

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

**Hafod Y Wern Infants School
Deva Way
Wrexham
LL13 9HD**

School Number: 6652196

Date of Inspection: 08/05/06

by

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- * secondary schools;
- * special schools;
- * pupil referral units;
- * independent schools;
- * further education;
- * adult community-based learning;
- * youth support services;
- * LEAs;
- * teacher education and training;
- * work-based learning;
- * careers companies; and
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Hafod Y Wern Infants School was inspected as part of a national programme of school inspection. The purpose of inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents information about the performance of their child's school.

The inspection of Hafod Y Wern Infants School took place between 08/05/06 and 10/05/06. An independent team of inspectors, led by Dr Jim Hewitt undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

"There are three types of inspection.

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

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

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

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

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

This school received a **standard** 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	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

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Context

The nature of the provider

1. Hafod y Wern Infant School caters for pupils between three and seven years of age and is situated in the Wynnstay ward of Caia Park, the largest council estate in North Wales. Caia Park and an adjoining ward are currently identified as the two most deprived areas in Wales. Caia Park is also designated a Communities First area and many agencies are involved in tackling the problems of high unemployment, poor housing and crime which its residents face. The school staff have a high level of involvement with Social Services and regularly attend case conferences.
2. Low educational achievement is one of the most fundamental issues facing the estate. Many parents have had negative school experiences, which adversely affects their own children's education. A high percentage of pupils enter the nursery and reception classes with an extremely poor grasp of basic skills. Assessment scores on entry show them to be well below local and national averages. In particular, some children are unable to communicate verbally and have very limited experiences of the wider world.
3. There are currently 136 boys and girls on roll who are organised into four mixed-ability classes, a local education authority [LEA] resourced base and a nursery class in which 21 children take up nursery places five mornings a week. The number on roll has been fairly consistent since 2002. Children take up full-time placement in the reception class in the term following their fourth birthdays.
4. English is the home language for 95 per cent of pupils, and there are eight pupils for whom English is an additional language; seven per cent of pupils come from ethnic minority backgrounds. No pupils speak Welsh as their first language.
5. Fifty six per cent of pupils are entitled to free school meals, which is well above LEA and national averages. One pupil is 'looked after' by the local authority. There has been one exclusion over the past 12 months.
6. The school identifies 50 pupils (38 per cent) as having special educational needs [SEN] which is above the national average; of these, five pupils have a statement outlining their needs. The National Curriculum is not modified for any pupil and none is disapplied from it.
7. The school is currently undergoing consultation with the LEA regarding proposed amalgamation with Hafod y Wern Juniors.
8. The school has gained both the Basic Skills Quality Mark and the Healthy Schools Award in 2005.

9. The school was last inspected in July 2000. There has been an acting head teacher since September 2005.

The school's priorities and targets
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10. Mission Statement

“In our school we aim to create a happy, secure and caring community where all our children are encouraged to do their very best.”

11. Targets identified in the School Improvement Plan 2005/6 are to:

- prepare for the Foundation Phase;
- enhance basic speaking and listening skills;
- support curriculum development;
- develop and improve children's emergent writing skills;
- implement the workload agreement;
- consolidate the use of Accelerated Learning Strategies throughout the school;
- strengthen home/school partnership and community links; and
- manage lunchtimes successfully.

12. Longer term targets identified in the School Development Plan 2006/7 are to:

- ensure the School Based Review process is effective;
- ensure teaching strategies support all abilities and are manageable;
- address underachievement of children in key skills;
- continue to set realistic/challenging targets for children;
- practise the principles and philosophy of the Foundation Phase education;
- continue to liaise with local Caia schools; and
- update material and information on the school web site.

Summary

13. Hafod y Wern Infants is a rapidly improving school. The good progress pupils make in their time there, the good quality teaching and the high quality care, support and guidance provided by all staff are noticeable features. The school's main aim of creating "a happy, secure and caring community where all our children are encouraged to do their very best" is fulfilled well. Under the guidance of the new head teacher, the school is preparing itself for the next stage of development with the clear aim of improving provision further and raising standards.

Table of grades awarded

14. The inspection team agreed with the school's overall judgements in key questions 1, 5 and 6. It gave a lower grade in key question 3 as some shortcomings in provision were identified. The team identified no significant shortcomings in key questions 2, 4 and 7 and so gave higher grades than the school. The overall quality of care, support and guidance in key question 4 was considered to have some outstanding features.

Key question	Inspection grade
1 How well do learners achieve?	3
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?	3
4 How well are learners cared for, guided and supported?	1
5 How effective are leadership and strategic management?	3
6 How well do leaders and managers evaluate and improve quality and standards?	3
7 How efficient are leaders and managers in using resources?	2

Grades for standards in subjects inspected

Inspection Area	Key stage 1
English	3
Mathematics	3
Information technology	3
Design technology	3
Art	2
Music	2

15. Pupils' standards of achievement in the lessons observed were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	48%	52%	0%	0%

16. These percentages exceed the Welsh Assembly Government's [WAG] 2007 all-Wales target for 98 per cent of lessons to be grade 3 or above. All pupils regardless of age, gender, ability or ethnicity make good progress in relation to the targets the school has set for them.
17. Teachers' initial assessments of children entering Early Years provision indicate performance well below LEA and national averages with a falling trend over recent years. In particular, pupils' assessed scores for speaking and listening are very low.
18. The overall quality of provision for under-fives is appropriate to their needs and the pupils make good progress towards the Desirable Outcomes for Children's Learning.
19. The school has gone some way to addressing the pronounced shortcomings in pupils' speaking and listening and, by the end of year 2, pupils have made substantial progress. However, weaknesses in oracy undermine all aspects of learning. Standards throughout the school, including those of children under five, in the key skills of reading, writing, numeracy and using information and communications technology [ICT] are below average. Pupils make steady progress in their development of bilingual competence although their responses are limited due to a lack of confidence in their oral skills.
20. Pupils collaborate well and enjoy the challenge of problem-solving in group work. They are developing good creative skills, which enhance other aspects of their learning. Pupils make good progress in developing personal and social education skills. However, their independent learning skills are under developed.
21. Key stage 1 National Curriculum assessment results are below LEA and national averages in the three core subjects of English, mathematics and science and in the core subject indicator (the percentage of pupils gaining the expected level 2 in all three core subjects). No pupils attained the higher level 3. When compared to similar schools across Wales which have 33 per cent or more of pupils eligible for free school meals (this school has 56 per cent) results are in the lowest 25 per cent in every area. However, pupils matched the school's own realistic targets for English, exceeded them in mathematics and well exceeded them in science.
22. These results include those of pupils with statements of SEN in the resourced base. Girls consistently outperform boys, especially in English. Results in mathematics were higher than those of English and Science.
23. Pupils with SEN or English is an additional language make good progress and achieve well relative to their abilities and aptitudes.
24. Pupils acquire new knowledge, understanding and skills, which they apply with increasing success to new and unfamiliar situations. They have a general understanding of their levels of achievement and progress but have not

developed a clear picture of what they need to do to improve or how to address their weaknesses.

