

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

**Coed Eva Infant and Nursery School
Teynes
Coed Eva
Cwmbran
Torfaen
NP44 4TG**

School Number: 6782239

Date of Inspection: 15/05/06

by

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- * nursery schools and settings maintained or used by local education authorities (LEAs);
- * primary schools;
- * secondary schools;
- * special schools;
- * pupil referral units;
- * independent schools;
- * further education;
- * adult community-based learning;
- * youth support services;
- * LEAs;
- * teacher education and training;
- * work-based learning;
- * careers companies; and
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- * provides advice on quality and standards in education and training in Wales to the National Assembly for Wales and others; and
- * makes public good practice based on inspection evidence.

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Coed Eva Infant and Nursery School was inspected as part of a national programme of school inspection. The purpose of inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents information about the performance of their child's school.

The inspection of Coed Eva Infant and Nursery School took place between 15/05/06 and 16/05/06. An independent team of inspectors, led by Gregory John Owens undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

"There are three types of inspection.

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

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

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

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

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

This school received a **short** inspection.

Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and LEAs.

The term 'Reception' (R) refers to the year group of pupils in a primary school who reach the age of 5 during the academic year. Year 1 refers to the year group of pupils who reach the age of 6 during the academic year and so on. Year 13 is the year group of students who reach the age of 18 during the academic year.

Primary phase:

Year	R	Y 1	Y 2	Y 3	Y 4	Y 5	Y 6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y 7	Y 8	Y 9	Y 10	Y 11	Y 12	Y 13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The National Curriculum covers four key stages as follows:

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

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Context

The nature of the provider

1. Coed Eva Infant and Nursery School is situated to the west of the centre of the town of Cwmbran. It shares a site with the junior school to which most pupils transfer. Six classes and the nursery unit are accommodated in the main building and a further class is accommodated in a demountable building in the grounds.
2. The school identifies the prosperity of the area as a quarter relatively prosperous, a quarter economically disadvantaged and half as neither prosperous nor disadvantaged: 28% of the pupils are entitled to free school meals. No pupils speak Welsh as a first language. There are 223.5 Full Time Equivalent (FTE) pupils on roll, including the 32.5 (FTE) in the nursery.
3. The school has experienced falling rolls in recent years with numbers dropping from 258 on roll three years ago to the current numbers. Just over 20% of pupils are on the Special Educational Needs (SEN) register. There are currently no pupils with statements of SEN.

The school's priorities and targets

4. The school's vision statement is 'Growing Together' and it defines its main priorities as follows:
 - to provide a safe, caring and stimulating environment where everyone is encouraged to achieve their full potential;
 - to foster and promote an ethos of lifelong learning and to develop independence, confidence, creativity and a zest for learning;
 - to ensure equal opportunities for all in a happy environment where everyone is valued and special.
5. The school was last inspected in the Summer term 2000. Its current targets include a commitment to :
 - further promote existing early years good practice within all year groups in preparation for the Foundation Phase;
 - promote children as independent learners through the development of thinking skills and problem-solving;
 - further clarify and formalise assessment and record keeping procedures;
 - effectively manage workforce remodelling;
 - further develop links with parents and the wider community.

Summary

Table of grades awarded

Key question	Inspection grade
1 How well do learners achieve?	Grade 2
2 How effective are teaching, training and assessment?	Grade 2
3 How well do the learning experiences meet the needs and interests of learners and the wider community?	Grade 2
4 How well are learners cared for, guided and supported?	Grade 1
5 How effective are leadership and strategic management?	Grade 1
6 How well do leaders and managers evaluate and improve quality and standards?	Grade 2
7 How efficient are leaders and managers in using resources?	Grade 1

6. Coed Eva Infant and Nursery School is a good school and has some outstanding features. The school succeeds in its aim of creating a safe, stimulating and happy learning environment for its pupils. Pupils achieve good standards in their work and progress well in their social development and with their individual skills. It is a positive community that works to include everyone and takes great care in its engagement with children, parents and those working in the school.

Standards

7. The overall quality of educational provision for the under-fives is appropriate to their needs and pupils make good progress towards the Desirable Outcomes for Children's Learning. There is a wide range of ability on entry to school and baseline records for the reception class show good progress is achieved.
8. Children in the early years make good progress in the key skills of speaking, reading, writing, numeracy, and information communication technology (ICT). However, a significant proportion has not yet developed listening skills to an appropriate level. More able children in the nursery demonstrate good standards in their thinking skills, problem-solving and creativity. Bilingual skills develop well progressively in the reception class.
9. In their key skills, Key Stage 1 (KS1) pupils make good progress in reading and do so with confidence and enjoyment. Their writing skills also develop well and they write for a range of purposes, understanding the need to change style and layout for different tasks.

10. In their speech, most KS1 pupils are confident and make themselves understood clearly, changing their manner of speech appropriately for different audiences. The key skill of listening however is not so well developed. Instructions related to tasks, in some instances, are not listened to with accuracy and in group activities the quality of listening to each other is often weak.
11. KS1 pupils make good progress in using numeracy in their work across the curriculum. They can use number grids and counting apparatus appropriately to assist themselves, use number skills independently to play different types of games and use simple graphs and numerical language in science and design projects. They successfully develop and apply their measuring skills and understanding of shape and space. Across the key stage they use ICT effectively to write, draw and to create charts and to support various activities.
12. The development of pupils' bilingual competence is outstanding. Pupils respond very well to the incidental Welsh used consistently throughout the school day and across the curriculum. They translate confidently and are able to move from English to Welsh with ease.
13. Pupils engage enthusiastically and successfully in tasks which require the use of creativity and problem-solving abilities such as writing, cookery, planting and gardening. They perform well in a range of artistic endeavours that creates the backdrop for their working environment.
14. Overall, pupils make good progress in their personal and social skills. They readily participate in group activities, understand the need for collaboration and have a desire to work together. The underdevelopment of listening skills in comparison with other learning skills sometimes impacts adversely on their success when working together.
15. Pupils with SEN make good progress in achieving targets set for them in their Individual Education Plans (IEPs). The progress made by some individuals, who face difficult challenges, is outstanding.
16. KS1 teacher assessments for 2005 show that the vast majority of pupils achieve national expectations (level two) in English (87%), mathematics (95%) and science (90%). 18% of pupils achieve level three in English, 32% in mathematics and 19% in science. 85% achieve the core subject indicator (at least level two in all three subjects) and results generally compare well with national and local norms. When results are benchmarked against comparable schools in terms of the percentage of pupils eligible for free school meals, results for mathematics are in the top 25% of performers. English and core subject indicator are above, and science just on, the median (middle) score. There is no significant difference between the attainment of boys and girls.
17. In their lessons pupils are positive in their attitudes. They arrive ready for work and are enthusiastic and willing to participate in the activities prepared for them. Most pupils treat each other and adults with respect, are polite, and

