

**REPORT**

**on the**

**INSPECTION UNDER SECTION 10 OF  
THE SCHOOL INSPECTION ACT 1996**

**BRECON ROAD INFANTS AND NURSERY SCHOOL  
NORMAN TERRACE  
MERTHYR TYDFIL  
CF47 8SD**

School Number: 675/2005

Date of Inspection: 3-5 March 2003

**By**

**Ms L Thomas**  
Registered Inspector 78384

Under Estyn contract number: T/143/02P

© **CROWN COPYRIGHT 2003**

This report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

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

## **CURRICULUM NOMENCLATURE AND KEY STAGES**

A new nomenclature to describe pupils' progress through school was introduced in 1989. This system of numbering year groups from the start of compulsory schooling to age 18 is intended to ease communication among schools, governing bodies, parents and LEAs and emphasise the importance of continuity.

The term "Reception" (R) is applied to the year group of pupils in a primary school (not a nursery class) who attain the age of 5 during the academic year "Year 1" (Y1) is applied to the year group of pupils who attain the age of 6 during the academic year and so on to Y13 the year group who attain the age of 18 during the academic year:

	R	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Years	4-5	5-6	6-7	7-8	8-9	9-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18

Key stage 1 of the national curriculum consists of Y1 and Y2; KS2 of Y3 to Y6; KS3 of Y7 to Y9; KS4 of Y10 and Y11 (which is the final year of compulsory education).

## **GRADE DESCRIPTIONS**

The five-point grading scale used to represent the main judgements in this report is as follows:

1. Very good: many good features, some of them outstanding.
2. Good: good features and no major shortcomings.
3. Satisfactory: good features outweigh shortcomings.
4. Unsatisfactory: some satisfactory work but shortcomings in important areas.
5. Poor: many shortcomings.

# CONTENTS

	<b>Page</b>
<b>1. CONTEXT</b>	
The school and its priorities	1
<b>2. MAIN FINDINGS</b>	
The main findings of the report	1
<b>3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS</b>	
3.1 Standards achieved in subjects and areas of learning	4
3.2 Standards achieved in key skills across the curriculum	5
<b>4. ETHOS OF THE SCHOOL</b>	
4.1 Pupils' spiritual, moral, social and cultural development	6
4.2 Behaviour and attitudes	6
4.3 Attendance	
<b>5. QUALITY OF EDUCATION</b>	
5.1 Teaching	7
5.2 Assessment, recording and reporting	8
5.3 Curriculum	9
5.4 Support, guidance and pupils' welfare	9
5.5 Provision for pupils with special educational needs (SEN)	10
5.6 Partnership with parents and community, schools and other institutions	11
5.7 Partnership with industry	11
<b>6. MANAGEMENT</b>	
6.1 Quality of self-evaluation and planning for improvement	12
6.2 Leadership and efficiency	12
6.3 Staffing, accommodation and learning resources	13

## **7. SUBJECTS AND AREAS OF LEARNING**

### **Standards achieved by pupils**

Provision for the under-fives	14
English	17
Mathematics	17
Science	18
Welsh second language	19
Design and technology	20
Information technology	20
History	21
Geography	22
Art	22
Music	23
Physical education	23
Religious education	24

## **8. SCHOOL IMPROVEMENT**

8.1	Progress since the last inspection	25
8.2	Key issues for action	25

## **APPENDIX**

A.	Basic information about the school	26
B.	School data and indicators	26
C.	The evidence base of the inspection	27
D.	Composition and responsibilities of the inspection team	28

## **1. CONTEXT**

### **The school and its priorities**

Brecon Road Infants and Nursery School is situated in the historic town of Merthyr Tydfil. Most pupils come from the surrounding area and there are currently 105 full-time pupils (4-7 years) on roll. In addition, there are 31 full-time nursery children plus 13 part-time, of which six attend the morning session and seven attend the afternoon session. Ten of the full-time nursery children are educated alongside reception children in the main school. There are four classes in the main school, three of which have two age groups.

The school states that the area from which the pupils are drawn is neither prosperous nor economically disadvantaged. Pupils represent the full range of ability. Fifteen per cent of pupils are registered as being entitled to free school meals. English is the main language spoken in the homes of all children. Twenty-four pupils are on the school's register of special educational needs; four are on Early Years Action, six on School Action and 14 are on School Action Plus.

The school's main aims are:

- to create a happy school where the children feel cared for and safe;
- to help the children to learn good manners and to be considerate of others;
- to help children be proud of their Welsh heritage and culture;
- to create a warm and attractive environment in which all children, staff, parents, governors and members of the community work harmoniously together;
- to provide equality of opportunity for all children within a positive environment which supports them to make friends across artificial boundaries of sex, ethnic groups, cultural backgrounds, language and disabilities.

## **2. MAIN FINDINGS**

### **The main findings of the report**

- The quality of the educational provision for children in the nursery unit is good and is appropriate to their needs. The children are making good progress towards the Desirable Outcomes for Children's Learning. The provision for the ten nursery children, educated alongside the reception children in the main school, is generally satisfactory but has some unsatisfactory aspects. For example, some activities planned for them are inappropriate to their needs and they do not have easy access to the good range of practical activities, including large apparatus, that is available to the nursery children in the unit. They make satisfactory progress. The educational provision for reception children in the two mixed-age classes is generally satisfactory and they make satisfactory progress in their learning. However, the streaming of reception children, according to ability, for English and mathematics is unnecessary and undesirable. Standards of achievement in the nursery and reception classes are as follows:

	<b>Nursery</b>	<b>Nursery Main School</b>
Language, literacy and communications skills	Good	Good
Personal and social development	Good	Satisfactory
Mathematical development	Good	Good
Knowledge and understanding of the world	Good	Satisfactory
Physical development	Satisfactory	Satisfactory
Creative development	Good	Satisfactory

	<b>Reception</b>
Language, literacy and communication skills	Good
Mathematical development	Good
Personal and social development	Satisfactory
Knowledge and understanding of the world	Good
Physical development	Satisfactory
Creative development	Satisfactory

- In Key Stage 1 (KS1), pupils' standards of achievement in the subjects of the national curriculum (NC) and religious education are as follows:

