

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

**CEFN GLAS INFANTS SCHOOL
ST WINIFRED'S ROAD
BRIDGEND
CF31 4PL**

School Number: 672/2300

Date of Inspection: 12-15 January 2004

By

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Under Estyn contract number: T/104/03P

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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:

{PRI VAT E }	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.

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1. CONTEXT

The school and its priorities

Cefn Glas Infants School is a local authority maintained school which serves the community of Cefn Glas, north of Bridgend. The school caters for pupils aged from three to seven. Children are admitted to the nursery class at the beginning of the school year in which they are four. The numbers of pupils on roll over the last three years have gradually declined. There are 227 pupils on roll, including the full-time equivalent of nursery children. Approximately 98 per cent of pupils are from English speaking homes and the remainder are from ethnic minority groups, who are learning English as an additional language. There are no pupils from Welsh speaking homes and Welsh is taught as a second language. The school aims 'to provide an emotionally supportive environment for learning which is happy, calm and well organised, where the child is at the centre of the agenda and where pupils have the opportunity to develop to their full potential'.

The school considers its catchment area to be neither prosperous nor economically disadvantaged; 16 per cent of the pupils are registered as being entitled to receive free school meals. The nature of the intake is neither advantaged nor disadvantaged and comprises the full range of ability. There are 37 pupils (16 per cent) on the school's Special Education Needs (SEN) register; there are no pupils with a statement of SEN. Baseline assessments are undertaken on entry to the nursery class and results indicate an average attainment for most children.

The school was last inspected in 1998 and produced a post-inspection action plan to improve curriculum provision and pupils' standards of achievement. Most of the targets in the current School Development Plan (SDP) have been met. The focus for the year will be to:

- raise pupils' standards of achievement in all curriculum areas;
- improve the quality of educational provision through the continuing professional training of staff to ensure that all pupils achieve their full potential;
- ensure high standards in all aspects of teaching and learning by implementing 'Accelerated Learning' strategies;
- ensure that all pupils have equal access to the curriculum and that their needs are met through work which is carefully matched to their level of ability;
- improve the quality of outdoor play provision for children under five;
- ensure that governors are well informed and involved in school activities.

The school's analysis of its National Curriculum (NC) Assessment results and comparative data is the basis for target setting to improve standards.

The school successfully gained the 'Investors in People' award which was renewed in 2002.

The Basic Skills Agency 'Quality Mark' was awarded to the school in June 2003.

The 'Healthy Schools Award' was presented to the school in 2003.

2. MAIN FINDINGS

The main findings of the report

Cefn Glas Infants School is a good school with some outstanding features, especially the behaviour and social development of pupils. The high commitment of staff and governors to improve curricular provision in order to raise standards and the very positive attitudes of pupils to their work contribute to the success of the school. The headteacher provides highly efficient, caring leadership and is ably supported by the deputy and the staff who work well as an effective team.

Educational standards achieved in subjects and areas of learning

- Pupils' standards of achievement were very good in 20 per cent of the lessons observed, good in 60 per cent and satisfactory in 20 per cent.
- The educational standards achieved by children under five are very good. The overall quality of the educational provision for children under five is appropriate to their needs and they make very good progress towards the Desirable Outcomes for Children's Learning.
- Standards in the six areas of learning are as follows:

	Nursery	Reception
Language, literacy and communication skills	Very good	Very good
Personal and social development	Very good	Very good
Mathematical development	Very good	Very good
Knowledge and understanding of the world	Very good	Very good
Physical development	Very good	Very good
Creative development	Very good	Very good

- Pupils' standards of achievement in the NC subjects and religious education in KS1 are as follows:

English	Good
Mathematics	Good
Science	Good
Welsh second language	Good
Design and technology	Very good
Information technology	Very good
History	Good
Geography	Good
Art	Good
Music	Good
Physical education	Good
Religious education	Satisfactory

- Standards are good overall in English. Pupils achieve very good standards in speaking skills which they use effectively and confidently in their work. Their listening skills are

very good and they listen attentively to adults and other pupils. They achieve good standards in reading and in writing skills, although standards in handwriting skills are variable.

- Standards are good in mathematics. Pupils make good progress in developing competence in number and understanding of mathematical concepts through the use of numeracy strategies. In science, standards are good. Pupils make good use of their problem solving and investigative skills during practical sessions in order to improve their understanding of mathematical and scientific concepts.
- The school's 2003 NC assessment results reflect the standards achieved during the inspection in the core subjects.
- Pupils' standards and progress in key skills across the curriculum are good overall. Children under five make very good progress in developing key skills. In KS1, standards achieved in literacy skills are good overall. Pupils achieve very good standards in speaking and listening skills which they use to good effect in all areas of the curriculum. The use of reading and numeracy skills in different subjects is good. Pupils achieve good standards in writing across the curriculum but standards in handwriting skills are inconsistent. Their use of a range of information and communications technology (ICT) skills for different purposes is very good with some outstanding features. Pupils have constant access to computers for supporting learning in several subjects.

Ethos of the school

- The provision for pupils' spiritual, moral, social and cultural development is good. Pupils achieve high standards in their social and moral development and understand the values promoted by the school which reflect the positive and caring ethos. They appreciate the culture and heritage of Wales as well as other cultural traditions. Pupils respond well to the school's provision in this area.
- Pupils' behaviour and their attitudes to learning are very good and have a positive impact on standards achieved and the quality of life in school. There are very good arrangements for promoting good behaviour and social development.
- Levels of attendance are satisfactory; there are good procedures in place to monitor and follow up absences. Punctuality at the start of the school day is satisfactory; there is a minority of pupils who arrive late.

Quality of education

- The quality of teaching was very good in 20 per cent of lessons observed, good in 58 per cent and satisfactory in 22 per cent. The quality of lesson planning is very good and identifies clear learning objectives, which are focused on the specific skills, knowledge and understanding which the pupils are to acquire. The oral introductions to lessons often consolidate previous learning and the use of accelerated learning strategies is effective in engaging pupils' interest.
- The quality of assessment, recording and reporting is very good. There are very effective systems for assessing and recording pupils' achievements which provide a clear picture of their progress. The quality of reports to parents is good and they provide useful information on pupils' progress and are much appreciated by parents.
- Curriculum provision is very good and is totally inclusive. The quality of the curriculum for children under five is very good and promotes the Desirable Outcomes in all areas of learning. In KS1, the schemes of work in each subject are very effective in providing for progression and continuity in pupils' learning. The quality of whole school planning for the teaching of key skills is outstanding. Key skills are incorporated in all schemes of work and at each stage of the planning process. The quality of provision for promoting *Y Cwricwlwm Cymreig* is very good. There is a very good range of extra-curricular activities, including football, BAYS Science, art, ICT and music clubs.

- The quality of educational support and personal guidance for pupils' welfare is very good. The school ensures that all pupils are equally valued and treated with respect and understanding. Their needs and progress are carefully monitored and their personal and social development is well promoted through the life of the school. There are very good procedures for promoting equality and the well-being, health and safety of pupils.
- The quality of provision for pupils with SEN is good and complies with the revised SEN Code of Practice. Pupils make good progress towards the targets set in their individual education plans (IEPs) and achieve good standards in line with their level of ability.
- Partnerships between the school and parents, the community, schools and other institutions are outstanding. Parents are very well informed about the activities of the school and, together with the community, play an important part in promoting high standards. The school's partnership with industry is very good and has a beneficial impact on pupils' standards.

Management

- The quality of self-evaluation and planning for improvement is very good. The school has an effective culture of self-evaluation, ranging from pupils' involvement in setting their own targets for improvement to staff and governors' evaluation of the quality of educational provision in order to raise standards. There are effective procedures for evaluating and monitoring progress towards agreed targets for improvement.
- The quality of leadership and management of the school is very good. The school's aims and values promote a caring ethos and include a commitment to equality of opportunity for all which is reflected in its work. The headteacher provides highly efficient, caring leadership and ensures a clear sense of purpose and direction for the school.
- The governing body is well informed of the work of the school through the headteacher's regular reports and through the committee structure. The governors are fully involved in curriculum development and have formal curricular links with subject co-ordinators in order to monitor provision and standards of achievement.
- The school manages its resources extremely efficiently and budget planning reinforces the aims of the school, ensuring very good value for money. The school's monitoring and self-evaluation procedures are linked to the performance management policy and are effective in identifying areas for development and training needs of staff. Targets for improvement are set and are incorporated into the SDP which is a very effective working document for prioritising areas for improvement over a three year period.
- The overall provision for staffing, accommodation and learning resources is very good and has a beneficial impact on pupils' standards of achievement. There are an appropriate number of teachers and support staff who are suitably qualified and experienced. The provision and quality of resources are very good and staff and pupils make effective use of all available books, materials and equipment.
- The school has suitable accommodation for the number of pupils on roll. The quality of the accommodation is good and is enhanced by very good quality displays, some of which are interactive and support pupils' learning. Very good use is made of all available space to provide an attractive working environment for pupils.
- Since the last inspection, the school has made very good progress and has met the targets set in the action plan, which addresses the key issues from the previous inspection report. These include:-
 - improved opportunities through the curriculum for problem solving tasks and investigational work;
 - improved curriculum monitoring procedures;
 - improved standards of achievement in those subjects which were satisfactory.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards achieved in subjects and areas of learning

Pupils' standards of achievement were very good in 20 per cent of lessons observed, good in 60 per cent and satisfactory in the remaining 20 per cent.