there is a warmth to the relationships within the school. Overall, the behaviour of pupils is good which reflects the school's high expectations and very good role models provided by staff. Pupils who do not behave well generally respond appropriately to management by their teachers.

18. Over the past three terms, attendance at around 93% remains at levels similar to the time of the last inspection. Attendance exceeds LEA targets. Spring 2006 term attendance was less than usual due to widespread seasonal illnesses but underlying attendance is consistent over the past year. Punctuality is good.
19. Overall KS1 pupils respond positively to opportunities for independent learning and perform well in independent tasks. Similarly, nursery and reception pupils make choices and engage readily, either individually or in groups, in the wide range of activities available to them.
20. Pupils respond positively to the caring context created by the school and show responsibility towards one another, demonstrating a good understanding of equal opportunity and the need for fair play. They learn about diversity through a broad range of experiences and show respect when they discuss or encounter others' beliefs and traditions.

The quality of education and training

21. During the inspection, teaching was graded as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
29%	38%	33%	0%	0%

22. The quality of teaching in lessons is above the WAG 2007 all-Wales targets for 65% to be graded one or two and 98% to be graded one, two or three.
23. In the best examples of teaching, outstanding features include excellently introduced lessons that move productively through different phases with very good use of support staff and resources. Other good features noted throughout the school are constructive teacher-pupil relationships, effective targeting of work for differing pupils' needs, and the skilful use of subject expertise. Where there are shortcomings it is because delivery lacks impact and pace and the children lose interest in overlong introductions or sustained sessions of whole class teaching.
24. In early years, the range of stimuli and learning opportunities created is diverse and exciting and the children are skilfully guided through formative challenges and experiences.
25. Throughout the school teachers plan and prepare effectively and ensure that tasks are varied and interesting and that key skills can be developed. Teachers refer to these key skills in their teaching and encourage the active recognition by their pupils of the skills they are using and improving. The whole school teaching strategy of setting out learning objectives clearly for

pupils at the start of lessons and returning to them towards the end is executed well.

26. Classrooms are well managed and are very stimulating spaces. The standard of learning environment and display is generally good and in some instances outstanding.
27. The effective working relationships between teachers, other support staff and pupils are outstanding. Pupils benefit greatly from the work of various additional assistants due to the excellent communication and understanding that operates between them and their teachers.
28. Good behaviour of pupils and constructive attitudes to learning are sustained by emphasising models of positive behaviour, and by the use of rewards and praise. There is full involvement and training of lunchtime supervisors in the implementation of behaviour policy.
29. The school uses a range of assessment methods to record pupil progress and inform the end of KS1 target setting. There is an effective system for tracking progress from the time children enter the nursery. Baseline assessment is supplemented by further useful assessments including observations. Portfolios exist for all subject areas and include selections from pupils' work that are levelled and annotated and help teachers make accurate assessments.
30. Record keeping is manageable and useful and contains a range of information which enables the assessment co-ordinator to undertake the role effectively. There are appropriate systems to transfer assessment information to the junior school to inform Key Stage 2 (KS2) planning. Approaches to marking are explained and displayed in classrooms for pupils. In some instances marking lacks consistency and does not helpfully encourage pupil involvement in assessing their own performance.
31. Parents are informed about their children's progress in annual written reports which comply with statutory requirements. These provide helpful detail about any progress achieved and comments giving advice to parents about how they can support their child. Parents are invited to discuss their child's progress with the class teacher twice a year and around 94% of parents attended these sessions last year.
32. The school provides a broad and balanced curriculum, which covers all the subjects of the National Curriculum (NC) and religious education and complies with legal requirements. It meets the needs of all pupils and allows them to participate fully in the life of the school in keeping with the inclusive aims the school has set for itself. Programmes of activities are well matched to different pupils to make them available to all irrespective of their background, gender or ability.

33. The curricular provision for the under-fives is outstanding and offers extensive learning opportunities whilst addressing the Desirable Outcomes and ensuring that children make good progress.
34. Home-school tasks promoted by the school are varied and useful and, together with a range of extra-curricular activities and educational visits, further enhance pupils' learning and develop creative, personal and social skills.
35. The school's provision for spiritual and moral development is good. Care is taken in selecting content for assemblies and collective worship which contributes positively to developing pupils' awareness of moral issues. In their social development pupils show awareness of the need to co-operate and to be respectful to others, their school and environment.
36. The school has gained the Eco School bronze award and through associated activities pupils become well aware of sustainable development issues. They participate with enthusiasm in recycling projects. An outstanding contribution to their understanding is also provided by the school's well-organised "walking bus" scheme.
37. Staff develop pupils' bilingual skills effectively across the curriculum. Bilingual displays in all classrooms and other areas within the school are both attractive and informative and have a positive impact on standards. Teachers offer very good opportunities for developing understanding of both English and Welsh in well-structured lessons. This provision is an outstanding feature. The Cwricwlwm Cymreig is developed to a high standard. In addition the prominent use of visitors, music and various artworks around the school effectively promotes wider cultural development.
38. The work of the school and the quality of the partnership between the school and pupils' homes is very good. The school works very closely with parents to ensure that pupils make good progress. It provides high quality opportunities for parents to develop their skills to support their children's education.
39. Other partnerships are effective, the school is closely linked to the community it serves. Local business and industry have enabled pupils to learn from practical activities. There are close links with the adjacent junior school. There is a beneficial partnership between the school and an institution of Initial Teacher Training (ITT).
40. The school is a very caring, welcoming and secure learning environment for pupils. Pupils and parents confirm that the children feel happy and safe to learn. Child protection arrangements are thorough and well known to staff.
41. The school has a clear SEN policy that complies with the Code of Practice and gives concise guidance as to the procedures to be undertaken and facilities available to provide for children with additional learning needs. There are very good processes in place to identify special needs at an early stage, to monitor and review provision and to deploy additional assistants where possible.