	<b>KS1</b>
English - Listening, speaking and reading - Writing -	Good Satisfactory
Mathematics	Good
Science	Good
Welsh second language	Good
Design and technology	Good
Information technology	Satisfactory
History	Good
Geography	Satisfactory
Art	Satisfactory
Music	Insufficient evidence
Physical education	Insufficient evidence
Religious education	Good

- Standards achieved in the lessons observed during the inspection were satisfactory or better in 90 per cent of lessons, including 43 per cent that were very good. In the remaining 10 per cent, standards were unsatisfactory.
- Across the curriculum, pupils achieve satisfactory standards in the key skills of speaking, listening, writing, numeracy and information and communications technology (ICT). They achieve good standards in reading. Teachers' planning for the integration of key skills is generally good.
- Provision for pupils' spiritual, moral, social and cultural development is good. Pupils understand the school rules and conform to them readily. Relationships are good and pupils are encouraged to develop a spirit of caring and thoughtfulness. Pupils' awareness of Welsh culture is promoted successfully through cross-curricular activities and their understanding of other cultures is developing well.

- Overall standards of behaviour are satisfactory. Most pupils are polite and considerate in classrooms and around the school and they display positive attitudes to their learning. In a few instances, where tasks lack challenge and interest, pupils lose concentration and become noisy, restless and sometimes disobedient.
- Attendance levels are satisfactory and registration complies with national guidance. Punctuality throughout the school day is good.
- The quality of teaching was satisfactory or better in all lessons. In 42 per cent of lessons it was good and in 10 per cent very good. Where the teaching is good, lessons are characterised by quiet but effective discipline, good pace and variety, discussions that extend knowledge and vocabulary and imaginative and motivating use of resources.
- The additional features that raise the teaching to very good are the teachers' very high expectations resulting in no wastage of time and that pupils are occupied throughout at worthwhile and challenging tasks. In these lessons, no negative behaviour patterns were observed.
- In the instances where there are shortcomings in lessons, instructions are sometimes unclear, tasks lack challenge and group activities are characterised by over-tolerance to noise and disruption by pupils.
- The quality of assessment, recording and reporting is good. There are appropriate systems and procedures in place to assess and record pupils' progress and these are consistently applied throughout the school. Reports to parents are of good quality; they provide information on achievements and indicate the way forward.
- The quality of the curriculum for the under fives in the nursery unit and for pupils in KS1 is good. It is satisfactory for the under fives in the main school. Effective planning in all classes, based on detailed schemes of work of very good quality, ensures that pupils are given a good range and variety of experiences that conform to NC requirements. However, in one class, NC requirements are not met in science. The teacher is part of an LEA guided research project and, as a result of unclear guidance from project organisers, has been undertaking project work in isolation to the NC. It is the school's intention to rectify matters immediately.
- In general, sufficient time is allocated for each area of the curriculum. There is some wastage of curriculum time, however, when pupils have to move between classes, according to age and ability for some subjects. This is particularly evident when pupils have to move in ability groups to various places around the school for a daily ten-minute session of phonic practice.
- The quality of provision for the support, guidance and welfare of pupils is good, and procedures to promote their health and safety are very good.
- The quality of provision and support for pupils with special educational needs (SEN) is good. There is early identification of children with learning difficulties and staff and parents liaise well together. All pupils are integrated fully into the life of the school. They achieve satisfactory standards and make good progress towards the targets set..

- Partnership with parents, community, school and other institutions is good with some very good features. Parents' responses at the pre-inspection meeting and in questionnaires returned were overwhelmingly supportive of the school. The school's partnership with industry is satisfactory.
- Procedures for self-evaluation and planning for improvement are good. The school development plan (SDP) is a sound working document that clearly identifies needs. Its main priorities are to improve the quality of teaching and learning and appropriate targets have been set. Procedures are in place for the head teacher and curriculum leaders to monitor the teaching and learning across classes and subjects. Some of the monitoring is of good quality. Strategies for disseminating more widely the existing good practice in some classes are in the process of being updated.
- The leadership of the school is good. The head teacher is caring and conscientious and is very well respected by staff, pupils, parents, governors and members of the community. She has strong support from the deputy head teacher who provides a very good role model for successful classroom management and practice. The governing body is very effective in its support and knowledge of school matters. The roles of curriculum co-ordinators are developing satisfactorily despite much unavoidable staff absence.
- Financial management is efficient and funds have been used well to improve the fabric and interior of the school buildings as well as the outside play area. As a result the accommodation now provides a very bright, welcoming and stimulating environment for young children.
- The levels of staffing, the standards of the accommodation and the adequacy of learning resources are good.
- The three key issues listed in the last inspection report in December 1997 have been effectively addressed.

### **3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS**

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

Standards achieved in lessons observed during the inspection were satisfactory or better in 90 per cent, including 43 per cent that were good. In the remaining 10 per cent, standards were unsatisfactory.

- Children under five in the nursery unit make good progress and achieve good standards in each of the six areas of learning.
- Nursery children in the main stream class and reception children achieve good standards in language, literacy and communications skills, mathematical development and knowledge and understanding of the world. They achieve satisfactory standards in their personal and social, creative and physical development.

- In KS1, standards of achievement are good in English, mathematics, science, Welsh second language, design and technology, history and religious education. Standards of achievement are satisfactory in information technology, geography and art. There was insufficient evidence to make a definitive judgement on standards in music and physical education.
- All pupils make satisfactory progress in relation to the targets for improvement set by the school and some make good progress. Pupils with SEN make good progress and achieve good standards in relation to the targets set.

### **3.2 Standards achieved in key skills across the curriculum**

The planning for the integration of key skills is good. The standards and progress achieved in key skills across the curriculum in speaking and listening, reading, writing, numeracy and the use of information and communications technology (ICT) are satisfactory overall. Reading is good.

- In most classes, significant numbers of children find it difficult to listen and concentrate for extended periods of time. Where teachers frequently vary their teaching styles and when work is interesting, well-paced and challenging, pupils listen attentively.
- Pupils are eager to talk and most can explain their work clearly. However, some older pupils find difficulty in offering extended responses to teacher questioning and in conversation with adults.
- Speaking, listening and reading skills are addressed well in most subjects. There are particular examples of good practice in dance lessons where pupils work collaboratively, explain their ideas, and extend their vocabulary in describing their work and in evaluating the work of others.
- Opportunities to develop numeracy skills are used well in science and design technology but they are less prominent in other subjects. In many instances, pupils do not use a mathematical vocabulary confidently when talking about their work.
- In ICT, pupils' word processing skills are developing well and they use the computer to handle data and generate graphs and charts. However, opportunities are limited for pupils to use the internet and e-mail facilities on a regular basis.
- Pupils with special educational needs make steady progress in the development of key skills in relation to the targets set. However, limited use was made of the computer in supporting them with aspects of their work during the inspection..