25. Despite the school's best endeavours, attendance is below LEA and national averages. In the nursery, it is a particular concern. Punctuality is improving.
26. Behaviour is generally good with pupils showing respect and courtesy to each other and to adults. They are well motivated to learn and work productively on their own, in pairs or in groups. Pupils absorb the warm ethos created within the school and make good progress in developing their personal, social and moral skills. They show respect to pupils from other cultures and fully include those with SEN into their lives. Pupils have a growing awareness of the diversity of cultures within and beyond their own community.

The quality of education and training

27. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	81%	19%	0%	0%

28. These percentages show improvement on those given at the previous inspection.
29. An outstanding feature of teaching is the mutual care and respect between staff and pupils.
30. Overall, teachers show good subject knowledge and use a range of activities, strategies and resources in brisk, well-structured, lessons to engage the pupils. Learning objectives, instructions and explanations are made clear and positive feedback is regularly given. Teaching assistants and specialist staff, are used well either to support individual pupils or provide specific language input.
31. In the small percentage of lessons deemed to have shortcomings, lesson planning structure and delivery are weak. Both planned and incidental opportunities are missed for developing key skills especially those of oracy, including bilingualism. Tasks provided lack challenge and interest for the most and least able.
32. Assessment procedures are good and meet all statutory requirements. Data is gathered from a wide range of sources and precisely recorded in good school documentation. The data is analysed and used to plan lessons through topic work, which incorporates the varied learning styles of pupils. It is also used to produce pupils' individual programmes, to establish targets for improvement and to inform parents of progress through annual reports and parents' evenings.
33. However, there are some shortcomings in that members of the curriculum development teams have not yet produced detailed and annotated portfolios

of graded work to ensure consistency in teachers' assessment. Also, pupils are not given personal targets to help them evaluate their own progress and understand what they need to do to improve.

34. Overall the school effectively provides equal access to a broad, balanced and relevant curriculum which meets all statutory requirements. It sensitively tackles the social, economic and educational deprivation evident in the community. The curriculum for pupils with SEN in the resourced base is good and meets their needs well.
35. The key skills of literacy, numeracy and ICT are identified in planning. However, there are no strategies in place for ensuring continuity and progression in learning and opportunities for development are missed. Recently rewritten policy documents are of good quality.
36. There is good provision for pupils' personal, social and health education, religious education and collective worship. Pupils have access to a wide range of out-of-school activities, work experiences and experiences in the community which enhance their social and learning skills. The school promotes sustainable development and global citizenship well but is at an early stage in developing pupils' entrepreneurial skills. Aspects of Welsh culture are appropriately incorporated through *y Cwricwlwm Cymreig* and pupils are developing good bilingual skills.
37. An outstanding feature of the school is its supportive ethos and the calm, harmonious feeling of well-being that prevails. Pupils feel safe, secure and valued as individuals. Parents praise the quality of care, guidance and concern shown.
38. Induction and transition procedures are effective and systems for monitoring attendance, punctuality, behaviour and performance are clear and useful. Child protection procedures are well-established and secure.
39. Provision for pupils with additional learning needs is good both in mainstream classes and the resourced base. All procedures meet the requirements of the latest Code of Practice for SEN and support is effective.
40. However, a major shortcoming in provision is the limited speech and language therapy provision for pupils in the resourced base, and the total lack of it for identified pupils in the mainstream. Good support is provided by the LEA speech and language teacher and some staff have undergone training but, considering the severe language needs of so many of the pupils, this is inadequate.
41. Overall the school is a very inclusive community which recognises the diversity of its pupils' backgrounds and which treats all fairly, and with dignity and respect.

Leadership and management

42. The acting head teacher is making an excellent contribution to the life and work of the school by providing positive leadership and direction, generating new ideas and initiatives and building a co-ordinated team of staff, governors, parents and pupils. There is a common drive to improve provision and raise standards of achievement and attainment.
43. One notable recent development is the reorganisation of the school's management structure into seven curriculum development teams in line with the Foundation Phase. However, within the teams there is lack of accountability and, currently, systems and procedures lack sufficient rigour.
44. The new school improvement plan is a potentially useful document.
45. Good account is taken of local and national priorities. Arrangements for improving the performance of teachers is well established.
46. The governing body works hard and is fully committed to supporting the school. However, governors recognise they need to play a more prominent role in strategic development and in monitoring standards and provision.
47. The acting head teacher is successfully creating a self-critical culture in the school and is carefully monitoring the pace of change and improvement through new initiatives. Through discussion and questionnaires, staff have been involved in identifying major priorities. However, the self-evaluation report itself does not present information clearly and has some omissions. Full account has not been taken of the views of pupils, parents and other interested parties.
48. Since the previous inspection, the school has enriched the play and language experiences for Early Years children, improved standards in mathematics and information technology and improved the quality of its teaching. However, standards overall remain low, the development of language skills remains a challenge, and the issue relating to monitoring of subjects has not been fully addressed. Therefore, despite recent good progress, there are still some important shortcomings.
49. Resources in the school are well managed. There are an appropriate number of suitably qualified teachers and teaching assistants who are all deployed to good effect with procedures in place to ensure their continued development. Accommodation provides a good setting for teaching and learning and is enhanced by bright and attractive displays. Planning, preparation and assessment time is organised and used appropriately. There is a good range of teaching resources, which are of good quality and effectively monitored by the curriculum development teams. The governing body and head teacher effectively monitor the school's budget.
50. The school provides good value for money.

Recommendations

In order to move the school forward the staff and governing body need to:

- R1 improve standards in the basic skills of literacy, numeracy and information and communications technology across the curriculum, with particular attention to oracy.
- R2 address differences between boys' and girls' attainment in English, mathematics and science.
- R3 further develop the role and structure of the curriculum development teams to ensure rigour and accountability in assessment, planning, monitoring and evaluation.
- R4 extend the school's self-evaluation process to incorporate the views of all those with an interest in the school to enable it to plan more effectively for improvement.
- R5 ensure maximum access to speech and language therapy and specialist language support for identified pupils.
- R6 improve attendance, particularly in the nursery.

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 3: Good features outweigh shortcomings

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

52. Pupils' standards of achievement in the lessons observed were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	48%	52%	0%	0%

53. These percentages exceed the WAG 2007 all-Wales target for 98 per cent of lessons to be grade 3 or above.

54. The overall quality of the educational provision for the under-fives is appropriate to their needs and pupils make good progress towards the Desirable Outcomes for Children's Learning.

55. Children start school with very limited skills and life experiences. When they enter the nursery or reception classes, most have extremely limited communication and weak early reading, writing and number skills. Personal and social skills are under developed. Baseline assessment tests indicate levels far below those of other schools both locally and nationally and that, overall, standards on entry are falling.

56. In Early Years, children generally make steady progress in acquiring the key skills of literacy, numeracy, ICT and bilingualism. However, because of a very low starting point, standards by the end of the Reception year, particularly in the development of speaking and listening skills, are still well below what is expected of that age group. Despite progress made and the endeavours of staff, weaknesses in these areas affect all aspects of learning across the curriculum and throughout their school life. In personal and social education, children make good progress in learning how to play and work together and in understanding the rules of behaviour.

