

**INSPECTION UNDER SECTION 10 OF
THE EDUCATION (SCHOOLS) ACT 1996**

Caerau Infants School

**Caerau Lane
Ely
Cardiff
CF5 5QZ**

SCHOOL NUMBER: 681/2058

DATE OF INSPECTION: 10 – 12 February 2003

BY

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REGISTERED INSPECTOR No: W249/78082

DATE: 11th March 2003

Under Estyn contract number C/T/110/02P

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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 some shortcomings.
4. Unsatisfactory: some satisfactory work but shortcomings in important areas.
5. Poor: many shortcomings.

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1. CONTEXT

The school and its priorities

Caerau Infant and Nursery School is situated in the Ely area of the city of Cardiff. It currently has 173 pupils on roll aged from four to seven years, who are taught in eight classes from reception to Y2; all are single age classes. There is one nursery class that caters for 30 children who attend on a part time basis. The school states that the majority of its pupils are drawn from an area described as economically disadvantaged; 39% are registered as entitled to receive free school meals. There are no children from homes in which Welsh is the spoken language, all are from homes where the predominant language spoken is English. English is the teaching medium used throughout the school. 2% of pupils come from ethnic minority backgrounds.

There are no pupils for whom a statement of Special Educational Needs (SEN) has been made according to the provision of the Education Act, 1993, however, 21 pupils have been identified by the school as requiring SEN support.

The school has a series of relevant aims; its Vision Statement is “We learn together, care for each other and do our best”. There is a detailed SDP and specific targets for improvement.

Results in NC tests for 2002 show that 96.3% of pupils attained Level 2 or above in all core areas, this is above the national average of 80.4% and well above the average of schools of similar type.

The school was last inspected in September 1997.

2. MAIN FINDINGS

The main findings of the report

The school’s aim of providing a “ stimulating, happy and secure environment,” where pupils develop a sense of “individual responsibility and respect for others” is successfully achieved and is clearly reflected in the daily life of the school. Pupils are happy, respected and encouraged to achieve their full potential.

Standards of achievement are good or better in 86% of the work seen, of which 46% is very good. There are no unsatisfactory standards.

The educational provision for the under-fives has some weaknesses, but there is evidence that these weaknesses can soon be put right.

Standards of achievement in the six areas of learning are:

Area of Learning	Nursery	Reception
Language, Literacy and Communication Skills	Good	Good
Personal and Social Development	Good	Satisfactory
Mathematical Development	Satisfactory	Satisfactory
Knowledge and Understanding of the World	Good	Satisfactory

Physical Development	Satisfactory	Satisfactory
Creative Development	Satisfactory	Satisfactory

In KS1 standards of achievement in the different subjects of the NC are as follows:

SUBJECTS	KS1
English	Very Good
Mathematics	Good
Science	Good
Welsh Second Language	Good
Design and Technology	Good
Information Technology	Good
History	Good
Geography	Good
Art	Very Good
Music	Satisfactory
Physical Education	Satisfactory
Religious Education	Satisfactory

- Standards in Key Skills are, good overall. Children in the early years make good progress in all the key skills. In KS1, pupils achieve very good standards in writing, and good standards in speaking, listening, reading, numeracy and ICT.
- Provision for pupils' social, moral and cultural development is very good and provision for their spiritual development is satisfactory. Relationships within the school are caring and kindly and the consistent and considerate approach by staff ensures that contributions made by pupils are valued. Pupils are developing a clear understanding of others less fortunate than themselves and of the significance of equality issues through their initiatives with the homeless and through their fund raising activities for charitable causes. Whole school acts of collective worship are varied and planned using well-chosen themes; they meet statutory requirements. Achievements are celebrated and opportunities are given for enhancing pupils' self-esteem and reinforcing positive attitudes. Further consideration however, needs to be given in collective worship, religious education and in the curriculum generally to enabling pupils to participate in moments of quiet reflection.
- Aspects of cultural diversity and racial harmony are positively promoted and well developed through curriculum topics, displays and stories. Pupils' awareness of Y Cwricwlwm Cymreig is very well developed. Educational visits, annual celebrations, displays and cross-curricular topics ensure that Welsh culture and heritage has a secure place in the curriculum.
- The standards of behaviour and pupils' attitudes to learning are good. The school has high expectations of pupils' social abilities and relationships between pupils and adults are good. Strategies are in place to maintain acceptable standards. All adults are consistent in their implementation of routines and in encouraging pupils to give of their best. Pupils are happy in school; they behave maturely in class are keen to do well and show an increasing ability to sustain concentration. Trained

mid-day supervisors contribute positively to the maintenance of good behaviour during lunchtime.

- The level of pupils' attendance remains satisfactory at 92%; absences are caused mainly through illness, although family holidays in term time affect the overall rate. Appropriate procedures are in place to monitor and follow up pupils' absences.
- The quality of teaching is satisfactory or better in all of the lessons seen; in KS1 58% is good or better, of which 16% is very good, in the early years 44% of the teaching is good. There is no unsatisfactory teaching.
- The quality of assessment, recording and reporting is good with very good features in KS1 and satisfactory in the Early Years. A clear and helpful policy document for the organisation of assessment, recording and reporting, supplemented by a coherent marking policy, provides a sound framework for the school. However, these effective procedures are not consistently implemented throughout the school.
- The curriculum in KS1 is broad and balanced and meets statutory requirements. The curriculum for the under-fives provides children with stimulating experiences within the classroom, but planning does not address continuity and progression in relation to the Desirable Outcomes for Children's Learning. The school provides pupils with many stimulating experiences. The many visitors to the school and the educational visits pupils make enrich the curriculum. Home reading tasks contribute to the good standards pupils achieve across the curriculum.
- The quality of personal support and educational guidance given to pupils is good. The staff know the pupils and their families very well and are responsive and sensitive to their needs. The pupils' achievements are celebrated. The school's arrangements for child protection are good.
- The quality of provision for pupils with special educational needs (SEN) is good. Positive interaction and collaborative planning between class teachers, learning support assistants and adult helpers ensures that pupils with SEN make good progress within a sensitive and secure learning environment.
- The quality of partnership with parents and community, schools and other institutions is good. The quality of written information provided for parents is very good. Time and effort is invested in encouraging parents in the education of their children. The "Families Learning Together" programme and the paired reading scheme for infant pupils are well attended and beneficial. Parents value the support of the head teacher and staff; they can see the progress their children have made in their reading and writing and are more confident in helping them learn. The "Friends of Caerau School" are a small group of hard working adults who organise fundraising and social events. The school is very proud of its links with the community and works hard to maintain and extend them. The school has very good links with the neighbouring nursery and junior schools. Some parents have expressed an interest in having a school uniform; the school is considering this suggestion.
- Partnership with industry is good. Visits and visitors help to raise the pupils' awareness of the place of work, both past and present. The school has established a number of useful links with industry, for example a national superstore donated

fruit for the Healthy Eating programme, and plans are in place to develop a recycling project.

