

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

A Report on the Quality of Education in

**Duffryn Infants School
Partridge Way
Duffryn
Newport
NP10 8WP**

School Number: 6802293

Date of Inspection: 03/11/09

by

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16410**

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Introduction

Duffryn 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 Duffryn Infants School took place between 03/11/09 and 06/11/09. An independent team of inspectors, led by Roger 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.

Estyn's reports follow its guidance for the writing and editing of reports, which is available on the Estyn website (www.estyn.gov.uk). The table below shows the terms that Estyn uses and a broad idea of their meaning. The table is for guidance only.

Nearly all	with very few exceptions
Most	90% or more
Many	70% or more
A majority	over 60%
Half/around half	close to 50%
A minority	below 40%
Few	below 20%
Very few	less than 10%

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 **full** 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	Y1	Y2	Y3	Y4	Y5	Y6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
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 Duffryn Infants' School is situated on the outskirts of Newport, South Wales, in the centre of a large council estate. There are 166 pupils in the infant department and 80 part time pupils in the nursery. The school intake reflects the catchment area, which is described as being economically disadvantaged with a high percentage of unemployment and a large number of single parent families. A high proportion of pupils, (55%) are entitled to free school meals (FSM).
- 2 The school is situated in a Communities First area. During a survey in 2008, Tredegar Park Ward was ranked 7th in Wales for overall child deprivation.
- 3 During the year 2008/9 two children have statements of Special Educational Need (SEN), but 30% of the school are on the SEN register.
- 4 The local community is essentially white with a small number from ethnic minority backgrounds. Almost all pupils have English as their home language and all are learning Welsh as a second language.
- 5 The school works with Duffryn Community Link and the Children's Partnership to provide educational experiences and support for young children and their families. An Integrated Children's Centre, known as Forest Children's Centre, is attached to the school and offers courses and activities to support families. The Forest School provides an outdoor classroom for children. The school has a Nurture Group which caters for children with emotional and behavioural needs. There are breakfast, lunchtime and after school clubs which are housed at the Children's Centre. The Community playgroup known as Sunflowers and Munch Bunch offers wrap around care for the youngest children in the Children's Centre. Flying Start offers facilities for children from 2 years of age.
- 6 Duffryn Infants is a Foundation Phase Pilot school and has many improvements made to the accommodation, particularly to the outdoor provision. The accommodation is an outstanding feature of the school.
- 7 The acting headteacher has been in place since January 2008 and the school was last inspected in October 2003.
- 8 The school was awarded the Basic Skills Quality Mark for the fourth time in Spring 2008.

The school's priorities and targets

- 9 Duffryn Infant School's aim is to provide a happy, caring secure place for children and adults alike.
- 10 The school mission statement is: 'Our school family aims to welcome and to provide a happy, secure and stimulating learning environment in which all members of the school community can grow in self esteem and develop their potential to the full.' This mission statement links to the school motto 'Hand in hand, we play and learn together'.

Aims of the School

- 11 The aims of the school are to:
- create a caring, learning environment in which all children feel secure and where learners can build good relationships with children and adults alike;
 - encourage children to achieve their potential through interactive, child led experiences offered by stimulating activities within the Foundation Phase;
 - foster a close links with parents in the realisation that when parents and teachers work together, learners gain enormously, not only in increased interest in learning, but also in increased happiness and involvement in school activities;
 - equip children with skills for their immediate future and for their adult lives, not only in their academic attitudes, but also morally, socially and emotionally;
 - provide an inclusive environment where each learner can foster a sense of personal worth and respect for all races, religions, cultures and the wider world;
 - provide equal opportunities for all, regardless of ability or gender;
 - value all our children and all their contributions to school life and the local community, and
 - ensure that high expectations throughout the school provide good quality learning and teaching to enable all learners to succeed.
- 12 The school priorities as stated in the school development plan (SDP) are to:
- further improve attendance;
 - raise standards in Language, Literacy and communication skills by using Jolly phonics in Y1 and producing an Action Plan for Creative Writing;
 - train teaching assistants to implement Intervention Programmes;

- attend LA training for the Foundation Phase;
- review outdoor play in Y1 and Y2;
- develop the provision for enhanced learning opportunities;
- develop assessment strategies in mathematics;
- audit staff skills in the use of information communication technology (ICT);
- revise and develop AOL Co-ordinator Team roles;
- introduce Social and Emotional Aspects of Learning (SEAL) as a whole school initiative;
- introduce multi-lingual displays to reflect the languages spoken in school;
and
- produce a school website.

Summary

13 Duffryn Infants School is a very good school where learners achieve good standards. The curriculum is broad and balanced, teaching is effective and leadership and management are good.

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 learning experiences meet the needs and interests of learners and the wider community?	Grade 1
4 How well are learners cared for, guided and supported?	Grade 1
5 How effective are leadership and strategic management?	Grade 2
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 2

14 The inspection team agrees with the grades given by the school in its self-evaluation report in six of the seven questions. The findings of the inspection team do not match the Grade 2 given by the school in key question 3 as it found many outstanding features and was worthy of a Grade 1.

Standards

15 The overall grades awarded for pupils' standards of achievement are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
22%	63%	15%	0%	0%

16 These figures are above the national figures published in Her Majesty's Chief Inspector's (HMCI) latest Annual Report for 2007 – 2008, which states that standards are good or better (Grade 1/Grade 2) in 84% of lessons, of which 12% are Grade 1. These percentages show a significant improvement on those reported in the last inspection.

Standards in areas of learning for the Foundation Phase

Areas of Learning	Foundation Phase
Personal and social development, well-being and cultural diversity	Grade 2
Language, literacy and communication skills	Grade 2
Mathematical development	Grade 2
Welsh language development	Grade 2
Knowledge and understanding of the world	Grade 2
Physical development	Grade 1
Creative development	Grade 1

17 The quality of educational provision for the under-fives is appropriate to their needs and the learners make good progress towards the Foundation Phase outcomes. Children settle well into school routines and apply their learning skills effectively and confidently in their work.

18 Learners, including those with additional learning needs (ALN), make good progress in gaining knowledge, understanding and key skills. Their speaking, listening, reading and writing skills are good throughout the school as are their skills in number.

19 Throughout the Foundation Phase, children are developing their bilingual skills in Welsh and English confidently and achieve good standards. They are also developing a good awareness of the language and culture of Wales through 'Y Cwricwlwm Cymreig'.

20 Attendance levels in the three terms prior to the inspection averaged around 85.88%, which is in line with similar schools and just below the LA average. Most pupils arrive punctually at the start of the school day; family circumstances such

as a new baby in the house, mean that a few children are sometimes late. There have been no exclusions over the last academic year.

- 21 All learners make good progress in their personal and social skills. They understand, commensurate with their age, the difference between right and wrong and know that they must be kind to one another. All pupils are learning to take responsibility, for example collecting the registers.
- 22 In all the areas of school life, boys and girls are treated equally. Learners interact very well with one another and there are no barriers to equal opportunity for all.
- 23 This is very much a community school and these very strong links enable learners to participate in a good range of projects and community events as well as visits to appropriate places.