57. In key stage 1, many pupils show a desire to communicate and express themselves but despite the improvement since entering school, their ability to understand concepts, respond to questions and make verbal contributions continues to inhibit learning. However, pupils respond well to good language support provided by the school and by the LEA, but this is insufficient. The situation is aggravated by the infrequency of specialist speech and language therapy support in the resourced base and current total lack of it in mainstream school. Consequently, there are also weaknesses in the quality of reading and writing across the other subjects of the curriculum.

58. Pupils show clear progress in the development of their numeracy skills but again this is restricted by their oral weaknesses. Many pupils in key stage 1 have yet to develop their ICT skills to an independent level and need support to work effectively with computer learning programmes. However, all pupils engage enthusiastically in problem-solving activities and collaborate well in pairs and groups. Creative development is generally good, particularly in the use of art to illustrate themes and topics in other subjects.
59. Pupils are developing a good awareness of the culture and language of Wales. They are developing their bilingual skills appropriately and respond well to regular use of Welsh by staff within the school, and exchange greetings in a correct context using short phrases or appropriate words.
60. Pupils with additional learning needs including those with SEN and with English as an additional language make good progress relative to their abilities, or level of familiarity with English. Both in resourced base or in mainstream classes, pupils with SEN enjoy their lessons, appreciate the support given and comment positively on their progress. Targets identified in their individual educational programmes are regularly and consistently achieved.
61. Examinations of trends in pupils' performance in end of key stage 1 statutory assessment in the core subjects of English, mathematics, science and in the core subject indicator (based on the percentage of pupils gaining the expected level 2 in all three core subjects) show that improvements have taken place since the previous inspection but these have not been consistent. However, indications are that the recent implementation of new strategies is positively affecting performance although these are not yet fully embedded or their full effect measured.
62. In 2005, the school's results were well below LEA and national averages in all three core subjects and, consequently, in the core subject indicator also. Results for mathematics were marginally better than English and science. No pupils attained the higher level 3. When compared to similar schools across Wales (based upon schools in the same free school meals category), the school is in the lowest 25 per cent in all three core subjects and the Core Subject Indicator.
63. Further examination of results shows that girls outperformed boys in all three subjects. Differences in attainment are particularly marked in English where the percentage of boys gaining level 2 was half that of the girls. Assessment results, however, do include those of statemented pupils in the resourced base and those receiving specialist English as an additional language input.
64. The school has a clear understanding of the poor level of language and learning of children on entry. This has led to the setting of targets, which (although well below local and National levels) are realistic and challenging but attainable for the pupils. The same group of tested pupils matched the school's targets for English, exceeded targets by four per cent in mathematics and exceeded them by 14 per cent in science.

65. Pupils are acquiring new knowledge, understanding and skills, which they apply with increasing success to new and unfamiliar situations. They have a general understanding of their levels of achievement and progress but have not developed a clear picture of what they need to do to improve and how they can address their weaknesses. Progress is pronounced over the four years but, as their end of key stage assessment results show, they still have some considerable way to go to match the attainment of similarly-aged pupils.
66. The overall attendance of compulsory school age pupils during the three terms preceding the inspection is 90.7 per cent, which is lower than local and national averages. Despite the school's best endeavours, levels of unauthorised absences remain high. Although not a statutory requirement, the high rate of absence in the nursery is a particular concern and good habits and positive attitudes need developing.
67. Punctuality has been a problem but it is improving and pupils who arrive just after registration do not cause undue disruption. Registers are completed accurately and lessons start promptly. The school takes due account of current WAG guidelines for attendance.
68. Pupils behave well both in their lessons and as they move around the school. They are respectful to each other and courteous to adults. In the main, they are well-motivated and eager to participate, working productively in the full range of school activities. Most pupils show good self-discipline, listen attentively to instructions and apply themselves to their tasks with diligence. Within small group settings, they accept and perform different roles and responsibilities with confidence.
69. More able pupils are able to concentrate and remain on task for extended periods. However, the frequent use of mixed ability groups leads to them being insufficiently challenged through extension activities to develop independent learning skills. Less able pupils play only a nominal role in the given tasks and are not sufficiently challenged.
70. Through the strong personal and social education curriculum and good community links, pupils have developed a range of good and effective personal, social and moral skills. They learn to understand the feelings of others through discussion sessions (Circle Time), take part in sponsored events for charity and provide Christmas boxes and Easter eggs to dependent members of the community. They celebrate the festivals of non-Christian faiths, and develop a good understanding of right and wrong through regular collective worship and have a clear understanding of acceptable behaviour within school. Their eager participation in community activities is good preparation for the world of work.
71. Pupils understand the concept of equal opportunities, showing respect and kindness to each other and to pupils from different backgrounds or with SEN. They integrate well and show a good awareness of the diversity of cultures and religion within their own community and beyond.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

72. The findings of the inspection team differ from the judgements made by the school in its self-evaluation report and judged this aspect to be grade 2. The team gave the higher grade because it felt that teaching and assessment consistently show good features with no significant shortcomings.

73. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	81%	19%	0%	0%

74. These percentages show an improvement on those given in the previous inspection.

75. In almost all lessons observed and in the daily situations arising around the school, a consistently outstanding feature is the high quality of personal relationships between staff and pupils. Teachers fully understand the diverse needs of their pupils. Through effective use of experience and skills and from genuine concern and interest, they gain the complete confidence of the pupils and generate real motivation to learn. Well-established classroom routines, high expectations and regular praise and encouragement create a positive atmosphere conducive to learning.

76. In the majority of lessons, teaching is good and members of staff:

- have a good level of subject knowledge and use this to provide varied practical activities to engage and interest pupils;
- plan well and utilise a good range of resources which are appropriate to pupils' age and ability;
- make learning objectives clear at the outset and consolidate them during the lesson;
- use well-considered questions to challenge thinking;
- give clear instructions and explanations and provide positive feedback;
- deliver effective, well-structured lessons with good pace to maintain interest and involvement;
- deploy support staff well to keep pupils focussed and on task;
- use support staff effectively to provide specialist speech and language input to pupils with a high level of need;
- use effective strategies to overcome inappropriate behaviour;
- incorporate pupils' own experiences and contributions effectively into the lesson; and
- use support from other professionals to good effect.

