

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

**Glanffrwd Infant School**

**Buarth-y-Capel  
Ynysybwl  
Pontypridd  
Rhondda Cynon Taff  
CF37 3PA**

**SCHOOL NUMBER: 674/2091**

**DATE OF INSPECTION: 5 – 7 May 2004**

**BY**

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**REGISTERED INSPECTOR No: W086/16177**

**DATE: 17<sup>th</sup> May 2004**

**Under Estyn contract number C/T/276/03P**

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## CURRICULUM NOMENCLATURE AND KEY STAGES

A new nomenclature to describe pupils progress through school was introduced in 1989. This system of numbering year groups from the start of compulsory schooling to age 18 is intended to ease communication among schools, governing bodies, parents and LEAs and emphasise the importance of continuity.

The term “Reception” (R) is applied to the year group of pupils in a primary school (not a nursery class) who attain the age of 5 during the academic year “Year 1” (Y1) is applied to the year group of pupils who attain the age of 6 during the academic year and so on to Y13 the year group who attain the age of 18 during the academic year:

{PRI VAT E }	R	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Years	4-5	5-6	6-7	7-8	8-9	9-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18

Key stage 1 of the national curriculum consists of Y1 and Y2; KS2 of Y3 to Y6; KS3 of Y7 to Y9; KS4 of Y10 and Y11 (which is the final year of compulsory education).

## GRADE DESCRIPTIONS

The five-point grading scale used to represent the main judgements in this report is as follows:

1. Very good: many good features, some of them outstanding.
2. Good: good features and no major shortcomings.
3. Satisfactory: good features outweigh some shortcomings.
4. Unsatisfactory: some satisfactory work but shortcomings in important areas.
5. Poor: many shortcomings.

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## **1. CONTEXT**

### **The school and its priorities**

Glanffrwd Infant School is situated in the village of Ynys-y-Bwl, about five miles from Pontrypridd. It is reported by the school that pupils are drawn from an area where a small number come from both prosperous and economically disadvantaged areas, but the majority from an area which is neither prosperous nor economically disadvantaged. The school is a modern single-storey building set in attractive grounds. At the time of the inspection, there were 48 pupils on roll, of whom half are entitled to free school meals and a further quarter have special educational needs. All pupils have English as their first language, and there are no natural Welsh speakers.

The school's mission statement indicates that it will endeavour to provide holistic development for all children in a high quality learning environment to enable all pupils to achieve to the best of their ability.

The School Development Plan (SDP) shows that, in 2003/4, the school intends to raise standards of literacy, improve the use of key skills, raise standards in ICT, develop Personal and Social Education throughout the school, and develop mathematics in KS1. It also shows that the school intends to review the early years provision in the light of the Foundation Phase, review assessment, recording and reporting arrangements, and develop the school grounds.

The school was last inspected in February 1999.

## **2. MAIN FINDINGS**

### **The main findings of the report**

Glanffrwd Infant School provides a caring, safe environment for all children, where mutual respect is evident and thoughtfulness and caring for others are valued.

- In the early years, the quality and standards of educational provision have some shortcomings but there is evidence that these can be put right. Standards of achievement are:

<b>Area of Learning</b>	<b>Nursery</b>	<b>Reception</b>
Language, Literacy and Communication Skills	Good	Satisfactory
Personal and Social Development	Good	Satisfactory
Mathematical Development	Good	Satisfactory
Knowledge and Understanding of the World	Good	Satisfactory
Creative Development	Good	Satisfactory
Physical Development	Good	Satisfactory

- Standards of achievement in the subjects of the National Curriculum (NC) in Key Stage 1 (KS1) are:

<b>Subject</b>	<b>Standards Achieved</b>
English	Good
Mathematics	Good
Science	Good
Welsh as an additional language	Good
Design and Technology	Good
Information Technology	Good
History	Good
Geography	Good
Music	Good
Art	Good
Religious Education	Good

- Only one lesson of physical education was observed, and in that, pupils were achieving good standards in developing games skills.
- Pupils with special educational needs achieve good standards relative to their ability.
- When compared with similar schools in Wales, the 2003 teacher assessment results are well above the average for English, mathematics and science.
- The school uses assessment data effectively to ensure that provision enables boys and girls to achieve to the best of their ability.
- The standards and progress in the key skills achieved across the curriculum are:

<b>Key Skill</b>	<b>Standard Achieved</b>
Reading	Good
Writing	Good
Speaking	Good
Listening	Good
Numeracy	Satisfactory
Information and Communications Technology	Good

- The provision for pupils' spiritual, moral and social development is good; pupils' cultural development is satisfactory. Assemblies place a strong emphasis on truth and justice and reinforce moral values.
- Pupils respond positively to the recording of their efforts and achievements in the 'Golden Book'.
- Knowledge of Welsh culture and traditions is fostered effectively across many areas of the curriculum, but an awareness of other cultures is under-developed.