## **4. ETHOS OF THE SCHOOL**

### **4.1 Pupils' spiritual, moral, social and cultural development**

The provision for pupils' spiritual, moral, social and cultural development is good.

- The relationships between teachers, all staff and pupils are good and this is reflected in the support staff give to one another and their commitment to caring for the children. Pupils respond to this well.
- The content of collective worship complies with requirements. Pupils' achievements are celebrated and their individual contributions valued. Music and time for reflection do not play a prominent part in all the services. However, when visitors from a local church were involved in the worship, pupils participated with joyful singing and appropriate reflection.
- In some classes, opportunities are provided for pupils to develop spiritually. For example, Y2 pupils responded with awe and wonder to the beauty of fresh flowers in their art lesson. They examined them carefully and contemplated their intricate design.
- Pupils understand school rules and conform to them readily. Respect and good manners are effectively promoted and children are quick to identify the needs of others and praise their achievements. Pupils of all ages co-operate with one another when working collaboratively.
- Pupils' social awareness and personal development are enhanced through involvement in fund-raising activities and in local community initiatives such as the Centenary Celebration and the Eco-Schools project. Their sense of responsibility is developed when they take turns in being classroom helpers.
- Pupils' awareness of Welsh culture is promoted well through stories, visits, displays and resources. They begin to appreciate other cultural traditions, for example, Jewish traditions, through a visit to a Synagogue, and about the celebrations for the Chinese New Year. Books and resources in the school serve well to promote inclusion and racial equality.

## **4.2 Behaviour and attitudes**

The standard of pupils' behaviour is satisfactory. The attitude of the majority to learning is good.

- Good behaviour is actively encouraged through class rules and circle time when acceptable standards of behaviour are discussed. Pupils' good behaviour is recognised and rewarded. In a weekly assembly, pupils' good behaviour and positive attitudes to their work are celebrated and awards distributed.
- Most pupils are polite and considerate in classrooms, on the playground and when moving around the school. They play co-operatively at break times and lunchtimes. Good strategies are employed by mid day supervisors, who have attended appropriate training, to ensure good behaviour. Incidents of inappropriate behaviour are dealt with quietly and firmly.
- In a few classes, where the tasks set lack challenge and interest, pupils lose concentration and become noisy, restless and sometimes disobedient. In other classes, pupils' positive attitudes to their work contribute significantly to the good standards achieved.

### **4.3 Attendance**

Attendance is satisfactory, averaging around 92 per cent in the last year.

- The school operates a system of registration in accordance with national guidance and this is carried out efficiently.
- Parents co-operate by notifying the school of reasons for their child's absence.
- The school recognises and rewards pupils whose attendance records are good.
- Punctuality throughout the day is good. With few exceptions, children arrive at school on time, allowing morning and afternoon sessions to begin promptly.

## **5. QUALITY OF EDUCATION**

### **5.1 Teaching**

During the inspection, the quality of teaching was satisfactory or better in all lessons. In 42 per cent of lessons it was good, and in 10 per cent very good.

- Good quality team work in the nursery unit enables effective learning to take place in a calm, well structured and purposeful environment.
- All teachers possess an appropriate range of skills and, generally, they have good subject knowledge. There are instances, however, where the work planned for nursery and reception children does not match their developmental level and, as a result, their learning is restricted.
- Teaching generally takes place in a calm and orderly environment. Disruption only occurs when expectations of pupils' capabilities are too low and the tasks set do not provide sufficient challenge for them.
- Teachers plan together in year-groups to ensure that pupils are given consistent learning experiences. Long and medium term planning is very good. In most classes, the short-term planning is of good quality. Where it is not, tasks set do not match the ability of pupils.
- Good use is made of visits to places of interest to increase pupils' knowledge and understanding of topics studied. Staff prepare effectively for the activities and this enables pupils to gain maximum benefit from the quality experiences provided.
- Where the teaching is good, lessons are characterised by quiet but effective discipline, discussions that extend pupils' knowledge and vocabulary, suitable pace and variety, and imaginative and motivating use of resources.

- The additional features that raise the teaching to very good are the very high expectations of teachers resulting in challenging and worthwhile tasks set with no wastage of time. No negative behavioural patterns were seen in these lessons.
- In the instances where there are shortcomings in lessons, instructions are sometimes unclear, tasks lack challenge and group work is characterised by over-tolerance of noise and disruption by pupils.

## **5.2 Assessment, recording and reporting**

The quality of assessment, recording and reporting is good.

- There are appropriate systems and procedures in place to assess and record pupils' progress in all NC subjects. These are consistently applied and monitored throughout the school. Pupils requiring extra support or those with special educational needs are identified early and good provision is made for them.
- Nursery and reception children are assessed at entry using the Four Counties Baseline system. The results are analysed and compared with other schools.
- Adults working with the under fives record detailed notes on all aspects of the children's development; these are subsequently used to track progress and identify strengths and weaknesses.
- In all classes, teachers assess pupils' progress and identify areas for improvement as part of the normal teaching process. These are well documented and used to plan future work. Pupils are assessed in core subjects every term and annotated examples of their work are placed in their record of achievement (ROA) file.
- The school regularly tests pupils using published and national tests. A computer-based program is used to track pupils and to identify weaknesses in teaching and learning. Pupils work with the teachers to set their own individual targets. Portfolios of examples of annotated pupils' work are used to assist teachers in making judgements about National Curriculum levels.
- The school has implemented electronic reports in order to develop a consistent format for progression to the junior school and to provide clear information, including targets for development, for parents. Parents state that they find the reports informative and helpful.

## **5.3 Curriculum**

The quality of the curriculum for the under fives in the nursery unit and for pupils in KS1 is good. It is satisfactory for the under fives in the main school. The curriculum for children under five is based appropriately on the Desirable Outcomes for Children's Learning.