The quality of education and training

24 The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
39%	47%	14%	0%	0%

- 25 These percentages are higher than those published in the latest Annual Report by HMCI for 2007/8 where the quality of teaching is reported as good or better in 83% of lessons and well exceed published figures for lessons in which teaching is judged to be outstanding.
- 26 Where there is outstanding teaching, staff instinctively make the most of every learning opportunity, for example when helping the very youngest children make observations and ask questions about animals and plants in the woodland area.
- 27 In a small minority of lessons where teaching was judged to have shortcomings, the purpose of the session is unclear and children do not know what is expected of them. At times, sessions proceed at a slow pace and children become distracted and disengaged.
- 28 Teaching assistants make a valuable contribution to learning throughout the Foundation Phase. They have a good understanding of learners' needs and work effectively with teaching staff to plan and deliver activities, record progress and promote good behaviour and social skills. They also effectively deliver specialist programmes and support children with special educational or language needs.
- 29 The school meets all statutory requirements for assessing, recording and reporting pupils' progress. Practitioners make careful, regular assessments of what children are able to do in all areas of learning and share this very effectively with colleagues.
- 30 The overall quality of the learning experiences provided for learners is outstanding. The school caters extremely effectively for the wide range of learners' needs and interests. It provides equal access for all learners to a broad

and balanced curriculum which fully meets the statutory requirements of the Welsh Assembly Government including those for religious education and collective worship.

- 31 The school has a very active Eco-Committee. Pupils talk knowledgeably about the need to recycle and the school's Eco Committee works hard to promote this throughout the school. They are very enthusiastic and keen to take their existing schemes to the next level. This is an outstanding feature of the school, particularly since the committee asks all classes about what they would like to do to conserve natural resources. The school has won the Green Flag Award.
- 32 The positive and inclusive ethos of the school is reflected in the care and respect for others shown by the learners. Collective worship is given an important role in school life and meets the legal requirements.
- 33 An outstanding feature is the work done in tackling social disadvantage. Links with the Forest Children's Centre are very strong and ensure that all children and their families receive appropriate support both in their day to day lives and in encouraging all to follow a life-long learning route.
- 34 The policy for child protection is appropriate. Members of staff have received the relevant training and are aware of their responsibilities. All staff are CRB checked. Fire drills are held regularly. The school has a clear policy for health and safety.
- 35 Children's behaviour is closely monitored and incidents of challenging behaviour are dealt with sensitively. Learners effectively devise classroom rules. They are well supervised at all times both indoors and out.
- 36 A comprehensive plan to help secure equal treatment for disabled learners and visitors to the school is in place. Reasonable adjustments have already been made to ensure that no one is at a disadvantage.
- 37 The quality of provision for pupils with additional learning needs is an outstanding aspect of the work of the school.

Leadership and management

- 38 The school is very well led by the acting headteacher who gives it clear direction and purpose. This is a key factor in bringing about good standards of achievement and school improvement. High standards are promoted through shared values about learning, behaviour and relationships by all participants. The acting headteacher is ably supported by the deputy and assistant headteachers.
- 39 Staff performance is managed effectively and this directs teachers' continuous professional development. Teachers develop their own knowledge and skills and improve their effectiveness in meeting the school's developmental needs through the school's performance management systems.

- 40 Area of Learning Teams are in place and have clear responsibilities which they undertake with commitment and enthusiasm. They work closely with colleagues and provide effective direction and support for their area of learning. Direct monitoring of standards and key skills is at an early stage and needs to be further embedded in order to further improve standards.
- 41 There are detailed guidelines on curricular matters, daily arrangements and individual responsibilities. The acting headteacher and staff are successful in creating an ethos based on sound values, clearly expressed in the school's mission statement and aims, which focus on the needs of the individual. They have also succeeded in creating a caring and stimulating environment which promotes effective learning.
- 42 The accommodation is an outstanding feature of the school. It is set in lovely grounds, which are very well cared for. The Forest School area provides a wonderful setting in which children can explore and investigate natural habitats and develop and test their own ideas and skills and is a fun place to be.
- 43 The school is well resourced for the whole of the age range and each Area of Learning.
- 44 The governing body (GB) is supportive and satisfies legal requirements. Members are committed to the school and are kept well informed through regular meetings. They have an appropriate understanding of their responsibilities and receive clear and comprehensive reports from the acting headteacher which informs them of all aspects of the school's life and work.
- 45 All necessary statutory policies and procedures are in place, including the GB's annual report to parents and the prospectus; documents are reviewed and updated regularly at staff meetings and discussed and agreed at GB meetings, according to a rolling programme as part of the SDP. There is an appropriate complaints procedure.
- 46 The additional staff employed to meet the needs of children have had a positive impact in a number of areas. Notable examples include the nurture class and the improved quality of outdoor experiences for the younger children.
- 47 The school gives good value for money and its learners are well prepared for lifelong learning.

Recommendations

In order to further improve this good school, the governors, headteacher and staff need to:

- R1 further develop assessment for learning in order to enable the children to be actively involved in their own assessment to further improve standards;
- R2 develop the role of Area Learning Teams to include monitoring of standards and key skills in the Foundation Phase Areas of Learning;
- R3 further develop ICT across the school.

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

48 The findings of the inspection team match the grade given by the school in its self-evaluation report.

49 The overall grades awarded for pupils' standards of achievement are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
22%	63%	15%	0%	0%

50 These percentages show a significant improvement on those reported in the last inspection. They are above the national figures published in HMCI's latest Annual Report for 2007 – 2008, which states that standards are good or better (Grade 1 and Grade 2) in 84% of lessons, of which 12% are Grade 1. Overall, standards of achievement are good and have improved significantly since the last inspection.

51 The quality of educational provision is appropriate to their needs and the children make good progress towards the Foundation Phase outcomes.

Areas of Learning	Foundation Phase
Personal and social development, well-being and cultural diversity	Grade 2
Language, literacy and communication skills	Grade 2
Mathematical development	Grade 2
Welsh language development	Grade 2
Knowledge and understanding of the world	Grade 2
Physical development	Grade 1
Creative development	Grade 1

52 There is no comparative data available for Key Stage 1 children in 2008 because of the school's involvement in the Foundation Phase Pilot. Children involved in this have been disapplied from the National Curriculum and also its assessment. However, the school has closely tracked the progress of children who would have undertaken NC assessment in 2007 and 2008. Using the levels indicated in the Foundation Phase outcomes, nearly all children achieve in line with the school's high expectations in personal and social Development, language, literacy and communication, and mathematical development.

53 The school's evidence shows that, overall, children make good progress in their personal and social development with 70% achieving at least Foundation Phase Outcome 5 (broadly equivalent to NC Level 2) and 13% achieving Outcome 6 (equivalent to Level 3). In language, literacy and communication, 63% gained at least Outcome 5 and 4% gained Outcome 6. In mathematical development 58% achieved Outcome 5 and 17% achieved Outcome 6.