- Pupils' standards of behaviour and attitudes to learning are good. Pupils are friendly and polite to each other and to adults. They generally maintain concentration in lessons and persevere with their work.
- Attendance is satisfactory; over the last three terms the average is 91.5%. Registration is carried out promptly, but during the inspection a number of parents were late bringing their children to school.
- The quality of teaching was satisfactory or better in four-fifths of lessons observed, and good in a half. In the remaining fifth, teaching was unsatisfactory.
- Where teaching is good, teachers are enthusiastic, have good relationships with pupils and give frequent praise and encouragement. Lessons are well structured and proceed at a good pace. Classroom assistants make a valuable contribution to pupils' learning.
- Where teaching is unsatisfactory, activities are inappropriate for the stage of development of the children and there is little planned interaction with the teacher, leading to a lack of development and progress in learning.
- The quality of assessment, recording and reporting is good in KS1 and satisfactory in the early years. In KS1, assessment is used well to check on pupils' progress and plan work which is well matched to their needs. Marking identifies positive aspects and sets small, achievable individual targets for pupils.
- Reports to parents are informative about children's achievement and make suggestions about how parents can help their children to progress.
- In KS1, the school offers a good quality, broad and balanced curriculum which integrates personal and social education sensitively. Educational visits and fieldwork are used imaginatively to support class work and visitors and performers provide pupils with varied and stimulating experiences which enrich their learning.
- The quality and standards of the curriculum for the early years have some shortcomings; planning does not identify play provision or show clearly how pupils are expected to progress in their learning.
- The inclusive nature of the school ensures that all pupils can experience the whole curriculum. Pupils who have special needs are supported sensitively by staff and adult helpers. Pupils also benefit from inclusion in the Family Learning sessions and the art and science clubs. The school complies with requirements for a Racial Equality policy and appropriate procedures.
- The school provides good support for pupils overall. Support staff make a significant contribution to the welfare and well-being of pupils and undertake their duties diligently.

- Very good provision is made for pupils with special educational needs (SEN). These are identified early and very good quality education plans are prepared in partnership with parents.
- The special educational needs co-ordinator and link governor work closely in harmony; the governor works effectively on a weekly basis using a language development programme with specific pupils.
- Partnerships with parents and the community, schools and other institutions are good. Parents are generally well-informed about the life and work of the school. Family Learning workshops take place weekly, providing links between parents, the school, pupils and younger siblings.
- A small but active Parent Teacher Association organises fundraising activities and social events, which are supported voluntarily by the kitchen staff. Parents help on educational visits and a few support the work in the classroom effectively.
- Links with the primary school to which most pupils progress are being built well and the school has good curricular and pastoral links with the comprehensive school.
- The school welcomes teaching and other work experience students regularly.
- Partnership with industry is good and the Education and Business Partnership has sponsored the industrial placement of two members of staff. The British Association for Young Scientists has assisted in training for setting up the science club.
- The quality of self-evaluation and planning for improvement is good overall. The acting head teacher has developed a good understanding of the needs of the school and governors meet subject leaders regularly to review achievement and development.
- The targets in the school development plan have been established through self-evaluation and use of national and local data.
- The acting head teacher and governing body are developing positive leadership and direction for the school. They have established appropriate aims and a commitment to providing a full and positive educational experience for all pupils.
- The role of the deputy head teacher requires further development to ensure she provides effective leadership and support within the school.
- The budget is well managed and controlled by the governing body; financial priorities are clearly identified and relate effectively to the educational priorities in the school development plan.

- Administrative procedures operate effectively. The school runs smoothly, due in part to the efficient operation of the school office and the effectiveness of the school administrator.
- Staffing levels are good for the number on roll. The match of training and experience of the acting head teacher is good and the early years teacher is undertaking a programme of visits to other schools and a programme of in-service training to rectify her lack of experience with this age group.
- Regular appraisal identifies school and individual training needs and this feeds into the school development plan effectively.
- Support staff from within and outside the school assist and encourage pupils in a sensitive way and are very effective in enabling pupils to reach their full potential.
- Lunchtime supervisors are an effective part of the school team and enhance the quality of life for pupils.
- The caretaker is conscientious and cleans and maintains the school to a high standard. Displays of pupils' work throughout the school enhance the environment.
- Learning resources are good overall and are used to support learning and teaching.
- The school was last inspected in February 1999 and has made considerable progress in meeting the key issues identified in that report.

### **3. EDUCATIONAL STANDARDS ACHIEVED BY THE PUPILS**

#### **3.1 Standards achieved in subjects and areas of learning**

Pupils achieve good standards in 70% of lessons and sessions observed, and satisfactory standards in the remaining 30%.

- In the nursery, children achieve good standards in all six areas of learning.
- In reception, children achieve satisfactory standards in all six areas of learning.
- In KS1, pupils achieve good standards in all subjects where a judgement was made. In Physical Education, only one games lesson was observed; pupils achieved good standards in this lesson.
- Pupils with special educational needs make good progress and achieve good standards relative to their ability.

- When compared with similar schools in Wales, the 2003 teacher assessment results are well above the average for English, mathematics and science.
- The school uses assessment data effectively to ensure that provision enables boys and girls to achieve to the best of their ability.