- Standards of achievement of children under five are very good overall and they make very good progress in all the areas of learning. Children in the nursery and in reception achieve very good standards in language, literacy and communication skills, personal and social development, mathematical development, knowledge and understanding of the world, physical and creative development. By the age of five, the majority of children meet, and some exceed, the Desirable Outcomes for Children's Learning.
- In KS1, standards are good overall in English and pupils achieve very good standards in speaking skills which they use effectively and confidently in their work. Their listening skills are very good and they listen attentively to adults and other pupils. They achieve good standards in reading and benefit from the home/school reading system whereby parents support their children's reading. Standards in writing are good and pupils make good progress in improving these skills, although the standard of their handwriting is variable.
- Standards are good in mathematics and pupils make good progress in developing their competence in number and understanding of concepts. In science, standards are good. Pupils make good use of their problem solving and investigative skills during practical sessions in order to improve their understanding of scientific and mathematical concepts.
- In the 2003 NC assessment results, 85 per cent of pupils attained at least level 2 in the core subjects, which was above the national average score of 80.4 per cent. In English, 88 per cent of pupils achieved level 2 or above, which was above the national average (83 per cent), with 26 per cent achieving level 3, which was also above the national average (20 per cent). In mathematics, 88 per cent of pupils achieved level 2 or above which was in line with the national average (87 per cent), with 30 per cent achieving level 3, which was above the national average (26 per cent). Teacher assessment in science indicated that pupils' achievements were in line with the national average, with 88 per cent achieving level 2 and above and, of those, 32 per cent achieved level 3 which is well above the national average of 20 per cent.
- When compared with other schools nationally, where up to 16 per cent of pupils are entitled to free school meals, the results are closer to the median quartile. Girls performed slightly better than boys.
- In the NC foundation subjects, standards of achievement are very good in design and technology and ICT and good in all other subjects; in religious education, standards are satisfactory. Pupils make good progress in improving their skills, knowledge and understanding in these subjects.
- All pupils make good progress towards the targets for improvement set by the school in relation to national criteria. The targets are based on the effective assessment of pupils' achievements as well as the results of baseline and NC assessments. Pupils who are learning English as an additional language (EAL) are well supported and make good progress. Those pupils with SEN make good progress towards the targets set in their IEPs and achieve good standards, relative to their ability.

3.2 Standards achieved in key skills across the curriculum

Pupils' standards and progress in key skills across the curriculum are good overall. Standards achieved in literacy skills across the subjects are very good in speaking and listening. They are good in reading and in writing. The use of numeracy skills in different subjects is good and pupils' use of a range of ICT for different purposes is very good.

- Children under five make good use of key skills in activities within the areas of learning. The provision of creative play activities is very effective in promoting language skills, especially in oracy, pre-reading and emergent writing skills. They consolidate their knowledge of mathematics through counting, ordering and matching activities as well as through scientific investigations. They use computer equipment confidently in order to enhance their learning.
- In KS1, pupils use their speaking skills very well in both English and Welsh. Pupils are confident and articulate; they speak clearly and audibly when responding to questions, describing events and taking part in discussion. Their listening skills are very good; they listen carefully and with concentration, responding appropriately to what they have heard.
- Pupils are encouraged to read a variety of books and enjoy taking part in class and group reading of Big Books. They make good use of the school library areas to increase their reading skills and to find information. Pupils make good use of reference books in lessons to find information about various subjects. By the end of the key stage, many are beginning to read accurately, expressively, and with an understanding of a variety of texts in different subjects.
- Pupils make good progress in improving their written work in a variety of forms, including reports, stories, poems and letters. Pupils use their writing skills well in many areas of the curriculum and their word processing skills are developing very well. Spelling is sound but standards in handwriting skills are inconsistent.
- Pupils' standards in numeracy across the curriculum are good. They make good use of their numerical skills and knowledge of shapes and measures to calculate accurately in science and design and technology. They use data handling skills well to gather information and present it in a variety of forms, particularly in science. They confidently handle numbers in mental, oral and written tasks.
- Standards in ICT to support learning across the curriculum are very good with some outstanding features. Pupils use ICT equipment and software confidently to support their learning and develop basic computer skills systematically through the school. They make very good use of ICT to record and present their writing and to produce data in subjects such as mathematics and science. They enjoy exploring artwork and develop skills, such as drawing, painting and design work and use them to good effect.
- Very good use is made of CD-ROMS, the Internet, the e-mail facility and the interactive whiteboard to support pupils' learning. Pupils make good use of tape recorders, video recorders and digital cameras to record their work and to improve their own standards in all areas of the curriculum.
- Pupils with SEN make good progress in improving basic language skills in line with the targets set in their IEPs and make good use of ICT to support their learning.

4. ETHOS OF THE SCHOOL

4.1 Pupils' spiritual, moral, social and cultural development

Provision for the spiritual, moral, social and cultural development of pupils is good overall. Pupils' spiritual development is satisfactory, cultural development is good, and moral and social development is very good.

- The daily act of collective worship contributes well to pupils' personal and social and moral development through celebrating their individuality and achievements and through teaching care and concern for others. Pupils respond to this by developing strong self-esteem, confidence and a clear understanding of the difference between right and wrong. However, opportunities for pupils to reflect on personal belief and develop their spirituality through collective worship are underdeveloped.
- Pupils know the school rules and obey them without question. There is no evidence of oppressive behaviour or bullying. The school has a friendship area in the playground where pupils who are feeling lonely can go and sit. Other pupils are encouraged to invite them to join their games.
- Relationships in the school are very good. Teaching and non-teaching staff treat each other with genuine affection and respect. This same care and concern for each other extends to the relationship between adults and pupils. Teachers know the individual circumstances of their pupils and respond to their specific needs with sensitivity.
- Pupils are encouraged to take responsibility and develop independence from an early age. Children in the nursery prepare and share fruit at break time and pupils in KS1 organise their own equipment and work materials.
- The school is totally inclusive and pupils learn to value each other's contribution to school life. This contributes very well to pupils' personal and social education and to the 'family' ethos of the school where pupils feel safe and special.
- Pupils develop a very good understanding of their own Welsh culture through a well-integrated *Cwricwlwm Cymreig* in history, geography and the arts. The school has a policy for racial equality and equal opportunities that it promotes well and the small minority of pupils from other ethnic groups, races and cultures are very well integrated. The school's provision for developing pupils' specific knowledge of other cultures is less well developed.
- The response of pupils to the school's provision for spiritual, moral, social and cultural development is good.

4.2 Behaviour and attitudes

The overall quality of pupils' behaviour and their attitudes to learning are very good. Their behaviour makes a positive contribution to the quality of life in school.

- Pupils are polite and courteous, both in lessons and at play outside. They are respectful to each other, teachers and visitors.
- In lessons the great majority of pupils works enthusiastically, maintaining concentration well and persevering with the set tasks. They clearly enjoy learning.
- The school has very high expectations and pupils are well aware of the clear code of conduct; they are encouraged, with sensible guidance, to devise the school rules themselves, so they feel a sense of ownership and regard them as fair.

- Strategies for promoting good behaviour are very effective and fairly used by all staff. The behaviour of all pupils is carefully monitored so that any tendency toward unsatisfactory behaviour is counselled at a very early stage.
- No bullying or any other form of discrimination was seen during the inspection and the school has explicit policies and procedures for dealing with instances that might occur.

4.3 Attendance

Attendance at school is satisfactory. Pupils are punctual in reconvening for lessons after break and lunchtime but a small number are late arriving at school each day.

- Pupils are keen to come to school and overall attendance is routinely around 92 to 94 per cent.
- There are instances of parents taking their children on holiday in term time but the majority of absence is due to sickness; the level of unauthorised absence is very low.
- The school makes good progress towards targets of high attendance and low unauthorised absence through a welcoming and encouraging attitude to pupils and a thorough involvement of parents.
- Should attendance issues arise, the school has appropriate links in place with Educational Support Services, and regular contact with and easy access to the Educational Welfare Officer.
- Registers are properly kept. Attendance is recorded each morning and afternoon; overall statistics are collated by an administrative assistant and returns made to the appropriate authorities in accordance with the National Assembly Wales (NAW) Circular 3/99

<h2>5. QUALITY OF EDUCATION</h2>

5.1 Teaching

The quality of teaching was very good in 20 per cent of lessons observed, good in 58 per cent and satisfactory in 22 per cent.

- The quality of teaching of children under five is very good. Staff have a secure knowledge and understanding of the Desirable Outcomes for Children's Learning and plan a wide range of experiences within the six areas of learning.
- In KS1, teachers have a secure knowledge and understanding of the subjects they teach. They make good use of professional training to improve their expertise.
- The oral introductions to lessons often consolidate previous learning and encourage pupils to participate in discussions, although occasionally these can be too long. The quality of lesson planning is very good and identifies clear learning objectives which are focused on the skills, knowledge and concepts which the pupils are to acquire.
- In lessons, work is well matched to the needs of all pupils with appropriately differentiated tasks set for them as individuals, pairs or groups. Occasionally, follow-up activities lack challenge for more able pupils. All pupils are provided with good support, especially those with SEN who are well supported by support staff and voluntary classroom assistants. Those pupils with EAL receive good support in all subjects.
- Lessons are very well structured and organised; teachers manage their pupils well and have good relationships with them. A very good range of teaching techniques and organisational strategies is used effectively for different activities and purposes; these are based on accelerated learning strategies, centered on the needs of pupils, which the school

has recently introduced. Good use is made of plenary sessions at the end of lessons to consolidate skills and knowledge, to assess understanding and to evaluate progress.

5.2 Assessment, recording and reporting

The quality of the school's arrangements for assessment, recording and reporting is very good. This has a positive effect on pupils' progress by helping teachers to determine how best to respond to their individual needs.

