

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

A Report on the Quality of Education in

**Dinas Powys Infants' School
Cardiff Road
Dinas Powys
Vale of Glamorgan
CF64 4JU**

School Number: 6732116

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by

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

The inspection of Dinas Powys Infants' School took place between 19/03/07 and 21/03/07. An independent team of inspectors, led by Carolyn Jane Thomas 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 nursery schools, 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. Dinas Powys Infants' School is situated in the village of Dinas Powys midway between Cardiff and Barry. At the time of the inspection, there were 203 pupils on the school role including 68 part-time nursery children. This number is a decrease of 11 pupils from the time of the previous inspection in January 2001. Nursery children are admitted to the school following their third birthday. The area surrounding the school is neither advantaged nor disadvantaged and the full range of ability is represented in the school.
2. Ninety nine point five per cent of pupils come from English speaking homes. Ninety two point eight per cent come from White British background and 7.2 per cent from other backgrounds. No pupil receives support teaching in English as an additional language. No pupils come from a Welsh speaking home. Eight per cent of pupils are entitled to receive free school meals. This is a decrease from the time of the previous inspection and is lower than Local Education Authority (LEA) and National averages. Pupils' ability on entry is slightly above the LEA average. Twelve per cent of pupils have been identified as having special educational needs (SEN). No pupils are looked after by the Local Authority.
3. The head teacher was in her current post at the time of the last inspection. The school has received several awards in recent years including the Basic Skills Quality Mark 3, Investors in People, Healthy Schools and the Eco Bronze award.

The school's priorities and targets

4. At Dinas Powys Infants, the school philosophy is "A world is no world without knowledge". This is supplemented by shared values that indicate the school is committed to:-
 - expanding the educational opportunities of all pupils;
 - enabling every child to participate in events in and out of school;
 - promoting equality of opportunity for all pupils, staff and parents.

5. Shorter-term priorities outlined in the school development plan include: -
 - further developing the schemes of work and subsequent planning, ensuring skill-based curriculum;
 - further developing assessment for learning strategies;
 - implementing the whole school information communications technology (ICT) strategic action plan ensuring the development of ICT common requirements grid through all subjects;
 - continue to prepare for the implementation of the foundation phase, with particular reference to outdoor play;
 - further develop the relevant areas of personal education, with particular reference to cultural diversity, sustainable development and global citizenship;
 - further develop bilingualism throughout the school;
 - ensure the continuity of the SEN provision due to a change in personnel;
 - continue the upkeep and maintenance of the school to the highest specification.

Summary

6. Dinas Powys Infants' School is a good school with many outstanding features.

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

Standards

7. Pupils enter Dinas Powys Infants' School with ability levels slightly above the LEA average. An outstanding feature of the school is the very good progress pupils make and the excellent standards they achieve in their knowledge, understanding and skills, regardless of their background. Pupils very successfully achieve the targets they are set.
8. The overall quality of the educational provision for the under fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning.
9. Pupils with additional learning needs, including those who are more able and those with SEN, achieve very good standards in relation to their abilities and needs.
10. Children in the early years make very good progress in developing their key skills within all the areas of learning. The standards they achieve in their skills of speaking, listening, early reading, writing and numeracy are good, often very good.
11. In Key Stage 1 a similar picture prevails. Pupils achieve good standards in their use of the key and basic skills. Although some pupils start school with limited communication skills they progress very well. By the end of year 2, pupils achieve above average standards in their listening, speaking, reading and writing skills. More able pupils read with fluency and expression. All pupils read with accuracy and enthusiasm and enjoy using books to find out information. Pupils regularly produce pieces of good quality extended writing that is legible, well presented and engage the reader. Numeracy skills are also good.

12. The pupils' use of information technology is developing well. They increasingly become more confident using a range of technological equipment such as digital cameras as well as computers and interactive whiteboards, for a variety of purposes. Occasionally, insufficient emphasis is given to incorporating ICT as a key skill in lessons and this limits their progress.
13. They are beginning to benefit from the many good opportunities that are provided for them to develop their problem solving skills in both ICT and maths. With few exceptions, pupils persevere with their tasks, behave well and show willingness to evaluate their own work. All groups of pupils succeed regardless of their social, ethnic or linguistic backgrounds.
14. Pupils are very knowledgeable about the culture and heritage of Wales. They are making steady progress in the development of their bilingual skills. They have a good awareness of language patterns and, in their Welsh lessons, use these well. Pupils do not always have sufficient opportunity to practice the skills already learned in moments of incidental Welsh throughout the day, and this sometimes limits their progress.
15. Over recent years, pupils have maintained high standards in the end of Key Stage 1 assessments in the three core subjects of English, Mathematics and Science. Pupils' performance is above both local and national averages by the end of year 2 in English, Mathematics and Science. They are in the upper 25 per cent in the three core subjects.
16. Pupils have excellent understanding of how they are progressing and what they need to do to improve their work. An outstanding feature of the school is the excellent progress pupils make in fulfilling their potential. They are very well prepared for the next stage of their education.
17. At 94.36 per cent the average rate of attendance for the three terms before the inspection is above the Local Authority (LEA) and all Wales averages. Absences are caused mainly by the susceptibility to illness of the very young children but the overall rate is adversely affected by family holidays taken during term time. The vast majority of pupils are punctual at the start of the day.
18. Children who are in the early years make very good progress in the development of their personal, social, moral and wider development. They share and take turns well. Their behaviour is exemplary and they are independent and enthusiastic learners. They achieve well as they collaborate and co-operate during their problem solving and creative activities.
19. Pupils in Key Stage 1 make equally good progress towards becoming independent learners. Pupils say they enjoy all the occasions when they find things out for themselves using books. They feel they are part of the decision making of the school through the work of the School Council and the new Eco committee. They show self-reliance, self-discipline and increasing independence.