- The quality of self-evaluation and planning for improvement is good. The school has produced a comprehensive self-review that effectively highlights the school's many strengths and those areas that require development.
- The quality of leadership and management of the school is good. The head, who is fully committed to the school and has a clear vision for its future, has established a calm, caring, purposeful ethos. She sets and maintains very high standards in all areas of school life and is a very good role model for staff and pupils. All staff have specific areas of responsibility, some are recently appointed to their roles. All regularly review resources, those who have recently acquired subject areas are successfully updating schemes of work and are having a positive effect on standards of achievement. Subject coordinators regularly monitor curriculum planning and samples of pupils' work. The coordinators for the core subjects monitor the quality of teaching of the subjects, but this does not yet extend to all other subject areas or the Early Years.
- The GB is very supportive and plays an active part in the life of the school; they carefully monitor major financial decisions, all governors have curriculum responsibilities, they visit lessons and liaise with subject coordinators. They are fully involved in the strategic development of the school. The budget is carefully managed; all major financial decisions are carefully considered.
- Staffing, accommodation and learning resources are very good. The school has nine full-time teachers who are well supported by a number of support staff. All have appropriate qualifications and experience to meet the needs of the school. Staff work extremely hard and provide very good role models for pupils. The school's administrative and non-teaching staff provide very effective and efficient support, they make a substantial contribution to the quality of education offered. The school clerk carries out her duties efficiently and supports the head effectively. The school is bright, clean and welcoming and provides a safe and secure environment; the caretaker and cleaning staff maintain it to a very high standard. Pupils' work is celebrated throughout the school in very high quality displays; this is an outstanding feature of the school. The school is very well resourced in all areas of the curriculum and provides very good value for money.
- The last inspection report of September 1996 identified six key issues for action. The school has made significant progress in all areas since the last inspection.

3. EDUCATIONAL STANDARDS ACHIEVED BY THE PUPILS

3.1 Standards achieved in subjects and areas of learning

Standards of achievement are good or better in 86% of the work seen, of which 46% is very good. There are no unsatisfactory standards.

- Standards of achievement for the early years in the six areas of learning are at least satisfactory and, at times, good.
- In the core areas of mathematics and science standards are good. Standards in English are very good.

- Standards in art are very good. In Welsh, information technology, design technology, history and geography standards are good.
- Standards in music, physical education and religious education are satisfactory.
- NC test results for 2002 show that 96.3% of pupils achieved Level 2 or above in all core subjects. The school is well above the local and national average when compared to schools of similar type.

3.2 Standards achieved in key skills across the curriculum

Standards in Key Skills are good overall.

- Children under five make good progress in applying and improving their developing skills in early literacy and numeracy across the six areas of learning. Children use ICT confidently and programmes chosen support their learning.
- In KS1, standards are good in speaking. Most pupils are eager to contribute to lessons and answer questions clearly and confidently. They are able to use appropriate vocabulary to discuss specific subject areas.
- Pupils achieve good standards in listening and most are attentive both to the teacher and to other pupils in class. A few still find it difficult to listen and wait for their turn to speak.
- Standards in reading are good. Pupils are enthusiastic about reading and use books and other information sources to obtain information. They are generally confident in reading their own work, and are eager to share work that is on display with adults.
- Standards in writing are very good. Pupils write effective accounts of scientific investigations and use letter-writing skills to good effect in topic work. Writing shows clear progression through the key stage with pupils writing for a variety of purposes and in many different styles.
- Standards in numeracy across the curriculum are good. Work in subjects such as science, design and technology and geography contributes well to the development of numeracy skills.
- Pupils achieve good standards in ICT. Most have good keyboard skills. They are drafting work into word processing programmes and are able to use print and import pictures to design work in subjects such as English and design and technology. They use listening centres and programmable robots independently. The use of ICT including pupils' use of the digital camera and the recording, analysing and presenting of data needs to be further addressed in geography.

4. ETHOS OF THE SCHOOL

4.1 Pupils' spiritual, moral, social and cultural development

Provision for pupils' social, moral and cultural development is very good and provision for their spiritual development is satisfactory.

- The school’s aim of providing a “ stimulating, happy and secure environment,” where pupils develop a sense of “individual responsibility and respect for others” is successfully achieved and is clearly reflected in the daily life of the school. Within a positive and supportive ethos pupils courteously and willingly engage visitors in the school life they enjoy and respect.
- Relationships within the school are caring and kindly and the consistent and considerate approach by staff ensures that contributions made by pupils are valued. The motivation in lessons and the good standards of behaviour shown by pupils in their movements around the school result from the clear expectations of staff in ensuring that individual strengths are nurtured and self image promoted.
- Pupils show respect for each other and most display a sense of fairness and consideration when sharing resources and participating in collaborative activities. Older pupils show developing self-reliance and self-discipline when carrying out tasks and instructions within and outside the classroom. This is an aspect successfully addressed by the school since the previous inspection. Pupils take their responsibilities as monitors seriously and are thoughtful and kindly in their dealings with younger pupils in the playground.
- Whole school acts of collective worship are varied and planned using well-chosen themes. They meet statutory requirements. Pupils participate enthusiastically in the singing of hymns and respond with interest to stories reflecting religious and moral messages. Parents appreciate the occasions when they are invited to class assemblies and are supportive in their attendance. Achievements are celebrated and opportunities are given for enhancing pupils’ self-esteem and reinforcing positive attitudes. Further consideration however, needs to be given in collective worship, religious education and in the curriculum generally to enabling pupils to participate in moments of quiet reflection.
- The school complies with the ACCAC framework (2000) in providing a relevant programme of learning opportunities for the introduction of life skills and pupils’ social and personal skills are thoughtfully promoted through a range of learning experiences. These skills are well developed and pupils respond confidently to unfamiliar visitors. In circle time and during class discussions pupils express themselves honestly and coherently and make good progress in learning to listen to the viewpoints of others. Opportunities to develop these skills during more focused plenary sessions and role-play need further consideration in some classes.
- Visits to local churches and places of interest ensure that pupils’ social skills are further enhanced through contact with the wider community. Contributions by artists, visiting speakers, performers, adult volunteers and participation in extra curricular activities enrich the experiences of pupils and contribute to the standards achieved.
- Pupils are developing a clear understanding of others less fortunate than themselves and of the significance of equality issues through their initiatives with the homeless and through their fund raising activities for charitable causes. Aspects of cultural diversity and racial harmony are positively promoted and well developed through curriculum topics, displays and stories. There is a policy in place to meet the legal requirements of the Racial Equality Act. Their studies in

religious education and geography enhance pupils' understanding of other peoples' lives, beliefs and traditions.