- There is a very comprehensive policy and effective system for regular assessment of pupils' progress. The school uses standardised tests to assess pupils' progress in English and mathematics and builds assessment into its schemes of work in all subjects.
- Assessment opportunities are identified in all planning and the school uses a range of assessment strategies. Teachers use the various forms of assessment very well to determine both the needs of the class and to identify specific needs of groups of pupils. Teachers evaluate lessons and record information about pupils needing further revision or consolidation and those experiencing difficulty. They use this information in their future lesson planning.
- Teachers plan together to ensure consistency between parallel classes. They also work closely together in cross phase teams to monitor consistency, continuity and progression throughout the school. Curriculum co-ordinators have developed portfolios of pupils' work in order to ensure that colleagues' expectations of pupils are consistent. Portfolios of annotated examples of work in core subjects also help colleagues make accurate assessments.
- Individual assessment files on pupils' progress and achievements are very detailed. These contain annotated examples of work as well as a record of achievement in all areas, including personal development. Assessments are on-going and are effective in identifying individual needs. They are carefully analysed to assess areas of weakness that may require extra support or to highlight concerns.
- Pupils' work is marked regularly with helpful comments for improvement. Pupils are set targets in the core subjects and these are displayed in the front of their books. As each element is achieved it is highlighted so that pupils know whether they have achieved their targets.
- The school complies with its statutory requirements for assessment at the end of KS1. It sets challenging targets for improvement and analyses results for individuals and for specific groups of pupils to identify gender or other issues.
- Good use is made of baseline assessments in the nursery and in reception. The school carries out its own assessments in addition to the Four Counties test and works with the advisory service to identify and address trends. It does this very well and a number of initiatives to raise standards, such as the Oracy initiative, have resulted from its work. The school evaluates all of these rigorously and tracks pupils through the school to observe results in the longer term.
- The quality of reports for parents of pupils in KS1 is good. Reports are very informative about core subjects and identify targets for improvement. Information about some foundation subjects is not always sufficiently detailed and specific. Comments about these subjects tend to focus more on work the child has covered rather than what the child knows or has achieved. Parents and pupils are given an opportunity to comment on the report and this results in a more collaborative and shared approach to learning.
- Reports for parents of nursery and reception children are very good. They focus on the development of the child and areas in which the child shows a particular interest.

5.3 Curriculum

The overall quality of the curriculum provided by the school is very good. The curriculum has recently been revised to include cross-curricular planning around a central theme. The use of accelerated learning strategies, which are centred on the needs of pupils, provide them with rich learning experiences.

- The curriculum for children under five is appropriate to their needs and successfully promotes the Desirable Outcomes for Children's Learning. The schemes of work in the six areas of learning are effective in ensuring progression and continuity for the development of skills, knowledge and understanding in each area. A very good range of experiences and practical activities is provided, ensuring that children gain confidence to learn.
- In KS1, the curriculum is broad, relevant and appropriately balanced. It complies with statutory requirements, including the teaching of religious education and a daily act of collective worship. Its organisation is very good with sufficient time allocated to all subjects. Curriculum provision for all pupils, including those with SEN, is good. Pupils with EAL are well supported and the school ensures that the contribution of all its pupils is valued.
- All curriculum policies are clearly written and up to date. They are well supported by a range of other policies such as equal opportunities and cultural diversity, which ensure that all pupils enjoy full access to all areas of the curriculum.
- Schemes of work for all subjects are of very good quality and are effective in providing for continuity and progression in the NC programmes of study across the key stage. Curriculum planning is detailed and is clearly focused on learning objectives and the development of pupils' skills, knowledge and understanding.
- The planning of key skills across the curriculum is outstanding and is clearly focused on promoting pupils' use of literacy, numeracy and ICT skills and on problem solving skills in subjects such as mathematics, science and design and technology. Key skills are incorporated in all schemes of work and at each stage of the planning process.
- The school makes good use of home/school tasks to consolidate and extend pupils' learning. It is effective in enlisting the support of parents, especially in monitoring and supporting their children's progress in reading.
- *Y Cwricwlwm Cymreig* is successfully promoted across the curriculum. Very good opportunities are provided for pupils to learn about their Welsh heritage and culture and that of the local area. Visitors to school, such as the Welsh Brass Trio and a harpist, together with opportunities for pupils to undertake educational visits, extend pupils' knowledge and understanding of Wales and its heritage.
- Pupils' educational development is further enhanced by extra-curricular provision, including football, Bays science and clubs for ICT, art, choir and recorders; these are offered at lunch-times as well as after school.
- The school makes very good provision for personal and social education which is integrated through the curriculum themes and complies with the ACCAC 2000 PSE framework. It includes provision for health and hygiene education, sex education, cultural diversity and community and environmental understanding.

5.4 Support, guidance and pupils' welfare

The quality of support, guidance and pupils' welfare is very good.

- Pupils are well supervised throughout the day and at lunchtime and break times.

- Pupils are given very good support and encouragement in lessons and those pupils with SEN are provided with the extra teaching and the adult help they need to achieve as well as they can. Pupils whose first language is not English are also well supported. The school has appropriate procedures for supporting pupils with medical needs and the building is accessible to pupils with physical disabilities. The school makes good provision for 'looked after' pupils and liaises well with specialist support.
- The premises are secure; accident and emergency procedures for all potentially dangerous situations are clearly documented and well understood. Medicines and dangerous substances are carefully stored and emergency equipment is regularly checked. The head teacher has received health and safety training and staff receive first aid advice and training.
- The head teacher has been updated on child protection issues; she is the designated person to whom any concerns are to be reported. The school has very informative and detailed guidelines for staff on child protection matters and the school has a very clear Child Protection Policy.
- Staff are alert to health and safety issues and the well-being of pupils. Good health is well promoted within school and also in its involvement with parents and the wider community. It does this, not only through a policy for healthy eating and drinking, but also through promoting walking and cycling to school and fitness activities. This contributes not only to the welfare of pupils and their parents but to promoting sustainable development education.
- The school provides very well for the personal and social development of pupils. Staff make all pupils feel special by valuing what they say. The children respond to this by valuing and affirming each other, and this results in pupils developing high self-esteem. This is achieved through circle time, the accelerated learning programme and good integration of personal and social education and sex and relationships education into the wider curriculum. Pupils' personal and social education and health education are further enriched by visits from the dentist, the police and other health workers.

5.5 Provision for pupils with special educational needs (SEN)

The quality of provision for pupils with SEN is good. Pupils make good progress towards the targets in their IEPs and achieve good standards in line with their level of ability.

- The policy for SEN is comprehensive and complies with the requirements of the Code of Practice. It gives clear guidance to all those involved in SEN procedures. A named governor for SEN provides good support to the special education needs co-ordinator (SENCO) and successfully monitors the implementation of the policy and pupils' progress.
- The SENCO, in consultation with the teachers, is responsible for overseeing all SEN provision according to the Code of Practice and ensures effective liaison between class teachers and the SEN support teacher.
- There are 41 pupils on the school's SEN register: three are at Early Years Action and four are at Early Years Action Plus; six are on the School Action stage and 28 are on School Action Plus. There are no pupils with statements of SEN.
- A Language Support teacher is employed for two sessions a week and withdraws groups of pupils for extra support in language skills. All pupils are well supported and make good progress, especially in literacy skills. Pupils make good use of ICT to support their learning.

- Systems for identifying and assessing the needs of pupils with SEN are good, especially in the early years where baseline assessments provide information for early intervention. The quality of IEPs is good and realistic targets are set for pupils to achieve; they make good progress in line with targets set. At Early Years Action and School Action stages of the graduated approach, the SENCO prepares targets in the IEPs, in consultation with the class teachers. Pupils' progress is reviewed termly and the IEPs are modified as required. Parents are informed of developments and are encouraged to be involved in supporting their children. Detailed records are kept of pupils' progress.
- All pupils with SEN, including those with disabilities, are provided with equal access to the curriculum through well differentiated tasks which ensure that pupils work at the appropriate level of ability. Liaison between the SENCO, class teachers, SEN language support teacher and outside agencies is effective. There are close links with the junior school and other local schools.

5.6 Partnership with parents and community, schools and other institutions

Partnerships with parents and community, schools and other institutions are very good.

- Parents are very well informed about school organisation through a clearly written prospectus.
- They are kept up-to-date on school activities by regular, informative newsletters and school progress and developments are lucidly summarised in the annual report from the governors.
- The comprehensive summary of the SDP and targets, set out both in the annual report and in the prospectus, is a particularly noteworthy aspect of the information to parents.
- The Family Learning Projects provide a very useful training for parents, equipping them well to provide very good home support in literacy and numeracy.
- Easy access to teachers and constructive parent evenings ensure that parents can monitor and discuss their children's progress and/or social concerns.
- Parents receive useful reports on their children's achievements and progress.
- There is an active PTA providing very good support to the school.
- Numerous 'Helping Hands', comprising family members and others in the community, provide very useful support for reading, classroom assistance and help with school maintenance and decoration.
- There are extensive, well managed links with the community.
- Members of the community benefit from the use of school facilities and from pupils' charity activities.
- Pupils benefit from informative visits from representatives of community services and other local organisations, and from individuals with useful skills that support school assemblies and other aspects of the curriculum.
- Pupils learn about the wider community through school visits to, for example, National Museums and Art Galleries and in supporting national and international charities.
- The school has very constructive links with local play-groups, other infant schools, local primary schools and with the local secondary school through which much information about and for the benefit of pupils is exchanged.
- Regular meetings within this cluster enable discussion of common issues and good practices in the infant sector, have permitted job exchanges that enhance understanding between the school and the junior school and greatly ease transition for pupils as they move on.

- An innovative link with the comprehensive school provides very good support in music; talented secondary pupils visit to demonstrate and perform on a wide range of musical instruments and accompany singing and other performances in lessons.
- There are well established links with two initial teacher training institutes and the school benefits from the regular deployment of trainees who bring a range of different perspectives and expertise to the classroom.

5.7 Partnership with industry

There are very good links with industry which support the schools' good strategies for work related education.

- Pupils explore the nature of employment through stories analysed in lessons and through comparison of tasks at different times in history.
- Classroom learning is related to the workplace through projects in design and technology, mathematics and science provided by local industry and other organisations, such as Techniquest, BAYS science, and Gary the Musical Clown.
- Staff placements in the workplace, such as the recent link with the Theatre NaNog and with the Sony Environment Centre, and industry based in-service training are regularly used to benefit curriculum delivery and personal development.
- The school makes very good use of an Education Business Partnership to explore opportunities and broker the industrial contacts necessary to provide this educational support.
- Sponsorship by local companies and voluntary help from organisations, such as the Princes Trust help upgrade educational resources, provide support for extra-curricular activities and improve the quality of the school environment.
- Pupils' personal development and appreciation of classwork is positively enhanced by the links with industry.