77. In the small percentage of lessons judged to have good features which outweigh shortcomings, the range and flexibility of strategies used does not maintain pupil interest and involvement; planning lacks detail, and lessons lack appropriate pace, variety and stimulus to meet the needs and abilities of all pupils. Despite identification in planning, opportunities are also missed for developing pupils' key language skills, including bilingualism. Frequently the tasks and activities provided in a lesson are the same for all which leads to neither group of pupils being sufficiently stimulated or challenged.
78. The needs of the small group of pupils with English as an additional language are met effectively through regular and valuable input and support from specially-trained LEA staff. There is generally good provision for the bilingual development of pupils in English and Welsh, although some staff are at a fairly basic level in their own ability.
79. Throughout the school, teachers treat all pupils equally, consistently and fairly and ensure that everyone has access to all the experiences and opportunities offered.
80. The school meets statutory requirements regarding assessment and reporting on pupils' progress. There are many good features within this provision, which include:
- effective use of baseline assessment data on children's social and academic attainment on entry for medium and short term planning;
 - effective use of criteria for pupil achievement in Desirable Outcomes for Children's Learning and in the National Curriculum programmes of study to inform individual, group and whole class planning and target setting;
 - regular use of LEA 'Travelling Together' booklets to provide a clear termly record of progress through the school;
 - good use of a range of curriculum assessment tools by staff and language specialists to target specific groups requiring support;
 - detailed reading records indicating progression in skills and areas of achievement and strategies for improvement;
 - pupils' awareness and understanding of the purpose of reading record books;
 - detailed and informative pupil profiles, updated every two months to ensure staff awareness of pupil progress and areas for improvement;
 - subject monitoring by the curriculum development teams through checking teaching plans, pupils' work and talking to pupils about their work;
 - clear and relevant reports to parents in key stage 1 which include appropriate comments on all National Curriculum subjects; and,
 - regular opportunities for parents to discuss their children's progress.
81. However, there are some shortcomings in assessment in that members of the curriculum development teams have not yet produced detailed and annotated portfolios of graded work to ensure consistency in teachers' assessment. Further, pupils are not given personal targets to help them evaluate their own progress and understand what they need to do to improve.

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

Grade 3: Good features outweigh shortcomings

82. The findings of the inspection team differ from the judgements made by the school in its self-evaluation report. Overall, the school provides a good range of learning experiences that meet the needs of pupils well. However, the team identified shortcomings in relation to the provision for key skills and access to provision for speech and language therapy and therefore awarded a lower grade than the school.
83. The school caters effectively for a wide range of pupils' needs by providing equal access to a broad, balanced and relevant curriculum based upon Desirable Outcomes for Children's Learning and the programmes of study of the National Curriculum and religious education. Subject policies and schemes of work fully meet all statutory requirements. Policy documents have recently been rewritten and are of good quality; however, as the school has identified, current schemes of work do not clearly indicate how continuity and progression are to be achieved and are not effective working documents.
84. Based upon its own medium term planning document, the school uses topic work as a major form of curriculum organisation. Lesson planning indicates expected learning outcomes for each subject and identifies appropriate key skills, strategies for teaching, resources and procedures for assessment and evaluation.
85. The school caters for the full range of needs by ensuring that :-
- pupils with SEN in the resourced base have full access to all activities and learning opportunities offered by the school;
 - pupils who learn English as an Additional Language are supported on a regular basis by a specialist teacher, and lessons are carefully prepared following guidance by the LEA's English as an additional language service; and
 - pupils who learn English as an additional language are also fully included in all activities and provided with appropriate opportunities to practise and use their English in social situations, as well as within the lessons.
86. There are, however, important shortcomings in what the school is able to provide to support the speech and language needs of many of its pupils. There is very limited provision for speech and language therapy in the resourced base, and none for identified pupils in the mainstream school. Although the LEA language support service provides valuable additional input, which the school utilises effectively, the quantity of provision is inadequate. The school is trying to address the problem by using this resource to train three of its teaching assistants in this key area.
87. Although key skills are identified in planning, there is no coherent strategy for improving the key skills of literacy, numeracy and ICT across the curriculum.

The school has no formal policy for ensuring how all subjects can contribute to their development.

88. Teachers give appropriate emphasis to *y Cwricwlwm Cymreig* in several subjects. This enables pupils to develop a firm understanding of their culture through regular opportunities to hear Welsh stories or to sing Welsh songs. Many opportunities are also created for bilingual development throughout the day but none of this has been considered in a way, which will ensure continuity and progression in learning.
89. Pupils have access to a wide range of out-of-school activities which enrich and enhance their learning and social experience. Pupils participate in sponsored events for school funds or for charity; provide Christmas boxes and Easter eggs to younger and older members of the community; and visit local places of educational interest in the community minibus.
90. Participation in daily acts of collective worship effectively promote pupils' spiritual and moral development. They are given time and opportunity for prayer or just to reflect quietly in class. They share and consider simple messages in assemblies. A sense of right and wrong and fairness is developed as part of the personal and social education curriculum where relevant topics are discussed in an open and supportive way in the specially designated sessions called 'Circle Time'. Provision for personal and social education is a strong feature of the school.
91. Pupils are given opportunity to learn self-discipline and to respect each other through play and social activities. The school provides good opportunities to enrich pupils' cultural development through lessons and assemblies in which they consider other religions and ways of life.
92. Discussion with parents, evidence from the questionnaires and observation of parental relationships with staff when leaving or collecting their children reveal strong links between the school and its parents. Regular newsletters, informal contact, parental support in school and pro-active parents' group based in the community room add to the general team spirit. The school has a particularly strong link with a neighbouring infant school enabling a sharing of strategies and ideas. It shares the site with the Junior school with which it is due to amalgamate and has good links with the Secondary school and provides work-experience placements for its students.
93. Work-related education is good. Pupils enjoy many experiences, which broaden their perspective of the world of work and enrich the curriculum. For example, an electricity company discuss with year 2 the dangers of electricity during their 'staying alive' topic. Pupils also learn about work through role play activities after visiting a local café and when visitors talk to them about their work. Although staff have not had the opportunity for placement in industry, their involvement with Career Wales keeps them abreast of training available for their further development.

94. Teachers successfully promote an inclusive ethos through which all pupils, whatever their background or circumstance, are taught to aim high and reach their full potential. This is clearly evident throughout the day when every pupil is given high quality support, praise and encouragement and self-worth is instilled. Through all its practices and procedures, the school sensitively tackles existing social deprivation ensuring all pupils enjoy a broad range of educational activities and opportunities.
95. The school's promotion of sustainable development and global citizenship is good. Practical activities such as recycling paper, card, and used ink cartridges, are well established, as is energy conservation. Pupils understand the importance of looking after their environment and enjoy working in the school garden. They plant bulbs to enhance the school grounds and have a wormery so that they can appreciate the natural habitat of the wildlife area. The school works alongside the local environmental group sharing ideas on how to improve their surroundings.
96. Pupils' development of entrepreneurial skills is at an early stage of involvement. Nevertheless the school provides opportunities through the curriculum, and 'Circle time' to develop problem-solving and decision-making skills. Role play opportunities in the café and garden centre give pupils a flavour of the retail trade. Although they are aware that the school raises money for good causes, they do not yet play a significant role in the organisation of money-raising events.
97. Pupils' learning experiences across the curriculum enable them to establish positive attitudes and lifelong skills. Close links with the community and their awareness of those who are less fortunate successfully lay the foundations for the next stage of their education.