- Effective planning in all classes, based on detailed schemes of work of very good quality, ensures that pupils are given a good range and variety of experiences and that programmes of study conform to NC requirements. However, in one class NC

requirements are not met in relation to science. The teacher is involved in a CASE project funded by the LEA's Advisory Service. As a result of unclear guidance about the requirements of the project, the teacher has not been following the NC programmes of study although some aspects of the work are relevant. It is the school's intention to rectify matters immediately.

- In general, sufficient time is allocated for each area of the curriculum. There is wastage of time, however, when some pupils have to move to other classes, according to age and ability, for English and mathematics. This is particularly evident when pupils move into different ability groups, at various places around the school, for ten minutes of phonic practice every morning.
- Arrangements for pupils' personal and social education are good. There is an effective policy in place that is implemented well in most classes.
- Provision for sex education and equality of opportunity is good. The school is socially inclusive and care is taken to ensure that the curriculum and other school activities provide equality of access and opportunity. The exception is in the case of nursery children in the main school who do not have ease of access to the same facilities, particularly outdoor resources, as their peers in the nursery unit.
- The Home/School Agreement has been signed by most parents. Homework is well linked to work undertaken in school and has a beneficial effect on pupils' progress. It is particularly well planned in Y2.
- The Cwricwlwm Cymreig is effectively integrated into other subjects. Good use is made of opportunities to extend pupils' knowledge of Wales and Welsh culture.
- The curriculum for pupils with SEN is good and they are effectively supported in their learning.

#### **5.4 Support, guidance and pupils' welfare**

The quality of provision for the support, guidance and welfare of pupils is good and procedures to promote their health and safety are very good.

- The school provides a warm and caring environment in which pupils feel safe and secure.
- The development of pupils is assessed at an early stage, regularly monitored and any necessary interventions put in place.
- Pupils are well supervised in school and on the playground. Supervision in the dining hall is good. Sufficient time is allowed for pupils to enjoy their meals and to engage in social conversation in a relaxed and informal atmosphere.
- All policies designed to ensure equal opportunities, inclusion, health and safety and child protection are in place. The school has newly devised policies for sex education and for personal, social and health education. All policies include appropriate guidance that is effectively implemented

- There are two members of staff with up to date first aid training. All accidents to pupils are recorded and reported to parents. Medicines are appropriately stored and administered only with written parental consent and in the presence of a third party.
- The school is part of the Merthyr Tydfil Healthy Schools Scheme. Fresh drinking water is provided and road safety has been taught as part of a new county initiative.
- Child protection procedures are clearly understood. The head teacher is the named person to whom concerns may be addressed and she has recently updated her training.

## **5.5 Provision for pupils with special educational needs (SEN)**

The quality of provision for the support of pupils with special educational needs is good. Pupils make good progress and achieve satisfactory standards in relation to the targets set.

- The school has an appropriate policy that complies with the code of practice and explains procedures clearly. Pupils with SEN are identified early and additional provision made for them.
- There are 24 pupils presently at various stages on the special needs register with 14 on School Action Plus. Two pupils have behavioural plans and one pupil receives speech and language support from the LEA. The provision for them consists of a combination of classroom support and withdrawal. Twelve pupils are withdrawn to receive language support twice a week and are taught in two groups. Where pupils are withdrawn, teachers ensure that they are given an opportunity to complete tasks that have been given in their absence at a later time.
- The work provided for the pupils is well differentiated and they are effectively supported. As a result, all make good progress and achieve satisfactory standards in relation to the targets set.
- The governor with specific responsibility for SEN maintains good links with the school. Links with other agencies and with the educational psychologist are also good.
- All pupils with SEN have individual education plans (IEPs) and these are of good quality. They contain clear and specific individual targets for literacy, numeracy or for behaviour and they are regularly updated. Parents are involved at all stages of the process.

## **5.6 Partnership with parents and community, schools and other institutions**

The partnership with parents and community, schools and other institutions is good, with some very good features.

- The school produces a prospectus and regular newsletters that are very informative and appreciated by parents. In addition, notices posted on the school notice board inform parents of the day to day events in school. A separate prospectus has been drawn up for parents with children in the nursery. End-of-year reports are informative and constructive.

- Parents' evenings are held on a termly basis and, additionally, the head teacher operates an open door policy. Staff are viewed as very approachable by parents.
- Parents are encouraged to participate in the daily life of the school and several take up the opportunity to do so.
- A Friends of the School Association is very active and organise and manage a number of fund-raising activities throughout the year. The money raised is used to support various projects identified by the school.
- The school has developed very good links with the community. The school's Centenary Celebrations during the summer of 2002 involved local residents and many prominent members of the community. All joined together in celebration of the school's long and valuable service to the area.
- There are established links with local churches, and ministers of religion visit the school and assist at assembly. Pupils in Y2 have visited a Cardiff synagogue.
- The school supports and has raised funds for a number of charities at home and overseas.
- Arrangements for the transfer of pupils to receiving schools are good and ensure a smooth transition.
- The school provides training opportunities for student teachers and nursery nurses as well as work experience placements for secondary school students.

## **5.7 Partnership with industry**

The school's partnership with industry is satisfactory.

- Educational visits to local commercial and industrial sites give children an insight into the world of work. They have benefited from visits to places such as the Rhondda Heritage Park, a large supermarket, the library and local shops.
- Pupils' understanding of the world of work is broadened significantly by occasional talks and demonstrations given by visiting speakers, such as the policeman, road safety officer, fire fighters and health visitors. They talk about their work, and pupils begin to understand the value of such jobs in the community.
- A local bank has provided some financial support for the school.

# **6. MANAGEMENT**

## **6.1 Quality of self-evaluation and planning for improvement**

Good procedures have been established for self-evaluation and planning for improvement.

- Both staff and governors are fully committed to the process of reviewing progress in all school matters and their discussions are well documented in minutes of meetings. There is clearly good teamwork in all decision making.
- The school makes good use of data relating to individual pupils and groups of pupils and regularly sets targets for improvement. Pupils are encouraged to set their own targets and both teachers and pupils use these to measure progress.
- The school development plan is a sound working document that clearly identifies needs. Its main priorities are to improve the quality of teaching and learning through staff development and to raise standards. Appropriate targets have been set to achieve these goals.
- Subject co-ordinators manage their leadership roles well in relation to developing curriculum guidelines and providing specialist help for their colleagues. Procedures are in place to monitor teaching and learning and the head teacher has a suitable knowledge of the strengths of her staff. The school is in the process of reviewing its strategies for evaluating the quality of teaching in order to disseminate existing good practice more widely.