20. Pupils' understanding of equal opportunities is very good throughout the school. Boys and girls work very well together and are caring and supportive of those children who have additional learning needs. They have a particularly well-developed knowledge and understanding of differences and similarities between cultures and customs around the world. They are less knowledgeable about the spiritual diversity present in modern day Wales and also the wider world.
21. Pupils have an extremely good understanding of the world of work and their place in the community because they participate in a really good range of projects.

The quality of education and training

22. The quality of teaching has improved from the last inspection.
23. During the inspection the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
27%	60%	13%	0%	0%

24. Outstanding features include very positive relationships between staff and pupils, effective teamwork, very good subject knowledge and very detailed planning and monitoring.
25. The needs of all groups of pupils are planned for very well, particularly the setting of extension work to help raise the standards of more able learners. Activities are challenging, varied and interesting. Plenary sessions are used really productively, with some very good opportunities for pupils to evaluate their own progress. The experiences of pupils are drawn upon to make their learning more relevant.
26. In the majority of lessons where teaching is good, teachers explain clearly what pupils need to do so the lesson can move on at a good pace. They provide well resourced and well organised, interesting activities. They have good relationships with their pupils and use praise very effectively to encourage them to do even better.
27. Assessment arrangements are a strength of the school. All subjects show regular, rigorous and thorough use of assessment. Comprehensive arrangements are in place to carefully track pupils' progress right across the school from the day they enter nursery.
28. Individual targets for improvements are planned and shared with the pupils and this helps them to evaluate their own learning. Pupils are very eager to discuss their targets, but are not always sufficiently clear how to improve their work due to inconsistency in the teachers' marking comments.

29. The school makes very good provision for developing pupils' basic and key skills which are effectively threaded through all aspects of teachers planning in a consistent and cohesive way.
30. The overall provision for the development of pupils' spiritual, moral, social and cultural development is very good. Pupils' cultural experiences are outstanding. Planning for the inclusion of *Y Cwricwlwm Cymreig* is very thorough and positively reinforces pupils' knowledge and understanding of Welsh culture and heritage. Bilingualism is not as well planned for.
31. Partnerships with parents, the local community and other schools is outstanding with outstanding features overall. Links with businesses is another outstanding feature of the school. The school successfully promotes the awareness of global citizenship, sustainable development and has the bronze award in the Eco Schools scheme.
32. The school provides a very happy, caring and safe environment for pupils to learn. There is a strong and well-structured pastoral system within the school. The provision for learners with special educational needs is another outstanding feature of the school. The school is committed to meeting the special needs of all pupils and provides invaluable support to the families as well as the individual pupils. Dinas Powys Infants is an inclusive school. Discrimination in any form is not tolerated.

Leadership and management

33. There is an outstanding sense of direction and purpose to the work of the school. There are explicit aims and values that promote equality for all and are obvious in the daily life of the school. The quality of leadership and management shown by the head teacher is outstanding. All members of staff, pupils, governors and parents play an important role in ensuring that the school continues to maintain its high standards. There are good working relationships throughout the school.
34. The Governing Body is very effective and supportive as well as very active. Individual Governors have a wide range of expertise and ability. Governors understand their roles very well.
35. The school's self evaluation processes are outstanding. All staff, pupils, parents and governors are fully involved in the process. The self- evaluation report produced for the inspection is outstanding. It is very detailed and accurate in its assessment of the school's strengths and areas for development and matches the judgement of the inspection team for five of the key questions. The school judged Key Question1 and 2 as 1/2.
36. The school has made very good progress since the last inspection and has addressed all key issues raised at the time of the inspection.
37. Resources including staffing are kept under constant review by the head teacher and the governors. The head teacher works very diligently to obtain

grants from a variety of different sources. Leaders and Managers believe their resources should provide maximum impact on teaching and learning and should ensure the maintenance of very high standards. This is a major strength of the school.