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

Grade 1: Good with outstanding features

98. The findings of the inspection team differ from the judgements made by the school in its self-evaluation report. They considered that certain aspects of provision were outstanding so awarded a grade 1.
99. An outstanding feature of the school is its supportive ethos and the calm, harmonious feeling of well-being that prevails. The school works hard, and successfully, at making pupils feel safe, secure and valued as individuals, which they confirm in discussion. The very positive relationships between staff and between staff and pupils contribute to the general wholesome atmosphere. Teachers are compassionate and very approachable and pupils have full confidence in them and trust them implicitly. They know that any problem will be listened to and dealt with sympathetically and sensitively.
100. Parents confirm that the relationship between home and the school is a great strength. They praise highly the quality of care, guidance and concern shown

to pupils. Parents are welcomed into the school at any time and kept well informed of events and initiatives by weekly 'parent friendly' newsletters, termly parent evenings and through good quality documents such as the home/school agreement and the school prospectus both of which fully comply with legal requirements.

101. Informal induction afternoons successfully integrate families into the school and information on how the curriculum is taught is incorporated into these sessions. New pupils settle quickly into school life and pupils who transfer into the school during the school year integrate easily with the assistance of a 'friend'.
102. The provision for personal and social education is outstanding. The curriculum team sets focussed targets and ensures this area is developed throughout the school. One exceptional feature of provision is the production of individual pupil profiles which highlight improvements and achievements and provide a way forward. These are drawn up on entry and regularly updated. They travel with pupils into key stage 2 at the junior school. Good use is also made of expertise from visiting specialist agencies when additional needs have been identified.
103. Attendance, punctuality and performance are carefully monitored with any unexplained absences being followed up daily. Statistics are analysed from the school's electronic system. The educational social worker is on hand to help and advise, and the head teacher is in regular contact with parents when problems arise. Pupils enjoy many rewards for regular attendance and the number of '100 per cent' certificates awarded termly has increased significantly. Behaviour is monitored throughout the day and should the need arise, expertise from outside agencies used. Behaviour-related policies are working documents and reinforce all the school puts into practice. Pupils work hard to be 'star pupil' for consistently good behaviour and parents are notified of good behaviour and attitudes in 'good news' letters.
104. The healthy development and safety of all is of paramount importance. CCTV and security key pads on all doors ensure security throughout the day. Daily brain gyms are carried out to prepare pupils for the lesson ahead. These activities help keep them on task, give them a focus and enable them to achieve their full potential. Health and fitness days and the healthy school initiative instil in pupils the importance of a good diet and regular exercise. This is an outstanding feature.
105. Suitable attention is given to sex education and substance misuse. Health and safety audits, fire drills and risk assessments are conducted regularly and are well-documented.
106. Staff provide excellent pastoral care and guidance and are fully trained to deal with any pupils who have specific medical needs, and for those who become unwell or who injure themselves during the school day. There are very good practices and procedures for ensuring child protection. A designated child protection officer leads in this area and ensures all staff and the identified

governor, receive appropriate training in child protection matters. Staff are fully aware of their responsibilities and protocols to follow if any incidents occur. There are very strong links between the school, the NSPCC and social services with regular school representation on case conferences.

107. The provision for pupils with additional learning needs is good, both in mainstream classes and in the resourced base. Procedures meet all the requirements of the latest Code of Practice for SEN. Through target proformas and identification by the SENCo, 38 per cent of pupils have been identified as unlikely to achieve a level 2 at the end of key stage 1. Of these, half have individual or group education plans and the remainder receive appropriate in-class support with an inclusive, differentiated curriculum.
108. Notable features within this provision are: -
- early identification of pupils with SEN in Early Years and good links with pre-school providers;
 - effective support by the SENCo for pupils and staff in the mainstream classes and in the resourced base;
 - effective informal daily assessment by staff together with the use of formal standardised testing to identify particular strengths and weaknesses;
 - effective literacy support through the early learning Blitz reading programme;
 - incorporation of clear, specific and relevant targets from pupils' individual education plans into teachers' planning;
 - good understanding and support from teaching assistants for pupils with SEN helping them to achieve their targets; and
 - effective integration and improved social interaction of pupils from the resourced base into appropriate mainstream activities;
 - regular involvement of parents in annual reviews of pupils' progress, which are clear, well written and meet statutory requirements; and
 - good links with the physiotherapy service and with the local primary schools into which the pupils with SEN will move into at the end of the key stage.
109. Despite the positive aspects of the provision for pupils with additional learning needs there are a few shortcomings. Although it is beyond the control of the school, there is no speech and language therapy provision available for pupils within mainstream classes. Also, in a small number of lessons there is insufficient planning in terms of differentiating specific tasks for pupils with SEN.
110. The school has a clear and comprehensive behaviour policy for which a member of staff acts as co-ordinator. Pupils are made aware of school rules and show good discipline in keeping to them throughout the day. The school rewards good behaviour through star charts, and by allowing pupils free choice of activities in their 'Golden Time' sessions. .
111. The school has effective, well-developed policies and procedures to deal with oppressive behaviour, including bullying and racial discrimination; none of which was evident during the inspection. There is a comprehensive equal

opportunities policy for staff and pupils covering all aspects of gender, racial and disability discrimination and which incorporates statutory action plans for disability access.

112. The school is an inclusive community, which recognises the diversity of pupils' backgrounds and where all pupils are treated fairly, and with dignity and respect. It takes full advantage of its own rich internal resource of pupils by celebrating their differing cultures through class activities and important school events. Overall, the support and guidance provided for learners in the light of their social, educational, ethnic and linguistic backgrounds is outstanding.

Leadership and management

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

Grade 3: Good features outweigh shortcomings

113. The findings of the inspection team match the judgements made by the school in its self-evaluation report.
114. The acting head teacher, who has only been in post since September 2005, is making an excellent contribution to the life and work of the school. She is positive, committed and enthusiastic and is providing clear direction for the school. Under her guidance, the governing body, staff, pupils, parents and outside agencies are working as a co-ordinated team with the common purpose of improving provision in all aspects of school life and raising the standards of achievement and attainment of its pupils. She is ably supported by the acting Deputy who has only recently been appointed.
115. The school takes good account of national priorities and these are integrated into its strategic development. A recent initiative has been to organise subject specialist teachers, class teachers, assistants and, very recently, governors into seven curriculum development teams to cover teaching and learning across the school. The teams are organised into the seven areas of learning identified for the Foundation Phase. Most members of staff serve on more than one team and feel they are playing a full part.
116. The teams are very much at the auditing and initial assessment stage. However, they have completed comprehensive new policy documents for the key areas and identified that the current schemes of work require substantial revision to make them effective and accessible working documents. There are, as yet, no identified, curriculum development team leaders to manage each of the seven teams.
117. The school has a range of useful managerial documentation but has not yet produced a clear rationale for identifying how assessment, monitoring, planning and evaluation link together. There is a lack of rigour relating to the assessment and development of some National Curriculum subjects and a lack of accountability. Although there are staff discussions, class exchanges and monitoring of pupils' work, lesson observation is limited. Good practice, however, has been observed in the delivery of exemplar lessons by outside specialists such as the LEA specialist language teacher.
118. Systems to support, develop and improve the performance of individual staff and departments are effective. The school successfully implements performance management procedures in line with statutory requirements. Procedures are in place to ensure that individual staff member's professional development is shared with others in order to help raise standards. Additionally, this year, the head teacher has set a high priority on developing formal and informal arrangements for whole school staff appraisal and review.