### **3.2 Standards achieved in key skills across the curriculum**

Pupils achieve good standards in reading, writing, speaking, listening and information and communication technology. They achieve satisfactory standards in numeracy.

- Planning for key skills is at an early stage of development and is identified as an issue in the SDP.
- Pupils develop good speaking and listening skills and are able to express themselves with increasing confidence in a range of contexts. Most listen attentively, ask and answer questions sensibly and take turns to speak. Pupils use subject-specific vocabulary to discuss their work.
- Standards in reading are good. Most read their own work with accuracy and understanding and are beginning to use books and CD-ROMs to find information.
- Standards in writing are good in KS1, with good examples evident of writing across the curriculum.
- Pupils achieve satisfactory standards in numeracy. They are using block graphs and pictograms in their work in geography, but this aspect needs further attention.
- Standards achieved in information and communications technology (ICT) are good. Pupils use listening centres and computers to support their learning, and are able to use digital camera and microscope effectively. They also use the interactive whiteboard well in extension activities.

## **4. ETHOS OF THE SCHOOL**

### **4.1 Pupils' spiritual, moral, social and cultural development**

The provision for pupils' spiritual, moral and social development is good; pupils' cultural development is satisfactory.

- Assemblies are primarily Christian in content but also include some multi-cultural elements. Pupils are given opportunities for reflection and contemplation.
- During assemblies and in lessons, good use is made of stories and everyday events to illustrate and reinforce moral values. There is a strong emphasis on truth and justice.

- Pupils' efforts and achievements are recorded in the 'Golden Book' and celebrated weekly in assemblies; the response to this initiative is very positive.
- Pupils work and play together very well; they generally work co-operatively, are willing to share and help one another. They are encouraged to be considerate and friendly, to respect others and take responsibility for a number of tasks during the school day.
- Knowledge of Welsh culture and traditions is fostered appropriately across many areas of the curriculum; pupils study Welsh artists and designers, and music and study the historical and geographical features of Wales. An awareness of other cultures is under-developed.

## **4.2 Behaviour and attitudes**

Standards of behaviour and attitudes are good.

- Overall, there are good relationships in the classroom between pupils and staff. Pupils are friendly and polite to each other and to adults.
- Pupils are aware of the school rules and routines and take responsibilities placed on them seriously.
- Most pupils have good attitudes to learning, maintain concentration and persevere with their tasks. In most classes, they are willing contributors to discussions.
- On occasions, when there is insufficient challenge and motivation, a minority of pupils lose concentration. This is mainly observed in the early years class.

## **4.3 Attendance**

Attendance is satisfactory.

- The level of attendance over the last three full terms is 91.3%.
- Attendance has been adversely affected by widespread illness and holidays being taken during term time.
- Registration is carried out promptly at the start of each session and is often used as a teaching opportunity.
- Attendance records and weekly summaries are maintained and monitored effectively. There are good monitoring and follow up procedures in place and the school receives good support from the Education Welfare Officer.
- During the inspection, a number of parents were late in bringing their children to school.

## **5. QUALITY OF EDUCATION**

### **5.1 Teaching**

The quality of teaching was satisfactory or better in four-fifths of lessons or sessions observed, and good in a half. In the remaining one fifth, the quality of teaching was unsatisfactory.

Where the quality of teaching is good:

- teachers have a sound knowledge of the statutory curriculum;
- teachers are enthusiastic, know their pupils well and establish good relationships with them, giving frequent praise and encouragement;
- sound questioning techniques enable pupils to provide extended responses to develop their oral skills and understanding of subject-specific terms;
- lessons are well-structured, providing appropriate whole-class introductions, sufficient time for individual or group work and also for a meaningful summary of what pupils have learnt;
- direct teaching has a positive focus and lessons are well-paced;
- classroom assistants and support staff are briefed effectively and make a valuable contribution to pupils' learning, and
- teachers make good use of a variety of resources.

Where teaching has shortcomings:

- there is a lack of knowledge of the Desirable Outcomes for Children's Learning;
- planning does not enable children to experience continuity or make sufficient progress in their learning;
- work is not differentiated effectively through the use of on-going assessment to enable all children to achieve to the best of their ability;
- activities are inappropriate for the age and stage of development of the children;

- there is little conversation or stimulation from an adult in role play and children's other self-chosen activities, leading to a lack of development and progress in many areas of development.

## **5.2 Assessment, recording and reporting**

The quality of assessment, recording and reporting is good in KS1, and satisfactory in the early years.

