given amount.
128. Pupils' work demonstrates that a good range of numeracy activities is undertaken, and that good progress is made across the key stage. Good use is made of ICT to further understand number and develop problem solving skills.
129. The 'setting' of pupils in mathematics is beginning to impact positively on standards.

Shortcomings

130. There are no discernible shortcomings

Science

Key Stage 2 - Grade 2: Good features and no important shortcomings

Good and outstanding features

131. Pupils have a good background knowledge across the different Attainment Targets of the NC; they are keen to answer questions and respond confidently and thoughtfully and show good recall of previous learning. Most understand and use appropriate scientific vocabulary. Work is generally well presented; older pupils' ability to design their own investigations and work out their own recording systems is being developed.
132. All pupils have a good understanding of life processes. They are aware of the importance of diet in maintaining a healthy life style. They study the life cycle of plants and can name the parts of a plant and their function.
133. Pupils know how to construct an electrical circuit and that it is necessary to complete the circuit for it to work. Older pupils understand and can predict the effects of changing or adding to the circuit; for example, they understand that adding more bulbs or batteries to a circuit will affect the brightness of the bulb.
134. Year 4 pupils are able to separate particles using a sieve and classify them according to size and purpose. Pupils know that materials can change when heated and that some changes are reversible and some irreversible. They know that some materials dissolve in water. Pupils compare the properties of materials and carry out fair tests for hardness and strength and relate these properties to everyday uses of the materials
135. Understanding of physical processes shows good development. Pupils investigate pushing and pulling and can use a Newton meter to measure force when stretching an elastic band.
136. Pupils have a good understanding of the solar system and the relative positions of the earth, sun, moon and other planets. They know that the earth spins around its own axis and that this causes day and night.

Shortcomings

137. Pupils learning in science is not supported sufficiently by the use of ICT, particularly the development of data logging would enhance pupils' progress.

Welsh as a second language

Key Stage 2 - Grade 3 : Good features outweigh some shortcomings

Good and outstanding features

138. Pupils' recall of previous language patterns and topics studied is satisfactory. The strategy of hot seating is beginning to impact positively on pupils' standards of achievement.
139. Pupils successfully read the target language on flashcards and simple texts related to the current topic of study.
140. Pupils make effective use of incidental language to reinforce and develop pupils' language skills.
141. ICT is used appropriately to support language development. Pupils' make good use is made of the interactive whiteboard to support and extend their skills.

Shortcomings

142. Progression in pupils' reading skills as they move through the key stage is limited.
143. Many language patterns used by pupils are repetitive and do not develop sufficiently the earlier knowledge acquired. Pronunciation is also not always secure.
144. Pupils' concentration levels are adversely effected by the long lesson length.

Information Technology

Key Stage 2 - Grade 3 : Good features outweigh some shortcomings

Good and outstanding features

145. Year 6 pupils use Microsoft PowerPoint well to create interactive maths games. They can format backgrounds and text and use WordArt to enhance their presentation and hyperlink screens together using action buttons.
146. Pupils learning experiences are enhanced by the use of interactive white boards. Pupils' skills and confidence are enhanced by the well equipped ICT suite.
147. Younger pupils are able to word process their writing and can format text, cut, paste and save their work. These skills are further developed as they progress through the school. Older pupils produce publications using borders, graphics,

tables, and other features in Microsoft Word. They use tools in a graphics program to create freehand drawings and explore colour and can manipulate the image.

148. Pupils' make good use of the internet for research purposes for example, year 6 pupils searched for information on Stuart sailors.
149. Pupils use spreadsheets effectively to record information and make calculations, for example in analysing the results of football teams. Older pupils can use Excel to enter simple formulae and record and analyse data using graphs.

Shortcomings

150. Pupils are not given sufficient opportunities to draft and redraft their work and often under exploit the provision of ICT.
151. Pupils do not regularly use email to contact other schools and exchange information.
152. Pupils make insufficient use of adventure games to enable them to further develop their decision-making skills.