119. The school has begun to set targets to improve standards at all levels of school life. The redesigned school improvement plan provides opportunity to identify targets, tasks, responsibilities, monitoring, resources, training needs, timescales and success criteria but, in practice, these are underdeveloped. Further work is needed on rigorous analysis of areas of specific weaknesses of groups of pupils across the curriculum and the identification of challenging targets to address them such as the development of oracy skills in boys.
120. The governing body is relatively new but very supportive and committed, making regular visits and attending all school concerts and events. They have recently become involved in the curriculum development teams. All statutory sub-committees are in place and their findings reported to the full governing body at regular well-minuted meetings. They have been fully informed by the head teacher, enabling them to contribute to the school evaluation report. The school's complaints procedures, prospectus, annual report to parents and statutory documentation all meet legal requirements.
121. However, in the school evaluation report itself, the school has identified the need to develop the role of the governors more by enabling them to play a more prominent part in the monitoring of standards and the quality of provision and to set strategic targets to move the school forward.

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

Grade 3: Good features outweigh shortcomings

122. The findings of the inspection team match the judgements made by the school in its self-evaluation report.
123. Although the current process of self-evaluation is very new, the school's report provides a realistic picture of the standards achieved and the current quality of provision. There was a fair measure of agreement between the team and the school about most aspects. The school knows itself well.
124. Since the report was produced, initiatives resulting from the areas identified for development have created a clear and shared focus for staff to meet the extensive needs of its pupils and major priorities have been identified:
 - improved speech and language input;
 - improved assessment and target setting procedures; and
 - extended monitoring role of the curriculum development teams.
125. However, information in the report is not clearly set out in an easily accessible way and not all aspects are covered in sufficient depth. Areas for development within the key questions are often submerged in the body of the text.
126. The school's self-evaluation processes are in their infancy. The head teacher has a very good working knowledge of the school based on valuable

experience, general monitoring of lessons, discussion with the curriculum development teams and with individual staff. The head teacher has sought the views of staff through a simple questionnaire and this has generated valuable information, which has been used to inform and write the school improvement plan.

127. The school itself has identified the need to extend this process to parents, pupils and any other agencies such as peripatetic staff, health authority and social services professionals and from interested members of the local community. The school has made good use of external bodies such as the LEA, the Basic Skills Agency and the Healthy Schools initiative to help it monitor and evaluate its provision.
128. Currently, the curriculum development teams are developing strategies to ensure effective monitoring and evaluation of their areas and have identified broad priorities for development but specific targets are not suitably prioritised. The curriculum booklets currently lack detail, and do not clearly identify actions required to achieve targets nor do they indicate rigorous criteria for success. Most importantly, there is a lack of specific accountability. Resources allocated are appropriate to the identified targets but timescales for their achievement are frequently vague.
129. Class teachers evaluate the success of their lesson planning on a regular basis and teaching assistants make a formal contribution to this. Governors visit the school frequently to build up a picture of standards and provision. The school sets targets for year groups of pupils and produces individual education plans for its pupils with SEN. It has also effectively set targets for groups of pupils with particular difficulties with literacy. The school has correctly identified the need to do more work in this area.
130. The self-evaluation report provides an honest and accurate appraisal of progress since the previous inspection, clearly indicating that good features outweigh the shortcomings. Following the production of an appropriate action plan the school has enriched the curriculum for children in Early Years, has raised standards in mathematics and information technology and has improved the quality of teaching. However, standards in language skills and the role of subject leaders (now curriculum development team leaders) remain under developed.
131. The acting head teacher is creating a self-critical culture in the school and is carefully monitoring the pace of change and improvement through the various initiatives. The process, however, is very new and much of the good practice established has yet to embed. Indications are, however, that measures taken are having a positive effect on teaching and learning and leading to improvements.

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

Grade 2: Good features and no important shortcomings

132. The findings of the inspection team differ from the judgements made by the school in its self-evaluation report in which it gave a grade 3 for this aspect. The inspection team awarded a higher grade because it felt that resources were well managed.
133. Good features identified include:
- an appropriate number of teachers and support staff whose qualifications and expertise cover all aspects of the education, care, support and guidance of pupils;
 - appropriate and effective procedures to develop staff through performance management and staff appraisal;
 - valuable monitoring of teachers' preparation, planning and assessment time by the head teacher;
 - use of preparation, planning and assessment time by some teachers to listen to pupils read and gather information to extend literacy support;
 - effective deployment of the school's SENCo to provide specialist teaching and support for pupils with SEN and also for those pupils in the resourced base;
 - effective support by the school secretary who manages the daily procedures efficiently, and by the school caretaker and auxiliary staff who make a valuable contribution to wholesome ethos of the school;
 - sufficient and appropriate resources for the range of abilities and needs of the pupils in all subjects and the effective monitoring of these by teachers and teaching assistants in the curriculum development teams;
 - an attractive library with sufficient books to meet the varying abilities of all;
 - effective use of the interactive whiteboard to enhance pupils learning;
 - availability of a community room solely for use by parents;
 - use of a community based minibus to broaden pupils' range of experiences through visits to local places of interest;
 - appropriate accommodation for teaching and learning enhanced by varied and attractive displays in the corridors and classroom walls which create an environment conducive to learning;
 - a spacious and well-utilised school hall; and
 - extensive and secure playground facilities containing a small adventure area with ample room on the school field.
134. However, there is a lack of storage space within the school to keep physical education apparatus and play resources have to be taken onto the school playing area from inside the building at playtimes.
135. There are also a number of good features regarding the efficient use of resources at the school. These include:
- effective and careful monitoring of the school's budget by the school Governing Body's finance committee to meet priorities identified in the school improvement plan;

- retention of a small contingency fund to allow for unforeseen circumstances; and,
 - substantial fundraising by parents to purchase new equipment and resources identified as priorities by the school.
136. Overall, from low levels of attainment on entry, pupils achieve well and make good personal, social and academic progress in their time at the school although there is still work to be done to reach national standards of educational attainment. The school provides good value for money.