- Pupils' awareness of Y Cwricwlwm Cymreig is very well developed. Educational visits, annual celebrations, displays and cross-curricular topics ensure that Welsh culture and heritage has a secure place in the curriculum.

4.2 Behaviour and attitudes

The standards of behaviour and pupils' attitudes to learning are good.

- The foundations for good behaviour are laid effectively in the early years.
- The school has high expectations of pupils' social abilities and relationships between pupils and adults are good. Children are encouraged to act sensibly and are beginning to respond well, for example nursery children behave maturely on a visit to the local shops.
- Pupils are well behaved in class, in assemblies, in the playground and on visits. They move sensibly around the school throughout the day. They are friendly and polite to staff, to each other and to visitors.
- The school's policies for positive behaviour management and bullying are comprehensive and provide clear guidelines on procedures and measures to prevent incidents.
- Pupils know and understand the school and playground rules that are prominently displayed throughout the school. They help to draw up the individual classroom rules and know the consequences of unacceptable behaviour. Staff deal with minor incidents of misbehaviour quickly and sensitively. Very few incidents of unacceptable behaviour were noted during the inspection and there have been no exclusions in the last twelve months.
- Strategies are in place to maintain acceptable standards. All adults are consistent in their implementation of routines and in encouraging pupils to give of their best. The pastoral care book and Circle Time are used effectively to note and deal with any concerns.
- Pupils are happy in school: they behave maturely in class are keen to do well and show an increasing ability to sustain concentration.
- Trained mid-day supervisors contribute positively to the maintenance of good behaviour during lunchtime; their handbook provides useful guidance and they have a role in the reward system. Supervision in the dining hall is very good and this is a valuable social time for the pupils. Older pupils are trained playground monitors: they willingly assist adults and help the younger children. They are developing confidence and a sense of responsibility. The after school games club is a worthwhile initiative; pupils are eager to demonstrate the playground games they have learnt.

4.3 Attendance

The level of pupils' attendance remains satisfactory at 92%.

- Absences are caused mainly through illness, although family holidays in term time affect the overall rate. At the time of the inspection attendance levels were affected by an outbreak of chicken pox.
- Appropriate procedures are in place to monitor and follow up pupils' absences.
- Almost all the pupils arrive punctually at the start of the day and individual sessions and lessons start on time.
- Registers are completed meticulously at the beginning of each session and comply with regulations.
- Certificates for full attendance are awarded termly and pupils with full attendance are rewarded at the end of the year.

5. QUALITY OF EDUCATION

5.1 Teaching

The quality of teaching is satisfactory or better in all of the lessons seen; in KS1 58% is good or better, of which 16% is very good, in the early years 44% of the teaching is good. There is no unsatisfactory teaching.

Where the quality of teaching is good or better:

- Teachers know their pupils very well; mutual respect exists between staff and pupils.
- Teachers have a sound knowledge of the subjects they teach and, in the majority of lessons, the teaching strategies employed are appropriately matched to the subject.
- In KS1 planning shows continuity and progression across all subjects of the curriculum. Teachers plan conscientiously, learning objectives are clearly identified in planning and, in the best cases, shared with pupils.
- Teachers have high expectations of pupils' achievement and behaviour and readily offer praise and encouragement. Challenging activities and differentiated work are strong features of lessons. Work is generally suitably matched to individual needs and abilities.
- The structure of most lessons is typified by introductory periods of direct teaching, purposeful intervention in group and individual activities and a period to evaluate the activities at the end of the lesson when pupils share their achievements.
- Information is clearly explained and carefully structured to ensure that pupils fully understand what is expected of them. Teachers use subject-specific vocabulary appropriately to promote high standards.

- Pupils are encouraged to work independently, make choices and take responsibility for their own learning
- The pace of lessons is good, efficient use is made of time to maximise learning opportunities.
- Good questioning techniques encourage pupils to provide extended responses, thus developing their oral skills and understanding of the work covered.
- Teachers often offer demonstrations of the skills being taught and share their own experiences with the class.
- Nursery nurses and teachers' aides make valuable contributions to the education process; they are positively involved in pupils' learning, taking responsibility for individuals and groups in a range of activities.

Where teaching has shortcomings:

- The content of lessons and level of work for children under five is not always appropriate to their age and ability.
- The introduction to some lessons is, at times, too long allowing pupils to become restless.
- There is little planned, purposeful intervention by adults in imaginative play and physical activities.
- There are insufficient opportunities in some lessons for pupils to share or discuss their work with the rest of the class.

5.2 Assessment, recording and reporting

The quality of assessment, recording and reporting is good with very good aspects in KS1 and satisfactory in the Early Years.

- A clear and helpful policy document for the organisation of assessment, recording and reporting, supplemented by a coherent marking policy, provides a sound framework for the school. However, these effective procedures are not consistently implemented throughout the school.
- School assessment data is analysed and used to provide targets both for school improvement and individual pupils. Pupils are supported in the setting of individual targets, which are reviewed regularly, and new targets set as required. In addition, record of achievement folders identified as 'Clever Cat Records' involve pupils and teachers in the collation of selected evidence celebrating pupils' progress, positive attitudes and personal achievements. Pupils retain possession of these records when transferring to KS2.
- Teachers employ a variety of assessment strategies including specific tasks, observations, discussions, and questioning, which are identified in curriculum planning. Information collated in field notes is evaluated effectively to target improvements in teaching and learning. In the early years however, formative assessment is not utilised effectively to plan work that is well matched to the

needs and abilities of individuals and groups. At this stage the school needs to ensure the inclusion of constructive comments in the on-going records of individual children.

- Pupils' work is marked regularly and is supported by meaningful dialogue in which pupils are encouraged to respond. This aspect is a strength of the school.
- Portfolios of exemplar work are in place for the core and foundation subjects. In the best examples they are annotated effectively to give guidance on standards.
- Pupils' progress in reading is recorded effectively; written comments are diagnostic and support pupils' learning. Home school reading records provide a basis for useful dialogue with parents.
- Reports issued to parents annually are informative and comply with statutory requirements. They provide information on standards pupils have achieved and indicate how pupils can be supported towards the next step of learning. Parents are able to visit the school to discuss their child's progress termly during the school year with additional opportunities being given for informal discussions as and when required.
- The school complies with statutory arrangements for assessing and recording the achievements of pupils on the special educational needs register.

5.3 Curriculum

The curriculum in KS1 is broad and balanced and meets statutory requirements. However, the curriculum for the under-fives does not address the Desirable Outcomes for Children's Learning and is unsatisfactory overall.