Design and Technology

No lessons were seen during the week of the inspection but from evidence available standards are:

Key Stage 2 - Grade 3: Good features outweigh some shortcomings

Good and outstanding features

153. Pupils use a range of materials to create various products, they are aware of health and safety issues and of the need for food hygiene. They make simple plans of what they want to make and carry out basic evaluations of their products. They talk confidently about their work.
154. Year 4 pupils design and produce money containers from fabric. They are able to refine and improve their designs. Pupils design and make sandwiches, make decisions about the filling and shape and give explanations for these.
155. Year 3 pupils show a good understanding of pneumatics and hydraulics when designing and making moving monster toys. They plan and explain the mechanism they incorporate into their model and pay due attention to the decorating of the finished product.

156. Year 5 pupils make musical instruments; they can explain the design process and some can constructively evaluate their product and suggest how it can be improved.
157. In Year 4, pupils design and make a lantern to particular specifications, using their knowledge of structures and applying learning about electricity in science. They extend the use of this knowledge by connecting a simple control box to switch the bulb on and off.

Shortcomings

158. Pupils' experience of control technology is limited with the result that pupils' knowledge and skills in this area are underdeveloped.
159. Pupils' evaluations are often insufficiently focused on specific aspects of the design and making process.
160. Opportunities for pupils to increase their independence is limited; many rely too much on support from teachers to generate initial design ideas.
161. Evidence of pupils using construction kits in their design and technology studies is limited.

Geography

Key Stage 2 - Grade 2: Good features and no important shortcomings

Good and outstanding features

162. Pupils' in all year groups make good use of a wide selection of maps and photographs to develop their knowledge and understanding of places.
163. Pupils' develop a good knowledge and understanding of their immediate locality, features and character of places.
164. Pupils' are able to gather information and work together to produce and label bar graphs and individual tally graphs to show methods of transport to and from school.
165. Pupils' develop a good understanding of how pollution is affecting our environment and are able to offer sensible ways to tackle environmental issues.
166. Pupils' enhance their knowledge of geography through a variety of field trips.
167. Pupils' use ICT to further develop geographical skills.

Shortcomings

168. There are no discernible shortcomings.

History

Grade 2 Good features and no important shortcomings.

Good and outstanding features

169. Pupils show an interest in history throughout the school. They listen well and respond effectively to questions. They have good recall of previous learning and use relevant language and vocabulary well.
170. Pupils have a good chronological awareness. They are able to talk about time lines and historical events in context. They make good use of a range of information sources to research information including the internet.
171. Overall the pupils have a good sense of the social aspect of history. They can show empathy with children of the other times particularly through their writing.
172. Visits to places of historical interest enhance pupils understanding. The school visits local sites such as Caerleon and Llancaich Fawr and further afield to Cadbury's world and Portsmouth Docks. Pupils value these experiences and can relate them to their class work.
173. Pupils are able to identify and discuss similarities and differences between historical periods when related to every day life and activities. They can discuss the importance of hygiene when related to difficulties faced in the Great Plague of London.

Shortcomings

174. Pupils understanding of history will be further enhanced by providing appropriate texts to support a range of writing.

Art

Grade 2: good features and no important shortcomings

Good and outstanding features

175. Pupils use art activities effectively to support their work in other areas of the curriculum. Good use is made of three-dimensional skills to develop work on human movement in physical education.

176. Pupils develop an understanding of art through studying the work of well known artists. They learn to develop their work through stages and use a wide variety of processes, such as paint, sketch and collage to interpret the work of both local and international artists.
177. Pupils use sketch books to develop their observational drawing skills and show a good understanding of line and tone. They use a variety of materials and textiles to produce work showing pattern and form related to art and design from around the world.
178. Group compositions show that pupils cooperate well in the production and value each others contributions. Work produced is attractively displayed.
179. Pupils' understanding is enhanced through visits from local artists.
180. Display around the school is representative of the range of materials and medium used it is of a good standard and further encourages pupils to appreciate art.