Standards achieved in subjects and areas of learning

English

Key Stage 1 Grade 3: Good features outweigh shortcomings

Good Features

137. More able pupils explain clearly physical features of the school to visitors and engage in relevant and interesting discussion about aspects of school life, presenting their considered views to good effect.
138. Most pupils, across the key stage, ask relevant questions after listening to the teacher talk about an event or idea. They explain clearly an event that has happened in the playground or home using a good range of words to explain the situation. They listen to, and remember, two or more given instructions. They read aloud to good effect using pause and emphasis where appropriate. In classroom and general discussion, pupils consider each others' points of view, making appropriate comments and arriving at suitable conclusions following this. Pupils attempt to use more formal standard English in classroom situations.
139. In year 1, most pupils use flash cards effectively to spell words correctly. They have a good knowledge of phonic sounds and use this skill to identify new or unfamiliar words. They identify targeted words within simple sentences, and read them clearly. Pupils write accurate short sentences expressing personal preferences. They know that a capital letter starts a new sentence and demonstrate this accurately within their writing. More able pupils use a picture dictionary appropriately to identify specific words and use them appropriately in their work. They use punctuation to effect within their writing.
140. In year 2, most pupils accurately read and spell the names of well-known places within the locality, and pair two given words to name a local landmark correctly. They use the text in reading to guess the meaning of a difficult word and use a dictionary effectively to find specific or targeted words. Pupils write a short, clear description of places they recognise within the locality; and enthusiastically complete a word search using targeted sound words. They compose simple letters using an appropriate layout and style, and write a brief but accurate description of a book they have been reading, stating why they like it.
141. In the SEN resourced base, pupils correctly recognise a number of familiar words by sight and different words, which begin with the same initial sounds. They listen attentively to stories read to them, remember important facts and provide correct replies to questions asked about these stories. Pupils accurately sequence presented words and read the phrases they have produced with understanding. They copy printed writing and form their letters clearly.

142. Pupils with English as an additional language make good progress in the early acquisition of social communication and with specialist support are developing good skills in reading and writing. Pupils who have more familiarity with the language are developing their confidence and competence using spoken and written English of increasing complexity both inside and outside the classroom.

Shortcomings

143. In the SEN resourced base, some pupils have difficulties expressing themselves using an appropriate range of vocabulary; and are uncertain of how to use appropriate strategies to read unfamiliar words.
144. Despite the good progress made in English from exceptionally low baselines, weaknesses in communication, reading and writing limit progress in all aspects of school life. In the 2005 national assessment tests, a third of all pupils and over half the boys did not attain the expected level 2 in oracy, reading or writing.

Mathematics

Key Stage 1: Grade 3: Good features outweigh shortcomings

Good Features

145. Overall, pupils are correctly developing and using a range of mathematical terms and vocabulary. They are familiar with number symbols, recognise number sequences and start to identify patterns. They are confident with simple addition and subtraction and are developing an increasing knowledge of number bonds. Pupils make sensible estimates to numerical problems.
146. Pupils recognise the value of coins and are able to buy items and count the change from 10p or 20p. When given 50p, year 2 pupils use their five times tables to calculate what purchases to make to provide the maximum number of low-priced items as possible for their team.
147. Pupils develop a good understanding of shape, space and measures; for example, in using standard and non-standard measures accurately for length, weight and capacity. They also identify accurately the properties of a range of two-dimensional and three-dimensional shapes and sub-divide them into halves, thirds and quarters.
148. In the SEN resourced base, pupils develop their mathematical language relating to quantity, size and position in the relevant practical context of making 'cheese straws/snakes'. They develop a good understanding of *more* and *less*, *longer* and *shorter*, *big* and *small*; *halves* and *quarters* and have developed basic concepts of measurement using practical objects.

Shortcomings

149. Pupils identified weaknesses in communication, reading and writing inhibit their ability to understand both spoken and written explanations and to respond appropriately to verbal questions.
150. Generally, standards in boys' attainment is behind that of girls.

Information technology

Key Stage 1: Grade 3: Good features outweigh shortcomings

151. Only one lesson was observed in information technology. Evaluation of pupils' knowledge and understanding was made through examination of pupils' previous work and observing their skills when using ICT to support other lessons.

Good Features

152. All pupils develop an understanding of the importance of information technology in their lives. They list equipment in the home and, as part of their lessons, gain valuable experience using tape recorders and digital cameras.
153. Pupils based in the SEN resourced base use a musical programme on the interactive whiteboard to create simple tunes. They effectively use the *play*, *record* and *stop* buttons and are able to change pitch and tempo during composition.
154. Year 1 pupils use a simple publishing programme to reproduce writing and graphics for the 'Hungry Caterpillar' story and frame writing based on religious studies in attractive borders. Pupils make effective use of software in science to label parts of the body.
155. Year 2 pupils produce simple databases relating to topic-based themes such as transport where the characteristics of various modes of travel are identified.
156. Throughout the key stage, pupils have developed rudimentary skills in producing bar graphs and pie charts to support their mathematical work. Pupils gain experience and interest when learning how to enter commands relating to stop/start, direction and number in order to move a programmable moving device such as the 'roamer'. They build on these skills when drawing simple accurate shapes on the computer using a logo based programme.
157. In using a range of CD Roms, pupils develop skills in using the function keys, to read menus and make choices. They make good progress in developing their word processing skills and many understand how to change font size, style and colour, and to select borders.

158. Pupils develop a range of basic terminology such as *hard drive*, *main menu*, *cursor*, *files* and *scanner*. They appreciate the importance of the Internet to which they have limited supervised access.

Shortcomings

159. Whilst most pupils have sampled a range of activities using information technology the breadth and depth of their knowledge, skills and understanding is limited.

Design technology

Key Stage 1: Grade 3: Good features outweigh shortcomings

Good Features

160. In year 1, pupils recall the name and function of an axle. In designing a small vehicle to carry an air-filled balloon, they consider aspects such as the type and size of the vehicle, the size and number of wheels, and the shape of the vehicle. Pupils complete an appropriate checklist before choosing their components. They understand that the vehicle is propelled by pushing or pulling and some add appealing working design features such as doors. They explain simply how they could improve their own models.
161. Year 2 pupils understand that materials behave in different ways. They use this knowledge to make both realistic and imaginative models of famous Wrexham landmarks out of lego, cardboard tubes and boxes, lollipop sticks, pipe cleaners, tape, art straws and coloured paper bricks. From simple original designs, they use a variety of inventive strategies in making the models to achieve their desired results. Following this, pupils make constructive comments, on their own and others' work.
162. In constructing boats out of several different raw materials such as wood, plastic, stone or shells; pupils in the SEN resourced base show a good understanding of the words 'float' and 'sink'. They use the knowledge they gain in trialling different household objects to understand the effect of water on materials and the importance of shape in the boats' design. In constructing a pre-fabricated plastic canal, a group of pupils struggled but eventually achieved the desired shape upon which to test the worthiness of their individual boats.

Shortcomings

163. Pupils' design skills are limited when producing an initial design 'drawing'. They do not clarify ideas through discussion or consider possible inherent faults.

164. Many pupils have a limited understanding of how simple moving products work; for instance, they have little experience in taking objects apart and re-assembling them.