- The school uses a balance of approaches to assessing pupils' achievement and progress, including questioning, discussion and specific tasks.
- Baseline assessment is undertaken in both the nursery and reception classes and this is used to set targets as pupils progress in KS1.
- In the early years, assessment is not used effectively to plan work which is well matched to children's needs and achievements. However, useful field notes are kept by the support assistant on the achievement of nursery-age children.
- In KS1, assessment is used well to check on pupils' progress and to plan work which is well matched to their needs.
- Assessment for the core subjects is generally undertaken through specific activities at the end of a topic.
- There is dialogue between the teacher, child and parents in the home/school reading book which is informative and useful. Reading records in KS1 are detailed and support learning and teaching.
- Marking in KS1 is good. Teachers respond with positive comments and use marking to set small, achievable targets for individual pupils.
- Samples of work, mainly in the core subjects, are kept in pupil profile folders. These are dated and annotated with achievement and progress.
- The school is developing portfolios of work in specific subject areas to aid learning and teaching. However, these need further work to provide appropriate moderation, evaluation and annotation.
- Procedures for assessing the progress of pupils with SEN are effective and provide accurate records which are shared with parents.
- The school analyses teacher assessment results at the end of KS1 and uses them to identify areas for development.

- Parents have three formal opportunities in the year to discuss their child's progress. Reports to parents give an overview of achievement and make suggestions about how parents can help their child to make progress.

### **5.3 Curriculum**

In KS1, the school offers a good quality, broad and balanced curriculum which meets the standards of the NC and the agreed syllabus for religious education. The quality and standards of the curriculum for the early years have some shortcomings.

- In the early years, there is no evidence that planning ensures that children experience continuity and progression in their learning. Planning does not clearly identify links with the Desirable Outcomes for Children's Learning.
- There is no planning for learning through play activities in the early years or for meaningful adult input into self-chosen play activities. There are no clear learning objectives for play provision, and no direction given to adults to support them.
- Children in the nursery receive positive support from the nursery nurse in extending their own play, but there is no planning for this good quality input.
- Both nursery and reception children enjoy outdoor play provision daily, but again, there is no planning to extend their knowledge, skills and understanding in this area.
- Whole school policies and schemes of work are in place for all NC subjects and are supported by local authority and published schemes. They provide appropriate guidance for teachers in identifying specific learning objectives that can support short term planning.
- Teachers involved with pupils in KS1 plan together to ensure all pupils reach their potential.
- Resources are used effectively and purposefully to support curriculum areas.
- Planning for key skills is at an early stage, and is identified in the SDP. Their identification is not yet sufficiently detailed to ensure progression and consistency in pupils' development.
- Personal and social education is integrated sensitively into all areas of the curriculum. This has a positive impact on pupils' attitudes to learning. The policy on sex education is relevant to children's level of understanding.

- Pupils take home reading and library books regularly and undertake occasional tasks which are related to topics. This supports their learning effectively.
- Pupils in KS1 have the opportunity to attend art and science club, which is an enjoyable occasion, adding a valuable dimension to their learning.
- Educational visits and fieldwork are used imaginatively to support class work. Visitors and performers provide pupils with varied and stimulating experiences which enrich their learning.
- The inclusive nature of the school ensures that all pupils can experience the whole curriculum. Pupils who have special needs are supported sensitively by staff and adult helpers, including the very good quality input into language for pupils in KS1.
- Pupils also benefit from being included in the Family Learning sessions which take place on a weekly basis.

#### **5.4 Support, guidance and pupils' welfare**

Overall, the school provides good support for pupils and has an appropriate range of policies in place to secure their health, welfare and guidance.

- In the nursery, children are happy, secure and increasing in confidence. Routines are well established and parents are invited to share children's achievements. Relationships are very good. Support and guidance for children in reception are less well established.
- There is a policy for child protection. Responsibility rests with the acting head teacher and nursery nurse, who have undergone recent training.
- Equal opportunities are well considered. Pupils with SEN are well integrated into the life of the school and display good self-esteem.
- There is a well planned programme of personal and social education, which is well integrated into cross-curricular themes.
- All members of staff are trained in first aid: they carry out their duties responsibly. Midday supervisory staff ensure that class teachers are informed of any incidents that might occur at lunchtime and accidents are recorded appropriately.
- The school has sound arrangements to monitor pupils' personal progress and to keep parents regularly informed. The achievements of pupils are analysed and staff take steps to address any significant issues that might arise.
- Support staff make a significant contribution to the welfare and well-being of pupils and undertake their duties diligently.

- The majority of staff address pupils' confidence and self-esteem effectively: their achievements are valued and rewarded. This good practice, however, is not always applied fully and consistently by all staff.
- There are a number of items of furniture in the hall which could constitute a risk to safety during physical education lessons.

## **5.5 Provision for pupils with SEN**

Overall, very good provision is made for pupils with special educational needs (SEN). There are 24 pupils identified at stages one to three of the Code of Practice.

- The school's policy is in line with the revised Code of Practice and a register of pupils with SEN is maintained.
- The head is the special educational needs co-ordinator and carries out her duties efficiently. The link governor is well informed; she works once a week with pupils on the 'Catch Up' programme.
- There is early identification of special needs and appropriate steps are taken to address any concerns.
- Individual Education Plans (IEPs) and Individual Behaviour Plans (IBPs) are provided for all pupils on the SEN register. These are of very good quality and contain achievable targets and reference to teaching strategies. They are reviewed regularly with parents.
- The school seeks to work in partnership with parents actively: they are kept fully informed of their children's progress.
- The school has very good relationships with outside agencies; LEA language and behavioural support teachers visit weekly and are valuable assets to the school. They work closely with school staff to ensure pupils experience progression and continuity in their learning.

