

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

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

**Blaenllynfi Infants School  
Grosvenor Terrace  
Caerau  
Maesteg  
Bridgend  
CF34 0RW**

**School Number: 6722332**

**Date of Inspection: 19/03/07 – 21/3/07**

**by**

**Dr. Peter David Ellis  
15781**

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Blaenllynfi 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 Blaenllynfi Infants School took place between 19/03/07 and 21/03/07. An independent team of inspectors, led by Dr. Peter David Ellis undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **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	Y1	Y2	Y3	Y4	Y5	Y6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The National Curriculum covers four key stages as follows:

Key stage 1	Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

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## Context

### The nature of the provider

1. Blaenllynfi Infant School is situated in the village of Caerau at the top of the Llynfi Valley about 3 miles north of Maesteg and 12 miles from Bridgend. It serves the village and surrounding area, although a number of pupils with special educational needs (SEN) are transported in from further afield and as far as Bridgend. The school was built in 1895 and was partially refurbished in the 1980s, which included joining the three separate buildings together by enclosing their entrance areas. The accommodation now comprises four mainstream classrooms, two SEN resource bases (one of which transferred to the school in September 2006), offices, a staff room, a hall and a separate dining hall and kitchen. Outside there is a playground, which is partially on an incline, but there is no playing field or grassed area.
2. The school currently caters for 119 pupils from four to seven years of age plus two of nursery age, who are in one of the resource bases; these contain 21 pupils with differing needs. The large majority of pupils previously attended Blaencaerau Nursery School. The number on roll has fluctuated slightly over the last few years, but is exactly the same as the last inspection. The area was once a thriving mining community, but is now identified by the Welsh Assembly Government (WAG) as very disadvantaged with high unemployment; it is currently placed 17<sup>th</sup> out of 865 wards in Wales on the overall index of multiple deprivation. It is a designated 'Flying Start' school and is in a Communities First 'Z' zone; as such it attracts Objective One funding.
3. Pupils come from a combination of private and local authority housing; around 59% are registered as being entitled to receive free school meals, which is well above the national and local averages. The majority of the intake, around 60%, is reported to experience language delay and about 50% have emotional and behavioural difficulties on entry to the school. Eighty-seven pupils, around 72%, are identified as requiring SEN support, which is well above national and local norms, although, in line with local education authority (LEA) policy, none is statemented; 32 pupils are at the 'school action' stage and 55 are at the 'school action plus' stage. There is none for whom the national curriculum (NC) is disapplied. Around 1% comes from an ethnic minority background and one is in care. All pupils use English as their first language.
4. The school was last inspected in April 2001; there have been no major changes in staffing or accommodation since this time. However, the school is scheduled to close in the near future, due to its proposed amalgamation with the separate junior and nursery schools in the village because of the building of a new all age primary school. The LEA has secured funding for this project and the new school is due to open in September 2009. The plan is to close all three existing schools and to appoint one head teacher and a new governing body (GB), which will then determine the necessary staffing complement.

5. The school was awarded the Basic Skills Agency's Quality Mark for the third time in October 2005 and it gained Investors in People status in April 2004.

### **The school's priorities and targets**

6. The school's mission statement is, 'Let's learn together everyday, through kindness, thought, work and play', and this is underpinned by a comprehensive set of aims, which cover all the major aspects of the curriculum, the ethos of the school, standards, teaching, personal and social education (PSE) and links with parents and the community.
7. The school's current priorities, as set out in its school development plan (SDP) for 2006-7, are:
  - To employ appropriate staff to ensure that children in all classes learn effectively.
  - To continue to raise standards in literacy, numeracy and science.
  - To establish a second resource base in the school.
  - To evaluate the effectiveness and appropriateness of the religious education scheme of work.
  - To continue to raise standards in Welsh.
  - To develop a comprehensive policy which encompasses all aspects of PSE in the school.
  - To continue to introduce aspects of the Foundation Phase into the reception classes in order to address needs on entry and begin to address the requirements in preparation for key stage (KS) 1.
  - To undertake phase 1 of the Healthy Schools programme.
  - To develop an emergency planning document.

## Summary

8. This is a very effective school, which adds considerable value to pupils' learning and all round development. There are a number of outstanding features in its management and quality of provision, particularly in the care and support that are afforded to pupils. Good progress has been achieved since the last inspection.

### Table of grades awarded

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?	2
7 How efficient are leaders and managers in using resources?	2

9. The inspection team agreed with the school's judgement in five out of the seven key questions and where they differed was by only one grade. The reason for the difference in two key questions was that the team identified some outstanding features thus making them a Grade 1 rather than the school's Grade 2.

### Standards

10. Overall, pupils' standards of achievement in the work observed in KS1 were judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
17%	67%	11%	5%	0%

11. These figures are better than the last inspection and well above the WAG's all-Wales 2007 targets for 65% of standards to be Grade 2 or better. They also compare favourably with the national picture published in Her Majesty's Chief Inspector's Annual Report for 2005-6, where overall standards in primary schools are reported to be Grade 2 in 65% of lessons and Grade 1 in 12%.

12. Standards were not inspected in the early years. Baseline assessments indicate that attainment of basic skills on entry to the school is well below national and local averages, but children make very good progress through the reception year. The overall quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.

### Grades for standards in subjects inspected

Inspection Area	Key Stage 1
English	Grade 2
Welsh second language	Grade 2
Science	Grade 2
History	Grade 2
Art	Grade 2
Physical education	Grade 2

13. These grades represent an improvement since the last inspection in Welsh second language, science and history.
14. NC assessment results in KS1 for 2006 were below national and local norms in all three core subjects, although over half who were assessed were on the SEN register. Compared to schools with a similar catchment area, the school did relatively well if the resource base figures are not included; it did better in English, mathematics and the core subject indicator (CSI) of those attaining level 2 in each subject, but it did less well in science.
15. NC assessment results have fluctuated over the last few years, according to the nature of the cohorts, and they are similar now to six years ago when the school was last inspected. However, there is evidence that baseline assessments on entry to the school show a steady decline, so the value added effect the school provides has been well sustained.
16. All pupils make considerable progress through the school and fulfil their potential, including mainstream pupils with SEN and particularly those in the two resource bases. There are no discernible long term trends in the performance of boys and girls. Targets are consistently exceeded.
17. In the early years children make rapid progress from a low baseline in the key skills of literacy, numeracy and information and communications technology (ICT). In KS1 they build on the solid foundation of the early years and achieve very good standards in speaking and listening and good standards in reading, writing, numeracy and ICT.