- 54 The high quality interaction between children and adults in the Foundation Phase Pilot ensures that all children enjoy their learning and work hard at their tasks. From a below average ability on entry, compared to other children in the LA, learners often make excellent progress.
- 55 Learners, including those with ALN, make good progress in gaining knowledge, understanding and key skills. Their speaking, listening, reading and writing skills are good throughout the school, as are their skills in number.
- 56 Throughout the Foundation Phase, children are developing their bilingual skills in Welsh and English confidently and achieve good standards. They are also developing a good awareness of the language and culture of Wales through Welsh language development and cultural understanding.
- 57 Learners' attitudes to their work are positive throughout the school. They are enthusiastic learners who enjoy their work. They listen carefully to their teachers, and work well with adults and with each other and are keen to answer questions in introductory sessions and work with concentration on organised activities. They are happy to share their work with others at the end of lessons.
- 58 Pupils' awareness of how well they are doing is developing well. They know what they need to do to improve their understanding of the key skills that they apply in their lessons and they use these effectively.
- 59 Nearly all pupils are well motivated and the way they make effective use of their time and work productively is good. Pupils' work well in pairs and in small groups, supporting each other and ensuring that everyone makes a contribution.
- 60 Standards of behaviour and discipline are good and sometimes very good. Most learners behave very well in class, listening to instructions and doing as they are asked. Very occasionally the good behaviour lapses and this is mainly due to those with poor listening skills. All are becoming confident and independent learners and co-operate well with each other and with adults. They enjoy learning through play.
- 61 Nursery children understand that they should follow instructions and remain quiet when asked. In the Forest School, the nursery children's behaviour is very good. They know the rules and follow them. They are actively involved in their learning and it fascinates them.
- 62 Attendance levels in the three terms prior to the inspection averaged around 85.88%, which is in line with similar schools and just below the LA average. Most pupils arrive punctually at the start of the school day; family circumstances such as a new baby in the house, mean that a few children are late. There have been no exclusions over the last academic year.
- 63 Attendance in the nursery is less good and much learning is missed through absence, the majority of which is because of illness.
- 64 All learners make good progress in their personal and social skills. They understand, commensurate with their age, the difference between right and wrong

and know that they must be kind to one another. All learners are learning to take responsibility, for example collecting the registers.

65 Boys and girls in all areas of school life are treated equally. They all interact very well with one another and there are no barriers to equal opportunity for all. The school, through its 'one world day', opens the eyes of all children to the lives of others in many other countries. This is highlighted too in the very interesting display in the school foyer, from which pupils can learn.

66 This is very much a community school and these very strong links enable pupils to participate in a good range of projects and community events as well as visits to appropriate places. They have very good opportunities, for example through making items for the Christmas Fayre, to learn about work, about sales and about raising money.

67 Learners are well prepared for the next phase of their education and for effective participation in the workplace and the community.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

68 The findings of the inspection team match the judgement made by the school in its self-evaluation report

69 During the inspection, the quality of teaching in the lessons observed was as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
39%	47%	14%	0%	0%

70 The quality of teaching is good or better in 86% of lessons. This figure is higher than the national figure reported by HMCI in the Annual Report 2007/2008 where the quality of teaching is reported to be a Grade 2 or better in 83% of lessons. They also exceed the published figures of 16% of lessons where the quality of teaching is reported as being outstanding (Grade 1).

71 Where the quality of teaching was judged to be Grade 1, the outstanding features include:

- practitioners showing confidence in their knowledge of the principles of the Foundation Phase;
- teachers having extensive specialist subject knowledge;
- excellent relationships between adults and children;

- practitioners ensuring that all pupils are treated equally and have their individual needs met;
 - practitioners encouraging children to ask questions and think for themselves;
 - adult-led focused activity sessions which progress at a good pace;
 - adults using resources, including the outdoor areas, to maximum effect to stimulate ideas and engage interest, and
 - teachers having high expectations of behaviour and standards of work.
- 72 In outstanding focused activity sessions, teachers are experts in their field. They have an exceptional understanding of how young children learn and develop. They are excellent role models who share their enthusiasm and enjoyment in finding the answers to questions. They make learning fun. Where there is outstanding teaching, staff instinctively make the most of every learning opportunity, for example when helping the very youngest children make observations and ask questions about animals and plants in the woodland area.
- 73 In a language session for older children, where there are outstanding features, learning objectives were made very clear so that learners knew exactly what they were going to do and which skills they were to develop.
- 74 In gymnastic sessions designed to promote physical development, activities are very well chosen and equipment is carefully organized to challenge children to achieve high standards. Precise instructions are given with skill and patience. Health and Safety is given a high priority and appropriate behaviour is consistently expected. Care is taken to plan for children making exceptional progress and for those who need support or modification of tasks.
- 75 Where teaching is judged to be good with no important shortcomings, good features include:
- Well prepared focused activities, enhanced provision and continuous provision;
 - learning objectives being clearly shared with children;
 - adults acting as successful role models for English and Welsh oracy;
 - practitioners ensuring that children are engaged in purposeful play at all times;
 - effective use of ICT to promote or enhance learning in other areas;
 - effective development of thinking skills;
 - activities linked to previous knowledge and to other areas of learning;
 - teachers making constructive comments and provide high quality, well-timed interventions;
 - children strongly motivated to stay on task throughout lesson, and
 - effective use of both the indoor and outdoor environment.

- 76 In the majority of focused activities, where good teaching was observed, teachers use a variety of teaching styles to engage interest and cater for the different ways in which children learn. Most teachers recap successfully on previous learning, share learning objectives clearly with children and use plenary sessions well to check understanding and review progress.
- 77 In the majority of Foundation Phase groupings, well-planned, practical activities offer suitable challenge to children and effectively promote learning. These staff both understand and are committed to the principles of the Foundation Phase. Practitioners achieve a good balance between adult directed focused activities that help children develop the skills, knowledge and understanding necessary for learning, and freedom to explore and make discoveries for themselves.
- 78 Where teaching was judged to have shortcomings, these include:
- unclear learning objectives;
 - slow pace to taught sessions;
 - undemanding tasks;
 - activities too adult directed.
- 79 In a very few sessions where supply teachers are in place, they often lack confidence in delivering the Foundation Phase.
- 80 In the vast majority of cases, practitioners use the good quality and quantity of resources well to help reinforce learning concepts and to ensure that children achieve the highest level of independence possible. In particular, children develop a keen sense of curiosity when exploring the stimulating and exciting outdoor areas.
- 81 Planning for what pupils are to learn is detailed and effective. Teaching staff thoroughly evaluate how well children have understood a new concept or developed a new skill. Most of them successfully use this information to help them reinforce current learning or move on to the next stage.
- 82 Teaching assistants make a valuable contribution to learning throughout the Foundation Phase. They have a good understanding of learners' needs and work effectively with teaching staff to plan and deliver activities, record progress and promote good behaviour and social skills. They also effectively deliver specialist programmes and support children with SEN or language needs.
- 83 All staff take care to ensure that school routines and activities do not discriminate on the grounds of gender, race or disability.
- 84 Relationships between adults and learners of all ages are exceptionally good. Staff use praise frequently to motivate and engage children. Practitioners, particularly in the Nurture class, are excellent role models, encouraging children to persevere with their tasks and strive for high standards. Children gain confidence and a 'Can Do' approach to their tasks.