## **5.6 Partnership with parents and community, schools and other institutions**

Partnership with parents and the community, schools and other institutions is good.

- Parents are generally well informed of the life and work of the school. A variety of written information is made available in addition to the termly consultative meetings.

- Family learning workshops are arranged each year and are very much appreciated by the parents able to attend. However, many parents feel they might benefit from regular written information on what is being taught and how they can support their children's learning.
- Parents are regularly invited to contact the school with any concerns they may have. Generally parents find staff very approachable and helpful. However, some parents in the early years find there is limited rapport between teacher and parents.
- A small but active Parent Teacher Association helps to organise fund raising and social events. Such occasions are often well supported voluntarily by the kitchen staff. Parents give good support on school trips, concerts and the after-school art and science clubs, but only a few support the work in the classroom.
- The school has good links with the local community. Pupils take part in many community events and concerts, and have close links with the local chapel. Pupils gain a good understanding of the wider world through their support of local and national charities, such as Operation Christmas Child.
- The art curriculum is supported by pupils taking part in community and local authority competitions. A lottery art grant funded a stained glass window at the school which was partly designed by pupils themselves.
- Talks given by visitors from local organisations also support the curriculum through, for example, a local historian's 'history and geography trails'.
- The curriculum is further enriched through the schools links with professional performing artists, Theatre in Education, a local harpist and a Hawking Centre.
- Due to a high turnover of staff in both schools, the links with the junior school to which pupils transfer have needed to be rebuilt, and this is being carried out effectively. There are also good curricular and pastoral links with the comprehensive school to which most pupils transfer, and transition links are well established.
- There is a longstanding partnership with a teacher training institution and the school also offers placement for work experience to students from the local comprehensive school and further education college.

## **5.7 Partnership with industry**

Partnership with industry is good.

- There are good links with the Education and Business Partnership (EBP) group who have sponsored the industrial placement of two members of staff. EBP sponsorship has also funded science and design and technology workshops. The

British Association for Young Scientists has assisted in training in setting up an after-school science club.

- Pupils have gained a good understanding of environmental issues through a telecommunications company-sponsored recycling project. and a cosmetic company's input on the dangers from, and protection against, sunburn. Commercial catering providers have given pupils a good appreciation of the importance of healthy eating.
- Local businesses provide much valued support through various donations of material and equipment in addition to prizes for fund-raising raffles.

## **6. MANAGEMENT**

### **6.1 Quality of self-evaluation and planning for improvement**

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

- The acting head teacher, who has been in post since September, has developed a good understanding of the needs of the school and has undertaken audits of specific aspects.
- Governors with responsibility for aspects and subjects meet the subject leaders regularly to review achievement and development. Some governors observe learning and teaching and assist with groups of pupils under the direction of the teacher.
- The acting head teacher has observed learning and teaching of other staff and provided feedback on strengths and areas for development. Subject leaders review pupils' work and colleagues' planning regularly.
- The acting head teacher and governing body use agreed criteria to evaluate improvement, and national and local data are used effectively to establish priorities for future development.
- The school development plan (SDP) sets appropriately challenging targets for the next three years. These have been established through self-evaluation and have identified clear success criteria.

### **6.2 Leadership and efficiency**

The acting head teacher and governing body are developing positive leadership and management of the school.

- The school has appropriate aims and a commitment to providing a full and positive educational experience for all pupils, enabling them to improve the standards they achieve.

- The quality of leadership provided by the acting head teacher and governors is good, providing positive direction for the school.
- The role of the deputy head teacher requires further development to ensure that she provides effective leadership and support within the school.
- As this is a small school, the curricular responsibility for each teacher is heavy. The acting head teacher has focused successfully on improving standards of achievement and quality of education in KS1. There is now a need to improve provision for early years.
- Subject leaders are in the process of developing portfolios of work; where these are moderated and annotated, they provide a valuable resource.
- The governing body takes responsibility for planning and monitoring expenditure. The budget is well managed and controlled, financial priorities are clearly identified and relate effectively to the educational priorities in the SDP.
- Available resources are used effectively overall to support work in KS1. The early years is also well resourced.
- Classroom assistants provide very good quality support for both pupils and staff and help to raise standards achieved by pupils.
- Administrative procedures are clear and operate effectively. The school runs smoothly, due in part to the efficient operation of the school office and the effectiveness of the school administrator.
- The school complies with statutory requirements and takes note of Welsh Assembly Government and Estyn guidelines.

### **6.3 Staffing, accommodation and learning resources**

The quality of accommodation and learning resources is good; the quality of staffing is satisfactory.