## **6.2 Leadership and efficiency**

The leadership of the school is good.

- The head teacher is caring and conscientious and is very well respected by pupils, staff, parents, members of the community and governors. The aims of the school are clear and known to all. School development is effectively linked to the promotion of these aims.
- The head teacher has effective support from the deputy head teacher who acts as a very good role model for successful classroom management and practice.
- The roles of the curriculum co-ordinators are developing satisfactorily despite much unavoidable staff absence. They have good subject knowledge and offer effective support and advice to colleagues.
- Provision for pupils with SEN is well organised and well managed.
- The governing body is very effective in its support and knowledge of school matters. Individual members visit the school regularly and take pride and interest in the subjects for which they have a particular responsibility.
- Financial management is efficient and funds have been used well to improve the fabric and interior of the school buildings as well as the outside play area. Grants and other funds are also used effectively to enhance teaching and learning.
- Statutory requirements are met in all matters except for the confusion in relation to the delivery of the NC science programme in one class.

- Routine organisation and administration are good.

### **6.3 Staffing, accommodation and learning resources**

The levels of staffing, the standard of accommodation and the adequacy and use of learning resources are good.

- The school has experienced a number of staff changes during the last two years as a result of several teachers taking maternity leave and, in a few instances, extended absences for sickness. All of the current staff are suitably qualified and appropriately deployed. All have appropriate job descriptions.
- Staff have a high commitment to professional development and appropriate training needs for the whole school are identified in the staff development plan and are addressed. Support staff and mid-day supervisors are also included in training provision.
- The accommodation is adequate for the needs of pupils and is in a good state of repair. Much has been done since the last inspection to improve the school building. Amongst other things, the roof has been replaced and new windows have been installed. The school interior is further enhanced by good quality displays of pupils' work that celebrate achievement and extend learning.
- The school is very clean and attractively decorated and this creates a welcoming environment for pupils, parents and staff.
- The outside playground area is decorated with colourful, activity layouts, games and murals but there is no grassed area for sporting activities or for recreation.
- The school has a good range of learning and teaching resources and these are easily accessible to staff and pupils. They are used effectively to support the teaching and learning.

## **7. SUBJECTS AND AREAS OF LEARNING**

### **Standards achieved by pupils**

#### **Provision for the under-fives**

The educational provision for children in the nursery unit is good and is appropriate to their needs. The children are making good progress and are achieving good standards in relation to the Desirable Learning Outcomes. The provision for the 10 nursery children (3-4 year olds), educated alongside reception children (4-5 year olds) in the main school, is generally satisfactory but has some unsatisfactory aspects. For example, some of the activities planned for them are inappropriate for their stage of development and they do not have easy access to the practical activities, including large apparatus, available to the other nursery children. Overall, the children make satisfactory progress and achieve satisfactory standards in relation to the DLOs. They achieve good standards in language, literacy and communication skills and in their mathematical development. The educational provision for reception children in the two mixed-age classes is satisfactory overall. However, the streaming of children according to ability for some activities at this age is unnecessary and undesirable. In general, the children are making satisfactory progress in all the areas of learning and they make good progress in language, literacy and communication skills and in their mathematical development.

#### **Language, literacy and communication skills**

- The development of children's listening skills is good across nursery and reception classes. Nursery children listen well to stories and follow the teachers' instructions effectively. Reception children show an increasing ability to listen to one another and to instructions, explanations and stories.
- Children develop good speaking skills in all classes. Nursery children communicate their needs clearly and are developing good patterns of speech as they work in various areas of the work- space. Reception children recall details of stories they have heard and adapt their speech effectively to role-play situations such as when enacting the story of The Three Bears.
- Nursery and reception children show an interest in books and handle them carefully. Nursery children learn that words carry meaning and more than half can recognise their own names and some can recognise the names of others. Several of the nursery children in the main school can identify familiar words and know some letter sounds. Most of the reception children have made a good start at reading simple texts from their early readers and a significant minority are reading independently.
- Nursery children enjoy early writing experiences and see themselves as writers when they use paper and various writing implements through their role-play activities. Through seeing their self-portraits captioned with their names, they begin to understand that writing conveys meaning. A few children can write their names independently. In the reception classes, the children make steady progress with their reading and writing skills. Most have started writing words independently and a few can compose simple sentences.

- Nursery and reception children make good progress in their grasp of simple words, phrases and numbers in Welsh. They are developing a good repertoire of Welsh songs and rhymes which they sing with enthusiasm.

### **Mathematical development**

- Nursery children sort, match and count as part of their play, and through number rhymes and songs. Most can count to 10 and some can count beyond this. Over half of the nursery children in both classes can match numbers to objects effectively. They learn mathematical language such as ‘more/ less than’ and ‘longer/shorter’ through play activities in the home corner and sand, water and construction activities.
- They use computer programs with increasing independence to practise and consolidate their understanding of mathematical ideas.
- Through role-play activities such as in the classroom Travel Agency Shop, reception children are beginning to understand the concept of buying and selling. Most recognise 1p, 2p, 5p and 10p coins. They recognise basic two and three-dimensional shapes and, in simple terms, can describe their properties. They use mathematical language in relevant contexts to describe shape, size and quantity.

### **Personal and social development**

- In the nursery unit, children learn to join in as part of a group as they work in whole class and small group activities. They learn to make choices about their work and they concentrate well on their tasks. They are quiet and well behaved at snack time when they wait for their turn and then clear away for themselves when they have finished.
- In the reception classes, pupils listen politely to the adults as they are instructed in their work. They generally get on well with each other and share equipment harmoniously. When given the opportunity, they make sensible choices about their activities. Most clear up efficiently at the end of lessons.