- The curriculum for the under-fives provides children with stimulating experiences within the classroom, but planning does not address continuity and progression in relation to the Desirable Outcomes for Children's Learning. There is no planning for learning through play either inside the classroom or outdoors, nor is there planning for focused adult input into children's self-chosen activities. The limited use of the outdoor area for nursery children and access to large play equipment for reception children inhibits some aspects of their physical development.
- There are schemes of work for each NC subject and religious education. Newly appointed subject leaders are still developing some of these, such as music, but all provide helpful guidance for staff. Planning for key skills is being incorporated into the schemes of work as they are developed.
- The fortnightly plans of most teachers are thorough, with clearly identified learning objectives. There is parity of experience within and across year groups in KS1.
- The school provides pupils with many stimulating experiences. Visitors to the school and educational visits enrich the quality of the curricular provision. Pupils enjoy the extra-curricular activities provided for them.

- The school has a good scheme of work for pupils' personal and social education (PSE). PSE is integrated effectively into work across the curriculum and is having a positive impact on pupils' attitudes to learning.
- Y Cwricwlwm Cymreig is promoted effectively through many subject areas. Pupils have good opportunities to develop their knowledge and understanding of the culture, heritage and language of Wales. Pupils' understanding of cultural diversity is also promoted effectively through subjects such as religious education. They are developing their understanding of the need to care for the environment through the topic work they undertake.
- Pupils undertake home reading tasks on a weekly basis and this supports their achievements in all areas of the curriculum.
- Pupils are enabled to work independently on challenging and investigative tasks: this has developed well since the last inspection.

5.4 Support, guidance and pupils' welfare

The quality of personal support and educational guidance given to pupils is good.

- The school makes good arrangements for pupils' personal and educational guidance. The staff know the pupils and their families very well and are responsive and sensitive to their needs. The pupils' achievements are celebrated.
- The school's arrangements for child protection are good. The policy follows the county guidelines and the headteacher is the nominated person; she has received appropriate training and all staff are aware of the school's procedures and their obligations in this area. There is effective liaison with outside agencies.
- Weekly pastoral care meetings are used effectively to record and monitor any concerns.
- Procedures for promoting the well-being and health and safety of the pupils are good. Appropriate policies for equal opportunities, administration of medicines, sex education, the prevention of substance abuse and educational visits are in place and well known to all staff. The school follows the county guidelines and ACCAC framework for health and safety and personal and social education.
- There are well-established arrangements for first aid and the care of pupils when they are feeling unwell. The school has a designated first aid room and a named first aid person: all staff have received emergency first aid training. Parents are notified verbally of accidents, particularly of head bumps.
- The school is successfully promoting a healthy eating programme. Funding has been secured and children in the early years enjoy the fruit provided by the school at breaktime, they know and understand the benefits of healthy eating and exercise. Many parents are supportive of the policy and provide fruit for their children but a few are slow to respond.

5.5 Provision for pupils with SEN

The quality of provision for pupils with SEN is good.

- 21 pupils are identified by the school as requiring SEN support. There are no pupils with statements of special educational needs and no NC disapplications.
- The school's learning support policy provides well-co-ordinated and documented provision in accordance with the revised Code of Practice Wales 2000; the governing body reviews it annually.
- The role of the special educational needs co-ordinator (SENCO) is effectively carried out by a class teacher in conjunction with the headteacher and is well supported by teaching staff. Good working relationships have been established with outside agencies.
- Positive interaction and collaborative planning between class teachers, learning support assistants and adult helpers ensures that pupils make good progress within a sensitive and secure learning environment. Pupils benefit from a high level of support in class and in withdrawal sessions. The tasks provided and the teaching strategies adopted are suitably differentiated to support pupils at different stages of learning. Pupils respond well to the appropriate use of praise and encouragement, which is characteristic of the learning programme.
- Procedures for the early identification of pupils with SEN are effective and thorough and pupils are well integrated into class and extra curricular activities. The school responds positively to the principle of inclusion and ensures that all pupils have equal access to the NC.
- Individual education plans (IEP's) are provided for all identified pupils. These guide teaching strategies and set focused, concise targets that are well matched to pupils' particular learning needs. Pupils receiving support at school action or action plus are made aware of their targets and, where possible, given opportunities, through discussion, to evaluate their own performance.
- Review meetings are held on a termly basis and parental involvement is effectively encouraged at each step. Home school tasks to help meet targets support the learning programme. Pupils removed from the register of special needs are regularly monitored and carefully supported.
- The link governor with designated responsibility for SEN is well informed and actively supports the learning programme within the school.

5.6 Partnership with parents and community, schools and other institutions

The quality of partnership with parents and community, schools and other institutions is good.

- The quality of written information provided for parents is very good. Parents receive separate information brochures for the nursery and infant departments and a "Welcome to School" booklet for the reception children that provide useful

information about routines and activities and ways to help and prepare children for school.

- Termly topic sheets and home school tasks keep parents well informed about the six areas of learning for children in the early years and the subjects being taught in KS1; they provide suggestions for parents to help their children.
- Frequent letters and other communications, both formal and informal, keep parents informed about the work and life of the school and of important events. There is very good daily informal contact with parents.
- Time and effort is invested in encouraging parents in the education of their children. The “Families Learning Together” programme and the paired reading scheme for infant pupils are well attended and beneficial. Parents value the support of the headteacher and staff; they can see the progress their children have made in their reading and writing and are more confident in helping them learn. All pupils are involved in the home reading scheme. These initiatives help to further strengthen the links between home and school.
- Parents support the school’s behaviour policy; all parents sign the home school agreement. Plans are in place to introduce the “Proud to Present” scheme that will support the school’s existing policies and further strengthen the links between home and school.
- A significant number of adults make positive contributions to the life of the school. They provide good quality support that is highly valued by the school and has a positive impact on the standards achieved.
- The “Friends of Caerau School” are a small group of hard working adults who organise fundraising and social events. The money raised is used to pay for educational visits and professional entertainers.
- The school is very proud of its links with the community and works hard to maintain and extend them. All activities, such as concerts, assemblies and sports days, are open to the community and are well attended. The school supports community events such as the annual Ely festival. Pupils develop confidence and self esteem from their involvement.
- Pupils support charities, for example they have made sandwiches for an organisation for the homeless, which helps to raise their awareness of people less fortunate than themselves.
- The school has very good links with the neighbouring nursery and junior schools. Transition arrangements are thoughtfully planned and implemented and children settle well into school. Older pupils make familiarisation visits to the receiving junior school and pastoral links are well established. The Y2/3 Buddie system is a positive initiative and mutually beneficial; pupils exchange visits and letters and establish good relationships.
- The school is in partnership with an initial teacher training institution; trained mentors are in place and the school provides work experience and training for student teachers.