6. MANAGEMENT

6.1 Quality of self-evaluation and planning for improvement

The quality of self-evaluation and planning for improvement is very good. The headteacher, staff and governors have worked hard to successfully create a culture of self-evaluation.

- The school has an effective self-evaluation process which is linked to the school's monitoring and evaluation systems and the performance management policy. It succeeds in evaluating performance and quality in order to plan future developments. Key areas for improvement are identified from performance indicators and are built into the SDP, giving a clear focus for self-evaluation towards school improvement.
- The headteacher, governors and staff are committed to improving standards. They make good use of assessment data, information from monitoring procedures and the action plan from the previous inspection to evaluate standards and plan for improvement. A detailed analysis is made of pupils' assessment results, including the results of baseline and NC assessments.
- All staff are involved in the self-evaluation process as part of the school's self-assessment system, closely linked to the school's performance management policy. This is effective in raising the quality of professional expertise and identifying priorities for improving

standards of teaching and learning. Staff development needs are closely linked to school improvement priorities.

- The main targets in the SDP are to improve pupils' standards of achievement in all curriculum areas and ensure high standards in teaching and learning by implementing accelerated learning strategies. The targets are realistic and appropriate and have been incorporated into the SDP as a result of the self-evaluation process.
- Information is effectively utilised to formulate a very good SDP which clearly identifies targets for improvement. Each action plan has clear targets, strategies, responsibilities, planned expenditure, time schedules and success criteria. The headteacher's reports to governors contain detailed evaluations of progress towards achieving the targets. Staff and governors, in order to improve the quality of provision and to raise the standard of pupils' achievements, review the plans regularly.
- The school evaluates the progress made towards achieving the targets through monitoring pupils' work, teachers' planning and the quality of teaching and learning. Good progress has been made since the last inspection and the school has met the targets in the action plan to improve curriculum provision and the quality of teaching.

6.2 Leadership and efficiency

The quality of leadership and management of the school is very good and ensures a clear sense of purpose and direction to promote high standards.

- The school's aims and values, including social inclusion and a commitment to equality of opportunity for all, promote a caring ethos and high standards which are successfully promoted by staff and governors. The school achieves its aims of providing a happy, supportive environment in which all pupils have opportunities to develop to their full potential.
- The headteacher provides very good leadership and is ably supported by the deputy, forming an effective senior management team. Teachers and support staff work very well together as a team and are totally focused on improving educational provision and standards of achievement. Teachers share the responsibility for aspects of the curriculum and are very effective in providing leadership in those areas and in monitoring provision and standards. Resources are managed efficiently, teaching and learning are carefully monitored and regular audits are made to identify areas for development and staff training needs.
- The governing body is supportive of the school and effectively fulfils all its statutory obligations. The governors are well informed through regular reports from the headteacher and understand their roles and responsibilities. There is a well organised committee structure for managing aspects such as finance. There are formal links with subject co-ordinators in order for each governor to monitor the quality of education and pupils' standards of achievement. Governors make regular visits to the school and some help in the classrooms.
- The school succeeds in maintaining and improving standards of achievement and the quality of educational provision by setting targets in the SDP and through the process of self-evaluation. The main targets are to raise pupils' standards of achievement in all curriculum areas and implement accelerated learning strategies.
- Monitoring procedures are effective in identifying areas for improvement. The headteacher monitors teachers' planning and the quality of teaching and learning. Curriculum co-ordinators monitor their subjects and aspects through monitoring the provision and standards. They use the information from monitoring and evaluation

procedures to formulate their subject development plan which ultimately feeds into the SDP. They are also developing useful portfolios of pupils' work as evidence of progress.

- The governing body, through its finance committee, ensures that budget-setting relates efficiently to the school's educational priorities in the SDP over a three year period.
- The school has a delegated budget which is very efficiently administered. The LEA finance department provides appropriate advice and support. The finance committee monitors spending and sets the budget which is ratified by the whole governing body.
- The school manages its resources very efficiently and thorough steps are taken by the governing body to evaluate the effects of major spending decisions to ensure very good value for money.
- There is a part-time bursar who manages the financial administration very efficiently and a part-time administration officer who undertakes administrative tasks to ensure the smooth day-to-day running of the school.

6.3 Staffing, accommodation and learning resources

The overall provision for staffing, accommodation and learning resources is very good. The school is well staffed for the number of pupils on roll, and this, combined with the attractive accommodation and quantity and quality of learning resources contributes very well to pupils' development.

- Teachers are suitably qualified and extremely hardworking. They are well deployed and co-ordinators are enthusiastic and carry out their roles effectively. Teachers regularly update their knowledge and continue with their professional development through performance management and training. Some carry out specific education research projects. This results in staff having a good understanding of the latest behaviour management and learning techniques, such as accelerated learning strategies.
- Classroom support assistants are well deployed and are supplemented by parents, governors and volunteers known as 'helping hands'.
- There are appropriate written job descriptions for all staff. Effective procedures are in place for the induction of newly qualified teachers and support for temporary teachers.
- The quantity and quality of the school's resources in all subject areas are very good. ICT resources, in particular, benefit pupils' learning. There are a good number of computers both in the classrooms and in the small computer suite.
- The school is kept very clean and well maintained. A restful water feature and wind chimes in the front entrance make the school attractive both to visitors and to those who work and learn there. The pleasant ethos is further enhanced by high quality displays of pupils' work. These are stimulating and interactive and promote learning. They reflect the work of the school across the whole curriculum and there is an area of interest around every corner. This contributes well to pupils' enjoyment of school and their care of the school environment.
- The school has suitable accommodation for the number of pupils on roll, both indoors and outdoors. There are outdoor areas where pupils are able to seek shade as well as quiet areas with seating and marked games on the playground. The grassed areas and trees are used to extend curriculum opportunities for pupils during fine weather, though they slope too much to use for outdoor games.
- The provision for outdoor play for children in the nursery is very good with a suitable safe-play surface, a range of wheeled toys and climbing apparatus to promote their physical development. The provision for children in reception is good indoors but the outdoor provision less well developed.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

Provision for the under-fives

The educational provision for children under five, taken overall, is appropriate to their needs and they make very good progress towards the Desirable Outcomes for Children's Learning. Standards of achievement are very good in all the areas of learning in both the nursery and reception classes. By the age of five, the majority of children meet and some exceed the Desirable Outcomes.

Good features

Language, literacy and communications skills

- In the nursery, three-year old children make very good progress in developing their skills in language, literacy and communication and achieve very good standards. They listen attentively and respond well to stories, poems and rhymes. Children listen with concentration to staff and follow instructions appropriately. They are increasing their confidence in discussing their experiences and are developing the vocabulary to express their thoughts coherently.
- Children take part enthusiastically in role-play situations, such as in the home play area and the shop. Through oral activities, children become familiar with Welsh vocabulary. They handle books carefully and enjoy sharing them with others. They listen with concentration to stories such as 'Handa's Surprise' and respond well to questions by replying in complete sentences.
- Children recognise and name the days of the week; they read their own names and begin to write them correctly; they know letters by their shape and sound, which they use successfully in their early attempts at writing.
- In the reception class, four-year old children achieve very good standards in language, literacy and communication skills. They are confidently developing their language skills and enjoy taking part in the role-play activities in the play areas. They take part in conversations, contribute well to group discussions and communicate their own ideas and beliefs. Children listen attentively to others and take account of what they say. They take turns to speak clearly and audibly and use an increasing range of vocabulary.
- Children develop their reading skills well; they have a good knowledge of phonics and can read words and sentences in Big Books and in their reading books. They successfully follow text in stories and nursery rhymes and enjoy sharing books with others, especially those books that they take home. They competently operate the listening centre and listen with concentration to stories and poems. They make good use of reference books to support their learning.
- Children make good attempts at writing, especially in response to the story and drama activity about 'Farmer Duck', and some successfully read what they have written. They are familiar with Welsh language sentence patterns and respond well to oral activities.

Personal and social development

- In the nursery, children make very good progress in their personal and social development. They begin to show confidence and self-respect and are able to establish

effective relationships with other children and adults. They show independence when choosing resources and confidently dress and undress for physical activities.

- They demonstrate very good personal and social skills when preparing milk and fruit for snack-time. The children are well behaved and understand the difference between right and wrong. Personal and social skills are developed successfully during group time sessions and particularly during circle time.
- In the reception classes, children achieve very good standards and make good progress in developing personal and social skills; they have very positive attitudes to their work. They work well together in groups and pairs, taking turns and sharing equipment appropriately.
- They respond well to expectations of behaviour and to the school's provision for moral and social development. They have a good awareness of Welsh culture through visits to places in the locality and the incidental use of Welsh. They enjoy circle time and are aware of the rules to take turns to speak. They confidently talk about their feelings and what makes them happy.

Mathematical development

- In the nursery, children achieve very good standards and successfully use mathematics as an integral part of activities such as cooking, shopping activities, building with bricks, using dough and sand and water play. They use mathematical language appropriately when sorting by colour, size and shape. Children count and recognise numbers to five, some to ten.
- They know the names of colours and accurately describe the colours in the patterns they make with threaded cotton reels. Children match numbers to pictures and count, order and compare everyday objects. They recognise and name simple 2-D shapes and some 3-D shapes. Children enjoy singing number rhymes and action songs, which support their understanding of number concepts.
- In the reception classes, children achieve very good standards and increase their knowledge and understanding of number during oral work. They count to 20, both forwards and backwards; they correctly order and record numbers to 10. Children use mathematical language appropriately and use apparatus to aid calculations.
- They successfully order teddies according to size and explain clearly whether they are big/small or tall/short. They recognise and name 2-D and some 3-D shapes correctly; they compare, order and sequence shapes according to colour, shape and size. They realise the purpose of money during shopping activities. They understand the passing of time and the sequence of events in the day. Children begin to use non-standard measures confidently during practical activities.