Shortcomings

181. There are no discernible shortcomings.

Music

Grade 3: good features outweigh some shortcomings
--

Good and outstanding features

182. The standard of singing throughout the school is good; good attention is given to intonation and phrasing.
183. Pupils are able to clap rhythm ostinatos; they can compose and perform an ostinato using tuned percussion to an appropriate standard.
184. Pupils are beginning to recognise the language of music terminology such as 'fine' and 'da capo'.
185. Pupils understand the meaning of the term pentatonic as having five notes. They are able to create pentatonic tunes over a count of eight.

Shortcomings

186. Pupils do not progressively develop their musical knowledge and skills enough from year to year particularly at the upper end of the key stage.
187. Pupils have limited skills in using computer software to compose music.

188. Pupils appraisal skills in general are not sufficiently developed.

Physical Education

Grade 2: Good features and no important shortcomings

Good and outstanding features

189. Pupils participate actively in both lessons and games. They dress appropriately and understand the importance of warm up and cool down exercises.
190. Pupils follow rules and work together well in partner and team work. They help to get out and put away equipment, showing responsibility and awareness of safety.
191. Pupils are enthusiastic in composing and performing their own dances as well as participating in other forms of dance such as country dancing and working with visiting Asian dancers.
192. In gymnastics, year 4 pupils make good use of space, travelling around the room performing various forms of twisting, turning and rolling movements and are able to combine these into sequences. Pupils evaluate their own and other pupils' performance and suggest ways of refining and improving skills and performance.
193. Year 3 pupils work well together in pairs to develop games skills. They show good balance as they control balls of various kinds. Most pupils throw and catch a ball with good levels of accuracy and skill. Pupils participate in various forms of athletic activities and take part in the annual sports day with enthusiasm and enjoyment.
194. Pupils undertake an intensive swimming course in the local pool in year 6. Outdoor and adventurous activities courses at Forest Coal Pit, participating in activities such as problem solving, canoeing, orienteering and walking enhance pupils' experiences.
195. Visiting specialists to the school have a positive effect on standards of achievement; there are links with the local football and rugby clubs with a rugby coach visiting the school every two weeks together with players from the team. Many pupils extend their skills further through well-supported, high quality, extra-curricular activities in a range of games, and those taking part support these with interest and appreciation. Extra-curricular country dancing activities also enhance standards for those participating.
196. Pupils not engaged in lessons for particular reasons are encouraged to write their own observations of the lesson.

Shortcomings

197. There are no discernible shortcomings

Religious Education

Grade 2: Good features and no important shortcomings

Good and outstanding features

198. Pupils' readily share thoughts and feelings linked to their own experiences and are sensitive to the ways others feel. Younger pupils talk with understanding of the importance of being kind and helpful to others and appreciate the importance of friendship.
199. Pupils' have a good understanding of Christianity and two contrasting religions- Islam and Judaism. They experience a range of artefacts that reinforce their understanding of many other faiths and lifestyles.
200. Pupils' writing on religious themes, stories and ideas are of a good standard. They record their work in a variety of forms and role play situations; this provides a greater understanding of people and their faiths.
201. Pupils' begin to interpret the teachings of the Bible and show an understanding of the Torah and the teachings of the Koran. Pupils benefit from people who come to the school to discuss their faith and promote religious tolerance in the school community.

Shortcomings

202. There are no discernible shortcomings

School's response to the inspection

We are delighted that the inspection findings acknowledge that this is a good school, which has raised standards achieved by the pupils and the quality of education it provides since the last inspection.

The inspection team agreed with almost all the judgements made by the school. This related to both the standards pupils achieve and to the school's evaluations of other areas of its work.

We are also pleased that the inspection team found that the quality of teaching and the standards of achievement are above the Welsh Assembly Government all-Wales targets. In addition the care and support systems we have in place are recognised as appropriate and effective and that its provision for learners with additional needs is very good.

Most importantly, the inspection report confirms the elements that make our school a good school. In particular, the report confirms that we are achieving our aim to make the school a happy and secure place in which pupils grow in confidence and independence and reach high standards. It is recognised that the school gives very good value for money.