- 85 The school meets all statutory requirements for assessing, recording and reporting learners' progress.
- 86 Practitioners make careful, regular assessments of what children are able to do in all areas of learning and share this very effectively with colleagues.
- 87 The school has exceptionally effective systems for analyzing assessment data and tracking progress. This is an outstanding feature.
- 88 The school keeps very detailed information on children`s achievements and progress towards Foundation Phase Outcomes, within areas of learning, that is easy to read. As a result, staff are quick to notice any instances where progress slows or dips. Where this happens the school is extremely responsive in following up and seeking further information.
- 89 The school has improved the accuracy of teacher assessments and the effectiveness of target setting in language, literacy and communication skills through working collaboratively with the LA to discuss and grade collections of childrens written work from different schools.
- 90 The way in which observations are gathered and used to write the reports of the very youngest children is also exemplary.
- 91 Children's work is marked regularly and teachers include encouraging comments to develop confidence and raise self-esteem. Although children have targets for improvement recorded in the back of their language books, staff do not consistently include comments on ways to improve a piece of work. Formal sharing of individual targets in other areas of learning is not yet fully developed. Strategies to enable children to be actively involved in their own assessment for learning is at an early stage of development.
- 92 There are effective arrangements, overall, for informing parents and others about the progress and achievements of pupils. Parents are welcomed into the school to meet staff informally when necessary. They are also invited to meet teachers three times each year to discuss their child`s progress. Annual reports to parents comply with statutory requirements; they provide clear information on what children know understand and are able to do and indicate the way forward. Parents are given suitable opportunity to respond.
- 93 Reports, featuring photographs of nursery children engaging in different activities, and a film of the achievements of children who have recently started school, are outstanding features of the way in which the school provides effective information for parents of younger children.

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

- 94 The findings of the inspection team do not match the Grade 2 given by the school in its self-evaluation report. The inspection team found sufficient outstanding features to award a Grade 1.
- 95 The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Foundation Phase outcomes.
- 96 The overall quality of the learning experiences provided for pupils is outstanding. The school caters extremely effectively for the wide range of pupils' needs and interests. It provides equal access for all to a broad and balanced curriculum which fully meets the statutory requirements of the Welsh Assembly Government including those for religious education and collective worship. One outstanding feature is the gymnastics club which enables pupils to work towards a British Gymnastic accredited certificate.
- 97 Detailed planning, policies and schemes of work form a sound basis for the delivery of the Foundation Phase curriculum.
- 98 The positive and inclusive ethos of the school is reflected in the care and respect for others shown by the pupils. Collective worship is given an important role in school life and meets the legal requirements.
- 99 The school works tirelessly with parents to encourage them to play an active part in the life and work of the school and to become involved in their children's education. In the weekly Reading Recovery Pals sessions parents have the opportunity to support their children using Ready Recovery interventions. Parents are also given support during these sessions to extend their own skills.
- 100 Parents are supportive and proud of the school responding positively to the warm and respectful welcome they receive from the Headteacher and Staff.
- 101 The school enjoys a good working partnership with the junior school which has a very positive impact on transition into KS2. These links contribute not only to a successful academic transition, but also to learners confidence and self esteem.
- 102 The quality of information provided for parents is outstanding. Nursery reports are informative and feature photographs to illustrate pupils in action. New parents are invited to a session where they can view their children on DVD enjoying the first few weeks of their school life.
- 103 Pupils moral and social development is very good. They learn from the earliest age what is right and what is wrong and how to be kind and thoughtful to one

another. Their spiritual development is less good as there are insufficient opportunities in the curriculum to learn about religion.

- 104 The children have high quality opportunities to develop their knowledge of the world of work through their role play. The children respond appropriately to customers at the "Duffryn Bakery".
- 105 Welsh is taught discreetly and incidentally throughout the school. The school makes good provision for children's bilingual skills in English and Welsh. The use of incidental Welsh by staff, the teaching of Welsh songs and prayers plus purposeful signs and displays around the school improves learners confidence when moving between the two languages. This promotes the children's Welsh identity and is an outstanding feature.
- 106 Y Cwricwlwm Cymreig is promoted very effectively across the curriculum to support and enrich pupils' knowledge and understanding of Welsh heritage. In creative development, such as aspects of art, music and dance, learners gain valuable knowledge of Welsh and local artists.
- 107 An outstanding feature of the school is the work done in tackling social disadvantage. Links with the Forest Children's Centre are very strong and ensure that all children and their families receive appropriate support both in their day to day lives and in encouraging all to follow a life-long learning route.
- 108 The Nurture Group supports those children who have been identified as having social emotional or behavioural needs. This provision is an outstanding feature with many children making sufficient progress enabling them to return to the mainstream section of the school.
- 109 The school has a very active Eco-committee. Through the Forest Centre they participate in a wide range of activities to promote sustainable development. They reuse and recycle paper, make compost and are encouraged and encourage each other to conserve energy and water. They talk knowledgeably about the need to recycle. The school's Eco Committee works hard to promote this throughout the school. Members are very enthusiastic and keen to take their existing schemes to the next level. This is an outstanding feature of the school, particularly since the committee asks all classes about what they would like to do to conserve natural resources. The school has won a Green Flag Award. Their understanding of global citizenship is developing well, and learners are beginning to understand the concept of a carbon footprint.
- 110 The school's links with industry are good. Links with the Patent Office and a variety of local businesses are strong. Entrepreneurial skills are very well developed in a fun way, principally through the making of items to sell at the school fayre.
- 111 The school's provision for lifelong learning and community regeneration is outstanding. Parenting skills taught at the Forest Centre enrich children's home lives.

- 112 Learners participate in activities at Duffryn University giving them the opportunity to appreciate the importance of lifelong learning through a wide variety of quality extra curricular opportunities which makes an outstanding contribution to learning. It is an innovative scheme and one in which all learners can put their own ideas into practice and enjoy learning. In addition, the after school gymnastics club enables all to develop excellent control and skills and improve their overall fitness levels.