42. The involvement of the Special Educational Needs Co-ordinator (SENCO), in conjunction with class teachers and parents, at a number of critical points as the children progress through the school, is an outstanding feature. There is liaison with Local Education Authority (LEA) and other providers and specialist advice is sought when required.
43. Pupils with SEN are given access to every part of the school's curriculum. Teaching methods appeal to boys and to girls and are effective in ensuring that equal opportunities are promoted throughout the school and all pupils are treated with fairness.
44. The school recognises the diversity and differing needs of all its pupils. Members of staff are aware of their pupils' circumstances and support and guide very effectively. The school has undertaken substantial accessibility audits, led by a governor, to maximise awareness of how opportunities for all can be provided wherever possible.

Leadership and management

45. The headteacher works very efficiently and the quality of leadership and management she provides is outstanding. The headteacher, deputy headteacher and SENCO operate very effectively as a senior management team (SMT) to provide good leadership in all school endeavours.
46. The school's governing body is knowledgeable, well informed, supportive and involved in the strategic planning of the school. Governors make outstanding contributions and their valuable work with the SMT results in actions which strive towards excellence for all pupils and staff employed at the school.
47. The school operates in an environment of mutual trust and understanding. Good teamwork and high expectations enable the school to function as an orderly and well organised community.
48. The headteacher, governors and staff are committed to ongoing school improvement and challenge their practice in order to raise standards. Target setting procedures are well established and teachers are involved in monitoring and evaluating their responsibilities, particularly those related to subjects.
49. Teaching staff have planned opportunities to contribute to self-evaluation and the School Strategic Plan (SSP). Governors receive regular updates and have opportunities to comment. There has been some use of questionnaires to elicit the views of parents. The inclusive working atmosphere encourages views to be shared, however non-teaching staff have limited awareness of the school's strategic priorities and few structured opportunities to contribute to evaluation and planning activities.
50. The school takes good account of national priorities and these are integrated into the school's strategic development planning. Recent initiatives

encouraged by the Welsh Assembly Government including Eco Schools, Healthy Schools, Basic Skills Quality Mark and School Council have all been undertaken at the school.

51. The ways in which the school has developed outstanding provision for the early years and has achieved high standards in bilingual education exemplify how it succeeds in bringing about improvements. Key issues arising from the last inspection have been successfully addressed.
52. The school is appropriately staffed for the numbers of pupils on roll. Teachers are suitably qualified and provide a wide range of experience and skills. The emphasis that has been placed on professional development for all staff is an outstanding feature. The training budget is monitored closely to ensure the best use of funds.
53. All learners have access to a very good range of materials and resources that match their needs. These are utilised well by staff to support teaching and learning and provide purposeful experiences linked to all areas of the curriculum. Resources are audited regularly and their use is monitored by subject leaders in order to assess the extent to which they contribute to standards of achievement.
54. Classrooms are bright and airy with easy access to outdoors. The buildings are adequate for the numbers on roll and provide good space in which to meet the requirements of the Desirable Learning Outcomes and the National Curriculum. The two demountable buildings are continuously used for specific timetabled activities. An outstanding community resource has been created by designating a classroom as a venue for 'Messy Fingers', a facility for pre-school children's care in the afternoons.
55. The outdoor learning environment is well used by pupils in all classes and the nursery provision is outstanding. The school environment and grounds are extremely well maintained. The high standards of cleanliness and attention to matters of health and safety are excellent.
56. Continuous review and rigorous monitoring of expenditure is undertaken by the finance committee. Opportunities to invest effectively or build the resource base by attracting funds are taken. Good financial management and oversight is an outstanding feature.
57. Every member of the team working at the school including administrative staff, the caretaker and cleaners, the cook and kitchen staff, together with lunchtime supervisors work diligently to create an environment where care and respect are fostered and quality learning takes place.
58. Overall the school provides very good value for money.

Recommendations

- R1: continue to maintain the good standards and respond to the challenges of creating excellence throughout the school;
- R2: raise standards in the key skill of listening;
- R3: *disseminate the good practice in teaching throughout the school;
- R4: continue to develop school self-evaluation and planning for improvement to extend further the opportunities for staff and others to contribute and to increase the impact of their involvement.

** This area is identified for development in the current School Strategic Plan.*

The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

Standards

Key Question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

59. Overall, the findings of the inspection team match the Grade 2 judgement made by the school in its self-evaluation report.
60. Children in the early years make good progress in the key skills of speaking, reading, writing, numeracy, and ICT. A significant proportion has not yet developed listening skills to an appropriate level and on occasions this has a negative impact on children's social skills. More able children in the nursery demonstrate good standards in their thinking skills, problem-solving and creativity and are able to use these skills in a variety of contexts. In nursery, children's understanding of simple Welsh words and phrases is good and bilingual skills develop well progressively in the reception class where they are able to use simple phrases in context.
61. In their key skills KS1 pupils make good progress in reading and do so with confidence and enjoyment. Many pupils read with fluency and expression and are able to describe content and detail of the text. They use their reading skills effectively to tackle worksheets and other texts they meet in various studies and in order to carry out information seeking activities. Most have an understanding of how to approach unfamiliar words. Year 2 pupils use reference books to further develop their own learning.
62. Pupils' writing skills develop well and they write for a range of purposes. They understand the need to change style and layout for different tasks such as for lists, diaries or instructions. In more extended writing their sentence and punctuation skills develop progressively and to a good standard in their stories and descriptions. Letter formation in handwriting is generally clear using a print style although they do not join their letters.
63. In their speech, most KS1 pupils are confident and make themselves understood clearly, changing their manner of speech appropriately for different adults and when talking to friends. In their lessons they experiment with new vocabulary and take a pleasure in using new terms and language. Most pupils when wishing to make a point or contribution in class are able to do so sensibly.
64. The key skill of listening however is not so well developed. In whole class teaching a significant number of pupils do not respond appropriately to questions from their teachers. Instead they repeat other comments or reply out of context. Simple instructions related to tasks, in some instances, are not listened to with accuracy. In group activities, although relationships are generally good and there is a desire to collaborate, pupils do not always listen attentively to each other.