18. Pupils' bilingual skills overall are well developed, although there is some variation between classes.
19. Pupils have well developed personal, social and learning skills. The large majority have very good attitudes to learning; they show interest and enthusiasm for their work and develop good levels of concentration, although their experiences of working independently and reaching their own conclusions are at times limited. The majority know the targets they are set and are aware of their strengths and weaknesses.
20. Behaviour is very good overall; pupils know the school and class rules and what is expected of them. They demonstrate a high degree of self-discipline and maturity. As a result, relationships between pupils are generally very good. However, a small minority present teachers with challenging behaviour; they are almost always managed positively, so that other pupils are not disturbed.
21. Pupils have a good understanding of equal opportunities issues and are taught to recognise and respect the diversity of beliefs, attitudes and cultural traditions within society at home and abroad. However, their experiences of other cultures, lifestyles and people from different backgrounds is limited.
22. At 89.7% the average rate of attendance for the three terms prior to the inspection was below the LEA and all Wales averages. Absences are caused mainly through illness, although the overall rates are adversely affected by the condoned persistent absence of a small number of pupils and there is an increasing number of family holidays in term time. Most pupils arrive at school on time.

## **The quality of education and training**

### **Grades for teaching**

23. The quality of teaching was judged as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
27%	54%	15%	4%	0%

24. These figures are better than the last inspection and exceed the national picture published in Her Majesty's Chief Inspector's Annual Report for 2005-6, where overall the quality of teaching in primary schools is reported to be Grade 2 in 62% of lessons and Grade 1 in 17%.
25. The quality of teaching in the reception classes and the resource bases, in particular, has a number of outstanding features.
26. In the significant number of lessons where teaching was judged to be Grade 1, the outstanding features include:
  - very good relationships between pupils, teachers and learning support officers (LSO) in the classroom;

- a brisk pace, high expectations and an excellent use of resources that captivate pupils' interest and attention;
  - very good use of praise and encouragement that raises pupils' self-esteem.
27. In the majority of lessons where teaching was judged to be Grade 2, the good features include:
- a wide range of effective teaching and class management strategies;
  - carefully planned, well structured and effectively organised lessons with clear learning objectives and differentiated tasks;
  - good use of voice and questioning techniques;
  - effective monitoring of pupils while they are undertaking tasks;
  - the effective use of a structured and differentiated phonics programme.
28. In the minority of lessons where teaching was judged to be Grade 3 or 4, the shortcomings include:
- inadequate class management strategies and a slowing of the pace of the lesson.
29. Teachers have a good knowledge and understanding of the subjects they teach and are well aware of recent developments in education. They prepare lessons very thoroughly and the majority make good use of incidental Welsh.
30. Assessment procedures throughout the school fully meet statutory requirements and are thorough and robust. Evidence is used to analyse trends and to identify areas for improvement. Detailed portfolios of levelled and annotated work in most cases are kept for each subject.
31. Teachers monitor and review pupils' work regularly and provide them with positive feedback. They mark conscientiously and in detail. Meaningful targets are set in the core subjects and pupils of all abilities are effectively involved in assessing their own progress.
32. The school has a comprehensive system in place for recording pupils' performance; their progress is carefully tracked and records of achievement provide a good overview of the standards they reach.
33. Annual reports to parents are of good quality. Parental consultations occur at least twice a year, but teachers are available to see parents at any time by appointment, if necessary.
34. The curriculum is appropriately broad, balanced and relevant and meets the requirements of the NC and the recommended hours for KS1.

35. The curriculum for the under-fives is planned in accordance with the Desirable Outcomes for Children's Learning. There is an appropriate scheme of work and a good balance of activities across the six areas of learning.
36. There are appropriate policies and good quality schemes of work in place for all subjects.
37. Teachers produce half-termly and fortnightly plans and ensure work is appropriately differentiated and matched to learning needs. Plans are regularly evaluated in order to improve teaching and learning.
38. Consideration is given to key skills and the common requirements of the NC in the planning process, but there is no overall key skills policy or framework to ensure a consistency of approach. The school makes appropriate provision for PSE.
39. Teachers are particularly conscious of ensuring that no pupil is disadvantaged and they actively avoid any form of stereotyping; they promote fairness and equality of opportunity for all.
40. Pupils' spiritual, moral, social and cultural development is good. Acts of collective worship help to reinforce the school's values and sense of community and they fulfil statutory requirements. Pupils know the difference between right and wrong and work and play together well.
41. The cwricwlwm Cymreig is generally well developed; pupils undertake a range of studies linked to the local environment and Wales, which involve a variety of visits and visitors to the school. These experiences are a notable feature of the curriculum.
42. Pupils are given regular homework and there is a successful weekly after school club, run by an outside agency.
43. Pupils develop a sound understanding of sustainable development and conservation issues. They are also effectively involved in healthy living activities.
44. The partnership with parents is good and the school works hard to encourage them to participate in the education of their children. A small number provide good quality support in school and on visits. Communication is very good and a home-school agreement is in place. A small number of adults organise fundraising and social events that are well supported.
45. School events and celebrations are open to invited members of the community and are well attended. Pupils also go out into the community to entertain. There are strong links with other local schools and colleges of further education.
46. The school's partnership with industry is good. Educational visits and visitors from the community help to raise pupils' awareness of the world of work.

47. Pupils are very well cared for. The head teacher and staff work particularly well together to provide outstanding care and support for all pupils, who report that they feel safe and secure. The high quality of this provision and the strong links that are in place with specialist health services and outside agencies are particular strengths of the school.
48. There are well established links and transition arrangements with the feeder nursery. The induction programme for the under-fives is well planned and helps to ensure that children settle quickly and happily. There are similarly good transition arrangements with the receiving junior school and for pupils moving from Year (Y)1 to Y2. Procedures for other new pupils are also well structured.
49. The school has effective policies and procedures for promoting good behaviour and the school's success in this respect is an outstanding feature. Adults apply the policies consistently and pupils value the reward system.
50. The school also has a clear policy against bullying and arranges good support for more vulnerable pupils and provides them with very good guidance about how to cope in situations which may provoke challenging behaviour.
51. Pupils' attendance and punctuality are very carefully monitored and good systems are in place to effect improvements. Registration is administered efficiently.
52. The school has an appropriate health and safety policy. Supervision at playtimes and lunch time is very comprehensive. All adults in the school are well aware of pupils with particular needs and are very knowledgeable about procedures in the event of accidents and emergencies.
53. The school has a detailed child protection policy with clear, relevant procedures.
54. The provision for SEN is another outstanding feature of the school. Pupils are identified early, so that appropriate support programmes can be put in place as soon as possible. These are outlined in detailed individual action plans (IAP) and behaviour plans. The system is very well managed by the SEN co-ordinator (SENCO). As a result, pupils often make marked progress.
55. Mainstream pupils with SEN receive good support from teachers, LSOs and a specialist support teacher. Those in the resource bases are well supported by enthusiastic specialist teachers and LSOs, as well as by external agencies. They are integrated successfully into appropriate lessons, school routines and the life of the school.
56. The school has well planned and documented procedures for dealing with race equality, disability discrimination and equal opportunities. An accessibility plan is in place to ensure that pupils, staff or visitors with disabilities can gain access to all parts of the school.