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

Grade 1: Good with outstanding features
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- 113 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 114 The school's provision for the care, support and guidance of its learners is outstanding. Provision for the personal support and guidance of pupils effectively involves specialist services such as the educational physiologist and support for English as an additional language (EAL). All pupils work and play in a very happy and supportive environment. The relationship between teachers, teaching assistants and children is outstanding with children feeling confident and secure enough to take risks in a variety of situations including role play.
- 115 The school is a close community. All staff members know their pupils and have a very caring approach. Parents confirm that their children are happy at school. The school is proactive in seeking use of the extensive support services at the Forest Children's Centre. This is an outstanding feature of the school. Parents have the opportunity to attend a variety of support classes for example the breast feeding support sessions.
- 116 The school works very closely with parents involving them fully in any discussions about the care of their children. They feel confident in approaching the school about any matter of concern. Parents are also involved in the education of their children and regularly attend courses which involve them in activities to assist them in supporting their children. One activity is the Reading Recovery Pals sessions which are held weekly.
- 117 Individual needs of children and families are identified early and very effectively, often through home visits and very close partnership working with health professionals, community support professionals and social services. This is frequently achieved, prior to children starting school. The wellbeing and involvement of all children throughout the school nursery, sometimes an indicator of underlying problems, is also noted and closely monitored; any concerns are immediately followed up.
- 118 Induction for new children is very effective. There are nursery open days where parents and children can become familiar with the school setting. There is a comprehensive prospectus which enables parents to be aware of the expectations of the school prior to their child's entry. The school encourages a

smooth transition into the reception class through a series of induction days. Staff make home visits prior to pupils entry into school. The intake is staggered enabling staff to focus on individual children's needs. Children who join mid-year are allocated a 'buddy' to support their induction into school. The school is developing good strategies to ease children's transition into the junior school.

- 119 Children's behaviour is closely monitored and incidents of challenging behaviour are dealt with sensitively. Learners effectively devise classroom rules. They are well supervised at all times both indoors and out.
- 120 The school rightly considers bullying and all forms of racial harassment and oppressive behaviour to be unacceptable and has comprehensive measures in place to eradicate them. Pupils express confidence in the way in which the school handles their concerns and promotes consideration for others.
- 121 Pupils, whose behaviour may impede their own progress or that of others, are effectively managed and supported, often through the Nurture Class. In this class, children work in an environment where good manners, mutual respect and consideration for others are actively promoted. They learn to express their feelings, value themselves and others and develop a sense of pride in their achievements.
- 122 The school understands the background and individual circumstances of its pupils extremely well and makes excellent provision for guiding and supporting them.
- 123 EAL learners are well cared for, guided and supported. Specialist language support is provided to help integrate them fully into the school community.
- 124 The school actively promotes gender equality and staff are proactive in discouraging boys and girls from making stereotypical choices of tasks.
- 125 Good race relations are successfully promoted and diversity is celebrated across all aspects of the school's work. The school has received an accreditation for its equality and diversity action plan.
- 126 A comprehensive plan to help secure equal treatment for disabled learners and visitors to the school is in place. Reasonable adjustments have already been made to ensure that no one is at a disadvantage.
- 127 The school provides an excellent level of individual care for disabled learners. A specially designed gymnastic programme addresses specific physical needs identified on individual learning plans. This is an outstanding feature.
- 128 Children's attendance and punctuality are carefully monitored. Parents are reminded through newsletters of the importance of regular attendance and punctuality. The school works closely with the educational welfare officer to support families who give cause for concern. Pupils are rewarded for good punctuality and attendance. Statutory requirements for the recording and reporting of attendance are met.

- 129 The school has a clear policy for health and safety and procedures for ensuring the health and safety and well-being of learners are good.
- 130 All staff adhere to clear guidelines in recording accidents and have basic first-aid training. Forest School leaders have outdoor first aid training. Regular and thorough risk assessments are made for activities including the forest school.
- 131 The policy for child protection is appropriate. Members of staff have received the relevant training and are aware of their responsibilities. All staff are CRB checked. Fire drills are held regularly.
- 132 The quality of provision for learners with ALN is an outstanding aspect of the work of the school.
- 133 The school's SEN policy is comprehensive and fully complies with the SEN Code of Practice and the framework for inclusive education. Through its procedures, the school effectively identifies learners' individual needs by regular screening and tracking. There are well-established and effective systems in place to monitor progress in meeting these needs and for setting new targets for development.
- 134 An appropriate register of learners with SEN is maintained, indicating the range of support given at the 'school action' and 'school action plus' stages of the Code of Practice. Pupils on the register have their own individual plans. Pupils on the SEN register are well supported within the mainstream classes
- 135 Individual learning plans (ILPs) are of good quality and include targets and achievement criteria. ILPs are regularly monitored by a very good special educational needs coordinator (SENCo). The needs of pupils with a statement of SEN are fully and effectively met. Annual review procedures for these pupils fully meet legal requirements. Parents are involved in the process throughout.
- 136 The school recognises and actively promotes respect for diversity well. It fosters greater understanding of different cultures and traditions through various curricular areas and through collective worship.

Leadership and management

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

Grade 2: Good features and no important shortcomings

- 137 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 138 The school's mission statement and aims underpin all aspects of its life and work, promoting a real learning environment.
- 139 The school is very well led by the acting headteacher who gives it clear direction and purpose. The good quality of leadership provided by the acting head teacher is a key factor in bringing about good standards of learner achievement and school improvement. High standards are promoted through shared values about learning, behaviour and relationships by all participants. The acting headteacher is ably supported by the deputy and assistant headteachers.
- 140 There are detailed guidelines on curricular matters, daily arrangements and individual responsibilities. The acting headteacher and staff are successful in creating an ethos based on sound values, clearly expressed in the school's mission statement and aims, which focus on the needs of the individual. They have also succeeded in creating a caring and stimulating environment which promotes effective learning and ensures equality for all.
- 141 The senior leadership team is well-informed and effectively fulfils its responsibilities for both the operational management of the school and in monitoring, evaluation and planning.
- 142 Area of Learning Teams are in place and have clear responsibilities which they undertake with commitment and enthusiasm. They work closely with colleagues and provide effective direction and support for their area of learning. Direct monitoring of standards and key skills is at an early stage and needs to be further embedded in order to further improve standards.
- 143 The SENCo provides dedicated and valuable support to her colleagues throughout the school in supporting the educational and personal needs of learners on the SEN register.
- 144 The school pays careful attention to national priorities and targets are set to ensure improvement and to raise standards in the SDP. Areas which have received particular attention recently are the Foundation Phase Pilot, role play and assertive discipline. As a Foundation Phase Pilot school, leaders and managers have worked hard to establish its success. The acting head teacher and assistant headteacher who is the Foundation Phase leader, have established an effective framework that gives clear direction to all practitioners.

- 145 Target setting is an integral part of the school's development, and all staff are involved in the process. The SDP outlines a range of challenging and realistic targets for school improvement. Baseline information is used well for target setting for individuals and groups, and to identify areas for development in the SDP.
- 146 Staff performance is managed effectively and this directs teachers' continuous professional development. Teachers develop their own knowledge and skills and improve their effectiveness in meeting the school's developmental needs through the school's performance management systems.
- 147 The school has effective systems and procedures in place to support newly qualified teachers (NQTs), early professional development (EPD) and new staff. The assistant headteacher is the NQT and EPD mentor and also runs a 'Newbies' group to support these staff and help familiarise them with the policies and practices of the school, with particular attention to new national and LA initiatives.
- 148 The GB is supportive and satisfies legal requirements. Members are committed to the school and are kept well informed through regular meetings. They have an appropriate understanding of their responsibilities and receive clear and comprehensive reports from the acting headteacher which informs them of all aspects of the school's life and work.
- 149 All necessary statutory policies and procedures are in place, including the GB's annual report to parents and the prospectus; documents are reviewed and updated regularly at staff meetings and discussed and agreed at GB meetings, according to a rolling programme as part of the SDP. There is an appropriate complaints procedure.