65. Pupils make good progress in using numeracy in their work across the curriculum. In KS1 they make floor maps using simple co-ordinates and subtract historical dates in order to determine time scales. They can use number grids and counting apparatus appropriately to assist themselves and use number skills independently to play different types of games. They use simple graphs and numerical language in science and design projects, and are successfully developing and applying their measuring skills and understanding of shape and space when creating plans and models.
66. Across the key stage they use ICT effectively to write, draw and to create charts and to support construction activities. More able pupils' keyboard skills have developed well and assist them in their use of computers. In some instances pupils read less effectively from the screen than from paper and they fail to understand or relate to software they are using. Pupils respond readily to the interactive whiteboards and have a progressive understanding of how computers can be used to find and display images and facts.
67. The development of pupils' bilingual competence is outstanding. Pupils respond very well to the incidental Welsh used consistently throughout the school day and across the curriculum. They translate confidently and are able to move from English to Welsh with ease. They offer comments and are able to ask and answer questions when discussing a range of subject matter, for instance their preferences, emotions and the weather. They can understand instruction given entirely in Welsh, read a variety of simple texts clearly and are able to sing a range of songs in Welsh.
68. Pupils engage enthusiastically and successfully in tasks which require the use of creativity and problem-solving abilities such as writing, cookery, planting and gardening. They perform well in a range of artistic endeavours that provide the backdrop for their working environment. More able Year 1 and 2 pupils can describe coherently the methods they used in their projects, referring back to photographs or instructions.
69. Overall, pupils make good progress in their personal and social skills. They readily participate in group activities and their social development is fundamentally sound. They understand the need for collaboration and work well together in adult led tasks. The underdevelopment of listening skills in comparison with other learning skills sometimes impacts adversely on their success when working together.
70. Pupils with SEN make good progress in achieving targets set for them in their IEPs. The progress made by some individuals, who face difficult challenges, is outstanding.
71. KS1 teacher assessments for 2005 show that the vast majority of pupils achieve national expectations (level two) in English (87%), mathematics (95%) and science (90%). 18% of pupils achieve level three in English, 32% in mathematics and 19% in science. 85% achieve the core subject indicator (at least level two in all three subjects) and results generally compare well with national and local norms. When results are benchmarked against

comparable schools in terms of the percentage of pupils eligible for free school meals, results for mathematics are in the top 25% of performers. English and core subject indicator are above, and science just on, the median (middle) score. There is no significant difference between the attainment of boys and girls.

72. In their lessons pupils are positive in their attitudes. They arrive ready for work and are enthusiastic and willing to participate in the activities prepared for them. They react appropriately when learning objectives are explained to them, acquire new facts and develop their skills in their lessons.
73. Most pupils treat each other and adults with respect and are polite. There is a warmth to the relationships within the school. Overall, the behaviour of pupils is good which reflects the school's high expectations and very good role models provided by staff. Pupils enjoy lessons and are co-operative. There are pupils who do not always behave well but these generally respond appropriately to management by their teachers.
74. Over the past three terms, attendance at around 93% remains at levels similar to the time of the last inspection. Attendance exceeds LEA targets. Spring 2006 term attendance was less than usual due to widespread seasonal illnesses but underlying attendance is consistent over the past year. Punctuality is good.
75. Overall, KS1 pupils respond positively to opportunities for independent learning and perform well in independent tasks. Similarly, nursery and reception pupils make choices and engage readily, either individually or in groups, in the wide range of activities available to them.
76. Pupils respond positively to the caring context created by the school and show responsibility towards one another. They recognise the need for rules in their lives and can give many examples of important rules. They have a good understanding of equal opportunity, the need to share and for fair play.
77. They learn about diversity through a broad range of experiences and show respect when they discuss or encounter others' beliefs and traditions. They increase their awareness about aspects of their community and gain insight into the world of work from appropriate visits and visitors.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

78. Overall, the findings of the inspection team match the Grade 2 judgement made by the school in its self-evaluation report.
79. In the lessons observed the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
29%	38%	33%	0%	0%

80. The quality of teaching in lessons is above the WAG 2007 all-Wales targets for 65% to be graded one or two and 98% to be graded one, two or three.
81. In the best examples of teaching, outstanding features include excellently introduced lessons that move productively through different phases with very good use of support staff and resources. Other good features noted throughout the school are constructive teacher-pupil relationships, effective targeting of work for differing pupils' needs, and the skilful use of subject expertise. Where there are shortcomings it is because delivery lacks impact and pace and the children lose interest in overlong introductions or sustained sessions of whole class teaching.
82. In early years, the range of stimuli and learning opportunities created is diverse and exciting and the children are skilfully guided through formative challenges and experiences.
83. In KS1, the best lessons are well structured with variations of approach used to sustain interest and involvement. Activities are well differentiated and targeted carefully so groups of pupils of differing abilities are able to make progress. This includes extension activities for the more able.
84. Throughout the school teachers plan and prepare effectively and ensure that tasks are varied and interesting. As well as areas of knowledge and understanding to be covered, whole school planning systems identify key skills to be developed and ways in which progression should be achieved. Teachers refer to these skills areas in their teaching and encourage the active recognition by their pupils of the skills they are using and improving.
85. The whole school teaching strategy of setting out learning objectives clearly for pupils at the start of lessons and returning to them towards the end is executed well. Children are developing, appropriately to their age, a practice of focusing on what it is they are trying to learn and whether they are succeeding. In KS1, teachers further reinforce this process by developing specific learning targets for individuals.