38. The school provides very good value for money.

Recommendations

In order to move the school forward the staff and the governing body need to:-

- R1 Review and develop the marking policy to give pupils a clear understanding of what they need to do to improve. *
- R2 Continue to improve standards in pupils' IT and Bilingual skills across all areas of learning. *

* The school has identified this issue in its School Development 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 1: Good with outstanding features

39. The inspection team disagrees with the school's self-evaluation of this key question, where a grade of grade 1-2 was awarded.
40. Pupils enter Dinas Powys Infants' School with ability levels slightly above the LEA average. An outstanding feature of the school is the very good progress pupils make and the excellent standards they achieve in their knowledge, skills and understanding, regardless of their background. Pupils understand and very successfully achieve the targets they are set.
41. The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning. Children in the early years make very good progress in developing their basic skills within all the areas of learning. The standards they achieve in their skills of speaking, listening, early reading, writing and numeracy are excellent.
42. In key stage 1 a similar picture prevails. Pupils achieve good standards in their use of the key and basic skills. Although some pupils start school with limited communication skills they progress very well. By the end of year 2, pupils achieve above average standards in their listening, speaking, reading, writing and numerical skills. More able pupils read with fluency and expression. Pupils regularly produce pieces of good quality extended writing, that is legible, well presented and engage the reader.
43. The pupils' use of information technology is developing well. They increasingly become more confident using a range of technological equipment such as digital cameras as well as computers and interactive whiteboards, for a variety of purposes in different subjects and aspects. Occasionally, insufficient emphasis is given to incorporating ICT as a key skill in lessons and this limits their progress.
44. Pupils problem-solving skills are excellent because of the many good opportunities that are provided for them to develop these skills, for instance in ICT and maths. A good feature of the school is the pupils' use of their creative skills as they work independently to decorate Easter eggs and create Easter cards to a high standard.
45. Pupils are making steady progress in the development of their bilingual skills. They have a good awareness of language patterns and in their Welsh lessons, use these well. However, pupils do not always have sufficient opportunity to practice the skills already learned in moments of incidental Welsh throughout the day, and this sometimes limits their progress.

46. The trends in the school's performance show an improvement since the last inspection and over recent years, high standards in the end of key stage 1 statutory assessments have been sustained in the three core subjects of English, mathematics and science. Boys generally do as well as girls. By the end of year 2, pupils' performance is well above both local and national averages in English, mathematics and science. In 2006 at least a quarter of the pupils attained the higher level 3 in each of the three core subjects. When the school's results are compared with similar schools (those with a similar proportion of free school meals), they are in the upper 25 per cent all three core subjects.
47. An outstanding feature of the school is the excellent progress all pupils make in fulfilling their potential. They are very well prepared for the next stage of their education. Teachers regularly discussed and agreed targets with the pupils. As a result pupils have an extremely good understanding of how they are progressing and what they need to do to improve their work.
48. With a few exceptions, pupils across the school show motivation, work productively and make effective use of their time. Very occasionally, however, when teachers take too long to explain group activities, some pupils wander off task and become restless. This means some valuable learning time is wasted.
49. Pupils are very well behaved overall. The foundations for good behaviour are laid effectively in the early years. Here Children know the routines and are developing self-confidence and independence. Pupils understand what is expected of them and the vast majority are considerate and courteous to each other to staff and to visitors. They move sensibly in and around the school. Older pupils are good role models for the younger ones. Relationships are very good and pupils work and play well together. Occasionally, because of their immaturity, a small minority of boys become boisterous in lessons.
50. At 94.36 per cent the average rate of attendance for the three terms before the inspection is above the Local Authority (LEA) and all Wales averages. Absences are caused mainly by the susceptibility to illness of the very young children but the overall rate is adversely affected by family holidays taken during term time. The vast majority of pupils are punctual at the start of the day.
51. Children who are in the early years make very good progress in the development of their personal, social, moral and wider development. They share and take turns well. Their behaviour is exemplary and they are independent and enthusiastic learners. They achieve well as they collaborate and co-operate during their problem solving and creative activities.
52. The development of pupils' personal social and learning skills in Key Stage 1 is good. Pupils make good progress towards becoming independent learners. Pupils say they enjoy all the occasions when they find things out for themselves using books. They independently use and develop their ICT skills. They feel they are part of the decision making of the school through the work

of the School Council and the new Eco committee. They show self-reliance and self-discipline.

53. Pupils' understanding of equal opportunities is very good throughout the school. Boys and girls work very well together and are caring and supportive of those children who have additional learning needs. They have a particularly well-developed knowledge and understanding of differences and similarities between cultures and customs around the world. They are less knowledgeable about the spiritual diversity present in modern day Wales and also the wider world.
54. Pupils have an extremely good idea of the world of work. Their awareness of this, and their own community, is raised when they participate in community projects and when visitors to the school engage them in active learning. This starts in the nursery with topics such as "People who help us" and when older pupils participate in the Dynamo Entrepreneurial Programme.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

55. The inspection team disagrees with the school's self-evaluation of this key question, where a grade of grade 1-2 was awarded.

56. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
27%	60%	13%	0%	0%

57. Ninety three per cent of lessons were graded good or had outstanding features. This is well above the figures reported in Her Majesty's Chief Inspectors Report 2005/06 when the quality of teaching was graded as good or better in 79 per cent of lessons. Teaching has improved since the time of the previous inspection. All the lessons graded at Grade 1 were seen in the nursery and reception classes, showing teaching in this area to be a major strength of the school.
58. Teachers work and plan really well together across the school. They successfully promote equal opportunities, encouraging boys and girls to work well together, and effectively including pupils with special educational needs into all the life and work of the school; this is an outstanding feature. Their enthusiasm for their work is communicated well to pupils. They plan stimulating and interesting activities that pupils enjoy and as a result, pupils say that the teachers are one of the favourite things they enjoy about this school.
59. Teachers and support staff work as part of a well-trained and dedicated team. They are keen to update their subject knowledge and to incorporate any new educational initiatives into their work. A good example is the way they have prepared for the introduction of the new Foundation Phase and the considerable success they are having in developing pupils' key and basic skills.
60. In lessons that have outstanding features, teachers display very high expectations of pupils' performance. Their subject knowledge is very good and they ask extremely challenging questions. They have a very firm discipline and clear learning objectives that are thoroughly shared with pupils. Relationships are warm and friendly, creating a positive atmosphere in which achievement can flourish. All materials are very well prepared, enabling pupils to move smoothly from one activity to another.
61. The needs of all groups of pupils are planned for very well, particularly the setting of extension work to help raise the standards of more able learners. Activities are challenging, varied and interesting. Plenary sessions are used