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

Grade 2: Good features and no important shortcomings.

- 150 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 151 The acting headteacher and teachers who share leadership and management responsibilities, with the GB, are very well informed about the life and work of the school. The school's self evaluation procedures are well embedded and a very wide range of measures is used to gather evidence relating both to children's performance and the school's provision. The emphasis placed on ascertaining the school's effectiveness is a strength.
- 152 In addition to children's progress being assessed carefully and regularly, equal consideration is given to assessing and monitoring children's wellbeing. Area of learning teams work closely with senior managers in gathering first-hand evidence; their evaluations identify strengths and areas where improvement is

- possible. These evaluations contribute to the school's procedures for improvement planning.
- 153 The self-evaluation report produced by the school prior to the inspection is detailed and wide-ranging. It is an accurate description and an honest evaluation of the school.
- 154 Progress since the last inspection has been good. Standards in English and mathematics have improved significantly.
- 155 Significant progress has been made in the ability of children to express themselves orally. Reading and writing skills have also significantly improved. The introduction of a number of strategies, for example, a structured phonics programme and reading recovery programme has made a positive impact on English.
- 156 In mathematics, significant improvement has been made through the introduction of a number recovery programme and a 'catch up' mathematics programme.
- 157 The inspection team endorsed the school's judgements in respect of six key questions. In key question 3, the inspection team identified a number of outstanding features and therefore the higher Grade 1 was awarded.
- 158 The views of staff, children, parents and governors are sought regularly through discussions and questionnaires. The views of children are also ascertained through the regular meetings of the eco- and school councils. The local authority's advisory service makes a useful contribution to the self-evaluation process. School leaders collate and study all responses carefully and, where appropriate, take action. The self-evaluation procedures are well established and understood by all.
- 159 The findings of the self-evaluation process are used to inform priorities for school improvement. The school development plan (SDP) is appropriately organised and lists targets in a number of areas. Targets are broken down into manageable tasks and responsibilities and resources are identified. However, the effectiveness of the SDP is restricted because tasks are insufficiently focused on desired outcomes and lack precise success criteria.
- 160 The GB of the school is careful to ensure that school improvement priorities are supported by allocation of adequate resources.
- 161 The additional staff employed to meet the needs of children has had a very positive impact in a number of areas of the Foundation Phase and is impacting positively on standards.

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

Grade 2: Good features and no important shortcomings

- 162 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 163 The school has sufficient qualified and experienced teachers for the number of children on roll. Teachers are committed and enthusiastic, and their deployment matches their areas of expertise to the areas of learning for which they are responsible.
- 164 There is a sufficient number of appropriately qualified support staff to comply with Foundation Phase requirements. They are an enthusiastic and talented team, developed and trained by the school in order to maximise their contribution to children's learning. The manner in which teachers and teaching assistants work seamlessly together in planning, teaching and recording children's progress is an outstanding feature of the school's provision.
- 165 The introduction of the Foundation Phase has had a very positive effect on both teaching and standards. The percentage of good and outstanding teaching has improved since the last inspection, as has the effectiveness of group and play activities guided by adult intervention.
- 166 The school's administrative, caretaking and lunchtime staff all make a significant contribution to the life and work of the school.
- 167 The school is well resourced for the whole of the age range and each area of learning. There are interactive whiteboards and computers in each classroom area. All teachers have access to a very good range of books, toys and good quality equipment. There is a plentiful supply of drawing, painting and materials for making. All children have access to wet weather clothing, allowing them to learn in the outdoor environment in all but the worst weather conditions.
- 168 The accommodation is an outstanding feature of the school. It is set in lovely grounds, which are very well cared for and which includes the Forest School area. This provides a wonderful setting in which children can explore and investigate natural habitats and develop and test their own ideas and skills. It is a fun place to be.
- 169 The building is in a very good condition and each class has a practical and a quiet area. In addition, classes have ready access to an outdoor area. This provides a suitable setting to develop children's gross motor skills. Learning is greatly enhanced by the widely differing displays throughout the school. These are often of an outstanding quality and a very good way of enhancing learning.
- 170 There is an accessibility plan and very good facilities, such as a toilet and shower, for the disabled.

- 171 The school makes efficient and economic use of resources, following the LA's best value guidelines. All financial management is rigorously undertaken, with all expenditure overseen by the finance committee of the governing body and linked to the school's improvement priorities. The headteacher's monitoring of the budget is supported by the LA's finance officer service.
- 172 The deployment of teachers and support staff fully complies with the recommended levels for the Foundation Phase. Effective use of Wales Assembly Government (WAG) grants and funding from the General Teaching Council for Wales (GTCW) has been directed towards developing the skills of many members of staff.
- 173 Support staff are used effectively and efficiently to support speaking and listening, intervention programmes, Forest School and Duffryn University.
- 174 Arrangements for ensuring all teachers receive sufficient time for planning, preparation and assessment (PPA) are good.
- 175 In the context of the progress children make, from a low base, the outstanding levels of care and support and the range of stimulating educational experiences provided, the school gives good value for money.

Standards achieved in subjects and areas of learning

Foundation Phase

Overall Grade 2

Personal and Social Development, Wellbeing and Cultural Diversity

Grade 2: Good features and no important shortcomings

Good features

- 176 On entry into the Foundation Phase, nearly all children quickly learn to form relationships with adults and with each other. Throughout the Foundation Phase, children work and play together happily. Most behave well and show a very good attitude, remaining on task for long periods, showing enjoyment. Most children take part in role play confidently and communicate well with each other and with adults.
- 177 Most children understand the importance of personal hygiene, washing hands before snacks and meals and are conscious of safety considerations when visiting the forest setting. In outdoor activities and in the classroom, many children show good problem-solving abilities. Most children are learning to appreciate the outdoors and are learning how to care for the plants and animals that live in the school environment.
- 178 All children help to formulate their own classroom rules and most older learners can explain their importance. Most children develop a good understanding of right and wrong. Through assemblies, stories and circle time, most children learn about respect for one another. They show concern for others by supporting charities such as NSPCC and Comic Relief.
- 179 Most children are beginning to understand that exercise, healthy eating and sleep are some of the requirements of a healthy lifestyle. Older children can describe why regular tooth brushing is important.
- 180 Most children make good efforts to use incidental Welsh in the classroom and at mealtimes. Older ones begin to understand that some children and their families speak different languages. Most older children can give the names of other countries and many are able to describe some of the differences between, say, Wales and India.
- 181 Throughout the Foundation Phase, learners are confident explorers of the indoor and outdoor environment.
- 182 The vast majority of the children are inquisitive, curious and keen to co-operate. They listen attentively, and are thoroughly immersed in their learning. They enjoy making choices of activity, materials, and making decisions.
- 183 Older children build consistently on skills learned earlier in the Foundation Phase. They are independent learners and thinkers, readily experimenting with

new learning opportunities such as successfully accessing information and communication technology and using the mouse to select, save and print their work.