86. The effective working relationships between teachers, other support staff and pupils are outstanding. Pupils benefit greatly from the work of various additional assistants due to the excellent communication and understanding that operates between them and their teachers.
87. Good behaviour of pupils and constructive attitudes to learning are sustained by emphasising models of positive behaviour, and by the use of rewards and praise. Classrooms are well managed and are very stimulating spaces. The standard of learning environment and display is generally good and in some instances outstanding. The productive sense of ownership and belonging generated by such quality surroundings positively fosters learning.
88. All pupils are given access to the curriculum through activities that are well matched to individual needs and they are able to participate fully in all aspects of school life. Pupils with SEN are included in every part of the school's curriculum and the provision for these pupils and the associated review and monitoring activities are outstanding. Teaching methods appeal to boys and to girls and are effective in ensuring that equal opportunities are promoted throughout the school and all pupils are treated with fairness.
89. Bilingual displays in all classrooms and other areas within the school are both attractive and informative. They have a positive impact on the high standards within the school and reinforce the effective use of both languages. Teachers offer very good opportunities for their pupils to develop their understanding of both English and Welsh in well-structured lessons.
90. Most staff use Welsh clearly, with correct pronunciation, to develop pupils' bilingual skills. They plan in order that pupils use their bilingual skills across the curriculum, for example in ICT and in numeracy, and progression and continuity are ensured in a structured scheme of work. This provision is an outstanding feature of the school.
91. The school uses a range of assessment methods to record pupil progress and inform the end of KS1 target setting. There is an effective system for tracking progress from the time children enter the nursery. Baseline assessment is supplemented by further useful assessments including observations. Portfolios exist for all subject areas and include selections from pupils' work that are levelled and annotated and help teachers make accurate assessments.
92. The baseline data and the end of key stage results provided by the LEA are analysed and used to assist the school in setting targets for improvement. Record keeping is manageable and useful and contains a range of information which enables the assessment co-ordinator to undertake the role effectively. There are appropriate systems to transfer assessment information to the junior school to inform KS2 planning.
93. Involving pupils in their own assessments and setting their own targets has raised awareness of what they need to do to improve. The feedback and marking policies are explained and displayed in classrooms for pupils to refer

to. These are appropriate for the age of the pupils and have a positive impact on their learning. Learning objectives are successfully shared with pupils at the start of each lesson and reviewed at the end of the session. These systems work well. In some instances marking lacks consistency and does not helpfully encourage pupil involvement in assessing their own performance.

94. Parents are informed about their children's progress in annual written reports which comply with statutory requirements. These provide helpful detail about any progress achieved and comments give advice to parents about how they can support their child. Parents are invited to discuss their child's progress with the class teacher twice a year and around 94% of them attended these sessions last year. They are also welcomed into the school to discuss their child's progress, or any concerns, on an informal basis.
95. An additional termly schedule of meetings is in place for parents of children with SEN when targets set out in IEPs are discussed with class teachers and the SENCO. Parents say that they find meetings with the staff very useful. Parents also say that teachers are friendly, approachable and give good advice and guidance as to how they can best support their child's learning.

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

Grade 2: Good features and no important shortcomings

96. Overall, the findings of the inspection team match the Grade 2 judgement made by the school in its self-evaluation report.
97. The curriculum meets the needs of all pupils and allows them to participate fully in the life of the school in keeping with the inclusive aims the school has set for itself. Programmes of activities are well differentiated to make them available to all irrespective of their background, gender or ability.
98. The school provides a broad and balanced curriculum, which covers all the subjects of the NC and religious education. The curricular provision for the under-fives is outstanding and offers extensive learning opportunities whilst addressing the Desirable Outcomes and ensuring that children make good progress.
99. There are appropriate policies and schemes of work for NC subjects, religious education and for the under-fives. Planning is coherent and includes opportunities to develop key skills. Individual lesson plans are concise and clear, learning objectives are noted clearly and differentiation is evident. The plans usually note what has been covered in lessons as the term passes but do not always inform the next stage of learning.
100. Continuity between early years and KS1 is good, monitored by subject leaders and overseen by the SMT who liaise also with the junior school. Where there are mixed classes, the curriculum is managed well. Pupils are allocated to

classes according to age and degree of maturity. The school adjusts its support according to need and members of support staff are deployed well and move to different classrooms as necessary.

101. Home-school tasks promoted by the school are varied and usefully support learning. The main focus is on language and reading activities for which pupils take books home. These processes are monitored and parents are encouraged to return comments and to develop a dialogue with the class teacher.
102. In the early years, key skills are identified and planned for within the programme of Desirable Learning Outcomes. In KS1, key skills are identified in planning and there is a coherent structure in place to maximise opportunities to develop pupils' basic and key skills. The communication and numeracy and ICT skills are specifically identified and addressed. These approaches generally work well to create opportunities for learning and improving key skills. The school has set itself targets to further enhance wider personal and thinking skills, and the management of progression in skills development.
103. A good range of extra-curricular activities and educational visits further enhances pupils' learning. These include art and music based activities, country dancing and gymnastics and afford additional opportunities to develop creative, personal and social skills.
104. The school's provision for spiritual and moral development is good. Care is taken in selecting content for assemblies and collective worship which contributes positively to developing pupils' awareness of moral issues. Pupils know the difference between what is right and wrong and this understanding is nurtured well within the school. In activities such as planting and watching seeds and flowers grow, and drawing them, the children clearly demonstrate a sense of excitement and wonder at nature.
105. In their social development, pupils show awareness of the need to co-operate and to be respectful of others, their school and environment. They clearly value their school surroundings which they keep in good condition. In electing their representatives to the School Council KS1 pupils are developing an early awareness of citizenship. The prominent use of visitors, music and various artworks around the school effectively promotes wider cultural development.
106. Parents strongly express satisfaction with the work of the school and the quality of the partnership between the school and pupils' homes. They are very well informed by regular letters, notice boards and well-presented newsletters. The school provides high quality opportunities for parents to develop their skills to support their children's education.
107. The school is closely linked to the community it serves and much of the pupils' good learning experiences are based on relevant opportunities found locally. An outstanding feature is the developing link with a Newport school to raise pupils' awareness of cultural diversity.