### **Knowledge and understanding of the world**

- Nursery children can use a weather chart by selecting a picture to represent the day’s weather. They know that different animals live in different environments and that food and water are essential for living. They can match various pet foods to appropriate animals. Through walks around the school buildings and a colour search in the school playground, the children are becoming increasingly aware of the school and its environment. Most use the computer mouse competently and can click and drag objects across the screen effectively. Through participating in a role-play wedding and looking at a variety of Christening presents, the children are learning effectively about the importance of ceremonies and artefacts that are special to the Christian traditions.
- Reception children can classify different foods according to whether they are grown or made. With the help of their teachers, they record their results. Most can describe what happens to the weather at different times of the year. They understand that weather changes according to seasons and that it is necessary to dress appropriately for different kinds of weather. Through looking at pictures of old and new kitchen appliances and handling artefacts from the past,

the children are gaining an understanding of 'then' and 'now'. A washing-line time-line in one classroom is effective in enabling the children to develop an early understanding of chronology. During role-play activities in the Travel Shop, the children are able to look at pictures of far away places and identify different countries for holidays. Most children are proficient at using the computer mouse and can use it successfully to select and move items across the screen as they follow a story text.

### **Creative development**

- In the nursery unit, the children use different media effectively to make collages. They mix colours and paint pictures of the world around them. They sing a number of songs and nursery rhymes enthusiastically and show a developing awareness of rhythm. They role-play realistically when dressing up in the house corner.
- Reception and the main school nursery children also have opportunities to draw and paint, although more infrequently. They role-play realistically when using the Travel Shop and when enacting the story of The Three Bears in the home corner.

### **Physical development**

- Nursery children make good progress in the development of their fine motor skills when writing, cutting, sticking and in manipulating small equipment and construction toys. During outdoor play, they handle wheeled and other toys with dexterity. They move well and can run, skip and jump with good body co-ordination.
- Nursery and reception children in the main school handle pencils, brushes and scissors with good control. No physical activities in the hall or outdoors was seen.

### **Shortcomings across the six areas of learning**

- The joint nursery/reception singing session provides limited opportunities for children to respond individually and to develop their singing and music-making skills.
- Insufficient emphasis is placed on planning for effective adult intervention in role-play activities for the under fives in the main school. As a result, language and cognitive skills are not developed to the full.
- A range of children's art work is not a prominent feature of the display in reception classes.
- Some activities for nursery children in the main school necessitate them sitting too long at tasks that are not appropriate to their needs and stage of development. As a result, very little learning takes place and the children grow increasingly tired and restless.
- Nursery children in the main school use the nursery play area at lunch times and playtimes but they do not have easy access to the facilities as part of their daily routine. This is a disadvantage in relation to their physical development.
- Nursery children do not benefit from attending all school assemblies. Some of the content is inappropriately pitched to their stage of development.

## **English**

Overall standards of achievement are good. Standards in writing are satisfactory.

### **Good features**

- In all classes, pupils usually listen carefully to explanations and instructions and most respond appropriately, if briefly, to questions.
- In Y1, most pupils are making satisfactory progress at waiting their turn to speak and in Y2 the vast majority are able to do so.
- Most pupils develop a good range of reading strategies to help them tackle unfamiliar words and texts. Able readers in Y2 read fluently and with good expression.
- Writing covers a variety of forms including poems, accounts of visits, diary writing and playlets. When writing from the standpoint of characters studied in history such as Susan Rees, some pupils achieve good standards. By the end of the key stage, most pupils use full stops and capital letters, if not always correctly. A very small number can insert speech marks with reasonable accuracy. They spell common familiar words correctly. Handwriting in many instances is clear, joined and legible.

### **Shortcomings**

- Although the majority of pupils willingly participate in circle times and class discussions, few have sufficient confidence to reply in extended sentences.
- Pupils do not gain maximum benefit from the daily flash-card activities that are organised for them. For this activity, pupils move to various areas of the school and are grouped according to ability. As the groups are large, particularly in the case of the younger children, individual contributions are severely restricted and the reciting together of words from isolated flash-cards has limited benefit for the development of a love of books and reading.
- Extended writing is relatively limited across the school.

## **Mathematics**

Overall standards of achievement are good.

### **Good features**

- Most pupils in Y1 can correctly sequence numbers to 20 and some can identify missing numbers. More able pupils can mentally count on two from a given number, complete number sentences and identify pattern in a range of numbers. A few can find three numbers to equal 10.

- Pupils in Y1 know the names of common 2D and some 3D shapes and can describe some of their properties.
- Pupils in Y1 and Y2 use a range of software and display some of their investigative work in the form of graphs and tables produced on the computer. Older pupils can interpret Carroll and Venn diagrams and they also use line graphs that they create on the computer to display some of their findings.
- Pupils in Y2 make good progress in developing their skills and knowledge of mathematics. They are developing a good understanding of number concepts. Most have a good grasp of place value and many can accurately add and subtract two digit numbers. They understand and work with fractions and use money effectively.
- Year 2 pupils understand shape, symmetry and rotation. Most can tell the time to an appropriate standard and some can do this very well. Many know how to calculate the correct number of minutes from a given time. They use a range of weights and measures to calculate length and mass.
- Some more able Y2 pupils have a very good understanding of mass and can make sensible estimates about the weight of packages.

### **Shortcomings**

- The ability of some pupils to apply their mathematical knowledge to real situations is underdeveloped.
- Pupils in Y1 have a limited of mental strategies to solve problems and make quick, accurate calculations.
- Some pupils in Y1 are insecure in their ability to count backwards in steps of 2s and 5s.

### **Science**

Standards of achievement are good.

#### **Good features**

- Pupils in Y1 know some of the criteria for judging whether something is a living organism.
- They investigate the properties of materials and can explain that some are waterproof and therefore provide better protection from the rain.
- Pupils in Y2 understand that a battery is required in a simple circuit to make a bulb light.
- They understand that objects made from certain materials are attracted to a magnet.
- Most know that a push or a pull is a force that can make something move.

- Pupils in Y2 know that some changes in materials are reversible and that some are irreversible.
- Most understand that objects travel much further on a smooth surface. More able pupils discuss the concept of friction with confidence and understanding. They can explain how they investigated this phenomenon and understand the need for the test to be fair.
- Year 2 pupils are able to identify sources of light and some of the more able pupils can explain why these include the sun and the stars. They are able to construct a circuit and explain why bulbs in sequence may not light. They know that a break in the circuit will prevent the bulb from lighting.
- Most pupils can give a number of criteria for assessing whether something is living or non-living.
- Pupils accurately apply measuring skills learnt in mathematics to their work in science. They construct a range of tables and graphs, using the computer, to explain their findings.