## **Leadership and management**

57. Governors, staff, pupils and parents work together to ensure that the school provides a high quality of education. This unity of purpose is a strength of the school.
58. The school is very well led. The head teacher has a clear vision and sets a very good example through her commitment and motivation to achieve the very best for all members of the school community. She has high expectations and gives clear direction to the work of the school. She is well supported by the deputy and other staff.
59. All staff, including support and ancillary assistants, are proud of the school, work well as a team and have a clear sense of purpose; this is an outstanding feature.
60. Effective performance management arrangements are in place and day to day administrative routines operate efficiently.
61. The GB works closely with the head teacher to help shape the strategic vision for the school and to identify targets for development. Challenging goals are set and staff and governors are fully involved in the process.
62. The GB is well informed and supports the school effectively. Appropriate committees are in place, financial resources are carefully monitored and all statutory requirements are met.
63. The school has a well established and robust system of self-evaluation. All staff and governors are involved in the process and the strengths and areas for development identified in the self-evaluation report indicate that they know the school well.
64. The SDP drives the school improvement process. It is sufficiently detailed and is informed by a wide range of evidence. It provides a relevant agenda for taking the school forward until amalgamation in 2009.
65. Subject co-ordinators oversee the development of their subjects, but in the recent past little monitoring of standards, teaching and learning through observation in the classroom has been undertaken. There are also some inconsistencies in the way they perform their role. The head teacher and the deputy also monitor standards in various ways, but neither formally observes lessons.
66. All staff are suitably qualified and experienced; they are beneficially deployed and their expertise is effectively utilised. They attend relevant in-service education and training (INSET) regularly to update their knowledge and to keep abreast of current educational developments.
67. Support staff help in each class and make a very valuable contribution to pupils' learning and behaviour. Their deployment is very well organised and meets the

individual needs of pupils. Ancillary staff all carry out their duties conscientiously and make a valuable contribution to school life.

68. The school uses its accommodation and facilities effectively. The building is kept clean and tidy and is in relatively good condition. It is satisfactorily maintained and is secure.
69. Resources overall are adequate and well managed. All learners have access to appropriate learning materials that match the demands of the curriculum.
70. The head teacher and finance committee of the GB review expenditure regularly to ensure the school continues to provide very good value for money.

## **Recommendations**

In order to maintain and build further on its current effectiveness, the school needs to:

- R1 continue to develop and implement strategies to raise levels of attendance and end of KS1 NC results;
- R2 ensure there is more consistency in the implementation of the subject co-ordinator's role and monitoring procedures;

N.B. Both of these recommendations feature in the school's current SDP.

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

71. The findings of the inspection team match the judgement of the school in its self-evaluation report.
72. Overall, pupils' standards of achievement in the work observed in KS1 were judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
17%	67%	11%	5%	0%

73. These figures are better than the last inspection and well above the WAG's all-Wales 2007 targets for 65% of standards to be Grade 2 or better. They also compare favourably with the national picture published in Her Majesty's Chief Inspector's Annual Report for 2005-6, where overall standards in primary schools are reported to be Grade 2 in 65% of lessons and Grade 1 in 12%.
74. Standards were not inspected in the early years. Baseline assessments indicate that attainment of basic skills on entry to the school is well below national and local averages, but children make very good progress through the reception year. The overall quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.

#### Grades for standards in subjects inspected

Inspection Area	Key Stage 1
English	Grade 2
Welsh second language	Grade 2
Science	Grade 2
History	Grade 2
Art	Grade 2
Physical education	Grade 2

75. These grades represent an improvement since the last inspection in Welsh second language, science and history.

76. NC assessment results in KS1 for 2006 were below national and local norms in all three core subjects, due to the number of pupils not attaining at least level 2, although over half who were assessed were on the SEN register. The CSI of those attaining level 2 in each subject was 65.4% compared to the local LEA and national levels of 83.7% and 80.9% respectively, although not including the resource bases the CSI was 74%. Pupils did best in mathematics and least well in science. Compared to schools with a similar catchment area, the school did relatively well if the resource base figures are not included; it did better in English, mathematics and the CSI, but less well in science.
77. NC assessment results have fluctuated over the last few years, according to the nature of the cohorts, and they are similar now to six years ago when the school was last inspected. However, there is evidence that baseline assessments on entry to the school show a steady decline, so the value added effect the school provides has been well sustained.
78. All pupils make considerable progress through the school and fulfil their potential, including mainstream pupils with SEN and particularly those in the two resource bases. Targets are consistently exceeded.
79. There are no discernible long term trends in the performance of boys and girls. In 2006, except for oracy, boys did better in all three subjects, especially mathematics, but in 2004 and 2005 and in the last inspection girls did better.
80. In the early years children make rapid progress from a low baseline in the key skills of literacy, numeracy and ICT. They learn to listen extremely well and they begin to speak confidently in front of others. The majority develop good early reading habits and start to write independently. They learn to count and to recognise the meaning and use of numbers and they start to use the computer purposefully and for a variety of activities.
81. In KS1 pupils continue to make good progress in key skills. Building on the solid foundation of the early years, they listen very attentively and speak competently to their peers and adults, achieving very good standards in these skills. Reading develops well and by the end of the key stage the majority produce a good quality and quantity of written work across the curriculum. They learn to measure and calculate accurately and to use computers regularly and confidently, although their interactive whiteboard skills are limited. They generally achieve good standards in the work they produce.
82. Pupils' bilingual skills overall are well developed, although there is some variation between classes. They receive a very good grounding in the early years, but this is not consistently maintained in all classes.
83. Pupils have well developed personal, social and learning skills. The large majority have very good attitudes to learning; they show interest and enthusiasm for their work and develop good levels of concentration. They are generally well motivated and work productively on their own, in pairs or as part of a group. The majority know the targets they are set and are aware of their strengths and weaknesses.

84. Pupils are happy to ask and respond to questions and generally make effective use of their time, although their experiences of working independently and reaching their own conclusions are at times limited. The school is addressing these issues through, for example, the introduction of the 'Building Learning Power' project. In addition, Y2 pupils develop team building and problem solving skills through aspects of the Dynamo project.
85. Pupils have responsibilities, for example as 'helper of the day' in Y2, and in all classes they have roles as monitors; they take their duties seriously. The school is considering establishing a school council involving Y2 pupils.
86. Behaviour is very good overall; pupils know the school and class rules and what is expected of them. They move sensibly in and around the school and demonstrate a high degree of self-discipline and maturity. However, a small minority present teachers with challenging behaviour; they are almost always managed positively, so that other pupils are not disturbed. There have been no exclusions over the last year.
87. Pupils are friendly and polite and their positive attitudes and responses to the rewards and sanctions procedures reflect the emphasis the school places on care and consideration for others. As a result, relationships between pupils are generally very good and older ones are sensitive to the needs of those younger than themselves.
88. Pupils understand that bullying is unacceptable and are aware of what to do should it occur. When asked, they report that it is not tolerated and they are confident that any incidents are dealt with quickly and appropriately by the school.
89. Pupils have a good understanding of equal opportunities issues and are taught to recognise and respect the diversity of beliefs, attitudes and cultural traditions within society at home and abroad. Y2 pupils, for example, learn about life elsewhere through the school's recently established link with the Gambia. However, their experience of other cultures, lifestyles and people from different backgrounds is limited.
90. At 89.7% the average rate of attendance for the three terms prior to the inspection was below the LEA and all Wales averages. Absences are caused mainly through illness, but home circumstances are also a contributory factor; in the recent past the school has suffered from various epidemics. In addition, the overall rates are adversely affected by the condoned persistent absence of a small number of pupils and there is an increasing number of family holidays in term time, including the annual village excursion. About 17% of pupils achieved full attendance during the autumn term 2006.
91. Most pupils arrive at school on time. The school often reminds parents of the need for punctuality, although a small number of families are slow to respond and their children frequently arrive late at the start of the day. Systems are in place to improve this aspect of the school's work.