108. There are close links with the adjacent junior school and pastoral transition arrangements are thoroughly and sensitively organised. There are examples of good co-operation between staff, although there is scope for further development of bridging activities that will contribute to curriculum continuity between KS1 and KS2. There is a beneficial partnership between the school and an institution of ITT.
109. The curriculum complies with the legal requirements and includes the subjects of the NC as prescribed in regulations and provides religious education in accordance with the LEA agreed syllabus. Sex education is embedded in the school's programme of health education.
110. The school makes good use of work related education opportunities to enrich pupils' learning. Local business and industry have enabled pupils to learn from practical activities and visitors to the school help pupils to understand the nature of work. Some teachers' professional development is benefiting from placements organised and supported by Careers Wales.
111. The school develops Welsh very successfully. Pupils' skills are developed very well from an early age to the end of KS1 and careful planning ensures the Cwricwlwm Cymreig is addressed in all subjects. It is developed to a high standard through a broad range of visits and activities within the school and is apparent throughout the curriculum. As well as the historical and traditional, the contemporary is included and written work following visits by current local personalities is located within displays about famous Welsh people.
112. The school's strong and clear commitment to ensuring equality for all pupils is demonstrated very clearly through its policy and practice. Pupils' achievements are recognised consistently throughout the school. All pupils are given the same opportunities and they are respected and valued. The range of extra-curricular activities provided by the school is attended by both boys and girls.
113. The school has gained the Eco School bronze award and through associated activities pupils become well aware of sustainable development issues. They participate with enthusiasm in recycling projects. An outstanding contribution to their understanding is also provided by the school's well-organised "walking bus" scheme.
114. The range of learning experiences helps pupils develop decision making skills appropriate to their age. They build their awareness of local business and economic activities when visiting local stores and when drawing and mapping their surroundings. The School Council is at an early stage of development. It has discussed different options for the development of the school grounds and for charitable fund-raising to inform further discussions in class.
115. The school is laying good foundations for its pupils to become lifelong learners by encouraging wide participation through the Children's University

programme and providing parents with opportunities for the acquisition of new skills.

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

Grade 1: Good with outstanding features

116. Overall, the findings of the inspection team match the Grade 1 judgment made by the school in the self-evaluation report.
117. Each child is well known to staff and pupils' views are valued in daily discourse. There are very warm supportive relationships between pupils and teachers and with other adults. This aids effective learning. There are good links with all appropriate services that contribute to the very good level of care and support. The school succeeds in creating a very caring, welcoming and secure learning environment for pupils. These are outstanding elements.
118. The school works very closely with parents to ensure that pupils make good progress. An outstanding feature is the manner in which the school provides parents with opportunities to help with their children's education. The school is highly approachable and welcomes the opinions of parents and responds to their views.
119. The phased introduction to full-time attendance is a structure that enables pupils to feel confident and secure when they begin school.
120. The pastoral arrangements that ease the transition between KS1 and KS2 are well organised and effective.
121. Attendance and punctuality is very well promoted and is monitored thoroughly and effectively through thoughtful use of computerised data. Registers comply with statutory requirements. Best behaviour is encouraged by a positive approach, which makes expectations clear to pupils and involves them in the formulation of rules. Lunchtime supervisors are carefully trained and engaged in the strategies to sustain wellbeing and good behaviour. This is an outstanding feature.
122. Clear and comprehensive policies are effectively implemented to ensure the health, safety and well being of all pupils. Risk assessments of proposed activities are undertaken conscientiously. All members of the teaching staff have updated first aid qualifications.
123. Child protection arrangements are thorough and well known to staff.
124. The school has a clear SEN policy that complies with the Code of Practice and gives concise guidance as to the procedures to be undertaken and facilities available to provide for children with additional learning needs. Diagnostic systems are in place to identify special needs and these include a range of

tests and observational assessments which are used at the earliest opportunities.

125. The involvement of the SENCO, in conjunction with class teachers and parents, at a number of critical points as the children progress through the school is an outstanding feature. The SENCO liaises effectively with the LEA and other providers and seeks specialist advice when required.
126. A register of pupils with SEN is maintained and actively monitored. IEPs are devised when necessary. These helpfully identify teaching and learning requirements and are used to monitor progress. The IEPs are readily to hand in the classrooms where teachers and support staff refer to them and show a high awareness of the identified pupils' special programmes. They are reviewed with parents at least once a term.
127. The SENCO retains copies of the IEPs and also maintains an Annual Education Plan [AEP]. This document is used additionally to identify concerns, track progress and to note comments of the pupils themselves as well as those of parents and other professionals. This extra overview enables the SENCO to consider if further interventions may be necessary and assists her in the line management of learning assistants engaged in SEN support. When required, extra teaching programmes delivered by the support team but overseen by the SENCO, are put in place. The management of these systems is an outstanding feature.
128. Funds deployed to assist pupils with SEN are used primarily to engage learning assistants to support the learning of identified pupils or groups of pupils. This helps ensure that pupils whose behaviour may present challenges do not have an adverse impact on the learning of others.
129. Able pupils' needs are met through the use of appropriately differentiated approaches created by class teachers.
130. The school recognises the diversity and differing needs of all its pupils. All members of staff are aware of their pupils' circumstances and support and guide them in all aspects very effectively. The 'Roots to Torfaen' project actively involves pupils in recognising and celebrating the varied nature and backgrounds of people in their community. It contributes outstandingly towards pupils' understanding of those around them.
131. The school has a racial equality policy and an appropriate action plan. Initiatives are in place in order to promote pupils' understanding of different racial groups. These include the introduction of 'persona dolls' and a link with a school in Newport that has a greater ethnic mix. A member of staff from that school visits to raise awareness and shares knowledge about her own African background with the pupils.
132. The school does not tolerate any bullying or harassment and has effective arrangements for monitoring any discriminatory behaviour. Pupils and parents confirm that children feel happy and safe to learn.

133. Both policy and practice promote equality of opportunity. Boys and girls are treated equally at all times and there is no stereotyping in lessons. All pupils within the school undertake all activities in the curriculum. Extra-curricular activities are open to all and are joined widely by boys and girls. The school has undertaken substantial accessibility audits, led by a governor, to maximise awareness of how opportunities for all can be provided wherever possible.