### **Shortcomings**

- Some pupils in Y1, who are part of an LEA approved project to study the development of pupils' cognitive and problem-solving skills in relation to science activities, are not following the national curriculum in the subject.

## **Welsh second language**

Standards of achievement are good.

### **Good features**

- Welsh is introduced to children in the nursery and good use is made of puppets to reinforce simple greetings and to introduce new vocabulary.
- Pupils in Y1 know a suitable variety of words and phrases and they can recall key words in greetings, commands and instructions.
- In Y2, pupils know how to respond to questions about such things as themselves, how they feel and the weather.
- They are able to read aloud with the teacher from a Big Book with good expression and understanding. Most can respond, using familiar words, to questions about the text.
- They have written a simple dialogue between a doctor and patient and included their own sentence in a booklet depicting different clothes.
- All teachers act as suitable role models for the language. Pronunciation, as a result, is good. Pupils in all classes respond well to the incidental use of Welsh around the school.

## **Shortcomings**

There are no significant shortcomings.

## **Design and technology**

Standards of achievement are good

### **Good features**

- Pupils in Y1 examine, consider and evaluate the purpose and design of artefacts well. They make tablemats and bookmarks and many are able to replicate their original plans in an alternative medium.
- Pupils in Y2 carry out a range of activities. These include making puppets, evaluating muesli and creating jointed figures. Pupils also understand how to make figures with moving parts, including slide mechanisms. They make prototypes and refine them as necessary. The finished products are of good quality.
- Pupils in both year groups plan and design carefully and they evaluate their work, suggesting improvements. Pupils can say what they like about their design and the designs of others.

### **Shortcomings**

- As regular opportunities are not available, pupils' skills in using computer aided design work are underdeveloped.

## **Information technology**

Standards of achievement are satisfactory.

### **Good features**

- In Y1, pupils explore the keyboard and begin to find and type words. Most can print their names. Their control of the mouse is good.
- Most use software programs effectively, covering aspects of word processing, and many are able to print independently.
- The majority of Y2 pupils are able to select programs from a menu. They are able to save different versions of their work and make changes such as size and style of font.
- Pupils in Y2 can conduct a simple survey and, with support, display their findings in different types of graphs.

- They search for information from CD ROMs and a few are beginning to use the Internet to carry out research.
- In many subject areas, pupils use computers to reinforce some aspects of their work.

### **Shortcomings**

- Opportunities for regular practice to develop and refine what has been learnt are limited. The rate of progress made in the nursery is not maintained in reception.
- Pupils` experience of using e-mail and Internet facilities is generally underdeveloped.

### **History**

Standards of achievement are good.

#### **Good features**

- Pupils in Y1 are aware of distinctions between the past and present when they look at how life has changed from the time of the Coronation in 1953 to now.
- They are aware of the contributions made by famous people in the past, such as William Morgan and Mary Jones, through listening to stories and looking at pictures.
- Pupils in Y2 develop a good understanding of some important local people from history with local connections such as Joseph Parry and the Crawshay family. More able pupils can identify some differences between the life of the Crawshays and that of ordinary people of the time.
- Pupils` chronological understanding is developed effectively through sequencing houses in a timeline from 1885 to the present.
- Pupils` historical vocabulary is developing satisfactorily and they can use common words and phrases relating to the passing of time. New vocabulary such as `emigrating` is used confidently by some pupils.
- Strong emphasis is placed on visits to places of interest to enable pupils to gain first-hand experiences and build up direct knowledge of the past. Pupils` recall of their learning experiences during visits to St Fagan`s and Cyfarthfa Castle is good.

### **Shortcomings**

There are no significant shortcomings.

### **Geography**

Standards of achievement are satisfactory.

- As part of the development of mapping skills, pupils in Y1 have drawn plans of various objects from different angles. They are familiar with a plan of their classroom and they can match the objects they have drawn to the plan.
- They are familiar with weather patterns and how they affect the clothes they wear and their school routine.
- Pupils in Y2 have used books and the Internet to find out information about hot and cold countries.
- They have measured the temperature over four days in the school yard and compiled graphs of their findings. Most can interpret the information within the graphs confidently. They can discuss the various effects that different weather conditions have on their lives.
- They can explain various routes to take around the school and how to get from one place to the other. They understand the use of keys and symbols used on maps.

### **Shortcomings**

- Some pupils' recall of work previously covered is very limited.
- They are not confident at expressing views on their immediate environment and how improvements can be made to it.

### **Art**

Standards of achievement are satisfactory.

- Pupils in Y1 have experimented with mixing colours to get different hues and shades. They understand that adding water lightens a colour. They have used black and white paint to create effective images.
- Year 1 pupils have created interesting and colourful collages, using a variety of materials to show different patterns and textures. They have been introduced to the technique of plaiting through the work.
- Pupils in Y2 looked at and talked about some of the paintings by Picasso from his Blue period. They then painted and printed their own good quality blue images informed by their observations and discussions.
- The examples displayed of pastel pictures of various activities undertaken during their visit to Cyfarthfa Castle are of a good standard.
- Close observational pencil drawings of fresh flowers by Y2 pupils are, in general, of satisfactory quality with a small number of pupils achieving good standards.
- Pupils in all classes make effective use of ICT, for example paint-box programs, to enhance their work.

### **Shortcomings**

- Many pupils have limited pencil and brush control and this restricts their ability to produce good quality paintings and drawings.
- Pupils' ability to produce creative and imaginative paintings is limited.

### **Music**

One short class musical activity and the singing in one assembly were all that was observed during the inspection. As a result, no overall judgement can be made on standards of achievement. Teachers' planning indicates that an appropriate curriculum is offered pupils including opportunities to perform, compose and appraise.

#### **Good features**

- Pupils know a variety of hymns and songs and they sing them with enthusiasm.
- In the short musical activity observed, pupils achieved very good standards in their ability to listen and respond to a range of music.

### **Shortcomings**

- Some pupils tend to sing too loudly in assemblies and this detracts from the tuneful quality of the sound they make.

### **Physical education**

Two lessons of dance only were seen during the inspection. As a result, although teachers' planning indicates that there is good coverage of all aspects of physical education during the school year, no overall judgement can be made on standards of achievement.