- Staffing levels are good for the number of pupils on roll and all staff have clear job descriptions defining curriculum and whole school responsibilities.
- The match of training and experience of the acting head teacher is good. The early years teacher is undertaking in-service training and a programme of visits to other institutions to rectify her lack of experience with this age group.
- New staff are inducted effectively and provided with support.
- Procedures are in place for regular appraisal and this feeds into the SDP and planning for in-service training.

- Support staff from within and outside the school assist and encourage pupils in a sensitive way and are very effective in enabling pupils to reach their full potential.
- Lunchtime supervisors are an effective part of the school team and enhance the quality of life for pupils. Some work as voluntary helpers in classes.
- The modern building is in a good state of repair. The caretaker is conscientious and the school is cleaned and maintained to a high standard.
- Displays of pupils' work throughout the school contribute to the positive ethos and are used effectively in KS1.
- The hard-surfaced areas are in good condition and the attractive grounds provide pupils with a wealth of experiences. The school building and site are well secured.
- Learning resources are good overall. Books and resources are well organised and available to both staff and pupils. The electronic whiteboard in KS1 is being used to support learning and teaching.

## **7. SUBJECTS AND AREAS OF LEARNING**

### **Standards achieved by pupils**

#### **Provision for the under-fives**

The quality and standards of educational provision have some shortcomings but there is evidence that these can be put right.

- While children spend some time in activities as a combined early years unit, they are more often separated in nursery and reception classes. The teacher works with reception and the nursery nurse with nursery children.
- Children in the nursery make good progress and achieve good standards in all six areas of learning.
- Children in reception achieve satisfactory standards in all six areas of learning.

#### **NURSERY**

##### **Good features**

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

- Children speak confidently and are eager to ask and answer questions, communicating their needs effectively. They listen attentively to stories and

enjoy joining in with songs and rhymes. They are beginning to develop a vocabulary of simple Welsh words and respond to instructions in Welsh. They are happy to choose books and understand that these tell a story.

Children's personal and social skills are good.

- Children are happy to come to school and are familiar with routines. They select activities they enjoy with confidence, relate well to adults and treat one another with care and concern.

Children's mathematical development is good.

- Children are counting accurately and with confidence to five. They are able to say how many 'one more' is, and can take one away in counting songs. They have an early understanding of concepts such as 'big' and 'small' and are beginning to name shapes accurately. They make patterns when involved in creative activities.

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

- Children recognise that baby animals and human babies grow and can do more things as they get older. They are beginning to know that people do different jobs. They are eager to use paint and story programmes on the computer and can print with help.

Children's physical development is good.

- Children are able to hold and manipulate pens and paintbrushes and complete jigsaws and use construction materials competently. In outdoor activities, they use large playthings confidently and show good co-ordination when using wheeled toys.

Children's creative development is good.

- Children are happy to choose painting and model-making and to talk about what they have done. They enjoy singing and dancing, and are willing to act out traditional stories.

## **RECEPTION**

### **Good features**

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

- Children generally listen to adults for short periods and wish to ask questions. They listen to stories quietly.

- Children are beginning to recognise initial letter sounds and many recognise their own names. They are beginning to overwrite and underwrite phrases.

Children's personal and social skills are satisfactory.

- Children know the daily routines well and some are prepared to share equipment and work co-operatively. They persevere in individual activities when working with an adult.

Children's mathematical development is satisfactory.

- Most can match one to one and many can count to eight or nine consistently and are beginning to recognise numerals. They are beginning to build concepts of comparisons such as 'longer' and 'shorter'.
- Most recognise and name colours and are beginning to be able to name common two-dimensional shapes.

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

- Children understand that they have grown and can do things which babies cannot. They are interested in the growth of plants and tadpoles.
- Children are developing computer skills; they can move forwards through a story using the mouse and use tools in a paint programme to produce pictures which they can print, sometimes with adult help.

Children's physical development is satisfactory.

- Children are developing their skills in holding writing implements and tools.
- In physical activities in the hall, children are beginning to develop their spatial awareness and throwing and catching skills. They use wheeled vehicles confidently in outdoor activities.

Children's creative development is satisfactory.

- Children use materials such as clay and cornflour independently, producing their own creations. They have effective control of scissors and cut accurately.
- Children generally sing in tune and can maintain a steady beat.

### **Shortcomings in provision for early years**

- Planning does not take account of the Desirable Outcomes for Children's Learning; there is no evidence of planning for continuity and progression in learning.

- There is no planning for play activities within or outside the classroom.
- Ongoing assessment is not used to provide work which is well matched to children's needs and takes their knowledge, skills and understanding forward.
- Adult input is planned for tabletop activities only and there is no planning for meaningful adult input into children's self-chosen activities; this results in a lack of progression, particularly in speaking and listening skills for reception children.

## **English**

Standards in English are good.