- Some parents have expressed an interest in having a school uniform; the school is considering this suggestion.

5.7 Partnership with industry

Partnership with industry is good.

- The school has a written industry policy but as yet no member of staff has benefited from industrial placement.
- Visits and visitors help to raise the pupils' awareness of the place of work, both past and present; all are linked to subjects and topics being taught. Pupils' skills and teachers' confidence are enhanced through working with professionals such as artists, poets, storytellers and musicians. Pupils' self-confidence is enhanced through their participation in a samba dance festival.
- The school has established a number of useful links with industry, for example a national superstore donated fruit for the Health Eating programme, and plans are in place to develop a recycling project. Samples of pupils' work are displayed in local stores. The school benefits materially from donations from local and national businesses.

6. MANAGEMENT

6.1 Quality of self-evaluation and planning for improvement

The quality of self-evaluation and planning for improvement is good.

- The school has produced a comprehensive self-review that effectively highlights the school's many strengths and those areas that require development. The document is closely linked to the inspection framework and addresses all aspects of school life. This information is used constructively to plan the way forward.
- Assessment data is analysed and used constructively to form the basis for setting challenging, yet realistic, targets. Specific areas of concern, for example the under-achievement of boys in writing, are targeted for improvement.
- There is a comprehensive SDP that is suitably broad and relevant to the school's needs and circumstances. It is effectively prioritised, costed and regularly evaluated; relevant responsible personnel have been identified.

6.2 Leadership and efficiency

The quality of leadership and management of the school is good.

- The head, who is fully committed to the school and has a clear vision for its future, has established a calm, caring, purposeful ethos. She sets and maintains very high standards in all areas of school life and is a very good role model for staff and pupils. The head monitors standards of achievement and the quality of teaching, she is fully aware of the strengths of the school and of the areas for development; the head manages the school very effectively.

- All staff have specific areas of responsibility, some are recently appointed to their roles. All regularly review resources, those who have recently acquired subject areas are successfully updating schemes of work and are having a positive effect on standards of achievement. Subject coordinators regularly monitor curriculum planning and samples of pupils' work. The coordinators for the core subjects monitor the quality of teaching of the subjects, but this does not yet extend to other subject areas or the Early Years.
- The GB is very supportive and plays an active part in the life of the school; they carefully monitor major financial decisions, all governors have curriculum responsibilities, they visit lessons and liaise with subject coordinators. They are fully involved in the strategic development of the school.
- The head, staff and GB have drawn up a well-formulated SDP that identifies clear, agreed targets for the school; these are prioritised, costed, regularly monitored and reviewed.
- The budget is carefully managed; all major financial decisions are carefully considered. The school has decided to keep class sizes low by employing additional teaching staff; this is of considerable benefit to pupils.
- The school clerk provides very good support; day-to-day routines are carried out effectively.

6.3 Staffing, accommodation and learning resources

Staffing, accommodation and learning resources are very good.

- The school has nine full-time teachers who are well supported by a number of support staff. All have appropriate qualifications and experience to meet the needs of the school. Staff work extremely hard and provide very good role models for pupils. A significant feature is the quality of teamwork amongst KS1 staff, who are fully committed to the education and well being of pupils.
- All staff have job descriptions, which clearly identify their roles, they are aware of their duties and responsibilities. They attend a wide range of in-service training events to address the needs of the school and their own professional development.
- The school's administrative and non-teaching staff provide very effective and efficient support, they make a substantial contribution to the quality of education offered.
- The school clerk carries out her duties efficiently and supports the head effectively.
- The school is bright, clean and welcoming and provides a safe and secure environment; the caretaker and cleaning staff maintain it to a very high standard.
- Pupils' work is celebrated throughout the school in very high quality displays; this is an outstanding feature of the school.

- The school is very well resourced in all areas of the curriculum; these high quality resources are used efficiently to support all areas of learning and have a positive impact on raising standards of achievement.
- The school provides very good value for money.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

Provision for the under-fives

The educational provision for the under-fives has some weaknesses, but there is evidence that these weaknesses can soon be put right.

Nursery

Good features

Children's language and communication development is good.

- Children speak confidently and are eager to answer questions. Most are able to communicate their needs effectively. During a shopping trip, pupils' vocabulary was extended appropriately in a variety of areas. Children enjoy sharing a book and joining in with rhymes and poems.

Children's personal and social development is good.

- Most children have settled well in the nursery. They are encouraged to treat the environment with care. Most concentrate and persevere in activities when encouraged by adults, and can take turns and share appropriately. Generally, they behave appropriately in group situations. They are independent in activities such as hand washing and ask politely for things they would like.

Children's mathematical development is satisfactory.

- Children can match one item to another, and can count the number of eggs in a box with an adult. They are beginning to use the correct names for two-dimensional shapes, and to use comparative words such as shorter and taller in practical situations.

Children's knowledge and understanding of the world is good.

- Children are very interested in the subject of babies' growth and have a good discussion about this with a visiting mother and baby. They understand that seasons change, and that bulbs will soon flower and trees grow leaves. They are aware of the weather and can comment on it sensibly. Some are able to use the computer effectively in programmes that support their learning.

Children's physical development is satisfactory.

- Children develop their fine motor skills through creative activities using paint, dough and scissors and develop their control in riding bicycles and climbing activities.

Children's creative development is satisfactory.

- Children paint with increasing control. They enjoy talking about their work and, when working with an adult, can mix skin tones effectively. They play imaginatively with dressing up activities and the grocery shop.

Shortcomings

- Provision for writing could be further developed to give children more opportunities for early mark-making.
- Pattern making and ordering are at an early stage of development.
- The lack of planning for appropriate construction activities inside the nursery and for learning during outdoor play affects children's ability to achieve well physically.
- Planning does not include language and learning in children's self-chosen activities, and opportunities are therefore missed to extend children's language and understanding in activities such as sand, water and imaginative play.

Reception

Good features

Children's language, literacy and communication skills are good.

- Children make good progress in spoken language. They respond positively to opportunities to talk about their experiences and enjoy listening to stories. Some are able to predict story endings. They are making good progress in letter formation and letter sounds. Many have good pencil control and form most letters correctly. They handle books sensibly and are keen to involve adults in their early reading. Children are beginning to gain a vocabulary of simple words in Welsh and in one class are increasingly confident in responding to instructions given in Welsh.

Children's personal and social development is satisfactory overall.

- Most children are prepared to take turns and share equipment. Some are eager to explore new learning situations and concentrate and persevere well. They listen to each other and are beginning to be aware of others' feelings.

Children's mathematical development is satisfactory overall.

- Most children can count to ten, following numbered animals on a stick. Some are able to count in two's and are able to describe the position of a missing number. They have an early understanding of time and are able to sort and match animals.