## The quality of education and training

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

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

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

#### Grades for teaching

93. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
27%	54%	15%	4%	0%

94. These figures are better than the last inspection and exceed the national picture published in Her Majesty's Chief Inspector's Annual Report for 2005-6, where overall the quality of teaching in primary schools is reported to be Grade 2 in 62% of lessons and Grade 1 in 17%.

95. The quality of teaching in the reception classes and the resource bases, in particular, has a number of outstanding features.

96. In the significant number of lessons where teaching was judged to be Grade 1, the outstanding features include:

- very good relationships between pupils, teachers and LSOs in the classroom, based on a very good knowledge of pupils' needs, thus creating a working environment that ensures pupils learn confidently and securely;
- a brisk pace, high expectations and an excellent use of resources, combined with a wide variety of first-hand experiences, that captivate pupils' interest and attention;
- very good use of praise and encouragement, together with a celebration of pupils' work and efforts, that raises pupils' self-esteem.

97. In the majority of lessons where teaching was judged to be Grade 2, the good features include:

- a wide range of effective teaching and class management strategies, including good time management, that provide opportunities for pupils to work collaboratively in pairs and groups;
- carefully planned, well structured and effectively organised lessons with clear learning objectives and differentiated tasks that cater for pupils of all abilities and stimulate and motivate, in particular, the more passive and less able;

- good use of voice and questioning techniques, which successfully encourage pupils to explain their thinking and extend their understanding;
  - effective monitoring of pupils while they are undertaking tasks, including marking their work to give immediate feedback;
  - the effective use of a structured and differentiated phonics programme, whereby pupils receive daily literacy teaching in small groups.
98. In the minority of lessons where teaching was judged to be Grade 3 or 4, the shortcomings include:
- inadequate class management strategies and a slowing of the pace of the lesson, leading to a minority of pupils becoming restless and not remaining focused on the task or following instructions.
99. Teachers have a good knowledge and understanding of the subjects they teach and are well aware of recent developments in education.
100. Teachers prepare very thoroughly. In most lessons there are clear introductions and effective plenary times to assess understanding, consolidate learning and share achievements. Pupils know what they have to do and are well supported by teachers and other adults in the classroom.
101. The majority of teachers make good use of incidental Welsh. In the best practice, they effectively use the language across the curriculum, as well as during other activities such as registration. Where it is less well developed, opportunities are missed for pupils to hear and speak the language and to use it intermittently with English.
102. Assessment procedures throughout the school fully meet statutory requirements and are thorough and robust. The policy for assessment, recording and reporting provides detailed guidance for teachers to ensure consistency of practice across the school.
103. Assessment in the core subjects is based on information from a variety of sources, including the results of standardised tests, LEA data, school information and teachers' evaluations of pupils' progress. The school effectively uses this evidence to analyse trends and to identify areas for improvement both for the school and for individuals.
104. The schemes of work in both the core and foundation subjects identify opportunities for assessment. Detailed portfolios of levelled and annotated work in most cases are also kept for each subject and these clearly reflect the range of opportunities available for pupils.
105. Teachers monitor and review pupils' work regularly and provide them with positive feedback. They mark conscientiously and in detail and, in the best practice, link their comments to learning objectives and indicate where improvements can be made. Meaningful targets are set each term in the core

subjects, based on the information from marking and other assessments. Pupils of all abilities are effectively involved in assessing their own progress.

106. The school has a comprehensive system in place for recording pupils' performance; their progress is carefully tracked and records of achievement provide a good overview of the standards they reach.
107. Annual reports to parents are of good quality. They give a clear picture of what pupils know and can do, as well as asking parents for their responses. The format of the reports for the under-fives is innovative and provides a clear picture of children's abilities and this is appreciated by parents. Parental consultations with teachers to view pupils' work and to discuss progress occur at least twice a year, but teachers are available to see parents at any time by appointment, if necessary.

**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**

108. The findings of the inspection team match the judgement of the school in its self-evaluation report.
109. The curriculum is appropriately broad, balanced and relevant and meets the requirements of the NC and the recommended hours for KS1. It is well organised and all aspects of the Desirable Outcomes for Children's Learning and all subjects of the statutory curriculum are taught every week in each class. There is a focus mainly on basic skills in the mornings and all classes follow the same overall termly topic to provide coherence and cross-curricular links.
110. The curriculum for the under-fives is planned in accordance with the Desirable Outcomes for Children's Learning. There is an appropriate scheme of work and a good balance of activities across the six areas of learning. The school is planning with the nursery school for the introduction of the Foundation Phase as part of its SDP.
111. There are appropriate policies and good quality schemes of work in place for all subjects; some are in the process of revision. They are regularly reviewed and signed off by the head teacher and GB. There is also an overall curriculum policy, as well as other relevant documents to guide teaching and learning and the delivery of the curriculum.
112. Teachers produce termly and fortnightly plans according to an agreed format. Resource base teachers also compile detailed daily plans, highlighting the tasks for individual pupils. All carefully consider the age and abilities of pupils and ensure work is appropriately differentiated and matched to learning needs. Plans are regularly evaluated in order to improve teaching and learning.

113. Consideration is given to key skills and the common requirements of the NC in the planning process, but there is no overall key skills policy or framework to ensure a consistency of approach. There is a bilingualism policy, which is being implemented and developed as part of the current SDP to raise standards in Welsh second language.
114. Teachers are particularly conscious of ensuring that no pupil is disadvantaged and they actively avoid any form of stereotyping; they promote fairness and equality of opportunity for all. Inclusion is at the heart of the work of the school and teachers continually strive to ensure that all pupils, irrespective of their ability, background, gender or need, have equal access to the curriculum and all aspects of school life. Pupils report that they are all treated fairly and equally.
115. The school makes appropriate provision for pupils' PSE; it is taught continuously as part of other subjects, but also discretely each week as circle time in every class. There is a PSE co-ordinator and a recently introduced scheme of work and framework, which is in the process of development as part of the SDP; this is based on the guidance of the former Curriculum and Assessment Authority for Wales (ACCAC) and provides good support for teachers. As part of the PSE curriculum staff from an external agency train pupils as 'playground peacemakers' and the police take Y2 pupils for football; the school nurse also makes a valuable contribution.
116. Pupils' spiritual, moral, social and cultural development is good. Acts of collective worship help to reinforce the school's values and sense of community and they fulfil statutory requirements. Pupils know the difference between right and wrong and work and play together well; they realise the importance of fair play and through their support for charities they understand that there are many children in the world less fortunate than themselves.
117. The cwricwlwm Cymreig is generally well developed; pupils undertake a range of studies linked to the local environment and Wales, which involve a variety of visits and visitors to the school. These experiences are a notable feature of the curriculum and have a very positive effect on pupils' understanding. However, the school recognises that diversity and global citizenship are aspects which require further development.
118. Pupils are given regular homework, mainly in English and mathematics, according to their age and ability and in line with the policy statement; parents are happy with the arrangements. There are also regular home tasks and all pupils have a reading journal. Home/ school and 'Good News' books are used effectively for pupils in the resource bases to keep parents fully informed about their children's achievements and to provide a useful dialogue between home and school. Individual and termly targets are shared with the parents of Y1 and Y2 pupils and those on the SEN register.
119. There is a successful weekly after school club run by an outside agency. This was originally based on social need, but is now open to all pupils.