### **Good features**

- Pupils make good progress in speaking and listening; they speak confidently and clearly and communicate ideas effectively, offer opinions readily and generally listen attentively to adults and to other pupils. They develop a wide vocabulary. Pupils in Y2 offer detailed explanations of their personal and imaginary experiences and discuss their activities at length.
- Pupils achieve good standards in reading. They approach new words readily using a variety of appropriate strategies. They willingly offer opinions about what they read. More able pupils use dictionaries accurately to support their learning.
- The school offers a specific commercial reading programme to support pupils who have not made sufficient progress and this has a positive effect on raising standards.
- Pupils write for a variety of purposes and audiences, including creative stories, newspaper reports, invitations, posters and letter writing. Pupils' writing develops very well; they use a wide range of vocabulary to improve the quality of their writing. Spelling is good.
- Pupils use basic punctuation with increasing accuracy in their independent writing.
- Pupils' handwriting develops very well and work is well presented.
- Pupils with SEN make good and sometimes very good progress in reading and writing; they receive valuable support from the language support teacher.

### **Shortcomings**

- There are no major shortcomings.

## **Mathematics**

Overall, standards in mathematics are good.

### **Good features**

- Pupils make good progress in their understanding of number and in the development of mathematical knowledge, skills and concepts.
- Pupils use mathematical language appropriately when discussing their work.
- At the end of the key stage, pupils are able to identify odd and even numbers and number patterns using a hundred square. They are able to add and subtract single digit numbers using a variety of methods; more able pupils can explain their thinking.
- Pupils are secure in their understanding of two-dimensional shapes and can describe their relevant features.
- Pupils can tell the time using the hour and half hour on analogue clock faces. They are able to identify halves of shapes and objects. They recognise reflection and symmetry.
- Pupils in Y2 are able to recognise all coins and use them to add three amounts accurately.
- Pupils are beginning to use standard measures for length and are beginning to use and interpret block and bar graphs.
- Pupils are supported effectively by computer programmes used individually or in pairs in the development of mathematical understanding.

### **Shortcomings**

There are no major shortcomings but

- Some pupils in both year groups are slow in responding to mental mathematical problems.
- Pupils are insecure in their recognition and naming of three-dimensional shapes.

## **Science**

Standards achieved in science are good.

### **Good features**

- Pupils have good recall of previous work and are able to discuss it sensibly. Pupils are aware of the need for a fair test when undertaking investigations, and can make suggestions about how this should be achieved.
- Pupils are able to record the results of their investigations in a variety of ways.
- Pupils are able to explain their work on materials, recalling previous investigations well. They are able to describe the characteristics of different materials well.
- Pupils work sensibly together to decide on the attributes of different ‘minibeasts’. They use books and CD-ROMs to look for features and characteristics of these animals and are able to discuss their attributes.
- Pupils are aware of the need for a healthy diet, and the foods which contribute to this. They are able to choose foods which they should eat regularly, and those which are treats.
- Older pupils are able to name parts of the human body and of plants and identify their functions. They are able to identify the seasons well.
- Pupils can describe a complete circuit and are aware of the differences between light and dark.

### **Shortcomings**

There are no major shortcomings but

- Some pupils are insecure in their knowledge of previous work, and find it difficult to discuss.

### **Welsh second language**

Standards are good.

#### **Good features**

- Pupils respond to the language used incidentally during the school day, for example when answering the register and responding to commands.
- Pupils are able to ask and answer simple questions related to their personal experiences and to express likes, dislikes and needs. They use the language patterns they are learning in role-play situations such as the class shop.
- Pupils are able to copy simple Welsh words and phrases; some Y2 pupils are able to write simple phrases unaided.

- Reading skills develop appropriately; pupils are able to read words and phrases linked to the class theme.
- The school benefits from visits by an Athrawes Bro.

### **Shortcomings**

There are no major shortcomings but

- Pupils would benefit from further revision of previous work in order to consolidate learning.

### **Design and technology**

No lessons were observed during the inspection, but from the evidence available standards are good.

#### **Good features**

- Pupils apply good skills, knowledge and understanding to the designing and making process. They are able to identify materials needed at the design stage.
- They have a wide range of experiences in designing and making products. They have planned a new role-play area for their classroom and taken part in a project to design and make stained glass windows for the hall.
- Pupils make moving models and construct boxes for Easter eggs: they understand what they need to do to and which materials to use in order to complete their models.
- There is some evidence of pupils evaluating the finished design.

### **Shortcomings**

There are no major shortcomings but

- When pupils evaluate their work they often only comment on colour and pattern.

## **Information technology**

Standards achieved in information technology are good.

### **Good features**

- Pupils are confident in using a range of IT resources including computers, listening centres, digital cameras and programmable floor robots in a range of curriculum areas.
- Pupils make good progress in keyboard skills and use the mouse effectively to start programmes and progress through them.
- Pupils are able to enter and store information and communicate their ideas through word processing and the use of paint programmes.
- Pupils are generally able to save and print their work, both from personal computers and the interactive whiteboard.
- Pupils use CD-ROMs to access information for subjects such as English, mathematics and science.
- Pupils are able to write programmes for the floor robot in mathematics and can recall how to input them in later sessions.
- Pupils are familiar with the use of the digital camera and are able to use it to record everyday events for the school. They are aware of the need to put a disk into the camera.