Shortcomings

184 There are no important shortcomings.

Language, literacy and communication skills

Grade 2 - Good features and no important shortcomings
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Good features

- 185 Children of all ages listen very well to presentations from visitors and during adult led focused activity sessions. They listen with interest when their teacher is speaking and are eager to answer questions. They usually listen politely to others. For example, most children begin to listen purposefully to their friends in role-play situations and in question and answer sessions.
- 186 Children in the Nurture Group listen very well to stories. They respond with growing confidence to books that are read to them. They successfully retell the story of Guy Fawkes in simple terms.
- 187 Most of the older children in the Foundation Phase speak confidently to adults and to each other; a few use extended sentences. For example, when engaged in role-play based on the theme of Guy Fawkes Night, a few children speak with good expression and begin to give attention to the needs of the listener.
- 188 Younger children in the Foundation Phase enjoy having stories read to them. They handle books confidently acting as 'readers' when they turn the pages and talk about the pictures. A few children enjoy books containing factual information such as recipes and enthusiastically describe the way in which they have used them. A few children recognize familiar words in simple texts. Nearly all the younger Foundation Phase children sequence the story of 'Three Little Pigs' correctly.
- 189 Many children in the middle of the Foundation Phase read a simple text with growing accuracy, successfully using their knowledge of letter sounds to help them.
- 190 Many older children enjoy reading in a variety of different genres; they understand fiction and non-fiction. They discuss authors and know how to find books in a library. A majority of children read structured texts accurately and with growing expression. Many children use phonic strategies successfully to help them build words when reading independently. A few older children in the Foundation Phase read with expression and fluency using a range of strategies to decode unfamiliar words.

- 191 Most children of all ages understand the purpose and function of written language.
- 192 Younger children successfully use their drawings of the Three Little Pigs to retell the story both orally and in early writing tasks. Many children are confident emergent writers, often independently recording their ideas through mark making during their play. Attempts often include recognizable letters and parts of words.
- 193 Children in the middle of the Foundation Phase frequently engage in a range of daily play activities that naturally encourage them to recognize letters and sounds and as a result many are confident spellers when writing their poem. Most children shape their letters correctly and write with good control.
- 194 Most older children recognize the letter form of writing. When writing a letter to an Alien, they demonstrate a good range of imaginative ideas. Children demonstrate that they understand the way in which poetry works when describing Bonfire Night. They begin to create their own poems, correctly using a new line for each new idea.
- 195 Many older children express themselves clearly using full sentences. Most children use full stops and question marks correctly. A few children consistently use capital letters correctly. Many children confidently use their knowledge of phonics to spell simple words correctly and make plausible attempts at more complex words.
- 196 Older children of lower ability work very effectively on shared writing activities with an adult. Many of them use a good range of adjectives to describe a range of objects selected from a box. They make good suggestions for how to describe fireworks, expanding their vocabulary successfully by sharing ideas for the poem.

Shortcomings

- 197 There are no shortcomings.

Mathematical development

Grade 2 - Good features and no important shortcomings
--

Good features

- 198 All learners across the Foundation Phase make good progress with their mathematical development and standards are good.
- 199 Younger children who have just started in Nursery make very good progress. Many are able to recognise and order numbers to 10. Nearly all pupils are able to respond and join in with number rhymes and songs. Most pupils are able to identify the smallest to the largest when using shells. Nearly all pupils are able to identify pairs and use the appropriate mathematical language when sorting according to size and colour (pirate socks). They have a clear understanding of

the concept of the numbers to 10 which they are able to demonstrate using a variety of items- flowers, butterflies, pirate socks etc.

- 200 The younger children can recognise two dimensional shapes and use them to make models/pictures and patterns. They can collect and record data using tables to communicate their findings. They are able to talk about the time of day in relation to activities. They make good progress with counting, measuring and weights through role play.
- 201 Most children in the middle of the Foundation Phase have a good recognition of numbers to 20. They can recognise the symbols and count forwards to and back from 20. Younger pupils are able to form number bonds to 10. Younger pupils are able to make 10 using teddies and hoops. Most younger pupils are able to use appropriate equipment to support their learning- beads on a string. Most younger pupils are able to use appropriate mathematical language. Many younger pupils are able to use small whiteboards to write numbers and symbols accurately to represent number bonds to 10.
- 202 Older children can recognise units of time. In their role play they can recognise and use coins to find totals. They respond well during mental maths sessions. They count accurately and have a good understanding of addition and subtraction.

Shortcomings

- 203 There are no shortcomings.

Knowledge and understanding of the world

Grade 2 - Good features and no important shortcomings
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Good features

- 204 Throughout the Foundation Phase, learners in all classes develop a very good understanding of the world around them through stimulating activities which stimulates their attention.
- 205 Children who have just started in Nursery show a high level of independence when they explore their world. They show respect for the natural environment when they explore the woodlands for toy caterpillars.
- 206 Nursery children discuss, distance and follow routes from the Forest Children's Centre. They can observe differences between animals and plants. Their excellent role play activities enable them to develop a good understanding of workers and occupations, for example bakers and cooks.
- 207 They describe weather conditions in detail.

- 208 Younger children are able to sort correctly by colour in Welsh and English. They begin to recognise differences between their own locality and other parts of Wales.
- 209 Younger children experiment with everyday objects in their role play. They experiment with everyday objects and can sort into groups- as is evidenced in craft activities. They are confident exploring, experimenting and investigating both indoors and outside. They quickly develop the ability to make comparisons through handling resources in their practical activities. They understand the need to act in a sustainable manner.
- 210 Children in the middle of the Foundation Phase make good progress. They are able to identify what happens when light sources are blocked. Pupils are able to identify common light sources using an interactive programme. Pupils were able to investigate sources of light using torches. Pupils were able to use the appropriate language when discussing how shadows were formed.
- 211 The older children are able to distinguish between manmade and natural materials. They are able to identify differences in time showing their awareness of chronology and the concept of a timeline. They are able to place activities that happen during the day in the correct sequence and most show a good awareness of the differences between the present day and events which happened a long time ago.
- 212 Learners gain a good understanding of the environment through their work in the Forest School. They develop a good understanding of the life cycle of creatures. They have a good knowledge of the essential elements for plant growth.
- 213 Pupils in the Nurture Group make good progress. Many of the pupils understood how some everyday materials and jelly and bread mix can change shape when heated or cooled. They are able to use their senses to discriminate between tastes and smells as well as recognise differences visually.

Shortcomings

- 214 There are no shortcomings.

Welsh language Development

Grade 2 - Good features and no important shortcomings
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Good features

- 215 Most younger children quickly gain confidence in their new experience. They repeat simple words and phrases and singing songs and rhymes. They respond positively to new linguistic experiences and show an increasing awareness and ability in the use of the Welsh language.