120. Pupils develop a sound understanding of sustainable development and conservation issues through recycling schemes in school and their involvement in the aluminium can recycling project run by the local radio station. They are also effectively involved in healthy living activities; they understand, for example, about the need for exercise and a healthy diet.
121. The partnership with parents is good and the school works hard to encourage them to participate in the education of their children. A small number provide good quality support in school and on visits; this involvement is highly valued by the school and enhances the curriculum and pupils' learning. Parents also run the weekly lending library, provide transport for visits and help make costumes for concerts. The programme of family learning courses is well established and very well attended.
122. Communication with parents is very good. For example, the prospectus and the 'Top Ten Tips' for talking with your child, produced by parents and the external agency speech therapist, as well as separate booklets produced by teachers, provide useful guidance about a range of skills and enhance the school's range of information for parents. In addition, regular newsletters and other communications keep parents well informed about school life and there is very good daily informal contact, although the sharing of information about the topics being taught is somewhat inconsistent.
123. A home-school agreement is in place, which about half the parents have signed. The annual GB's report to parents contains a few minor omissions.
124. The school does not have a formal parent-teacher association, but a small number of adults in the Helping Hands group organise fundraising and social events that are well supported by parents and carers.
125. School events and celebrations are open to invited members of the community and are well attended. Pupils also go out into the community to entertain and support. They are also involved in the annual Housebound Concert and Sali Mali activities at the local athletics club, as part of the Communities First initiatives.
126. There are strong links with other local schools and colleges of further education. The head teacher, deputy and early year's co-ordinator attend cluster meetings and the school provides good quality training and work experience for child care students.
127. The school's partnership with industry is good. Educational visits and visitors from the community help to raise pupils' awareness of the world of work. For example, older pupils interview school staff, such as the cook and caretaker, as well as the proprietor of the local café. Visits to local shops and the chapel, as well as to the ambulance and fire stations, support topics being studied. Role play areas in classrooms are used effectively to develop younger pupils' awareness of the jobs that people do. There is a link with the Education and Business Partnership (EBP), but staff have not benefited from any industrial placements.

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

##### **Grade 1: Good with outstanding features**

128. The findings of the inspection team differ from the judgement of the school in its self-evaluation report, because the team identified a number of outstanding features in this key question.
129. Pupils are very well cared for. The head teacher and staff work particularly well together to provide outstanding care and support for all pupils, who report that they feel safe and secure. The high quality of this provision and the strong links that are in place with specialist health services and outside agencies are particular strengths of the school.
130. There are well established links and transition arrangements with the feeder nursery. The school hosts language, number and play courses for pre-school children and their parents and consequently children become familiar with teachers and the school from a very young age.
131. The induction programme for the under-fives is well planned and helps to ensure that children settle quickly and happily. The 'Welcome to the Early Years' brochure, as well as welcome booklets produced by parents and children as part of the family learning courses, are given to parents when their children start school. They contain useful information and strategies to prepare children for the classroom.
132. There are similarly good transition arrangements with the receiving junior school and for pupils moving from Y1 to Y2. Procedures for other new pupils are also well structured and a buddy system helps them adjust to their new surroundings successfully.
133. The school has effective policies and procedures for promoting good behaviour, which is celebrated in individual classes and as a whole school. Adults apply the policies consistently and pupils value the reward system and are keen to be chosen for the weekly achievement assembly. Their successes in and out of school are celebrated weekly and reported in the school newsletter and Communities First newspapers. Support is also provided by outside agencies through specialist programmes that raise self-esteem. The school's successful implementation of strategies to promote good behaviour is an outstanding feature.
134. The school also has a clear policy against bullying and arranges good support for more vulnerable pupils and provides them with very good guidance about how to cope in situations which may provoke challenging behaviour.
135. Pupils' attendance and punctuality are very carefully monitored. The school operates a first day response to absence system and works very closely with outside agencies and the two education welfare officers (EWO), who visit the school frequently and work with a small number of families that give concern.

136. Good systems are in place to try to improve the punctuality and attendance of pupils; for example, those with 100% attendance and those who show marked improvement are rewarded half termly and at the end of the year. Parents are reminded about the importance of children attending school regularly and arriving on time by means of letters and the school prospectus. Registration is administered efficiently.
137. The school has an appropriate health and safety policy, which is complemented by a number of risk assessments; all staff are alert to issues relating to the well-being of pupils. Supervision at playtimes and lunch time is very comprehensive.
138. All adults in the school are well aware of pupils with particular needs and are very knowledgeable about procedures in the event of accidents and emergencies. There are three named adults for first aid and the recording of accidents and fire drills is up to date. Pupils who are unwell are dealt with promptly and effectively.
139. The school is in the process of joining the Healthy Schools scheme and establishing a fruit tuck shop. Salad and fruit are available at lunchtime and midday supervisors carefully monitor pupils' choices. Pupils say there is a good selection of dinners and are keen to receive rewards for making healthy decisions. The school's links with the Communities First initiatives support the healthy living programme.
140. The school has a detailed child protection policy with clear, relevant procedures; all staff, including LSOs, have been trained in these and are fully aware of their responsibilities. The head teacher and the deputy are the nominated officers and the chair of the GB is the named link governor. A class teacher is the named person for looked after children.
141. The provision for SEN is another outstanding feature of the school. Pupils are identified early, so that appropriate support programmes can be put in place as soon as possible. These are outlined in detailed IAPs and behaviour plans, which are effectively maintained and regularly reviewed with pupils and their parents or carers. The system is very well managed by the SENCO, who is the head. As a result, pupils often make marked progress.
142. Mainstream pupils with SEN receive good support from teachers, LSOs and a specialist support teacher. Those in the resource bases are well supported by enthusiastic specialist teachers and LSOs, as well as by external agencies. They are integrated successfully into appropriate lessons, school routines and the life of the school.
143. The school has well planned and documented procedures for dealing with race equality, disability discrimination and equal opportunities. An accessibility plan is in place to ensure that pupils, staff or visitors with disabilities can gain access to all parts of the school, even though wheelchair users have to go outside to move between the different buildings, which are joined by steps. There are no pupils with mobility disabilities currently attending the school.