really productively, with some very good opportunities for pupils to evaluate their own progress. The experiences of pupils are drawn upon to make their learning more relevant.

62. In the majority of lessons where teaching is good, teachers explain clearly what pupils need to do so the lesson can move on at a good pace. They provide well resourced and well organised, interesting activities. They have good relationships with their pupils and use praise very effectively to encourage them to do even better. Pupils respond well to this. Class routines are well established so activities move seamlessly from one to the other. There is an effective use of praise and encouragement. They have clear priorities in their planning to bring about improvements in pupils' learning.
63. In an extremely small minority of instances where there are some shortcomings, teachers' overuse of worksheets holds back pupils' progress. Very occasionally teachers spend too much time explaining tasks rather than letting pupils get on with their work, and valuable learning time is wasted. In these instances, pupils start to go off task.
64. In many lessons teachers promote pupils bilingual skills well. However sometimes teachers use incidental Welsh infrequently, thereby missing many good opportunities for pupils to practice and develop their bilingual skills; this holds back their achievement in this skill.
65. Assessment arrangements are a strength of the school. All subjects show regular, rigorous and thorough use of assessment. Comprehensive arrangements are in place to carefully track pupils' progress right across the school from the day they enter the nursery. A wealth of data has been gathered which is used exceptionally effectively to set targets for further development. This information has proved very useful to the school in its efforts to raise and maintain high standards. All statutory requirements are fully met.
66. To aid the assessment process, teachers thoroughly evaluate pupils' progress in lessons and use this information to adapt any future planning. They have compiled meticulous portfolios to show examples of work that are set against national curriculum levels and criteria. These are very useful documents that aid teachers in their efforts to moderate assessment procedures and to indicate the levels at which pupils can expect to achieve at each year group.
67. The "Proud to Present" scheme includes records of pupils' achievement, both academically and personally, right across the school from the nursery. Award certificates, progress through agreed targets, pieces of work and records of achievements, all help to build a picture of pupils' personal qualities, but also how well they have progressed across the school; this is an outstanding feature. These are examples of very good practice and pupils are pleased to show off their achievement to visitors.
68. The school is good at involving pupils in setting their own targets for improvement. They are well informed about where they need to improve their

work, because teachers discuss this and regularly plan new targets with them. However, teachers do not always use the marking of pupils' work to support these targets and indicate a way forward for pupils with their learning.

69. Reports to parents are of an excellent quality. They report particularly well on what pupils can and cannot do, and the progress they have made in both their academic and personal development. They set clear targets and inform parents, of where pupils still need to improve. Parents are properly consulted and are welcomed to discuss the report at a number of meetings throughout the year. Parents say teachers are welcoming and approachable and willingly discuss their children's progress with them.

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

Grade 1: Good with outstanding features

70. The inspection team agrees with the school's self-evaluation of this key question.
71. The school demonstrates a sensitive awareness of the needs of all its pupils. The caring ethos and inclusive nature of the school ensures that all pupils have opportunities to experience the whole curriculum. This is a major strength of the school. The school displays high expectations for all of its pupils and actively and enthusiastically promotes equality of access, equal opportunities and challenges stereotyping. The Personal and Social Education programme focuses on these and related aspects extremely well. Pupils are encouraged to achieve success and to participate fully in the life of the school.
72. The curriculum is well planned, interesting and effective and is an outstanding feature of the school. It is planned in detail to meet the needs and aspirations of all groups of pupils, including those with additional and linguistic needs and more able and talented pupils.
73. It is full of exciting, creative and problem solving experiences that pupils say they enjoy. It fully meets all statutory requirements. It encourages pupils to be inquisitive and curious, both within their immediate locality and when studying the wider world beyond.
74. The overall quality of curricular provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning. Children in both the nursery and reception classes get a very good start to their life at the school because the curriculum is so rich and innovative. They are very well prepared for the requirements of the new Foundation Phase. Early years provision is a major strength of the school.