- 216 Most children respond to simple instructions given in Welsh and answer simple questions using one or two word answers. Children count with growing confidence in Welsh and know their colours.
- 217 The majority of children follow a story and respond appropriately. They confidently respond in Welsh and have good pronunciation. They enjoy learning Welsh and are keen to participate in lessons. Most use simple words and phrases well and can repeat words spoken by adults with increasing accuracy.
- 218 Older children build on knowledge gained and many can extend their use of Welsh with increasing confidence, for example, when counting beyond 20, knowing the days of the week and responding to commands. They listen and respond well to stories in Welsh and understand the meaning. Older pupils' reading skills are developing well through using a 'Big Book' and reading words around the classroom.
- 219 Many older children respond quickly and purposefully in a range of situations, which demonstrates their understanding of instructions given in Welsh.
- 220 Children across the Foundation Phase are confident in their responses in Welsh.

Shortcomings

- 221 There are no important shortcomings.

Physical development

Grade 1: Good with outstanding features
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Outstanding features

- 222 Through the Foundation Phase, nearly all children show increasing awareness of how their bodies move and how they are affected by exercise. Children in the middle of the Foundation Phase, and older children, pay very good attention to warming up before exercise and to warming down afterwards.
- 223 Many younger children show very good co-ordination when using large apparatus and equipment, and when using small-scale toys and jigsaws.
- 224 The majority of older children show outstanding control, balance and agility during physical education sessions. They demonstrate very good body tension and awareness of their body shape and movements. The quality of their gymnastic work is exemplary. Most older children show good skills when working with apparatus.
- 225 Children throughout the Foundation Phase explore the outdoor environment confidently. Most show good awareness of the space around them when running, jumping and landing. They develop their regard for safety in their

adventurous use of large scale climbing and building equipment and enjoy using their wheeled toys individually and co-operatively.

- 226 Most children develop good manipulative skills, using a range of equipment to draw, paint, cut and paste with increasing dexterity.

Shortcomings

- 227 There are no important shortcomings.

Creative Development

Grade 1: Good with outstanding features
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Outstanding features

- 228 Nearly all learners in the Foundation Phase develop their creative skills very well and progress is outstanding.
- 229 Younger children explore and experiment using a variety of materials. Early colour mixing skills are developing very well and children enjoy freely experimenting with paint. They explore a range of resources and combine them to make interesting collages. Learners in the middle of the Foundation Phase and older children build well on these skills and develop an increasing awareness of shape, pattern and colour in their designs and prints. The quality of the work produced is outstanding.
- 230 Children freely construct three-dimensional objects from their imagination using recycled materials. They experiment with different methods of joining materials together and discover what is successful. Children have produced excellent work making candle holders for Divali, fireworks from recycled materials and 3D houses from boxes.
- 231 The quality of children's role-play and creative movement, right across the Foundation Phase is very good. All children enjoy many opportunities to engage in imaginative play. Most children play independently and appropriately, for example, when role playing in a kitchen area.
- 232 Children make very good progress and achieve outstanding standards in their musical skills. Children across the Foundation Phase are confident, enthusiastic music makers. They enjoy exploring various sound sources and experimenting with a range of instruments to create interesting sound effects. They experiment readily with percussion, keeping a steady beat and rhythm as they tap, clap, shake and strike.
- 233 The quality of singing is a notable feature and children throughout the Foundation Phase enjoy singing songs and rhymes in English and in Welsh. Music is outstanding throughout the Foundation Phase. In the Nurture Group, the use of music in physical and creative dance is an outstanding feature.

234 The use made of the indoor and outdoor learning environments, particularly in the Forest School, to promote art, craft, design, music and creative movement is an outstanding feature.

Shortcomings

235 There are no important shortcomings.

School's response to the inspection

236 The Acting Head teacher, staff and governors are pleased that the inspectors acknowledge Duffryn Infant School is a good school where learners achieve good standards.

237 We are delighted that the team felt that our pupils work and play in a very happy environment with outstanding support and guidance from staff.

238 They acknowledged outstanding features in our work with the community, especially the Forest Children's Centre.

239 We were also pleased that the team recognised the nurturing ethos which is at the heart of the school and the outstanding practice in developing the skills of our children in Physical Development and Creative Development.

240 We are proud that the team recognised that the school is well led and managed with teachers and teaching assistants working seamlessly together.

241 The Acting Head teacher, staff and governors appreciated the professional and courteous way in which the inspection was carried out. Their opinions and judgements are valued and we will now produce an action plan to address their recommendations.

Appendix 1

Basic information about the school

Name of school	Duffryn Infants School
School type	Infants - Foundation Phase Pilot
Age-range of pupils	3 to 7 years
Address of school	Partridge Way Duffryn Newport
Postcode	NP10 8WP
Telephone number	01633 816309

Headteacher (acting)	Mrs Ruth Jones
Date of appointment	January 2008
Chair of governors/ Appropriate authority	Mrs Audrey Evans
Registered inspector	Mr Roger Thomas
Dates of inspection	3 rd to 6 th November, 2009

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	38	62	44	54	-	-	-	-	198

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	12	3	13.5

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	17:1
Pupil: adult (fte) ratio in nursery classes	8:1
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	23
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Summer 2008	85.8%	90.3%	90.6%
Autumn 2008	84.4%	90.6%	90.4%
Spring 2009	76.8%	87.0%	85.5%

Percentage of pupils entitled to free school meals	55%
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

Evidence base of the inspection

Five inspectors spent a total of five inspector days in the school. The headteacher was the nominee. The team also included a peer assessor.

The inspection team visited:

- twenty eight lessons or part-lessons;
- all classes;
- registrations, assemblies and acts of collective worship; and
- a range of extra-curricular activities.

The inspection team held meetings with:

- staff, governors and parents before the inspection;
- managers, teachers and support, ancillary and administrative staff during the inspection;
- groups of learners during the inspection; and
- staff and governors after the inspection.

The inspection team also considered:

- the school's self-evaluation report;
- forty seven responses to the parents'/carers' questionnaire; of which 99% of answers were positive;
- a comprehensive range of documentation provided by the school before and during the inspection; and
- a variety of learners' current and past work.
- a wide range of past and present work; and
- samples of reports.

The inspection team also held post-inspection meetings with the headteacher, staff and governors.

Appendix 4

Composition and responsibilities of the inspection team

Inspector	Type	Aspect and Subject Responsibilities
Mr Roger Thomas	Registered inspector	The school's context, aims and priorities Key Question 1 Key Question 5 Welsh language development Creative development
Mrs Rhiannon Boardman	Lay Inspector	Contributions to: Key Question 1 Key Question 3 Key Question 4 Key Question 7
Mrs Jan Marsden	Team Inspector	Contributions to: Key Question 2 Key Question 4 Language, literacy and communication skills
Mr Chris Dolby	Team Inspector	Contributions to: Key Question 6 Key Question 7 Personal and social development, wellbeing and cultural diversity Physical development
Mrs Siân Howell	Team Inspector	Contributions to: Key Question 3 Key Question 4 Mathematical development Knowledge and understanding of the world
Mrs Catherine James	Peer Assessor	Lesson observations, sampling work and attending meetings
Mrs Ruth Jones Acting Headteacher	Nominee	Liaison with inspectors, contribution to team discussions and the school's response.

Acknowledgement

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

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