An action plan will be put in place to address the recommendations in the report. The staff and governors are already addressing several of these, namely, developing further strategies to improve pupils' abilities to work independently and also continuing to seek and establish a dialogue with the LEA with regard to building improvement issues. The raising of standards in all the areas recommended will become school priorities for the immediate future.

A copy of the school's action plan in response to the Inspection recommendation will be sent to all parents. The governor's annual report to parents will report on the progress we are making on the inspection recommendations.

Appendix A

Basic information about the school

Name of school	St Andrew's Junior School
School type	Community
Age-range of pupils	3 to 11
Address of school	Corporation Road NEWPORT
Post-code	NP19 0GP
Telephone number	01633 257261
Headteacher	Mr David Vaughan Thomas
Date of appointment	January 2001
Chair of governors/ Appropriate authority	Mr Roger Jeavons
Reporting inspector	Mr Roger Thomas
Dates of inspection	8 th to 12 th November 2004

Appendix B

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					79	65	72	69	285

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	11	1	11.5

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	24 : 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	28.5
Teacher (fte): class ratio	1.7 : 1

Percentage attendance for three complete terms prior to inspection				
Term	R	KS1	KS2	Whole School
Autumn 2003				92.88
Spring 2004				93.78
Summer 2004				90.51

Percentage of pupils entitled to free school meals	38%
Number of pupils excluded during 12 months prior to inspection	1

Appendix C

National Curriculum Assessment Results End of Key Stage 2:

National Curriculum Assessment KS2 Results 2004						Number of pupils in Y6		69					
Percentage of pupils at each level													
			D	A	F	W	1	2	3	4	5	6	
English	Teacher assessment	School					9	0	19	47	25	0	
		National					2	6	16	45	31	0	
Mathematics	Test/Task	School		1			8	0	19	42	30	0	
		National	1	1	2		0	5	12	39	40	0	
	Teacher assessment	School					5	5	20	39	31	0	
		National	1				0	4	19	46	30	0	
Test/Task	School		2			2	5	11	58	22	0		
	National		2	1		0	4	18	42	33	0		
Science	Teacher assessment	School					4	2	2	42	50	0	
		National		1			0	2	13	49	35	0	
	Test/Task	School		2			0	0	3	48	47	0	
		National	1	2			0	1	9	48	39	0	

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by Teacher Assessment		by Test	
In the school	66%	In the school	64%
In Wales	71%	In Wales	70%

- 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 D

Evidence base of the inspection

The inspection team of four inspectors, including the lay inspector, was at the school for a total of 15 inspector days.

During this time, all teachers were visited and all classes seen. A total of 56 sessions, part sessions or interactions were observed and a wide range of pupils' work was scrutinised. Inspectors talked to pupils about their work and life in the school and listened to them reading their own work and extracts from class reading books.

The full range of documentation made available by the school was scrutinised. Discussions were held with the head, deputy head, governors, teachers, classroom assistants, other staff and pupils. Pre- and post-inspection meetings were held with 9 governors and staff, and three parents attended a pre-inspection meeting with inspectors. Questionnaires completed by 53 parents were also analysed.

Appendix E

Composition and responsibilities of the inspection team

Team member	Aspect Responsibilities	Subject Responsibilities
Mr Roger Thomas (Registered Inspector)	Key Question 1,5 and 6.	Welsh 2 nd Language; Mathematics; Geography; Music.
Mrs Ros Martin Jones (Team Inspector)	Key Question 2 and 4.	Science; Information Technology; Design & Technology; Physical Education.
Mr Glyn Scott (Team Inspector)	Key Question 3 and 7.	English; History; Art; Religious Education
Mrs Caterina Lewis (Lay Inspector)	Contributions to Key Questions 1,4,5 and 7.	

Acknowledgement

The visiting inspectors wish to thank the governors, the head, all staff and the pupils for the co-operation and courtesy they received during the inspection.

Contractor
Celtic Inspection Services Unit
UWIC
Cyncoed Road
Cardiff
CF23 6XD