75. The school makes very good provision for the development of pupils' basic and key skills of literacy, and numeracy and these are effectively threaded through all aspects of teachers' planning in a consistent and cohesive way. This is a strength of the school. Planning for the inclusion of ICT is not consistently applied across the school. Pupils' problem solving and investigative skills are equally well developed and very well organised and monitored. Well-resourced role-play opportunities, right across the school, are effective in developing pupils' expressive and creative skills and often their social and emotional skills. The school has been awarded the Quality Mark for Basic and Key Skills for the third time. Pupils develop their speaking and listening skills well through working with volunteers from a national telecommunications industry.
76. Pupils are encouraged to participate in a particularly wide variety of sporting, musical and other activities. Visits out into the community are numerous and beneficial, and include links with churches, the library, theatre and local businesses. The number of visitors into school, who share their expertise and knowledge with pupils in lessons, is extensive and this all helps to enhance pupils' learning. A successful innovation is the library club aimed at developing the skills and motivation of those pupils who have been identified as more able and talented.
77. The overall provision for the development of pupils' spiritual, moral and social development is excellent. Assemblies are purposeful and enjoyable experiences and foster pupils' spiritual development well. Pupils are taught to know right from wrong, and with few exceptions, pupils exhibit good self-discipline. They take responsibility readily, and their roles within the School Council are effective in developing an understanding of living as part of a community.
78. The community police liaison officer supports the school's personal and social education programme well.
79. Provision for cultural development is good with no significant shortcomings because the school is so proactive in aiming to extend pupils' knowledge and understanding of multi-culturalism. It is less effective, however, in celebrating the spiritual diversity present in Wales and the wider world.
80. Curricular provision is enriched by the effective partnerships that have been developed over the years and is another outstanding feature of provision. The school has a firm commitment to "parents as partners" and operates a successful open door policy.
81. Parents say they appreciate the way the school encourages them to be part of their children's education and many take advantage of this, seeing it as a strength of provision. They enjoy occasions such as class assemblies, sports day, concerts, and book fairs.
82. The school is also an established part of the community of Dinas Powys, enjoying well-developed links with businesses and shops and the church.

83. Productive links are evident with the feeder playgroup and the junior school, which is on a separate site. The pupils and staff visit each other's schools before transfer and a Buddy System is in place for new pupils; this eases pupils transfer to their next stage of education. Subject leaders liaise regularly and joint staff training sessions are held where necessary.
84. Teachers plan for the inclusion of *Y Cwricwlwm Cymreig* very effectively in subjects across the curriculum, and as a result pupils are enthusiastic and knowledgeable about their learning of the Welsh heritage and culture. Pupils are taught the Welsh language well and say they particularly like reading Welsh books. The school is less proactive in providing occasions when pupils can practice and develop their Welsh skills and therefore enhance their bilingualism.
85. The school has very well established links with local and national businesses and the community; this is a major strength of the school's work. Pupils benefit from an interesting programme of visits and visitors that enhance their awareness of the world of work both past and present.
86. The school benefits from the continuing sponsorship of the Proud to Present scheme that supports many areas such as behaviour management. The water cooler and replacement reading books were also sponsored by local businesses.
87. The school is effective in promoting pupils awareness of sustainability and global citizenship. It has attained the bronze award and is now working hard towards the silver award. The school displays a strong commitment to helping pupils to act in a sustainable way and to protect the environment.
88. Teachers regularly undertake industrial placements that enhance their professional development and teaching skills. One teacher has been trained to use the Dynamo pack. As a result a mini enterprise scheme has been incorporated into Year 2's work in design technology for next term.
89. Opportunities for pupils to develop the skills required to support economic development are very good. The School Council provides pupils with a voice in the school. Year 2 representatives develop team building and negotiating skills and a good understanding of value for money through their involvement in the playground partnership project. They manage a small budget effectively; they make considered spending decisions and evaluate the effectiveness of purchases such as playground equipment.
90. The school gives very good attention to national priorities for lifelong learning and community regeneration. The school is involved in the annual village show and sponsors events such as the police marathon. Language and play courses for pre-school age children and their parents are very well attended and beneficial. Children become familiar with the school and staff; this helps them settle quickly when they join the nursery. Pupils in turn see adults as lifelong learners.

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

Grade 1: Good with outstanding features

91. The inspection team agrees with the school's self-evaluation of this key question.
92. Pupils are very well cared for in this friendly, caring and safe environment. They confirm they feel safe and trust all adults who work there and they state that teachers deal with any concerns quickly and effectively. There is a strong well-structured pastoral system. Parents appreciate the high quality of care that their children receive.
93. The school operates an "open door" policy and this is a strength of the school, as it gives parents opportunities to discuss any concerns and to act jointly with the teachers upon them.
94. Induction arrangements to help pupils settle into school life are well embedded. The parents of Nursery pupils receive an induction pack and they are afforded the opportunity of meeting the head teacher where they discuss and record all relevant information.
95. The majority of nursery pupils come from a local playgroup and the school has good links with them. Parents have high praise for the induction arrangements as indicated in the parental questionnaire responses prior to the inspection.
96. There are very effective procedures and policies in place to monitor pupils' attendance and punctuality, behaviour and performance. Parents are reminded at an early stage of the importance of regular attendance and punctuality. Good procedures and links exist with the Education Welfare Service and other agencies should the non-attendance or behaviour of an individual pupil give cause for concern. Pupils have responsibilities, for example, monitors take care of play equipment and older pupils man the Friendship Stop to ensure that no child is friendless at lunchtime or playtime. Teachers use the Proud to Present scheme effectively to maintain high standards of behaviour and promote personal and social skills. They apply policies for behaviour management consistently and all adults in the school are very good role models.
97. Excellent quality personal support and guidance is provided at the school through its Personal and Social Educational programme. The school rightly considers bullying and bad behaviour serious matters and pupils' behaviour is closely monitored. Appropriate action is taken, when required, and the school works closely with parents to support pupils who may be experiencing difficulties.
98. The school operates a successful healthy eating policy and has achieved one Healthy Schools Award and is working on its second set of action.