Leadership and management

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

Grade 1: Good with outstanding features

134. The findings of the inspection team match the Grade 1 judgement made by the school in its self-evaluation report.
135. The headteacher works very effectively with a committed and informed governing body and the quality of leadership and management she provides is outstanding. The aims and vision of the school have recently been renewed. They are shared and agreed by all members of staff and governors, are clear and have a considerable and positive effect on the work of the school.
136. The headteacher and deputy headteacher provide excellent role models and together with the SENCO operate very effectively as a senior management team to provide very good leadership.
137. The school operates in an environment of mutual trust and understanding. Good teamwork and high expectations enable the school to function as an orderly and well organised community. This takes place in an outstanding context of inclusive, supportive working relationships and is a very strong feature of the school.
138. The school takes good account of national priorities and these are integrated into the school's strategic development planning. Recent initiatives encouraged by the Welsh Assembly Government including Eco Schools, Healthy Schools, Basic Skills Quality Mark and School Council have all been undertaken at the school. The school is making very good progress towards the proposed Foundation Phase. Additional funding for training grants from the General Teaching Council for Wales has also supported learning. The introduction of these initiatives has had a positive impact on standards and has resulted in improvements to the curriculum.
139. Very good links with a variety of partners exist which benefit the school and its pupils. There are good transition arrangements with the neighbouring junior school. The introduction of the rising three year olds into the nursery and the 'Messy Fingers' provision in the afternoons extend the care and education for the younger children.
140. Target setting procedures are well established and leaders are involved in monitoring and evaluating their areas of responsibility, particularly those related to subjects. Targets are realistic and challenging.
141. The effective Performance Management system promotes teachers' professional development and results in improvement to the quality of provision. Whole-school targets are linked to the school strategic plan. Individual targets for improvement also move the school forward. The training budget is monitored closely to ensure the best use of funds. The emphasis

that has been placed on professional development for all staff is an outstanding feature. Appropriate induction procedures are in place to support the newly qualified teacher.

142. The school's governing body is knowledgeable, well informed, supportive and involved in the strategic planning of the school. Their outstanding contributions result in actions which strive towards excellence for all pupils and staff employed at the school. The pairing system linking governors to teachers and subject leaders enables governors to have a greater understanding of the requirements of the NC.

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

Grade 2: Good features and no important shortcomings

143. The findings of the inspection team differ from the school's self-evaluation in that the school judged this question as Grade 1. The team did not find that there were outstanding features evident in relation to this question and noted that opportunities for non-teaching staff to contribute to evaluation and planning are limited. Links between evaluations and strategic planning are not always clear. Overall the inspection team judged this question to be at Level 2.
144. The headteacher, governors and staff are committed to ongoing school improvement and challenge their practice in order to raise standards. For the current planning cycle, following training, the school has introduced a self-evaluation report based on Estyn's seven key questions to inform the SSP. This evaluation document is detailed and provides a good indication of the school's current position with which the inspection team largely agrees.
145. Performance management of teaching staff is used to good effect and objectives are set to assist the school's strategic aspirations as well as to develop individuals.
146. Subject leaders engage in a variety of very useful monitoring activities that involve them in class based evaluations looking at teaching and learning as well as reviewing pupils' work, assessment information and teachers' planning. They keep records of these activities and these are used to advise the leadership team and staff meetings when developing improvement plans. Links between these processes and current whole school monitoring and development planning are not always clear.
147. Teaching staff have planned opportunities to contribute to self-evaluation and the SSP. Governors receive regular updates and have opportunities to comment. There has been some use of questionnaires to elicit the views of parents. The inclusive working atmosphere encourages views to be shared, however, non-teaching staff have limited awareness of the school's strategic

priorities and few structured opportunities to contribute to evaluation and planning activities.

148. The SSP sets out appropriate improvement targets which can be related to the self-evaluation information. The resources required to support the various projects are clearly indicated. Delivery of the plan is monitored by the headteacher although the mechanisms are not explicit for checking how the plan is progressing over time, or for sharing and promoting ownership of the initiatives.
149. In recent years the school has succeeded in bringing about a range of improvements. Examples include the improved provision in the early years, achievement of higher standards in bilingual education, and the enhanced involvement and role of subject leaders. Key issues arising from the last inspection have been successfully addressed.

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

Grade 1: Good with outstanding features

150. The findings of the inspection team match the Grade 1 judgement made by the school in its self-evaluation report.
151. The school is appropriately staffed for the numbers of pupils on roll. Teachers are suitably qualified and provide a wide range of experience and skills. There are sufficient appropriately qualified and trained support staff who are deployed and managed effectively. Subject expertise is readily shared and disseminated. Pupils with additional learning needs are extremely well supported. Teamwork and effective partnership are an outstanding strength of the school.
152. All learners have access to a very good range of materials and resources that match their needs. These resources are utilised by staff to support teaching and learning and provide purposeful experiences linked to all areas of the curriculum. The outdoor learning environment is well used by pupils in all classes. The recently developed outdoor area at the nursery, together with the wealth of opportunities offered to the children whilst indoors, extends the development of all aspects of the Desirable Outcomes for Children's Learning. This is an outstanding feature.
153. Overall the quantity of computers and interactive whiteboards is sufficient to develop ICT skills. Each classroom is well stocked with a broad range of books which enhance reading and research skills. The book and toy lending library scheme in the early years is managed very well and is enthusiastically supported by parents.
154. Resources are audited regularly and their use is monitored by subject leaders in order to assess the extent to which they contribute to standards of achievement.