#### **Good features**

- Pupils carry out a range of warm up activities including games. They work co-operatively together and move safely.
- Pupils in Y1 use the available space well as they respond to the sound of a tambourine. They explore and emulate the movements that animals might make. Some children move imaginatively, using different body parts and levels, in addition to speed.
- Pupils are able to demonstrate appropriate techniques and evaluate their own performance and that of others.

- In Y2, pupils understand the need to work safely in physical education. They recognise changes that occur in their bodies during exercise and understand the need to warm up and cool down.
- They use the available space well as they travel in different directions. They respond to musical stimulus and link their dance movements to vocabulary work in literacy and in music. Some pupils are able to explore different levels and change pace in their dance.

### **Shortcomings**

- The ability of pupils in Y1 to explore ideas is underdeveloped.
- Some pupils do not concentrate well on tasks and, at times, there is an unacceptable level of noise that could compromise safety.

## **Religious education**

Standards of achievement are good.

### **Good features**

- Pupils have a good understanding of Christian beliefs. Y2 pupils know the main events in the life of Jesus. Pupils in both Y1 and Y2 can recount some of the stories told by Jesus. Older pupils can explain the meaning of some of these.
- Pupils know that people worship in different ways and they show an awareness of other world religions. Pupils study Judaism and Y2 pupils know that the story of creation is part of the belief of Christians and Jews. Year 2 pupils benefit from a visit the Synagogue in Cardiff. The children know that orthodox Jews are not allowed to work on Shabbat. They show reverence and respect when the teacher prepares the Shabbat table.
- Younger pupils learn about different types of celebrations and these include Chinese New Year in addition to Christian and Jewish festivals. Pupils in Y1 and in Y2 have an increasing awareness of why symbols are used in religion. One Y2 child was able to explain why a candle is used at Baptism.
- Pupils understand the need for rules and the promotion of moral values. Pupils in Y1 are able to recognise good qualities in themselves and others. They can explain simply how the Good Samaritan showed his care and concern and why this is a good way to live our lives.
- Visits to local churches and welcoming visitors from other Christian denominations enhance pupils' learning.

### **Shortcomings**

There are no significant shortcomings.

## **8. SCHOOL IMPROVEMENT**

### **8.1 Progress since the last inspection**

Three key issues arose from the last inspection in December 1997 identifying the need to:

- develop the monitoring role of curriculum co-ordinators in foundation subjects;
- ensure consistency in written reports to parents;
- amend schemes of work and policy statements for children under five to reflect the six areas of learning.

All three key issues have been successfully addressed. Curriculum co-ordinators are knowledgeable about their subjects and take an active role in advising and supporting colleagues as the need arises. There is consistency in written reports to parents and these are now informative and constructive. All documentation relating to the under fives now takes account of the six areas of learning.

### **8.2 Key issues for action**

The school needs to:

- improve the provision for nursery children in the main school;
- address the issue of time management to ensure that as little time wastage as possible occurs when moving children around the school for various activities, particularly phonic practice.
- review the practice of streaming reception children according to ability;
- improve the planning of group tasks in some classrooms to ensure that the tasks provide sufficient challenge to motivate and interest pupils to attain high standards;
- disseminate the good practice existing in some classes more widely across the school;
- address the shortcomings noted in subjects and aspects;
- ensure that the NC programme of studies are followed in all classes \*.

\* The school is in the process of addressing this issue.

## APPENDIX

### A. Basic information about the school

Name of School	Brecon Road Infants and Nursery School
School type	Infants and Nursery
Age -range of pupils	3-7
Address of school	Norman Terrace Merthyr Tydfil
Post-Code	CF47 8SD
Telephone Number	01685 722934

Headteacher	Mrs Lynne Lambe
Date of appointment	September 1998
Chair of Governors/ Appropriate Authority	Mr Brendan Toomey
Registered Inspector	Ms L Thomas
Dates of inspection	3-5 March 2003

### B. School data and indicators

<i>Number of pupils in each year group</i>									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	37.5	32	36	37					142.5

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	6		6

<i>Staffing information</i>	
Pupil:teacher (fte) ratio (excluding nursery and special classes)	30:1
Pupil:adult (fte) ratio in nursery classes	15:1
Pupil:adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	28.25
Teacher (fte) : class ratio	1:1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
	R	KS1	KS2	Whole School
Term 1	91	92.3		92
Term 2	90	92.2		91
Term 3	91	94		92.5

Percentage of pupils entitled to free school meals	15
Number of pupils excluded during 12 months prior to inspection	0

### **C. Evidence base of the inspection**

- The school was inspected by a team of three inspectors who spent six inspector days in the school.
- Twenty-two lessons or part lessons were inspected.
- A sample of pupils was heard reading. A number of pupils were spoken to and questioned about aspects of their work in NC subjects and religious education. A sample of pupils' written and practical work in all subjects was examined.
- School policies and documents, including the school development plan, were scrutinised.
- Discussions were held with teachers during the inspection on a wide range of issues relating to their work and responsibilities in the school.
- Attendance records were scrutinised.
- The inspectors were present for every act of collective worship.
- Ten parents attended the pre-inspection meeting and 64 questionnaires were completed.
- Inspectors met with the governors before and following the inspection.
- A pre-inspection meeting was held with staff and they were provided with an oral feedback following the inspection.

## D. Composition and responsibilities of the inspection team

<b>Team member</b>	<b>Subject responsibilities</b>	<b>Aspect responsibilities</b>
Ms L Thomas	Early years; English; Welsh second language; history; geography; art; music.	Context; Main findings; Standards achieved in subjects and areas of learning; Teaching; Curriculum; Leadership and management; Progress since the last inspection; Key issues for action.
Mrs J Marsden	Mathematics; science; design and technology; information technology; physical education; religious education.	Standards achieved in key skills across the curriculum; Pupils' spiritual, moral and social development; Assessment, recording and reporting; Support, guidance and pupils' welfare; Provision for pupils with SEN; Quality of self-evaluation and planning for improvement; Staffing, accommodation and learning resources.
Mr C Brentnall		Behaviour and attitudes; Attendance; Partnership with parents and the community, schools and other institutions; Partnership with industry.

### *Acknowledgement*

*The registered inspector and team wish to thank the governors, headteacher, staff and pupils for their co-operation and courtesy before and during the inspection.*