99. The school has very well documented and effective arrangements to ensure the well being and protection of pupils.
100. The school has a very comprehensive Child Protection Policy. The head teacher and her deputy are the designated child protection officers and there is a named designated link governor. All teachers, support staff and mid day supervisors are trained to ensure they are aware and alert to signs and symptoms of child abuse and are fully aware of their responsibilities.
101. All class teachers work very closely with parents, and other professionals, discussing any concerns in depth, so that the care and support provided for pupils with additional learning needs is outstanding and is managed very well by the special educational needs co-ordinator [SENCO], the assessment co-ordinator, and the head teacher. They know the needs of the pupils very well because they work so closely with all staff, the pupils themselves, and pupils' families. They are well organised and work efficiently and conscientiously together.
102. The SEN governor is very experienced in this area of the school's work and the school welcomes his support and advice. Although quite new to the post, the SENCO is enthusiastic, knowledgeable and keen for the children in her care to make the best progress possible.
103. Early intervention is a key feature of provision at the school. Staff in the early years are proactive in identifying concerns from the time children enter the nursery. Pupils with even the most complex special educational needs are fully included in the life and work of the school. All procedures fully comply with the requirements of the Code of Practice for SEN.
104. Teachers in all classes are very adept at preparing work that is at the right level to meet the needs of all pupils in their classes, including extension work for those pupils who are more able or talented. This is a strong, often outstanding feature of provision at the school. More able pupils are encouraged to join a library club, and to engage in special topic work that develops and extends their learning very effectively.
105. The school is very proud of the successes that are evident in the progress of pupils with special educational needs. These pupils are carefully assessed and monitored in all areas of difficulty throughout their time at the school. Assessment evidence shows that pupils at least meet their targets and very often exceed them. Many pupils are helped to move down or off the register, although they are still carefully monitored to make sure that progress is maintained. Provision for pupils who have English as an additional language is very good.
106. Support is continued on through the school, where a wide range of stimulating "Catch-up" and "Better Reading" programmes is operational. Teachers and learning assistants are knowledgeable, because they are so well trained, enabling children to enjoy their work both in class and in withdrawal sessions and to leave with a sense of achievement.

107. Individual education plans are updated regularly and small and achievable targets are thoroughly shared with pupils, who show they are clear about where they need to improve their work. Parents are fully involved in any decisions that are made about their children.
108. Very effective support programmes are in place to help those pupils whose behaviour and emotional difficulties threaten to impede their own and others progress. Few pupils at the school exhibit serious behaviour difficulties, but the SENCO works in conjunction with class teachers, to ensure that any pupils who are giving cause for concern are helped to become well behaved, mature and thoughtful by the time they leave the school.
109. The work of the School Council and Eco Committee are notable features of the school and support the wider development of the pupils' very well.
110. Dinas Powys Infants' School is an inclusive school. The school has well planned and documented procedures for dealing with race equality, bullying and equal opportunities including a recently appointed designated link governor for racial equality. All pupils are encouraged and enabled to take part in the activities provided by the school. The small number of pupils from ethnic minority groups blends harmoniously into the school because the pupils are taught to recognise and respect diversity. This effectively promotes good relations throughout. Boys and girls are treated equally well and all activities are open to them, with no exceptions. Resources in areas and relationships in the community help to promote good race relations. The school has taken all reasonable action to ensure that disabled pupils do not suffer from less favourable treatment.

Leadership and management

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

Grade 1: Good with outstanding features

111. The inspection team agrees with the school's evaluation of this question.
112. The head teacher makes an outstanding contribution to the life and work of the school. She is a very positive, committed, enthusiastic and well informed professional who provides outstanding leadership. There is a very strong sense of purpose and direction to the work of Dinas Powys Infants' School.
113. The head teacher has a very clear vision for the future direction of the school to which governors, staff, parents and pupils all play important roles. There are excellent working relationships and a genuine sense of teamwork with common purpose of maintaining high standards.
114. Subject leaders are knowledgeable, committed and insightful about their subjects. They are involved in policy-making and regularly review their schemes of work thoroughly. They have a very clear view of strengths and shortcomings in their areas of responsibility. Policies and documentation are of an exceptionally high standard and reflect the high expectations set by the school.
115. The school takes very good account of national and local priorities. For example, the school is part of the Vale of Glamorgan Healthy Schools Network and has received its first award. They have developed the outdoor play facilities, and are fully prepared to receive assessment for the Silver level award in the Eco Schools project. Teachers actively promote diversity and sustainability issues.
116. The school sets challenging targets to improve standards at all levels of school life. In conjunction with the LEA, the school sets and often exceeds overall targets for year groups of pupils to achieve at expected and challenging levels. It identifies pupils who need support because of their difficulties and produces appropriate targets for them. The school has well developed strategies and targets to extend its more able pupils.
117. The school shows a strong commitment to developing the expertise of both teaching and support staff. The performance management system is fully embedded as an annual process and ensures that all members of staff value the opportunities available to improve their expertise. The School Development Plan and Performance Management cycles are mutually inclusive, fully supporting each other. The head teacher, deputy head teacher and subject leaders carefully monitor standards of teaching and learning. The system promotes teachers' continuous professional development very well and is valuable in improving standards and the quality of teaching.