## Leadership and management

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

#### Grade 1: Good with outstanding features

144. The findings of the inspection team differ from the judgement of the school in its self-evaluation report, because the team identified a number of outstanding features in this key question. In addition, the grade is higher overall than that for Key Question 1, due to the significant role the school's management plays in ensuring that all pupils make good progress and fulfil their potential.
145. The school's development and strategic planning is guided by its mission statement and its clear aims and values, which focus on the needs of pupils and raising standards of achievement. Governors, staff and parents work together to ensure that the school provides a high quality of education. This unity of purpose is a strength of the school.
146. The school has a range of appropriate management policies in place, which reflect national priorities, its commitment to equality and school improvement and its very positive ethos, so that learning for pupils of all abilities is effectively fostered and nurtured.
147. The school is very well led. The head teacher has a clear vision and sets a very good example through her commitment and motivation to achieve the very best for all members of the school community. She has high expectations and gives clear direction to the work of the school. She is well supported by the deputy and other staff.
148. All staff, including support and ancillary assistants, are proud of the school, work well as a team and have a clear sense of purpose; this is an outstanding feature. They all have job descriptions and there is an appropriate balance of responsibilities between them. Staff meetings are held regularly and minuted.
149. Effective performance management arrangements are in place; the head is the only trained leader and, as a result, covers all the teaching staff. Non-teaching staff are also included, but on a more informal basis.
150. All teachers are afforded planning, preparation and assessment (PPA) time in line with the teachers' workload agreement. At these times their classes are taken by two LSOs, assisted by the language support teacher. The arrangements work successfully and one of the LSOs, who is Welsh speaking, uses the opportunity specifically to raise pupils' bilingual knowledge and skills.
151. Day to day administrative routines operate efficiently and the school day is well organised. All issues raised in the 2006 auditor's report have been addressed.
152. The GB has agreed on a structure for the appointment of a teaching and learning responsibility (TLR) post to oversee the new Foundation Phase. At present the staffing structure will remain the same until December 2008, unless

the school is chosen as a pilot for the new phase; if so, the TLR post will be brought forward.

153. The GB works closely with the head teacher to help shape the strategic vision for the school and to identify targets for development. Challenging goals are set and staff and governors are fully involved in the process, although targets are currently only short term due to the pending closure of the school.
154. The GB is well informed and supports the school effectively. Regular reports from the head teacher provide members with a wide range of information and they understand their roles and responsibilities; most have subject interests and visit the school in this capacity. Appropriate committees are in place and the head teacher and GB work closely with the LEA finance officer to plan and monitor the budget. Financial resources are carefully assessed and all statutory requirements are met.

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

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

155. The findings of the inspection team match the judgement of the school in its self-evaluation report.
156. As noted in the last inspection, the school has a well established and robust system of self-evaluation. All staff and governors are involved in the process and parental views are taken into account, although these have not been formally surveyed.
157. The self-evaluation report is a comprehensive document that addresses each key question of the Estyn Framework. Relevant evidence is cited to support the judgements made. The strengths and areas for development identified indicate that the staff and GB know the school well.
158. The inspection team agreed with the school's judgement in five out of the seven key questions and where they differed was by only one grade. The reason for the difference in two key questions was that the team identified some outstanding features thus making them a Grade 1 rather than the school's Grade 2.
159. The SDP drives the school improvement process. It is sufficiently detailed and is informed by a wide range of evidence. It provides a relevant agenda for taking the school forward until amalgamation in 2009. All staff and the GB are involved in its formulation and progress is formally reviewed every term. Individual staff lead on specific targets and monitor their implementation and support staff are involved within their specific teams or year groups. LEA advisers also contribute. Clear priorities for action are identified, linked to success criteria, responsibilities, deadlines, staff development and finances.

160. The school regularly analyses baseline and core subject performance data, trends over time and benchmarking information supplied by the LEA. It uses this evidence diagnostically to inform its conclusions and priorities. Staff and governors understand the data and know how well the school is performing.
161. Subject co-ordinators oversee the development of their subjects by keeping the schemes of work under regular review, looking at pupils' work and talking to teachers and seeing their planning periodically. They also produce annual subject evaluations, which are directly linked to the SDP, and lately they have begun to listen to learners on a regular basis. However, in the recent past they have undertaken little monitoring of standards, teaching and learning through observation in the classroom. This limits their management of the subject across the school, especially if their full-time teaching commitment is in reception or one of the resource bases. There are also some inconsistencies in the way they perform their role. For example, not all keep a co-ordinator's file of standard materials.
162. The head teacher also monitors standards by sampling work alongside co-ordinators; in addition, she gains an overview by acting as SENCO and undertaking performance management interviews. Together with the deputy she listens to learners, although neither formally observes in classrooms.
163. Good progress has been made since the last inspection. Additional resources have been purchased, staffing has been increased and new initiatives have been introduced. In the subjects inspected in 2007 standards are now all Grade 2; this means that Welsh second language, science and history now contain no important shortcomings. The school has little space to establish a separate outside play area and closure is imminent, but the uppermost part of the playground, which is virtually level, has been adapted and marked for games, so that early years children, including those in the resource bases, now use this for their physical development with wheeled vehicles when older pupils are in the classroom. The school has made concerted efforts to improve attendance and overall the levels are now slightly better than in 2001, but they are still well below national and local averages. Finally, a nursery fence to restrict access to the car park for safety reasons has been erected.

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

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

164. The findings of the inspection team match the judgement of the school in its self-evaluation report.
165. There is a very stable staffing complement; the head and the large majority of teachers were in the school at the time of the last inspection and several have been in post much longer. All are suitably qualified and experienced; they are beneficially employed and their expertise is effectively utilised.
166. The school places much value on maintaining low pupil:adult ratios in all classes to foster learning. Support staff help in each class and make a very

valuable contribution to pupils' all round development. Their deployment is very well organised and meets the individual needs of pupils. Good use is also made of a number of visiting staff.

167. There are appropriate induction arrangements for new staff and there is a very useful and detailed staff handbook, which provides clear guidance for any supply teachers or peripatetic staff.
168. Staff attend relevant INSET regularly to update their knowledge and to keep abreast of current educational developments; courses are linked to their areas of responsibility and school priorities and they feedback what they have learnt in staff meetings. Both the head teacher and deputy have gained school leadership qualifications.
169. Midday supervisors, cleaners, the caretaker and kitchen and clerical staff all carry out their duties conscientiously and make a valuable contribution to school life.
170. The school uses its accommodation and facilities effectively. The building is kept clean and tidy and is in relatively good condition, despite its age, particularly because considerable refurbishment was undertaken a few years ago. It is satisfactorily maintained, considering the decision to close the school in the near future. However, inside there are a number of damp patches, especially by the older wooden window frames, and outside several windows and barge boards are in need of repainting or replacing. The roof is sound.
171. There is plenty of space for the number of pupils on roll. The classrooms are of an appropriate size and there are colourful and attractive displays throughout the school, which enhance the learning environment. The playground is adequate for the number of pupils on roll, although it is partially on a gradient; it is well marked for games.
172. The building is secure and provides a safe environment for pupils. Doors and gates are locked when pupils are inside and entry for visitors is only via the main entrance, which has a key pad. Closed circuit television is in operation to record visitors and to curb vandalism.
173. Resources overall are adequate and well managed, although the school has identified shortages in artefacts and materials relating to other cultures and it only has one interactive whiteboard, which is kept in the hall for classes to use on a rotational basis. The school has plans to address these needs. All classrooms have internet access and there are appropriate learning materials to match the demands of the curriculum. New resources are purchased according to need and in relation to the school's priorities for development.
174. The head teacher and finance committee of the GB review expenditure regularly to ensure the school continues to provide very good value for money.