155. The school environment and grounds are extremely well maintained. The high standards of cleanliness and attention to matters of health and safety are excellent. The entrance is welcoming and prominently features the school motto "Growing Together". Classrooms are bright and airy with easy access to outdoors. The buildings are adequate for the numbers on roll and provide good space in which to meet the requirements of the Desirable Learning outcomes and the National Curriculum.
156. Attractive and imaginative displays around the school are of a high standard and are used to celebrate children's work, enhance the learning and create a feeling of ownership. The main hall is spacious and caters easily for whole-school assembly, lunchtimes and concerts. The two demountable buildings are continuously used for teaching, specific timetabled activities and provide a base room for teachers' Planning, Preparation and Assessment (PPA) time. An outstanding community resource has been created by designating a classroom as a venue for 'Messy Fingers', a facility for pre-school children's care in the afternoons.
157. The community and local environment are used well to provide additional activities to enrich the curriculum. A planned programme of visits and visitors to the school also contribute to the quality of provision.
158. The headteacher is ably supported by the deputy headteacher, school secretaries and the governing body in financial matters. The budget is managed efficiently to ensure that sufficient funds are allocated to address priorities identified within the school development and strategic plans. Continuous review and rigorous monitoring of expenditure is undertaken by the finance committee. Opportunities to invest effectively or build the resource base by attracting funds are taken. Good financial management and oversight is an outstanding feature.
159. Efficient procedures are in place to ensure that all staff are deployed effectively. Continuing Professional Development (CPD) for teachers and support staff is managed extremely well and is linked to identified school priorities alongside individual training needs. The procedure for PPA time for teachers complies with statutory regulations and is linked to raising standards. These arrangements are monitored closely by the deputy headteacher.
160. Every member of the team working at the school including administrative staff, the caretaker and cleaners, the cook and kitchen staff, together with lunchtime supervisors work diligently to create an environment where care and respect are fostered and quality learning takes place.
161. Overall the school provides very good value for money.

School's response to the inspection

The governors and staff have considered the outcomes of the inspection and are delighted that the findings acknowledged that Coed Eva Infant and Nursery school is a good school with some outstanding features.

It is very reassuring that our self-evaluation has provided a good indication of the school's current position with which the inspection team largely agrees.

We are pleased that the inspectors found pupils' standards of achievement to be good and the quality of teaching is above the targets set by the Welsh Assembly Government. This is a reflection of the hard work of pupils, all staff and governors of Coed Eva Infant and Nursery School. We are particularly pleased that curricular provision for the under-fives and pupils' bilingual competence is judged to be outstanding.

The inspection team acknowledged that care and support systems for pupils including the management of Special Educational Needs is outstanding, as is our efficiency in using resources to ensure the school provides very good value for money. In particular, the report confirms that the school succeeds in its aim of creating a safe, stimulating and happy learning environment for pupils.

The report highlights the leadership of the headteacher together with the deputy headteacher and the SENCO and the outstanding contributions of the governing body. We are delighted that the positive inclusive ethos of the school and supportive working relationships are also recognised as outstanding.

An action plan to include the recommendations will be produced by the staff and governors and will be incorporated into the school's strategic plan. Raising standards in pupils' listening skills will be a major priority for us.

An outline of the school's action plan will be sent to all parents and the governors' annual report to parents will report on progress.

Appendix 1

Basic information about the school

Name of school	Coed Eva Infant and Nursery School
School type	Nursery and Primary
Age-range of pupils	3-7 years
Address of school	Teynes Coed Eva Cwmbran Torfaen
Postcode	NP44 4TG
Telephone number	01633 484139

Headteacher	Mrs. Sandra Martin
Date of appointment	March 2003
Chair of governors/ Appropriate authority	Mr. Peter Friswell/ Torfaen
Registered inspector	Mr. Gregory John Owens
Dates of inspection	15 th -16 th May 2006

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	32.5	64	59	68					223.5

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	9	2	10

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	21:1
Pupil: adult (fte) ratio in nursery classes	13:1
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	27
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of School
Summer 2005	90.7	94	92.87
Autumn 2005	91.5	95.7	94.63
Spring 2006	86.3	91.8	91.7

Percentage of pupils entitled to free school meals	28%
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

National Curriculum Assessment Results End of Key Stage 1:

National Curriculum Assessment KS1 Results 2005			Number of pupils in Y2:		74		
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher Assessment	School	0	0	13	69	17
		National	0	4	12	64	20
En: reading	Teacher Assessment	School	0	0	19	47	34
		National	0	4	14	56	27
En: writing	Teacher Assessment	School	0	4	11	77	8
		National	0	5	14	69	12
En: speaking and listening	Teacher Assessment	School	0	0	8	73	19
		National	0	2	11	64	23
Mathematics	Teacher Assessment	School	0	0	5	62	32
		National	0	2	10	63	24
Science	Teacher Assessment	School	0	0	9	72	19
		National	0	2	9	65	24

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	85	In Wales	81

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

Appendix 4

Evidence base of the inspection

Four Inspectors spent a total of 7 inspector days in the school and met as a team before the inspection. A peer assessor also spent the 2 days of the inspection in the school and in that time inspected sessions and attended meetings. These inspectors visited:

- 21 lessons or part lessons;
- all classes;
- acts of collective worship (as observers only);
- extra-curricular activities;
- arrivals, departures, lunchtimes and playtimes.

They also conducted 'listening to learners' sessions in which conversations were held with individuals and groups of pupils about their past and present activities and in which their reading was considered.

Members of the inspection team had meetings and discussions with:

- staff, governors, LEA representative and parents before the inspection began;
- senior managers, governors, teachers, support and administrative staff and groups of pupils during the inspection;

The team also considered:

- the school's self-evaluation report;
- 44 responses to a parents' questionnaire;
- comprehensive documentation provided by the school before and during the inspection;
- a wide range of pupils' past and current work.

In addition the headteacher, in the role of nominee, attended and contributed to all inspection team meetings before and during the inspection.

The inspection team held post inspection meetings with the staff and governors.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Gregory Owens Registered Inspector	Key Questions 1, 2 and 6 SEN
Eilian James Lay Inspector	Key Questions 1, 3 and 4
Sara Davies Team Inspector	Key Questions 1, 3 and 4 Bilingualism
Brenda Morgan Team Inspector	Key Questions 2, 5 and 7 Early Years
Andrea Wood Peer Assessor	Contributions to all questions
Sandra Martin	Nominee

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Acknowledgement

The inspection team would like to thank the pupils of the school, all staff, headteacher, governors and other members of the school community for their welcome and co-operation throughout the inspection.