They are beginning to name two-dimensional shapes. Some are able to recognise and name two or three coins correctly.

Children's knowledge and understanding of the world is satisfactory.

- Children are able to talk about their families and are aware of the jobs that people do, both in the school and in the community. They appreciate the differences in a range of materials and can make appropriate choices for their work, giving sensible reasons. They experience changes in materials through activities such as cooking. Many use the computer confidently using a range of programmes to support their learning.

Children's creative development is satisfactory.

- Children have made interesting clay tiles when working with a visiting artist, based on their experience of farm animals. They have a good knowledge of colour and have developed their mixing skills well. In one class, they use malleable materials well to make large and small models.

Children's physical development is satisfactory.

- Children have an awareness of their own bodies and their growth. Most children handle equipment and tools effectively and safely. They show increasing control and precision in small muscle activities such as sand play and pouring water. They have a good awareness of space when they work in the hall and are able to demonstrate their movements to the rest of the class.

Shortcomings

- As planning is based on NC programmes of study, activities are often unsuitable for the reception age and stage of development. There is no planning for learning through play either in the classroom or in outdoor activities.
- Children have few opportunities to extend their language skills through role play, as there is no planning for adult input in this area, there is limited opportunity for writing in the imaginative play area in some classes.
- Some children find it difficult to recognise and write numerals correctly. This was particularly evident in a worksheet activity where children had to add up a number of 2p coins; this activity would have benefited from being carried out in a practical way in shopping play.
- Creative activities are often inappropriate. Children spend a lot of time colouring in worksheets or using templates or stencils rather than producing their own drawings and in one class children's artwork was almost all adult drawn and cut out.
- Physical activity in reception is timetabled as physical education and children spend too long in these sessions. There is no planning for learning through outdoor play.

English

Standards in English are very good.

Good features

- There is clear evidence of very good progression in pupils' achievement as they move through the key stage.
- Pupils speak clearly and confidently in a wide range of situations; they happily speak in front of their peers and an audience. They ask questions coherently and structure answers well. During whole class activities and when involved in group work pupils listen very well.
- Pupils read a variety of texts, both fiction and factual, they are able to read their own work and also the work of their classmates. The amount of support from adults in the school enables children to read regularly; this has a positive effect on standards. Pupils approach new words readily using a variety of appropriate strategies. They read confidently and increasingly use expression relevant to the text to convey meaning. They willingly discuss features of books, and offer opinions about what they read.
- Pupils write for a wide variety of purposes and audiences, including writing in response to a story, factual reports, imaginative stories, poetry, prayers and letter writing; pupils make very good progress. The use of writing frames ensures that their writing is very well structured and that pupils produce work of a very high standard. Their use of punctuation in independent writing develops very well. The majority of pupils spell high frequency words correctly and many make good attempts at building more complex words.
- Pupils' handwriting is very good. Work is neat and well presented; letters are formed correctly.

Shortcomings

There are no significant shortcomings.

Mathematics

Standards of achievement in mathematics are good.

Good features

- Pupils make good progress in their understanding of number. They participate enthusiastically in mental maths sessions; most respond accurately to teachers' questions and tackle simple problems with increasing confidence.
- By the end of the key stage, most pupils have a good understanding of the appropriate mathematical language they have encountered and use it sensibly in context when discussing their work and thinking. They recognise and understand the concept of odd and even numbers and can use simple fractions in familiar contexts. They extend their understanding of number by using their knowledge of addition and subtraction in a variety of different contexts including practical activities involving money.

- In Y1, using a hundred square, pupils are developing a good understanding of number patterns and relations. They can count forwards and backwards in 10's and understand and give examples of 'more than' and 'less than.'
- Younger pupils develop their understanding of money by counting 2p coins. They can apply their understanding to simple problems involving reduction of prices.
- Pupils make good progress in their understanding of shape and are secure in describing 2 and 3 dimensional shapes using the correct terminology. They are beginning to recognise shapes such as spheres, cubes and cylinders.
- Pupils in Y1 make sensible use of non-standard units of lengths during their measuring activity and understand the meaning of 'long ' and 'short.'
- In Y2, pupils show good understanding when sorting and interpreting two-decision Carroll Diagrams. In both year groups pupils can collect and record data using tables, block graphs and pictograms.

Shortcomings

- Using numerical skills to produce graphical representation in subjects across the curriculum such as in geography and history could be further developed.
- Further use could be made of ICT to support work in data handling and to reinforce mathematical understanding generally.

Science

Standards in science are good.

Good features

- Many pupils have good recall of previous work and are able to discuss it sensibly. Oldest pupils are aware of the need to provide a fair test when undertaking investigations.
- Pupils are able to use scientific vocabulary appropriately to describe what they expect to happen and compare it with the results of their investigations.
- Oldest pupils are able to plan, carry out and record their own investigations on circuits with support from the teacher. They are able to recognise the need for a complete circuit and can insert extra bulbs and batteries and describe the effects.
- Pupils show a good understanding that materials have different properties and uses and through investigation are able to decide which would make a good waterproof covering.
- Pupils are able to recognise and name different parts of the body and can discuss the effect that different foods or exercise have on them. Younger pupils are able to explain investigations into the relationship between foot size and height.

- Pupils have a good understanding that things change over time; they are able to explain clearly the growth cycle of plants, frogs and butterflies. Investigations into cooking, freezing and melting are linked well with design and technology.

Shortcomings

- Pupils' understanding of forces is less secure than other aspects.

Welsh second language

Standards in Welsh second language are good.

- Pupils respond well to the language used incidentally during the school day, for example when answering the register.
- They develop a good range of language patterns and vocabulary. Pupils are able to ask and answer simple questions related to their personal experiences, for example, they are able to talk about their families and discuss the weather. They confidently express likes and dislikes in relation to foods and school activities.
- Pupils' writing skills develop well; they are able to copy simple Welsh words and phrases related to the class topic. Some begin to write independently, for example pupils in a Y2 class produced individual books related to school activities.
- Pupils achieve good standards in reading Welsh in relation to their age and level of ability. They listen and respond to appropriate stories on tape and read by the class teacher. They can read words and phrases related to the topic they are studying, for example one Y1 class completed a questionnaire related to food, and use flash cards to support their learning.
- Pupils use relevant CD ROMs with confidence. The use of the interactive whiteboard is used very effectively to promote high standards.
- The revised scheme of work is successful in ensuring progression in learning.
- The school benefits from visits by the Athrawes Bro.

Shortcomings

- There are no significant shortcomings, however, the use of incidental Welsh and opportunities for paired work could be further developed.

Design and technology

Standards in design and technology are good.

Good features

- Pupils make good progress in design and make activities. They are able to use appropriate tools, measure reasonably accurately and use appropriate joining techniques. Design and technology is linked well to other subject areas.
- Pupils are able to produce a drawing of what they intend to do and make decisions about materials and tools they will use.