Art

Key Stage 1: Grade 2: Good features and no important shortcomings

Good Features

165. In year 1, pupils show a good range of skills and understanding. They use pastel colours imaginatively with due awareness of light and shade. They create effective two-dimensional and three-dimensional objects to convey the experiences of the five senses using paint, paper, and materials of different textures. They create effective collage pictures using natural resources such as beans, produce attractive flower designs using coloured tissue paper and use papier-mâché appropriately in their models. Pupils have used ICT to create and present images of a story to which they have been listening. They show a good awareness of important details of the artists lives they are studying.
166. In year 2, pupils display effective use of pencil skills to sketch simple drawings of local landmarks and they use paint of different tones and depth, with effect, to recreate paintings by famous artists. They make their own decisions regarding appropriate colours and tones for three-dimensional models they have created. Pupils explain with reasonable clarity how they designed and made some of their hot air balloon models and show good observational and technical skill to include accurate detail in their three-dimensional clay models of local landmarks. Pupils also independently use the appropriate tools on a computer art programme to create effective images related to the current topic.
167. In the SEN resourced base, pupils show good control of pencils and art equipment to draw recognisable pictures. They demonstrate good practical skills of weaving and beading, and create effective collages using different materials to express colour and reflection.

Shortcomings

168. There are no discernible shortcomings.

Music

Key Stage 1: Grade 2: Good features and no important shortcomings

Good Features

169. Across the key stage, pupils sing with clear diction. They perform loudly or quietly as directed and can move in a variety of ways in response to sounds and music. Pupils listen attentively to music of different types, including traditional and contemporary Welsh music, and can name various Welsh musicians.
170. Pupils in both years 1 and 2 develop good performance skills in using xylophones when performing as part of a small group, and when listening to a band performing at the school. Recordings of pupils' performances indicate that they compose effective matching music, using both tuned and untuned instruments.
171. In year 1, pupils sing in harmony and make appropriate body movements in time with music. They recall well the words of songs. Most pupils recognise, name and make good rhythmic use of percussion instruments. Pupils demonstrate how to make effective sounds using tuned and untuned instruments and clap and beat out a correct rhythm, within specific words.
172. In Year 2, pupils accurately differentiate between rhythm and pitch in a piece of music. They correctly beat the rhythm of a given spoken sentence and sing in tune to rhythm. Pupils present a piece of percussion music as part of a group, in front of the class, and make informed evaluations of the effectiveness of other pupils' performances.
173. In the SEN resourced base, pupils correctly identify and experiment appropriately with a range of sounds and tunes. They use the interactive whiteboard effectively to change the pitch of a sound and use the *record* and *play* buttons to compose simple tunes.

Shortcomings

174. There are no discernible shortcomings.

School's response to the inspection

Hafod y Wern Infant School wishes to acknowledge the highly professional manner in which the Registered Inspector and his team conducted the inspection. The team were very thorough in their approach and in our view, were extremely perceptive.

We are delighted that the team recognised all the care, support and guidance given to our pupils and that the 'high quality of personal relationships between staff and pupils is an outstanding feature'. We are also extremely pleased that the team acknowledged that 'a calm, harmonious feeling of well being prevails within the school'.

It is very pleasing that the report acknowledges that, 'teachers treat all pupils equally, consistently and fairly' and that 'all children whatever their background or circumstance, are taught to aim high and reach their full potential'. The team recognised that the school is 'an inclusive community' 'which recognises the diversity of pupils' backgrounds'.

We are pleased that the inspectors took account of parents' views stating that the relationship between home and school is a particular strength. We were also very pleased that the Inspection team acknowledged that the school 'knows itself well' and in their view, that we are, 'a rapidly improving school'.

The Governing Body and all members of staff found the inspection process to be an extremely positive experience. It was seen by all, as a valuable consultation opportunity indicating areas for development as well as celebrating all our strengths.

We welcome the recommendations made by the Inspection team which will enable the school to move forward and to raise standards in all areas. These recommendations will be the focus of an action plan, which will be integrated into the School Improvement Plan; copies of which will be available to all stakeholders.

Hafod y Wern Infant School is committed to raising standards and has found the inspection of the school an invaluable tool in this process.

Appendix 1

Basic information about the school

Name of school	Hafod Y Wern Infants School
School type	Nursery and Primary
Age-range of pupils	3-7
Address of school	Deva Way, Wrexham
Postcode	LL13 9HD
Telephone number	01978 354264

Head teacher	Mrs Rhian Hughes (acting)
Date of appointment	September 1 2005
Chair of governors/ Appropriate authority	Mrs Sue Lee
Registered inspector	Dr Jim Hewitt
Dates of inspection	May 8 – 10 2006

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	11.5	33	44	32	n/a	n/a	n/a	n/a	120.5

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	6	1	6.5

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	25.5 : 1
Pupil: adult (fte) ratio in nursery classes	11.5 : 1
Pupil: adult (fte) ratio in special classes	2.3 : 1
Average class size, excluding nursery and special classes	25.5
Teacher (fte): class ratio	20 : 1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of School
Spring 2006	72.9	85.0	87.8
Autumn 2005	76.5	87.8	92.5
Summer 2005	71.3	91.3	91.8

Percentage of pupils entitled to free school meals	56%
Number of pupils excluded during 12 months prior to inspection	1

Appendix 3

National Curriculum Assessment Results End of Key Stage 1:

National Curriculum Assessment KS1 Results 2005			Number of pupils in Y2:		23		
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher Assessment	School	0	13	37	50	0
		National	0	4	12	64	20
En: reading	Teacher Assessment	School	0	8	36	53	3
		National	0	4	14	56	27
En: writing	Teacher Assessment	School	0	13	37	50	0
		National	0	5	14	69	12
En: speaking and listening	Teacher Assessment	School	0	16	34	50	0
		National	0	2	11	64	23
Mathematics	Teacher Assessment	School	0	16	24	61	0
		National	0	2	10	64	24
Science	Teacher Assessment	School	0	16	37	47	0
		National	0	2	9	66	24

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	42	In Wales	81

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

Appendix 4

Evidence base of the inspection

A team of three inspectors spent a total of seven inspector days in the school. The head teacher attended team meetings and acted as nominee on the inspection team.

The inspectors observed:

- 31 lessons or part lessons at the school, covering all classes;
- acts of collective worship; and,
- pupils throughout the school day including break times, lunchtimes and when entering and leaving school.

The team considered:

- a wide range of pupils' past and present work;
- comments from the pupils about their school;
- fifteen responses to the parents'/carers' questionnaire; and,
- the school's self-evaluation report, development plans, policy documents, schemes of work and other documentation;

Before and during the inspection the team held discussions about the life and work of the school with:

- parents of pupils at the school;
- the head teacher and staff;
- the governing body; and,
- representatives of agencies linked to the school.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Jim Hewitt Registered Inspector	Context, Summary, Recommendations, Appendices, Contributions to: Key Question 1 Key Question 2 Key Question 4 Key Question 5 Key Question 6 Mathematics Information technology Design technology
Glyn Griffiths Team inspector	Contributions to: Key Question 1 Key Question 2 Key Question 3 Key Question 4 Key Question 7 English Art Music
Sue Sperring Lay Inspector	Contributions to: Key Question 1 Key Question 3 Key Question 4 Key Question 5
Rhian Hughes (acting head teacher) Nominee	Supplying information for the inspection team Attending team meetings

The contractor was:
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Acknowledgement

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