## Standards achieved in subjects and areas of learning

### English

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

##### Good features

175. Pupils make considerable progress in their speaking and listening skills from a below average attainment on entry into the school. By the end of KS1 the majority achieve very good standards in these aspects. They listen attentively to their teachers and to each other. They also listen effectively to stories, showing good recall of plot and characters. Most respond quickly and accurately to instructions.
176. The majority of pupils speak clearly and are confident and eager to take part in discussions. They are keen to answer questions and to talk freely about their experiences. Whilst in the role play areas, for example, they are able to articulate their views clearly.
177. Pupils make good progress in reading. The majority are clear about the beginning and end of a story. They can identify the main characters and are able to give good descriptions of their main roles. They have a good phonic awareness and attempt new words with confidence. Most enjoy reading and the home/school reading system is successful in improving their understanding and skills.
178. By the end of KS1 most pupils can read simple texts accurately and fluently using good techniques to express themselves when reading aloud.
179. Early writing skills progress well and pupils become increasingly confident when forming letters and words. Clearly displayed writing targets help them to make good progress. The more able in Y2 write at length using well punctuated sentences and displaying a good knowledge of basic spelling rules.
180. Pupils respond very well to writing from first hand experiences. For example, in Y1 they produce well written accounts of a visiting harpist. Older ones write well for a variety of purposes; for example, in Y2 they produce a booklet about their visit to Caerau church.
181. All pupils, including those with SEN, make marked progress in communicating meaning in their writing. Most produce legible handwriting and take a pride in their work. They make effective use of computers to develop their English skills.

##### Shortcomings

182. There are no important shortcomings.

## Welsh second language

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

#### Good features

183. Although no pupils come from Welsh speaking families, the majority make good progress through the school.
184. The majority of pupils in Y1 can use simple questions using good pronunciation. In the best practice, they converse with one another freely with the more able confidently initiating conversations when working with a partner.
185. Most Y1 pupils successfully label pictures in Welsh and can match the correct picture to the printed word. They read simple words well and with good pronunciation.
186. Pupils give correct responses to some class routines, such as answering the register and describing how they feel. Most know a range of simple vocabulary, such as numbers, the weather and parts of the body. By the end of KS1 they make extended contributions through paired or group discussions. Most listen attentively and respond well to dialogue spoken by their teacher.
187. The majority of pupils in Y2 know the names of a variety of foods and speak clearly using full sentences. In the role play area, they use simple sentence patterns very well.
188. The majority of pupils are able to recognise simple words displayed in the classroom. By the end of KS1 the more able are able to read simple phrases and react appropriately to their meaning.
189. Most pupils are able to write simple words. By the end of KS1 the more able write extended sentences independently with different tenses and using correct punctuation. Writing activities often follow up reading tasks and in the best practice class books are compiled by pupils for their peers to read.

#### Shortcomings

190. There are no important shortcomings, but pupils do not write in extended sentences in Welsh in other contexts.

## Science

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

#### Good features

191. KS1 pupils undertake a variety of practical tasks and plan, predict, investigate and record their results appropriately.

192. Pupils' work in KS1 indicates that there is an appropriate coverage of the NC and that they develop an increasing knowledge of science and scientific methods. For example, they study materials and their properties and where they come from; they predict and compare different ones to test their strength to make a bag and to see if they are waterproof. They effectively investigate physical processes, such as magnetism, electricity, how sound travels and the sources of light and power. They acquire good knowledge and understanding of living things and life processes; for example, they closely observe tadpoles in the classroom as they grow into frogs.
193. In Y1 pupils show an understanding of the types of materials used to make toys and to build houses, including their own, and how these can be used for different purposes. The majority can also name the main parts of a plant. They make observations about plants using appropriate scientific vocabulary and know what plants need to survive.
194. Y2 pupils make sensible and logical predictions about the effect of forces when pushing and pulling. They know that a force can make something move or change shape. They know how to use a Venn diagram to sort accurately what can be pushed and/or pulled. They are able to draw electrical circuits and explain what is happening; they are aware of the safety issues involved when using electricity.
195. Pupils begin to understand that some changes are reversible, for example when freezing water, while others are irreversible, for example when making porridge.
196. The more able in Y2 understand that for a test to be fair only one variable should be changed and an experiment should be repeated in exactly the same way. For example, when testing out how far a car can go down a ramp by altering the gradient, they know they must start the car in the same place and ensure that the thrust and surface do not vary.
197. Pupils effectively communicate their understanding of scientific concepts and use relevant scientific language according to their level of ability. They learn to handle and record scientific data in a variety of appropriate ways by, for example, using tables, graphs, pictures and Carroll diagrams. They make relevant use of ICT and the more able measure results using standard units.

### **Shortcomings**

198. There are no important shortcomings.

<b>History</b>
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### **Key Stage 1: Grade 2: Good features and no important shortcomings**

#### **Good features**

199. In KS1 pupils understand that history is about the past and change over time and that they find out about it by looking at evidence. They can distinguish

between old and new and now and then. They handle old artefacts, describe what they are like and draw them. The majority can explain why something is old.

200. Pupils in Y1 investigate housework 100 years ago and experience what wash day used to be like. They consider homes through time and study various artefacts, such as a flat iron. They can sequence the story of the Gunpowder Plot.

201. In Y2 pupils can place sources of domestic light in chronological order and sequence a story about a miner's daughter. They can sort old objects from new ones to decide which would have been used in the past. They have good recall of historical information, for example about the Welsh miners' lamp and how it was used, acquired from direct observation and a CD-Rom.

202. Pupils make good use of timelines, for example of their own lives, different teddy bears and old toys, to develop their historical understanding.

203. Good use is made of the local area to promote pupils' interest and understanding of history. They undertake visits and look at old photographs of the area to compare the past with the present. They attend the village war memorial to honour Remembrance Day.

204. Pupils hear stories about famous people in the past, such as Guy Fawkes and Grace Darling, and about fictional children from Wales, such as Susan Rees and Jemima Nicholas.

205. Pupils' knowledge, understanding and empathy for the past are enhanced by visits to places of historical interest, such as the Toy Museum and the Museum of Welsh Life, where they experience wash day in the past and shop in the Gwalia Stores. Visitors to the school also raise pupils' interest and learning, for example by presenting a history workshop. One classroom also has its role play area set up as a kitchen from the past, where pupils can dress up in old clothes and act out scenes from a hundred years ago.