- Pupils can make simple evaluations of their designs and discuss any improvements they would like to make.
- Younger pupils research joints in order to make a jointed doll and then design and make the doll and outfits to dress it.
- Pupils achieve good standards when designing a place mat using the computer and make printed paper to wrap it. They are also able to design and make a pizza with favourite toppings.
- Older pupils examined the contents and containers for cereals, and then successfully designed and made their own containers and their cereals.

Shortcomings

- There are no significant shortcomings.

Information technology

Standards in information technology are good.

Good features

- Pupils are confident in using a range of information technology sources including computers, listening centres and programmable floor robots.
- Pupils make good progress in keyboard skills; the majority can use the mouse effectively.
- Younger pupils use the computer to produce block graphs related to mathematics and science and show good skills in interpreting the results effectively.
- The interactive board is used effectively in Y1 to access a commercial website during a history lesson and use a story to identify differences between life today and in the past.
- Oldest pupils use computers for drafting work in English and have combined written work and illustrations to produce effective 'wanted' posters.

Shortcomings

There are no major shortcomings.

History

Standards of achievement in history are good.

Good features

- Pupils listen with interest and are enthusiastic in their responses when answering questions relating to their studies in history. They show good recall of previous

learning, offer opinions confidently and use appropriate subject related vocabulary when talking about their work.

- In both Y1 and Y2, pupils show an increasing awareness of the distinction between the present and the past in their use of terms to describe the passing of time. Personal time lines, visits to the Museum of Welsh life to observe schools and washing implements of long ago, historical 'detective work' on toys and sequencing of topic related pictures contribute to pupils' chronological awareness.
- Pupils in Y1 in their study of Harry Webb find out about the past from the Internet. They identify and compare common features with the present day and use specific vocabulary when sequencing the story into their own mini-books.
- Pupils in Y2 learn about famous people and their impact on historical events through their work on Guy Fawkes and Elizabeth I. They recall interesting detail and show a good level of understanding of why events happen in response to the way people behave.
- In Y2, pupils have a good understanding of the social aspect of history and recognition of how children's lives were different in the past; in their study of Susan Rees, pupils show empathy through their written responses and produce work of a good standard.
- Most pupils recognise that they can find out about the past from a range of historical sources including photographs, museum visits, interviewing adults, including grandparents, handling artefacts and studying big books imaginatively produced by class teachers. Pupils communicate their understanding of events through writing in different forms including retelling stories, recounting and labelling drawings.

Shortcomings

- Opportunities for pupils to communicate their historical understanding through role-play need to be further developed.

Geography

Standards in geography are good.

Good features

- Early mapping skills such as the drawing of simple plans and routes, matching a plan view with an object and the use of local maps to locate features in the surrounding areas are developed progressively; pupils demonstrate good mapping skills.
- Through fieldwork younger pupils have a growing understanding of the main features, buildings and their functions in the area. They are able to answer questions and make observations on the environmental quality of the locality stating their likes and dislikes and give reasons for their answers; they express their opinions confidently.

- Pupils in Y2 can identify Wales on a map of the British Isles and place their own locality in the context of the country. They can identify and comment on features of their capital city.
- Pupils can talk about seasonal changes as a result of their own observations of recording weather conditions. They can describe the use of the appropriate symbols.
- In their topic work related to themselves and their surroundings, pupils in Y1 show a good understanding of the work undertaken by adults who provide services for the community. They are able to make pertinent comparisons to a fictional Scottish island and their own locality by writing letters describing differences in land use and human activity.
- In their study of Bangladesh, pupils in Y2 are developing an awareness of places beyond their own locality in the wider world. They recognise that different places may have both similar and different characteristics and are beginning to offer reasons for some of their observations. Pictorial sources are used effectively to engender discussion and support pupils' learning.

Shortcomings

There are no major shortcomings.

Art

Standards achieved in art are very good.

Good features

- Pupils use a wide variety of media very effectively and with increasing care and skill; they express opinions and make considered choices about the media they use.
- Pupils are taught a range of art and craft techniques, such as modelling, printing and drawing; they achieve very good results. They handle a range of equipment with increasing skill.
- Pupils produce very detailed observational drawings of a range of subjects; they take care with their work and are proud of their efforts, often refining and improving the work they produce to achieve very good end products.
- Pupils are introduced to the work of famous artists and architects, for example Van Gough, Georgia O'Keefe and Gaudi including Welsh artists such as Jack Jones and Alison Mercer, and the techniques they use in their work. Y1 pupils look at and discuss their own work in relation to that of others; they draw their classmates in the style of Van Gough's "The Postman". Pupils in Y2 have undertaken an impressive project linked to the work of Georgia O'Keefe using a range of media and techniques to produce studies of flowers.
- Pupils develop a very good awareness of colour, tone and shade and use this effectively in their work.

- The use of subject specific vocabulary is evident when pupils discuss the work they produce.
- Pupils benefit from visits by artists and craftspeople by experiencing demonstrations and high quality teaching from experts in different fields.
- Throughout the school pupils' work is celebrated by very high quality displays.

Shortcomings

- There are no significant shortcomings.

Music

Standards in music are satisfactory.

Good features

- Pupils recall the words of songs and hymns satisfactorily.
- Younger pupils join in with singing well-known songs enthusiastically in a year group session, understanding the use of silence.
- Pupils in Y1 can recognise long and short sounds when produced with body percussion and can write them as a graphic score.
- Pupils recognise a number of percussion instruments and use them to begin to produce a samba rhythm with a visiting teacher.
- Pupils in Y2 enjoy weekly choir sessions and sing happily, choosing songs they know well.

Shortcomings

- Work in composition and appraisal is limited.
- Pupils have few opportunities to experience the work of well-known composers.

Physical education

Standards are satisfactory overall; standards in games in Y1 are good.

Good features

- Pupils show appropriate awareness of the effects of exercise and understand the importance of warming up and cooling down.
- During a games lesson, Y1 pupils use the given space very well; they move safely in different directions. They show very good control when sending and receiving a ball; they use their hands, feet and equipment with increasing skill.

- Year 2 pupils are familiar with a number of traditional Welsh dances; they are able to perform these using different steps, for example slip-step and skipping.
- Pupils perform a variety of gymnastic movements on the floor and on apparatus; they perform jumps and balances using their bodies to form different shapes.

Shortcomings

- In the lesson seen pupils do not always use defined space safely with due regard for themselves and others. During the gymnastics lesson observed they do not handle apparatus correctly or with sufficient care; there are implications here for the implementation of policies relating to safe practice.
- Pupils do not always respond appropriately to instructions; they do not always move in time to the beat of the music in dance lessons.