Knowledge and understanding of the world

- In the nursery, children achieve very good standards and demonstrate their knowledge and understanding of the environment by talking about their families and where they live, and by describing events in their lives in the past and the present. Many children know their address and share it with others.
- When investigating fruit they clearly describe their texture, shape and taste and remember the names of less familiar fruit, such as kiwi fruit. They know that sun and water are important for plants and fruit to grow. Whilst on a walk in the school grounds, children make perceptive observations of the natural environment, such as rain puddles and dripping trees.

- They explore and select appropriate materials to make collage pictures, using cutting and sticking skills successfully. They use a computer and mouse control confidently to draw pictures and to select different options to dress teddy.
- In the reception classes, children achieve very good standards and develop their knowledge and understanding of scientific concepts. Through practical investigation they are beginning to understand the importance of senses. Through tasting activities they accurately identify different foods and know which are healthy. They explain clearly the different seasons and the associated weather patterns.
- Children begin to understand the properties of materials and sort hats made of different materials into specific groups. They investigate waterproof materials and understand why clothes are made of these materials to keep them dry in the rain.
- The children develop manipulative skills well, using scissors, glue and a range of tools for different activities. They investigate how boxes are made and successfully make their own precious boxes, decorated with sequins and glitter, to fill with their own precious things including their own home-made jewellery.
- They use computers confidently and use the mouse with very good control to move items on screen; they draw pictures and patterns and competently print out their work. They use a range of software including programs to support their learning in literacy and numeracy skills.

Physical development

- In the nursery, children achieve very good standards and confidently develop their physical skills when using the outside area. They successfully ride and manoeuvre a range of wheeled vehicles and toys with good co-ordination and control. They demonstrate confidence and independence on the climbing equipment both inside and outside. They show good physical skills when climbing, balancing, sliding, crawling and jumping off the apparatus.
- During dance sessions, children listen carefully to instructions and respond well to commands. They make very good use of space to perform a range of movements in response to the rhyme 'We're going on a bear hunt'. They understand the need for exercise and how the heartbeat quickens.
- Children's fine motor skills are very well developed; they handle tools and construction equipment competently and make good use of malleable materials, such as dough, to make shapes and models.
- In the reception classes, children have very good physical skills and increase their confidence and co-ordination when moving and using small apparatus. They perform different movements with good awareness of space and others around them. They listen carefully to music and move appropriately as they demonstrate sad and happy movements. They confidently evaluate each other's performances and offer suggestions for improvement.
- During play activities, children use climbing equipment confidently and develop gross motor skills of crawling, sliding, balancing, swinging and climbing with ease.
- Children's fine motor skills are well developed as they confidently handle tools and small pieces of equipment. When using dough and clay, they successfully knead, roll and cut shapes using a range of tools and cutters.

Shortcomings

- Children in the reception classes do not have regular access to outdoor play activities in order to further develop their physical skills.

Creative development

- In the nursery, children achieve very good standards and use paint and brushes confidently to produce a variety of artwork. They experiment with printing techniques using a range of objects to make attractive printed patterns. Children develop their cutting skills and successfully use glue and glue sticks to make effective collage pictures.
- They select appropriate collage materials and enjoy embellishing their work with a range of decorative shapes. They use a variety of media and textures to make effective class friezes, such as the winter scene. Their drawing skills are well developed and children show confidence when drawing from observation.
- In music, they enjoy singing a variety of songs and nursery rhymes. They confidently explore sounds and play a range of untuned instruments and know the difference between loud and soft sounds; they can follow directions to accompany their singing, keeping a steady beat.
- In the reception classes, children achieve very good standards; they develop their painting skills and confidently paint a range of pictures, including self portraits. Their drawing skills are developing very well and they make very good attempts to draw and paint from observation. They use a range of printed backgrounds and collage materials to produce lively pictures of favourite story scenes.
- In music, they become more familiar with different styles of music and songs. They sing a variety of songs, hymns and rhymes with enthusiasm. Children play a range of instruments to accompany their singing and play in time with the music, keeping a steady beat. They recognise and correctly name different instruments and describe their sounds. They explore sounds and instruments to perform at a fast or slow pace. They successfully sing a song and play their instruments at the appropriate time and at a faster pace with each verse.

English

Standards of achievement in KS1 are good overall and pupils make very good progress. Standards are very good in speaking and listening and good in reading and writing.

Good Features

- Pupils achieve very good standards in speaking. They enjoy role-play, oracy games and opportunities to express their own views and feelings in circle time. They are confident performers, willing to stand in front of an audience.
- Most pupils regularly use complete, often extended sentences to ask and answer questions. They pose intelligent questions for hot-seat sessions, for historical enquiry and when compiling mind maps. They speak confidently to visitors using correct and sometimes mature vocabulary.
- Pupils' listening skills are very good. During oral sessions in all subjects they listen attentively and encourage each other to demonstrate good sitting postures and good listening skills with the use of toys and puppets.
- Standards in reading are good. Pupils choose from a good range of library books at a suitable level of challenge, which they take home in addition to their school reading book. Pupils read regularly to teachers, other adults and parents. They talk about their favourite types of story and their books at home, and many visit the public library. Pupils in Y1 read instructions to the teacher with growing confidence.
- In literacy lessons, pupils read together from a range of large print fiction, non-fiction and poetry texts. They do this with obvious enjoyment and enthusiasm and with very good

expression. They answer a range of questions about characters, feelings and plot. Y2 pupils confidently use a contents page to search for information. Year 1 pupils begin to use a range of strategies, including phonics to read unfamiliar words.

- Pupils write with increasing confidence. Pupils in Y1 frame questions using who, what, when, where, why and how. They know how to use question marks. They also know how to use adjectives and explain why they make a piece of work more interesting.
- Pupils in Y2 write for a wide range of purposes and understand the difference between factual and creative writing. They record facts about Van Gogh, write diary entries and create imaginative poems about the contents of a magic box. They learn to use commas to separate their ideas and most pupils use full stops consistently. Pupils know the importance of adjectives to make their work more interesting and higher attaining pupils use them well. Some of these pupils also use speech marks correctly.
- Pupils in Y2 know how to search for information from a range of sources including the Internet. They carry out research using reference materials that include a CD Rom and write dictionary definitions.
- Pupils with SEN and EAL make good progress towards their targets in developing their language and literacy skills.

Shortcomings

- Pupils do not consistently develop correctly formed and joined handwriting.

Mathematics

Standards of achievement in KS1 are good and pupils make good progress.

Good features

- Pupils make good use of mathematical skills as an integral part of classroom activities, such as scientific and technological investigations. They make very effective use of ICT skills to support their learning in mathematics.
- Pupils in Y1 confidently count in twos, fives and tens. They show a good understanding of the order of numbers to 100. In their written work, pupils record simple addition and subtraction using numbers to 10 or beyond and are becoming familiar with the concept of halving and doubling numbers. They recognise sequences of numbers including odd and even numbers.
- In Y2, pupils recognise number patterns on the hundred board and confidently add and subtract numbers. They understand place value in two digit numbers and accurately use apparatus and money to demonstrate their value. They know multiples of two, five and 10 and can record the patterns. They know doubles of numbers and apply them to calculations.
- When working with money, younger pupils use coins to make given amounts. Year 2 pupils exchange coins for those of different values and calculate increased and decreased prices of items using coins and a hundred square to aid calculations.
- Pupils recognise and use correct vocabulary associated with two and three-dimensional shapes. Younger pupils name familiar shapes around them and older pupils are starting to recognise less familiar shapes such as pentagon and octagon. They use terms such as face, edge and corners accurately and when programming the floor turtle they apply their knowledge and understanding of angles and turns.
- When measuring, pupils use a range of non-standard units to develop the understanding of the need for standard measures. Older pupils use metres and centimetres with

confidence during practical investigations. They demonstrate a good start to their understanding of measuring time and mass and estimating in millilitres.

- All pupils make good use of data handling skills. They collect information, such as favourite foods and present their findings on a variety of graphs, charts and tables. Year 2 pupils are familiar with Carroll Diagrams and confidently use them to sort and record information according to two criteria. Pupils make very good use of their computer skills to support their use of handling data. They enter data and represent the information as tables, charts and graphs.
- Pupils with SEN make good progress in developing numeracy skills and achieve well in line with their level of ability.

Shortcomings

- There are no significant shortcomings.

Science

Standards of achievement in KS1 are good and pupils make good progress.

Good features

- Pupils make good progress in their knowledge and understanding and in their development of the skills of scientific investigation. They use correct vocabulary and develop a good understanding of key scientific processes such as fair testing and prediction.
- Year 1 pupils recognise the similarities and differences in the characteristics of a range of materials, including magnetic and non-magnetic materials. They have good knowledge and understanding of the properties and behaviour of materials and use appropriate vocabulary to describe observations. They successfully name the materials that objects are made of and sort them into sets.
- Year 2 pupils accurately sort materials into those which are natural and those which are man-made and sort them into sets containing wood, glass, metal, paper and plastic. They understand the terms transparent, translucent and opaque and sort materials accordingly.
- When learning about life processes and living things, pupils have a sound grasp of the growth of humans, animals and plants. Year 1 pupils investigate the growth of plants and can name the parts of a flowering plant. Year 2 pupils investigate the conditions needed for seeds to germinate and know what living things need in order to grow.
- Pupils have a good understanding of the uses of electricity in the home and also of the dangers of electricity. Year 2 pupils know how to make a simple circuit and explain clearly how it can light up a bulb. They correctly name the component parts which make a complete circuit. Through further investigation, they discover which materials are good or poor conductors of electricity.
- All pupils understand the requirements for a healthy life-style and the importance of eating healthy foods and of exercise and rest.
- Pupils record their investigations through a range of methods. They use labelled diagrams, charts, text, tables, sets and graphs to record their findings. They make very good use of ICT to collect, store and present their findings and of CD-ROMs and the Internet to find information.