118. Arrangements to allow teachers time for planning, preparation and assessment are thorough and the Year 2 teacher supports the newly qualified teacher very well. The head teacher mentors the support staff and this is very effective in helping to ensure that everyone feels valued and supported in their work.
119. The Governing Body complies with statutory requirements and discharges its duties and responsibilities very well. The Governing Body is very active, effective and supportive and is very well led. It is fully and appropriately involved in helping to set the school's strategic direction. Governors carefully consider the school's development plan and are effectively involved in planning, monitoring and reviewing expenditure. The work of committees makes significant contribution to governing the school.
120. Governors are very well informed about all areas of the school's work through their link roles. They receive termly curriculum information sheets and many attend further training to ensure that requirements are met. The Governing Body is very well informed by the head teacher and the information provided in half termly reports assists governors well in monitoring the school's performance. The Governors ensure that a very good standard of education and a high degree of support is provided for the pupils.

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

Grade 1: Good with outstanding features

121. The inspection team agrees with the school's evaluation of this key question.
122. The head teacher has a very good overview of the school and its work. An outstanding feature of the school's self- evaluation process is the careful and regular monitoring of pupil's progress during their time in school. This is a strength of the school and has ensured that high standards have been maintained over long periods of time.
123. The excellent self-evaluation processes identify relevant areas for development such as the attention currently being given to raising standards in bilingualism and the daily marking of pupil's work.
124. All subject leaders have a very good overview of planning, resources and teaching in their particular areas of responsibility. They have a very good understanding of standards through their regular monitoring of pupils' work. Annually, subject leaders produce very high quality reviews and action plans that focus on key strategies to further raise standards.
125. Governors play a key role in the self-evaluation process and regularly monitor provision and standards achieved at their meetings.

126. The school's self evaluation process is outstanding. All staff, including non-teaching staff, are actively involved in the process. Through the School Council, pupils have good opportunities to make suggestions, which are acted upon. They recently made suggestions to improvements for their school outside play areas and thus were successful in obtaining a grant from the Woolworth playground grant.
127. Parents play a vital part in the school. They have regular meetings and daily they have the opportunity to discuss issues with the staff on an informal basis. They have formal meetings three times a year and their view on standards their child achieves is recorded. All views and opinions are given serious consideration and acted on appropriately.
128. Priorities for development in the School Development Plan are agreed following careful audits and analysis of information. The plan is clearly focused on maintaining high standards. Purposeful aims and objectives are developed as a result of thorough consideration of the school's and LEA's priorities. They are linked to the Estyn Inspection Framework.
129. The Governors support the head teacher very well in ensuring that all identified areas are adequately resourced. The head teacher works very hard to obtain grants and funding for development from different sources to supplement the school's allocated budget.
130. The self-evaluation report produced for the inspection is outstanding. It is very detailed and accurate in its assessment of the school's strengths and areas for development. It matches the judgements made by the inspection team in each of the five key questions.
131. Priorities set in the previous action plan have been met and have played a significant part in the good progress the school has made since the last inspection. All the key issues raised at the time of the last inspection have been thoroughly addressed and pupils continue to make every good progress and continue to perform very favourably with all schools both nationally and at a local level.

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

Grade 1: Good with outstanding features

132. The inspection team agrees with the school's evaluation of this key question.
133. The overall quality of staff, accommodation and resources is good with outstanding features. There are sufficient numbers of suitably qualified and experienced teaching, support, and ancillary staff to ensure that the curriculum is taught properly and to meet the other needs of the school effectively. They are managed and deployed effectively. A Welsh specialist is currently employed to work alongside teachers to supplement staff to enhance

curricular provision. Planning and preparation time is well managed and staff appreciate and effectively use the time available to them.

134. Teaching and learning resources are of a very good quality and are well matched to curricular needs. They have been built up over a long period of time, are well organised, well maintained and fully accessible. Of note are the resources provided for exciting and stimulating role-play, both in the early years and in key stage 1. Much has been done to improve ICT resources, and this is still a high priority. Many attractive and relevant resources have already been purchased to help the school move smoothly into the new Foundation Phase.
135. The library is very well equipped with interesting attractive fiction and non-fiction books. Pupils say the quality and amount of good books they have access to is one of their favourite things about this school. Pupils borrow books regularly to read for pleasure, but also for personal research.
136. The quality of the accommodation is outstanding and provides a safe, comfortable, attractive and well-maintained learning environment for the pupils. The inside of the building is warm and clean and is enhanced by attractive displays of pupils' work, which shows the school values their achievements. Recent improvements include refurbishment of the staff and administrative rooms, all toilets, windows and perimeter railings, and an extended nursery area to provide for a 39 place setting. Teaching areas and the hall have been decorated.
137. Outdoor play areas for the early years children have been improved, including better storage facilities. The recent improvements to the outdoor play areas, including the eco vegetable garden, for pupils in key stage 1, are already having a big impact on the quality of pupils' play and learning. All areas of the school have been sympathetically adapted to ensure full access for disabled pupils and adults.
138. Throughout the school all new resources and building improvements are carefully monitored by the head teacher and governing body, who have a keen eye to best value principles. A register of all new purchases is carefully maintained, and an audit trail started, so that impact and suitability can later be properly evaluated.
139. The school has had to make some difficult financial decisions recently in response to parents' request that mixed age classes be avoided. So far, the governors have been able to accommodate this view, and in doing so, keep most class sizes small. They are aware, however, that they need to continue to be rigorous in keeping budget priorities under review, particularly in the light of staffing requirements for the new Foundation phase.
140. Overall the school gives very good value for money.