### **Shortcomings**

206. There are no important shortcomings.

<b>Art</b>
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### **Key Stage 1: Grade 2: Good features and no important shortcomings**

#### **Good features**

207. Pupils enjoy art and are proud of their achievements. The work they produce reflects a good use of line, tone, form and colour.

208. Pupils in Y1 produce good self-portraits, using lines and marks, following the study of work by a Welsh artist. In Y2 they use texture effectively in their close observational drawings of fruit.
209. The majority of pupils use tone well. They try out techniques such as smudging and shading. They pay close attention to detail. In Y1 they produce detailed drawings of moving toys and shells.
210. When pupils with SEN study Van Gogh's 'Starry Night', they explore mark making in detail, which results in very good work. Those of all abilities work with a variety of media; for example, in the resource bases they work with chalk, playdough and paint. Their marbled printing is very effective.
211. Pupils make good progress in their three dimensional work. In Y2, for example, they use clay effectively to make a model of a bear.
212. By the end of KS1 pupils produce bold, bright paintings. They work well with textures to produce effective pieces of weaving that depict the sea.
213. Pupils have a good knowledge of the work of Welsh artists and their awareness of artists in the wider world develops as they progress through the school.
214. Pupils use ICT effectively to foster their artistic skills, which are further enhanced by the use of art across the curriculum. For example, in Y2 they produce good work on sunflowers linked to their science topic. They respond very well and produce results of a good quality when utilising their first hand experiences.

### **Shortcomings**

215. There are no important shortcomings, but pupils' ability to select their own materials and to reflect critically on their own work is inconsistent.

<b>Physical education</b>
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### **Key Stage 1: Grade 2: Good features and no important shortcomings**

#### **Good features**

216. Pupils in KS1 are suitably attired for physical education lessons and enter the hall or playground sensibly and quietly. They know the reasons for a warm-up at the start of a lesson and for a cool down at the end. They are aware of health and safety issues and the need for regular exercise to maintain their well-being and a healthy lifestyle.
217. All pupils enjoy physical education lessons and participate enthusiastically; they show positive attitudes and work hard to succeed. They use space well and apply a range of individual skills and techniques to their performance; they show an increasing control over their movements. The majority follow instructions carefully and confidently explore and develop a variety of gymnastic skills with and without apparatus.

218. In Y1 pupils devise their own ways of travelling and making shapes with their bodies. They use different levels appropriately and change direction effectively. They demonstrate good co-ordination and a number produce original movements.
219. In dance in Y2 pupils move with agility to the rhythm of the music and the majority follow instructions carefully, so that with practice they can perform a dance sequence successfully. They work well together.
220. In most lessons pupils demonstrate confidently in front of their peers and evaluate perceptively their own performance and that of others, in line with their age and ability.
221. Boys and girls participate on an equal basis and pupils from the two resource bases are very well integrated into physical education lessons; they are motivated to achieve and are well supported.

### **Shortcomings**

222. There are no important shortcomings, but occasionally the pace of the lesson slows and pupils become restless. Also a small minority show a limited refinement of skills and find it difficult to follow instructions closely.

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

223. Governors and staff are pleased with the inspection report and would like to thank the inspection team, who found that our school, 'provides outstanding care and support for all pupils...and...adds considerable value to pupils' learning and all round development'.
224. The report recognises that all pupils make considerable progress through the school and fulfil their potential, helping them to develop good attitudes to learning. It also recognises the very strong links we have developed with parents and outside agencies, whilst support staff make a very valuable contribution to pupils' learning and behaviour.
225. An action plan will be put in place to address the two recommendations in the report, which already feature in our SDP. The GB's annual report to parents will provide information on progress towards achieving the action plan.

## Appendix 1

### Basic information about the school

Name of school	Blaenllynfi Infants School
School type	Nursery and Primary
Age-range of pupils	4 to 7
Address of school	Grosvenor Terrace, Caerau, Maesteg, Bridgend
Postcode	CF34 0RW
Telephone number	01656 734231

Headteacher	Mrs. Barbara Williams
Date of appointment	September 1994
Chair of governors/ Appropriate authority	Mr. Stephen Smith
Registered inspector	Dr. P.D. Ellis
Dates of inspection	19/3/7 – 21/3/07

## 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	2	43	43	33					121

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	7	1	7.2

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	19.2:1
Pupil: adult (fte) ratio in nursery classes	N/A
Pupil: adult (fte) ratio in special classes	3:1
Average class size, excluding nursery and special classes	25
Teacher (fte): class ratio	1.2:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Spring 2006	N/A	86.7%	87.1%
Summer 2006	N/A	91.6%	89.9%
Autumn 206	N/A	91.6%	91.2%

Percentage of pupils entitled to free school meals	59%
Number of pupils excluded during 12 months prior to inspection	Nil

## Appendix 3

### National Curriculum Assessment Results End of key stage 1: (compared to 2005 national results)

National Curriculum Assessment KS1 Results 2006			Number of pupils in Y2:				
			52				
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher assessment	School	0	9	21	60	9
		National	0	4	12	64	20
En: reading	Teacher assessment	School	0	8	21	55	17
		National	0	4	14	56	26
En: writing	Teacher assessment	School	0	11	19	62	8
		National	0	5	14	69	12
En: speaking and listening	Teacher assessment	School	0	8	25	60	8
		National	0	2	11	64	23
Mathematics	Teacher assessment	School	0	2	23	64	11
		National	0	2	10	63	24
Science	Teacher assessment	School	0	2	30	57	11
		National	0	2	9	65	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	65.4%	In Wales	80.9%

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

N.B. The school figures include pupils in the resource base.

## Appendix 4

### Evidence base of the inspection

Three inspectors plus a peer assessor spent a total of eight and a half inspector days in the school. There was also a nominee on the team, who was the head teacher.

The inspection team visited:

- twenty-six lessons or part-lessons;
- all classes; and
- two acts of collective worship.

The inspection team held meetings with:

- staff, governors and parents before the inspection;
- senior managers, teachers and support, ancillary and administrative staff during the inspection;
- groups of pupils during the inspection; and
- staff and governors after the inspection.

The inspection team also considered:

- the school's self-evaluation report;
- twelve responses to the parents'/carers' questionnaire; around 98% of answers were positive;
- a comprehensive range of documentation provided by the school before and during the inspection; and
- a variety of pupils' current and past work.

## Appendix 5

### Composition and responsibilities of the inspection team

Team member	Responsibilities
Dr. P. David Ellis Registered Inspector	Context, Summary and Recommendations Key Questions 1, 3, 6 and 7 Science, history and physical education
Mrs. Ann Dudley-Jones Team Inspector	Key Questions 2, 4 and 5 English, Welsh second language and art
Mrs. Caterina Lewis Lay Inspector	Contributions to Key Questions 1, 3, 4 and 7
Mrs. Ruth Jones Peer Assesor	Contributions to all Key Questions
Mrs. Barbara Williams Nominee and Head Teacher	Contributions to all Key Questions

### Acknowledgement

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

### Contractor

E.L.L.I.S. (Cymru) Ltd  
Willastones  
13 Heol Pentre'r Felin  
Llantwit Major  
Vale of Glamorgan  
CF61 2XS