Shortcomings

- There are no significant shortcomings.

Welsh second language

Standards of achievement in KS1 are good in speaking and listening, reading and writing and pupils make good progress.

Good features

- Pupils respond well to incidental spoken Welsh at specific times during the day, such as at registration. They greet each other in Welsh and respond well to commands. They confidently discuss the weather and how they feel, and enjoy taking part in question and answer sessions. They know the words of poems and songs, which they recite and sing with good pronunciation.
- Pupils are familiar with a range of vocabulary; they know colours, can count and name different foods, clothes, pets and everyday objects. Older pupils know the vocabulary associated with the weather. Pupils respond well to questions about themselves and make good attempts to answer in complete sentences, using known language patterns. They take an active and enthusiastic part in role play activities as they become more familiar with sentence patterns.
- Pupils enjoy stories in Big Books and make good attempts to read the texts, such as ‘Tedi Twt yn y Siop.’ They listen carefully to questions and instructions, focusing on known sentence patterns and respond appropriately, showing an understanding of vocabulary. Year 1 pupils recognise and name fruits to add to the shopping basket, using familiar language patterns to ask and answer questions.
- Year 2 pupils clearly express likes and dislikes and write accurate sentences in response to questions. They enjoy the story ‘Dewi Dinasor’ and read the text with understanding. They respond well to the use of soft toys to introduce new vocabulary about pets. Through role play, they ask questions with confidence and read captions accurately in response to questions. They draw pictures of their pets and write accurate sentences to describe them.
- All pupils show a positive attitude to learning Welsh and teachers make it an enjoyable experience. Pupils’ awareness of *Y Cwricwlwm Cymreig* is good and it promotes a sense of pride and belonging in the community.
- Pupils make good use of computer programs and videos to consolidate knowledge and record their use of Welsh.

Shortcomings

- There are no significant shortcomings.

Design and technology

Standards of achievement in KS1 are very good and pupils make very good progress.

Good features

- Pupils make very good progress in understanding the designing, making and evaluation process and undertake a range of activities.
- Pupils produce their initial designs which are appropriately annotated; they identify suitable materials and tools required to make their product.
- Pupils use a variety of materials and tools to apply the cutting, shaping, mixing, joining and assembling skills they have acquired. Good use is made of ICT to create pictures and design models, such as houses.

- Pupils in Y1 make houses for the ‘Three Little Pigs’. They explore the stability of their structures and consider the best shapes for the base.
- Pupils know that squares and triangles are more stable than circles and diamond shapes. This links well to their work in mathematics and extends their thinking about 2D and 3D shapes.
- Pupils in Y2 examine the structure of commercially produced products; they investigate a variety of picture frames before designing their own. They consider how they are made, describe their function and evaluate their materials, structure and finishes.
- Pupils successfully construct mind maps to help them group ideas for their own design work.
- Pupils in Y2 make models for many purposes; they design and make their own wind chimes using a range of materials and joining techniques. They also make models based on nursery rhymes. They consider which materials are most suitable for the construction and decide on the most appropriate finish.
- When constructing nursery rhyme models, pupils choose which mechanisms to use and successfully construct pulleys and levers.
- Pupils plan and evaluate their own and others’ work carefully and offer helpful suggestions for improvement.

Shortcomings

- There are no significant shortcomings.

Information technology

Standards of achievement in KS1 are very good and pupils make very good progress.

Good features

- Pupils in Y2 use ICT with increasing confidence. They independently log on with user names and passwords to access the program and file they need. They save, retrieve and print their work independently.
- Pupils use information technology to plan or follow a route when studying direction. They begin by using a floor robot and older pupils progress to using computer software.
- Pupils begin to use the Internet and email for research and to communicate with a school in New Mexico.
- Pupils develop an increasing awareness of the use of information technology in daily life. Year 1 pupils know how the digital camera works. They develop an understanding of how information is stored on audio and videotape and on film and they record conversations independently.
- Pupils use ICT very well across the curriculum. They are helped to use the digital camera to photograph the environment and to take pictures of each other when discussing special people.
- Pupils develop very good keyboard skills. Year 2 pupils use ICT effectively to support their work in other curriculum areas, particularly English, art and history. They study the life and work of Van Gogh and use a simple publishing program to produce a drawing similar to ‘Sunflowers’ They also write an account of his life. This helps them to explore the different drawing tools and flood and fill techniques.
- Pupils make very effective use of computers for data handling. They produce a range of graphs to display their findings and Year 2 pupils begin to choose the most appropriate style of graph including line graphs.

Shortcomings

- There are no significant shortcomings.

History

Standards of achievement in KS1 are good and pupils make good progress. Pupils' historical enquiry skills are very good.

Good Features

- Pupils use their study of history to develop their skill in writing for a range of purposes. They write factual accounts, pose questions and describe events. Pupils are very good at using a mind map to frame questions for investigation work in history and they know how and where to access information for research.
- Pupils have the opportunity to examine a range of artefacts in the school museum and this helps them develop a good understanding of the past that is particularly relevant to the local area and to Wales.
- Pupils develop a good understanding of the contribution that famous historical figures such as William Morgan and Laura Ashley have made to life in Wales and this extends their understanding of the *Cwricwlwm Cymreig*. This also helps them to develop their skills in factual writing.
- Visits to places of historical interest such as Llancaiach Fawr Manor House and The Museum of Welsh Life, St Fagans, help pupils develop their understanding of the past.
- In Y2, pupils' concept of the passing of time is further developed when they learn to sequence the events of William Morgan's life chronologically along a time line.
- Pupils use ICT effectively to help them learn about the lives of famous people. In Y2 pupils use a simple publishing program to write an article about the life of Van Gogh.
- Pupils develop a good sense of how history relates to other curriculum areas through an integrated approach. Year 2 pupils make links between their learning about the life and achievements of Amy Johnson in history with a visit to Swansea airport. They also connect the historical aspect of Remembrance Day with their religious and personal and social education.

Shortcomings

- There are no significant shortcomings.

Geography

Standards of achievement in KS1 are good and pupils make good progress.

Good features

- Pupils in Y1 develop a good understanding of the use of mapping. They identify areas of the school and label them on a plan.
- Pupils begin to understand the difference between natural and man-made features in the school grounds and more widely. In Y1 pupils learn directions through drawing physical features they observe at compass locations.
- Year 1 pupils know that they live in Wales and that Bridgend is in South Wales. They know the main compass directions. Pupils also know that it is not very far to Cardiff in relative terms, but that they could not walk there.
- Whilst studying the features of parks in geography, Y1 pupils also develop their literacy skills very effectively. Reading the big book, 'Gerry's Story', the experiences of a toy

giraffe in Bute Park, Cardiff, not only helps develop pupils' awareness of local geography but also their reading and comprehension skills.

- Through their work in geography, pupils practice and refine their mathematical skills; they measure routes around the school and compare results. Pupils see the relevance of handling data; they make tally charts and graphs to display the information they collect.
- Year 2 pupils begin to be aware of similarities and differences between European countries. They become aware of different natural features such as mountains, lakes, rivers and beaches. Through their study of Italy, pupils also begin to understand the effect of human activity on the landscape. They do this by observing photographs of Italian architecture throughout history.
- Pupils develop good investigative skills when gathering information about Italy. They work co-operatively in groups to study books, brochures and photographs. They identify typically Italian key features such as food and drink, physical features and tourist attractions and use these to create a poster advertising it as a holiday destination.
- Pupils use ICT well to generate graphs and pie charts that display their findings and further their learning in geography. They begin to work independently to locate information on a CD-Rom and are helped to use the Internet for their personal research.

Shortcomings

- There are no significant shortcomings.

Art

Standards of achievement in KS1 are good and pupils make good progress.

Good features

- Pupils confidently experiment with different art techniques including printed backgrounds and collage using a range of materials to produce texture, resulting in some attractive art work, much of which contributes to the interactive displays around the school which support pupils' learning.
- All pupils explore paint and confidently use different brushes to paint effective patterns, portraits and paintings of people. They investigate paint mixing techniques with powder paint and produce effective patterns. They name the primary colours and explain clearly how they mix paint to produce secondary colours.
- Pupils explore printing using a variety of techniques and using natural and man-made objects. Year 2 pupils investigate the work of Laura Ashley and make close observations of patterns in fabrics and wallpaper. They create their own designs to make press-print tiles in preparation for printing on fabric.
- Year 1 pupils investigate patterns in Alison Mercer's work and observe patterns in cross sections of fruit. They use a variety of media to explore pattern and produce attractive work using chalk, crayon, paint and clay.
- Pupils make good progress in developing their observational drawing skills and produce good quality, detailed drawings of seeds, leaves and fruits using pencil, pencil crayon, pastel and shading. Year 2 pupils discuss the work of Van Gogh in preparation for creating a background for their work. They use digital photographs of themselves to superimpose on a textured background.
- Pupils appreciate the work of famous artists from different times and cultures. Year 1 pupils investigate the work of LS Lowry and use pencil, felt pen and pastel to draw effective matchstick figures and buildings. Year 2 pupils study the work of Van Gogh and Welsh artists such as Suzanne Carpenter and Cefyn Burgess.

- All pupils make very good use of drawing and graphic design computer systems to create designs and art work.

Shortcomings

- There are no significant shortcomings.

Music

Standards of achievement in KS1 are good and pupils make good progress.