Religious education

Standards in religious education are satisfactory

Good features

- Throughout the key stage pupils willingly share their thoughts and feelings linked to their own experiences. They demonstrate a clear understanding of what is meant by being kind and helpful to peers and appreciate the importance of supporting others less fortunate than themselves.
- Assemblies, the use of artefacts, attractive school displays, visits to places of worship and visiting speakers are used purposefully to provide pupils with first hand experiences.
- In recalling the stories of Jonah and Noah from the Old Testament and in sequencing aspects of the Christmas story pupils show a developing awareness of Bible stories. In Y1, pupils are confident in expressing their thoughts and feelings when re-telling the story of Moses. They use appropriate subject related vocabulary in their responses.
- In their studies of festivals from other faiths and cultures, Y2 pupils can explain the significance of the Sukkoth and correctly identify artefacts relating to their visit to a synagogue. They make good progress in using subject specific vocabulary.
- Pupils have a good understanding of Christianity; they recognise that the church is an important place for Christians and can express their own opinion on aspects they most enjoyed when visiting a local church. They know that followers of other faiths worship in places that are special to them.

Shortcomings

- While pupils can identify and explain the use of artefacts they are often unclear as to their purpose and symbolic significance.

- Opportunities for pupils to participate in role-play needs to be further developed; this is an aspect already identified by the school.
- Opportunities for pupils to record personal responses to religious topics and concepts needs to be further developed in some classes.

8. SCHOOL IMPROVEMENT

8.1 Progress since the last inspection

The last inspection report of September 1996 identified six key issues for action. These indicated that the school needed to:

- Address the balance of the curriculum to ensure there is sufficient teaching time given to science;
- Address the identified shortcomings in some subject areas;
- Increase the opportunities for pupils to take initiative and become more independent in their learning;
- Review the organisation of the library to make books more accessible to the pupils.

The school has made significant progress in all areas since the last inspection.

- The school offers a broad, balanced curriculum where all subjects, including science, are given adequate teaching time.
- Although there are still shortcomings in some subject areas, these have been considerably reduced. The standards of achievement in the majority of subject areas have improved.
- Staff ensure that pupils are allowed many opportunities to take responsibility and initiative; this is now a strength of the school.
- The library provision has been reorganised; books are now colour coded for easy access.

8.2 Key Issues for Action

In order to build on and improve its existing high standards the school needs to:

- Further raise standards in music, physical education and religious education in KS1 and areas of learning in the Early Years that are, at present, satisfactory;
- Improve planning and assessment in the Early Years to ensure that children experience continuity and progression in learning in line with the Desirable Outcomes;

- Provide imaginative and outdoor play activities for children under five that have clearly identified learning outcomes and are effectively supported by planned adult intervention.

The inspectors wish to express their thanks to the governing body, head, staff, parents and children of Caerau Infant and Nursery School for their co-operation and assistance before and during the inspection.

APPENDIX

A. Basic information about the school

Name of School	Caerau Infant and Nursery
School type	LEA maintained/Community
Age -range of pupils	3 – 7 years
Address of school	Caerau Lane Ely Cardiff
Post-Code	CF5 5QZ
Telephone Number	029 20591657

Head teacher	Mrs Gillian Williams
Date of appointment	01.01.90
Chair of Governors/ Appropriate Authority	Mr Michael Drake
Registered Inspector	Ms S Peters
Dates of inspection	10.02.03 – 12.02.03

B. School data as 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	15	60	60	53					188

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	10	1	10.2

<i>Staffing information</i>	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	19:1
Pupil: adult (fte) ratio in nursery classes	7.5:1
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	22
Teacher (fte): class ratio	1.13:1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
	R	KS1	KS2	Whole school
Term 1	94	93		93
Term 2	91	91		91
Term 3	90	91		91

Number of pupils excluded during 12 months prior to inspection.	Nil
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C. Results of national curriculum assessments and public examinations

NATIONAL CURRICULUM ASSESSMENT RESULTS
END OF KEY STAGE 1: 2002

National Curriculum Assessment KS 1 Results: 2002			Number of pupils in Y2: 54						
Percentage of pupils at each level			D	A	W	1	2	3	4
ENGLISH:	Teacher Assessment	School	0	0	0	4	74	22	0
		National	0	0	4	13	63	20	0
EN: Reading	Teacher Assessment	School	0	0	0	11	67	22	0
		National	0	0	4	14	54	28	0
EN: Writing	Teacher Assessment	School	0	0	0	4	87	9	0
		National	0	0	5	13	71	10	0
EN: Speaking and listening	Teacher Assessment	School	0	0	0	0	70	30	0
		National	0	0	2	11	64	22	0
MATHEMATICS	Teacher Assessment	School	0	0	0	0	70	30	0
		National	0	0	2	9	61	26	0
SCIENCE	Teacher Assessment	School	0	0	0	0	70	30	0
		National	0	0	2	10	68	20	0

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

In the school:	96	In Wales:	80
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- D Pupils who have been disapplied from the statutory arrangements
W Pupils who are working towards level 1
A pupils who were absent from the tasks

D. The evidence base of the inspection

The inspection took place over three days, four inspectors were involved and 42 sessions were observed. During this time all teachers were visited, all classes seen and all subjects of the NC inspected.

Discussion with pupils to ascertain their knowledge of curriculum areas and their attitude to learning took place on a regular basis. Pupils' work across the age and ability range was examined systematically and the school provided the inspection team with a comprehensive record of pupils' work and other school activities.

Discussion also took place with the head and staff, including non-teaching staff, to establish their specific responsibilities and professional perspectives. School

documentation was examined and a detailed discussion took place with the head and support staff concerning financial matters.

The views of parents and governors were received and analysed. 40 parents' questionnaires were returned.

E. Composition and responsibilities of the inspection team

NAME	ASPECTS	SUBJECTS
Ms S Peters	1. The school and its priorities 2. Main Findings 3.1 Standards achieved in subjects and areas of learning 5.2 Teaching 5.3 Quality of self-evaluation and planning for improvement 5.4 Leadership and efficiency 5.5 Staffing, accommodation and learning resources 8.1 Progress since the last inspection 8.2 Key issues for action	English Welsh second language Physical education Art
Mrs C Lewis	4.2 Behaviour and attitudes 5.6 Attendance 5.7 Support, guidance and pupils' welfare 5.6 Partnership with parents and community, schools and other institutions 5.7 Partnership with industry	
Ms H Palmer	3.2 Standards achieved in key skills across the curriculum 5.2 Curriculum	Early Years Science Design and technology Information technology Music
Mrs G Rees	5.2 Pupils' spiritual, moral, social and cultural development 5.3 Assessment, recording and reporting 5.4 Provision for pupils with SEN	Mathematics History Geography RE