School's response to the inspection

The Head teacher, Staff and Governors are very proud that the Inspection report recognises that Dinas Powys Infants' School "is a good school with many outstanding features", and that the outstanding features include "the very good progress pupils make and the excellent standards they achieve in their knowledge, understanding and skills, regardless of their background".

The School believes that this report is a very accurate analysis of its strengths and areas of development. The findings correlate very well to the school's own Self Evaluation Statement submitted prior to the Inspection and we are delighted the report praised the Self Evaluation Statement as excellent. This is noteworthy acknowledgement of all the hard work undertaken by all concerned to complete this statement.

The School is pleased the progress made since the last Inspection has been recognised, along with the development of the quality of its teaching which exceeds the Welsh Assembly Government figures. It is also pleasing the findings in the report highlight the curriculum as an outstanding feature of the School because, "it is well planned, interesting and effective, full of exciting, creative and problem solving experiences".

The School notes that the Inspection Report acknowledges that its recommendations have also been identified in its School Development Plan and Self Evaluation statement, which again identifies the correlation between the Inspection report, the Self Evaluation statement and School Development Plan.

It is particularly pleasing that the Inspection noted that the quality of the accommodation is outstanding and provides a safe, comfortable, attractive and well maintained learning environment for the pupils, this again acknowledges the hard work of all concerned.

The Head teacher, Staff and Governors appreciate the professional, supportive and courteous way in which the Inspectors carried out a thorough and detailed evaluation of the School.

The School will continue to work on the recommendations of the Inspection as part of the School Development Plan and will update the current plan to further incorporate the action required. This will be done within 45 days and circulate to all parents as required. This will ensure the outstanding features identified in all Key Questions are maintained.

Appendix 1

Basic information about the school

Name of school	Dinas Powys Infants' School
School type	Nursery and Infants
Age-range of pupils	3 - 7
Address of school	Cardiff Road Dinas Powys Vale of Glamorgan
Postcode	CF64 4JU
Telephone number	029 2051 2151
Head teacher	Mrs Julie Thompson
Date of appointment	September 1990
Chair of governors/ Appropriate authority	Mrs Jill Davies
Registered inspector	Mrs Carolyn Jane Thomas
Dates of inspection	19 March – 21 March 2007

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	34	37	43	55					203

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	8	3	8.9

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	17:1
Pupil: adult (fte) ratio in nursery classes	13: 1
Pupil: adult (fte) ratio in special classes	
Average class size, excluding nursery and special classes	23
Teacher (fte): class ratio	1.3:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of School
Autumn	94.2%	95.29%	95.7%
Spring	90%	93.5%	93.1%
Summer	90.85%	91.7%	94.15%

Percentage of pupils entitled to free school meals	8%
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 2006			Number of pupils in Y2:		56		
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher assessment	School	0	0	2	73	25
		National	0	3	13	63	20
En: reading	Teacher assessment	School	0	0	2	68	30
		National	0	4	14	55	27
En: writing	Teacher assessment	School	0	0	2	88	11
		National	0	5	14	68	12
En: speaking and listening	Teacher assessment	School	0	0	2	54	45
		National	0	2	10	63	24
Mathematics	Teacher assessment	School	0	0	0	66	34
		National	0	2	10	64	23
Science	Teacher assessment	School	0	0	0	64	34
		National	0	2	9	66	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	92.8	In Wales	80.6

- 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

Three Inspectors spent a total of six inspector days in the school. A team meeting was held prior to the inspection.

Inspectors visited:

- 15 lessons or part lessons.
- All classes.
- Acts of collective worship.

Members of the inspection team had meetings with:

- Staff, governors and parents before the inspection began.
- Teaching staff, support and administrative and groups of pupils during the inspection.

The team also considered: -

- The school's self evaluation report.
- 62 responses to the parents/carers questionnaires.
- A comprehensive range of documentation provided by the school before and during the inspection.
- A range of pupils' work.

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

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mrs Carolyn Jane Thomas Reporting Inspector	Context, Summary, Recommendations Appendices Key Question 6 Contributions to Key Questions 1, 4, 5.
Mrs Kay Andrews Team Inspector	Key Question 2, 7 Contributions to Key Questions 1, 3, 4.
Mrs Caterina Lewis Lay Inspector	Contributions to Key Questions 1, 3, 4, 5.
Mrs Julie Thompson Nominee	Contributions to Team Meetings.

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Acknowledgement

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