Good features

- Pupils have a well balanced range of skills in composing, performing and appraising music.
- They sing a good range of songs, hymns, prayers and rhymes with enthusiasm in English and in Welsh. They sing in tune with clear diction and appropriate attention to the quality of sounds. Pupils successfully sing in two parts, in a round and some confidently sing solo parts.
- Pupils follow singing and clapping patterns and repeat them correctly, adapting to different rhythms. They can clap and play a range of instruments in time with the music, keeping a steady beat.
- Year 1 pupils enjoy the story 'I wish I had a monster' and confidently explore sounds to illustrate a character using untuned instruments, body sounds and junk materials. They understand the elements of dynamics and pace and state whether a sound is quiet or loud and fast or slow.
- Year 2 pupils listen carefully to music and accompany their singing with body sounds, keeping a steady beat. They recognise rhythmic patterns in pictures and word cards and explore clapping patterns to illustrate them. They identify rhythmic patterns in a song, helped by saying the rhythm in the words. They make good attempts to perform their compositions. They tape record their work, performing in two parts: singers and players and evaluate each other's performances.
- Pupils have good listening and appraisal skills. They appreciate the music played in assemblies, such as Mars from 'The Planets Suite' by Holst. They particularly enjoy listening to live performances, such as a visiting harpist, the 'Welsh Brass Trio' and instrumental performances by pupils from the local secondary school.
- Pupils' musical performances successfully enhance assemblies, church services, community events and school productions. The extra-curricular music clubs, such as choir and recorders succeed in enhancing pupils' musical skills.

Shortcomings

- When composing music, older pupils are confused between a steady beat and rhythm patterns and the choice of suitable instruments to explore these elements.

Physical education

Standards of achievement in KS1 are good and pupils make good progress.

Good features

- Pupils listen carefully and follow instructions; they co-operate well and work at a good pace. They display positive attitudes and good sporting behaviour.
- Across both year groups, pupils demonstrate a growing awareness of the effect of physical exercise on body fitness and general health. They understand the changes in the

rate of their heartbeat and the reasons for the warming up and cooling down elements of lessons.

- Pupils have a good awareness of space, moving at different levels and responding appropriately to instruction and beats of instruments to perform movements. They move in a variety of ways, such as running, skipping, jumping and hopping at different levels and varying directions of travel.
- In Y1, pupils suggest a wide variety of ways to move and make appropriate choices. They move from low to high shapes with good control and use these movements well in three or four different sequences. They successfully transfer these movements when working on the apparatus.
- Year 2 pupils explore jumps and turns and successfully use quarter, half and whole turns whilst jumping. They transfer these skills onto the apparatus and show good physical control when balancing, jumping and landing.
- Pupils move with confidence in time to music and work hard to create a dance sequence and movement patterns. Year 2 pupils show good control of movements in time with the beats of instruments and make good suggestion of which body parts they can use to create a phrase of movements to the steady beat of four. Pupils make sensible evaluations of each other's work and offer suggestions for improvement.
- When required, pupils work together in groups of two or more and produce a series of movements. They listen carefully and make an effort to improve their routines. Pupils lift, carry, place and use apparatus safely.
- Good opportunities are provided for pupils to develop physical skills through outside games and taking part in extra-curricular sports such as football.

Shortcomings

- There are no significant shortcomings.

Religious education

Standards of achievement in KS1 are satisfactory and pupils make satisfactory progress.

Good features

- Pupils know how and why people worship. They know that Christians worship God and believe that Jesus was the Son of God.
- Pupils in Y1 understand special festivals. They know that Christmas is a celebration of the birth of Christ and that religious people celebrate special times with different food.
- Year 1 pupils know that they are special to their friends and family. They also begin to understand that they are special to God.
- They know that people are all unique and special and they describe the personal qualities of their friend.
- Pupils in Y2 know that the Bible is the holy book for Christians. They accurately retell a number of Bible Stories.
- Pupils in Y2 know that Christians thank God in prayer and they write their own prayers at Harvest time.
- In Y2, pupils learn that Jews celebrate Chanukah and Sukkoth. They remember some of the customs associated with Jewish festivals.
- Pupils in Y2 visit the local church. They know what they expect to find in a church. They know the names of some of the church furniture and artefacts. They prepare sensible questions for the vicar.

Shortcomings

- Pupils have insufficient knowledge of religions other than Christianity.
- Pupils have insufficient opportunity to develop their own spirituality through quiet reflection and meditation or to wonder about the spiritual nature of religion more generally.

8. SCHOOL IMPROVEMENT

8.1 Progress since the last inspection

The school was inspected in 1998 and produced an action plan to address the key issues; the action plan has been fully and successfully implemented.

Key Issue 1

Increase opportunities throughout the curriculum for problem solving and finding ways to overcome difficulties by investigational work, for example in design and technology, history, mathematics and science.

- School self-evaluation 2003: Through consultation with advisers and staff training, the curriculum was reviewed. Schemes of work were revised to identify opportunities for investigational work and problem solving tasks, particularly in subjects such as design and technology, history, mathematics, science, English, geography and religious education.
- The current inspection found that there were ample opportunities for pupils to engage in problem solving and investigational work across the curriculum.

Key Issue 2

Build upon the good practice which the school has started with curriculum monitoring.

- School self-evaluation 2003: A programme for monitoring standards is in place. The headteacher and deputy head monitor the quality of teaching and learning and discuss findings with all staff. Co-ordinators are provided with non-contact time to monitor their subjects.
- The current inspection found that there are very effective procedures for monitoring curriculum provision and standards of achievement.

Key Issue 3

Continue to further develop those subjects where, although overall standards of achievement are satisfactory, there are some shortcomings.

- School self-evaluation 2003: The shortcomings were addressed in each of the following subjects:- English, mathematics, science, design and technology, ICT, history, geography, physical education and religious education.
- The current inspection found that standards of achievement have improved in all NC subjects, especially in design and technology and ICT where standards are very good; standards in religious education remain satisfactory.

Key issues for action

In order to build on the good standards achieved by the pupils and to improve aspects of provision, the school needs to:-

- improve standards of achievement in religious education and areas of subjects where there are minor shortcomings;
- improve standards of pupils' handwriting and presentation skills across the curriculum;
- continue to improve rates of attendance and pupils' punctuality at the beginning of the school day.

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.

APPENDIX

A. Basic information about the school

Name of School	Cefn Glas Infants School
School type	Infant
Age -range of pupils	3-7
Address of school	St Winifred's Road Bridgend
Post-Code	CF31 4PL
Telephone Number	01656 766229

Headteacher	Mrs R J Rees
Date of appointment	September 1989
Chair of Governors/ Appropriate Authority	Mr P Thomas
Registered Inspector	Mrs M E Evans
Dates of inspection	12-15 January 2004

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	44	50	58	75					227

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	7	4	9

<i>Staffing information</i>	
Pupil:teacher (fte) ratio (excluding nursery and special classes)	26:1
Pupil:adult (fte) ratio in nursery classes	16:1
Average class size, excluding nursery and special classes	26
Teacher (fte) : class ratio	1.2:1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
	R	KS1	KS2	Whole School
Term 1	95	93		94
Term 2	92	93		93
Term 3	92	96		94

Percentage of pupils entitled to free school meals	16
Number of pupils excluded during 12 months prior to inspection	0

C. Results of National Curriculum assessments and public examinations

END OF KEY STAGE 1: 2003 compared with national results 2002

National Curriculum Assessment KS 1 Results: 2003			Number of pupils in Y2: 73					
Percentage of pupils at each level								
			D	W	1	2	3	
ENGLISH:	Teacher Assessment	School	0	3	10	62	26	
		National	0	4	13	63	20	
EN: Reading	Teacher Assessment	School	0	5	11	51	33	
		National	0	4	14	54	28	
EN: Writing	Teacher Assessment	School	0	5	7	73	15	
		National	0	5	13	71	10	
EN: Speaking and listening	Teacher Assessment	School	0	0	7	59	34	
		National	0	2	11	64	22	
MATHEMATICS	Teacher Assessment	School	0	5	7	58	30	
		National	0	2	9	61	26	
SCIENCE	Teacher Assessment	School	0	1	11	56	32	
		National	0	2	10	68	20	

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school:	85	In Wales:	80.4

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

D. Evidence base of the inspection

The inspection was carried out by a team of three inspectors who spent a total of 10 inspector days at the school.

Before the inspection:

- meetings were held with the headteacher and staff, the governing body and with the parents; twelve parents attended the pre-inspection meeting;
- questionnaires were distributed to all parents and the 116 completed questionnaires were analysed; the inspection team took note of the results, including a further 11 additional submissions;
- a scrutiny was made of school documentation.

During the inspection:

- evidence of lessons observed was based on approximately 30 hours of inspecting 50 lessons across the age groups;
- other observations included assemblies, registration, extra-curricular activities and lunch and play times;
- discussions were held with the headteacher, class teachers, support staff and non-teaching staff about their roles and responsibilities;
- discussions were held with pupils about aspects of their work and life in school; inspectors listened to a representative sample of pupils read;
- a scrutiny was made of a sample of pupils' work from each year group as well as work in the classrooms and on display around the school.

After the inspection:

- meetings were held with the headteacher, the staff and the governing body to provide oral feedback on the inspection findings.

E. Composition and responsibilities of the inspection team

Inspector	Type	Subject Responsibilities	Aspect Responsibilities
Mrs M E Evans	RgI	under-fives; mathematics; science; Welsh second language; music; art; physical education.	main findings; standards of achievement; standards in key skills; quality of teaching; curriculum; SEN; quality of self-evaluation; leadership and efficiency; progress since the last inspection; key issues for action.
Mrs J Marsden	Team	English; design and technology; information technology; history; geography; religious education.	pupils' spiritual, moral, social and cultural development; assessment, recording and reporting; support, guidance and pupils' welfare; staffing, accommodation and learning resources.
Dr M Snow	Lay		attendance; behaviour and attitudes; partnership with parents and the community; partnership with industry.

SUMMARY REPORT FOR PARENTS

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

**CEFN GLAS INFANTS SCHOOL
ST WINIFRED'S ROAD
BRIDGEND
CF31 4PL**

School Number: 672/2300

Date of Inspection: 12-15 January 2004

By

Mrs M E Evans
Registered Inspector W202/78828

Under Estyn contract number: T/104/03P

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Cefn Glas Infants School was inspected as part of a national programme of school inspection. The purpose is to identify strengths and weaknesses in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents more information about their children's schools. A copy of this summary is sent to every family with a child at the school. The full report can be obtained from the school.

The inspection of Cefn Glas Infants School took place between 12-15 January 2004. It was undertaken by an independent team of four inspectors, led by Mrs M E Evans. The inspection was commissioned by Estyn, a department of central government.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the efficiency with which financial resources were used and the contribution made by the school to its pupils' spiritual, moral, social and cultural development.

Basic information about the school

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CONTEXT

The school and its priorities

Cefn Glas Infants School is a local authority maintained school which serves the community of Cefn Glas, north of Bridgend. The school caters for pupils aged from three to seven. Children are admitted to the nursery class at the beginning of the school year in which they are four. The numbers of pupils on roll over the last three years have gradually declined. There are 227 pupils on roll, including the full-time equivalent of nursery children. Approximately 98 per cent of pupils are from English speaking homes and the remainder are from ethnic minority groups, who are learning English as an additional language. There are no pupils from Welsh speaking homes and Welsh is taught as a second language. The school aims 'to provide an emotionally supportive environment for learning which is happy, calm and well organised, where the child is at the centre of the agenda and where pupils have the opportunity to develop to their full potential'.

The school considers its catchment area to be neither prosperous nor economically disadvantaged; 16 per cent of the pupils are registered as being entitled to receive free school meals. The nature of the intake is neither advantaged nor disadvantaged and comprises the full range of ability. There are 37 pupils (16 per cent) on the school's Special Education Needs (SEN) register; there are no pupils with a statement of SEN. Baseline assessments are undertaken on entry to the nursery class and results indicate an average attainment for most children.

The school was last inspected in 1998 and produced a post-inspection action plan to improve curriculum provision and pupils' standards of achievement. Most of the targets in the current School Development Plan (SDP) have been met. The focus for the year will be to:

- raise pupils' standards of achievement in all curriculum areas;
- improve the quality of educational provision through the continuing professional training of staff to ensure that all pupils achieve their full potential;
- ensure high standards in all aspects of teaching and learning by implementing 'Accelerated Learning' strategies;
- ensure that all pupils have equal access to the curriculum and that their needs are met through work which is carefully matched to their level of ability;
- improve the quality of outdoor play provision for children under five;
- ensure that governors are well informed and involved in school activities.

The school's analysis of its National Curriculum (NC) Assessment results and comparative data is the basis for target setting to improve standards.

The school successfully gained the 'Investors in People' award which was renewed in 2002.

The Basic Skills Agency 'Quality Mark' was awarded to the school in June 2003.

The 'Healthy Schools Award' was presented to the school in 2003.

The main findings of the report

Cefn Glas Infants School is a good school with some outstanding features, especially the behaviour and social development of pupils. The high commitment of staff and governors to improve curricular provision in order to raise standards and the very positive attitudes of pupils to their work contribute to the success of the school. The headteacher provides highly efficient, caring leadership and is ably supported by the deputy and the staff who work well as an effective team.

Educational standards achieved in subjects and areas of learning

- Pupils' standards of achievement were very good in 20 per cent of the lessons observed, good in 60 per cent and satisfactory in 20 per cent.
- The educational standards achieved by children under five are very good. The overall quality of the educational provision for children under five is appropriate to their needs and they make very good progress towards the Desirable Outcomes for Children's Learning.
- Standards in the six areas of learning are as follows:

	Nursery	Reception
Language, literacy and communication skills	Very good	Very good
Personal and social development	Very good	Very good
Mathematical development	Very good	Very good
Knowledge and understanding of the world	Very good	Very good
Physical development	Very good	Very good
Creative development	Very good	Very good

- Pupils' standards of achievement in the NC subjects and religious education in KS1 are as follows:

English	Good
Mathematics	Good
Science	Good
Welsh second language	Good
Design and technology	Very good
Information technology	Very good
History	Good
Geography	Good
Art	Good
Music	Good
Physical education	Good
Religious education	Satisfactory

- Standards are good overall in English. Pupils achieve very good standards in speaking skills which they use effectively and confidently in their work. Their listening skills are very good and they listen attentively to adults and other pupils. They achieve good standards in reading and in writing skills, although standards in handwriting skills are variable.
- Standards are good in mathematics. Pupils make good progress in developing competence in number and understanding of mathematical concepts through the use of numeracy strategies. In science, standards are good. Pupils make good use of their problem solving and investigative skills during practical sessions in order to improve their understanding of mathematical and scientific concepts.
- The school's 2003 NC assessment results reflect the standards achieved during the inspection in the core subjects.
- Pupils' standards and progress in key skills across the curriculum are good overall. Children under five make very good progress in developing key skills. In KS1, standards achieved in literacy skills are good overall. Pupils achieve very good standards in speaking and listening skills which they use to good effect in all areas of the curriculum. The use of reading and numeracy skills in different subjects is good. Pupils achieve good standards in writing across the curriculum but standards in handwriting skills are inconsistent. Their use of a range of information and communications technology (ICT) skills for different purposes is very good with some outstanding features. Pupils have constant access to computers for supporting learning in several subjects.

Ethos of the school

- The provision for pupils' spiritual, moral, social and cultural development is good. Pupils achieve high standards in their social and moral development and understand the values promoted by the school which reflect the positive and caring ethos. They appreciate the culture and heritage of Wales as well as other cultural traditions. Pupils respond well to the school's provision in this area.
- Pupils' behaviour and their attitudes to learning are very good and have a positive impact on standards achieved and the quality of life in school. There are very good arrangements for promoting good behaviour and social development.
- Levels of attendance are satisfactory; there are good procedures in place to monitor and follow up absences. Punctuality at the start of the school day is satisfactory; there is a minority of pupils who arrive late.

Quality of education

- The quality of teaching was very good in 20 per cent of lessons observed, good in 58 per cent and satisfactory in 22 per cent. The quality of lesson planning is very good and identifies clear learning objectives, which are focused on the specific skills, knowledge and understanding which the pupils are to acquire. The oral introductions to lessons often consolidate previous learning and the use of accelerated learning strategies is effective in engaging pupils' interest.
- The quality of assessment, recording and reporting is very good. There are very effective systems for assessing and recording pupils' achievements which provide a clear picture of their progress. The quality of reports to parents is good and they provide useful information on pupils' progress and are much appreciated by parents.

- Curriculum provision is very good and is totally inclusive. The quality of the curriculum for children under five is very good and promotes the Desirable Outcomes in all areas of learning. In KS1, the schemes of work in each subject are very effective in providing for progression and continuity in pupils' learning. The quality of whole school planning for the teaching of key skills is outstanding. Key skills are incorporated in all schemes of work and at each stage of the planning process. The quality of provision for promoting *Y Cwricwlwm Cymreig* is very good. There is a very good range of extra-curricular activities, including football, BAYS Science, art, ICT and music clubs.
- The quality of educational support and personal guidance for pupils' welfare is very good. The school ensures that all pupils are equally valued and treated with respect and understanding. Their needs and progress are carefully monitored and their personal and social development is well promoted through the life of the school. There are very good procedures for promoting equality and the well-being, health and safety of pupils.
- The quality of provision for pupils with SEN is good and complies with the revised SEN Code of Practice. Pupils make good progress towards the targets set in their individual education plans (IEPs) and achieve good standards in line with their level of ability.
- Partnerships between the school and parents, the community, schools and other institutions are outstanding. Parents are very well informed about the activities of the school and, together with the community, play an important part in promoting high standards. The school's partnership with industry is very good and has a beneficial impact on pupils' standards.

Management

- The quality of self-evaluation and planning for improvement is very good. The school has an effective culture of self-evaluation, ranging from pupils' involvement in setting their own targets for improvement to staff and governors' evaluation of the quality of educational provision in order to raise standards. There are effective procedures for evaluating and monitoring progress towards agreed targets for improvement.
- The quality of leadership and management of the school is very good. The school's aims and values promote a caring ethos and include a commitment to equality of opportunity for all which is reflected in its work. The headteacher provides highly efficient, caring leadership and ensures a clear sense of purpose and direction for the school.
- The governing body is well informed of the work of the school through the headteacher's regular reports and through the committee structure. The governors are fully involved in curriculum development and have formal curricular links with subject co-ordinators in order to monitor provision and standards of achievement.
- The school manages its resources extremely efficiently and budget planning reinforces the aims of the school, ensuring very good value for money. The school's monitoring and self-evaluation procedures are linked to the performance management policy and are effective in identifying areas for development and training needs of staff. Targets for improvement are set and are incorporated into the SDP which is a very effective working document for prioritising areas for improvement over a three year period.

- The overall provision for staffing, accommodation and learning resources is very good and has a beneficial impact on pupils' standards of achievement. There are an appropriate number of teachers and support staff who are suitably qualified and experienced. The provision and quality of resources are very good and staff and pupils make effective use of all available books, materials and equipment.
- The school has suitable accommodation for the number of pupils on roll. The quality of the accommodation is good and is enhanced by very good quality displays, some of which are interactive and support pupils' learning. Very good use is made of all available space to provide an attractive working environment for pupils.
- Since the last inspection, the school has made very good progress and has met the targets set in the action plan, which addresses the key issues from the previous inspection report. These include:-
 - improved opportunities through the curriculum for problem solving tasks and investigational work;
 - improved curriculum monitoring procedures;
 - improved standards of achievement in those subjects which were satisfactory.

KEY ISSUES FOR ACTION

To build on the good progress in standards achieved by pupils and to improve aspects of provision, the school needs to:-

- improve standards of achievement in religious education and areas of subjects where there are minor shortcomings;
- improve standards of pupils' handwriting and presentation skills across the curriculum;
- continue to improve rates of attendance and pupils' punctuality at the beginning of the school day.

The governing body is responsible for drawing up an action plan within 40 working days (or 45 working days where a translation is necessary) of receiving the report, showing what the school is going to do about the issues. This action plan, or a summary of it, will be circulated to all parents at the school.

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.