### **Shortcomings**

- There are no major shortcomings.

## **History**

Standards achieved in history are good.

### **Good features**

- Pupils understand the difference between the present and the past in their own lives and in the lives of others. Most have good recall of previous learning and are able to use subject-specific vocabulary appropriately.
- Comparison of school events from the past to the present and the sequencing of pictures enable pupils to develop their chronological understanding. They are able to identify and explain similarities and differences between historical periods in simple terms.

- Pupils develop their understanding of the past through discussion of school long ago. They have researched their own school's log book and considered school furniture in comparison with their own.
- Pupils' awareness is enhanced through discussion of games long ago and through handling related artefacts such as the teacher's and children's desks. Pupils are confident and eager to discuss their preferences.
- Pupils develop an understanding of why people did things through their studies of famous people.
- Pupils communicate their understanding of what they have learnt through writing and recording in a variety of ways.
- They understand that they can find out about the past from numerous different sources, including photographs, museum visits, reconstructions, interviewing older citizens and handling artefacts.

### **Shortcomings**

- There are no major shortcomings.

### **Geography**

Standards in geography are good. No geography teaching was observed during inspection, but judgement is based on examination of work and discussion with pupils about their achievements.

### **Good features**

- Pupils are interested in geography and make good progress in developing early geographical skills. They observe and collect information and can ask and answer pertinent questions.
- Pupils have a sound understanding of how their local area has changed through discussions with adults in the area. A home task enables them to consider the types of housing in the area, and they are able to consider the types of housing which they occupy.
- Early mapping skills are developed through drawing simple plan views and routes taken to school. Younger pupils are able to produce a plan of the school using a key.
- Older pupils develop their mapping skills through writing directions from home to school and placing their school on a map of the British Isles.

- Older pupils reinforce their directional skills through consideration of the orientation of their playground games and relating these to a plan of their classroom.
- Pupils are beginning to use appropriate vocabulary in both English and Welsh when discussing weather recording and seasonal changes.
- Pupils are able to compare their own locality with a contrasting seaside locality in Wales, using information and photographs for comparison.

### **Shortcomings**

- There are no major shortcomings.

### **Art**

Standards are good.

#### **Good features**

- Pupils have developed good skills of careful observation and the use of colour.
- They use a wide variety of media effectively: this includes pencils, pastels, paints and clay, which they use with increasing skill.
- Pupils develop an understanding of pattern; they study the designs of Laura Ashley and look at patterns in the environment. They make rubbings from objects in the school yard and reproduce the pattern on clay. They have also used clay to make self portraits, achieving good results.
- Pupils have produced good observational drawings of daffodils using pastels.
- Throughout the school, high quality displays show off pupils' work well: this raises their self-esteem and encourages respect for the work of others.

### **Shortcomings**

- There are no major shortcomings.

### **Music**

Standards achieved in music are good.

### **Good features**

- Pupils have a good repertoire of hymns, songs and rhymes in both English and Welsh.
- Pupils sing with enthusiasm. Most are able to sing in tune, even when unaccompanied, and to vary pitch and rhythm appropriately.
- Most pupils can clap a rhythm accurately and maintain a steady beat; groups of pupils compose their own rhythms which they perform for the class.
- Pupils regularly participate in school productions for parents.

### **Shortcomings**

- There are no major shortcomings.

### **Physical education**

No overall judgement can be made as only one games lesson was observed; standards observed in that lesson were judged to be good.

#### **Good features**

- Pupils use defined space safely with due regard for themselves and others, they have well defined spatial awareness.
- Pupils begin to show appropriate awareness of the effects of exercise and the importance of warming up and cooling down.
- In the lesson observed, there was evidence of progression in ball skills; pupils control the equipment well in a confined space and demonstrate different ways of sending and receiving a ball.
- Pupils generally work well in pairs and respond appropriately to instructions.

#### **Shortcomings**

- There are a number of items of furniture in the hall which reduce the available space for physical education lessons. Pupils were allowed to wear jewellery during the lesson. Both of these issues could affect the safety of pupils.

### **Religious education**

Standards are good.

### **Good features**

- Appropriate emphasis is placed on Christian values and beliefs. The school seeks to provide a sense of community in which good values are shared, caring relationships are provided and pupils understand their importance.
- Pupils are introduced to relevant stories from the Bible and are made aware of the difference between right and wrong.
- Major Christian festivals are celebrated; pupils in Y2 understand their religious significance.
- Pupils are introduced to the Jewish faith; they begin to understand that certain foods, artefacts and occasions have special meanings and significance.

### **Shortcomings**

There are no major shortcomings but

- Pupils' understanding of Judaism is superficial; they are not fully aware that it differs from Christianity or that it is a religion practised today.

## **8. SCHOOL IMPROVEMENT**

### **8.1 Progress since the last inspection**

The previous report in February 1999 stated:

**There is a need:**

- **to raise standards in those subjects and aspects where shortcomings are identified, and, in particular, pupils' English speaking skills throughout the school, and in KS1, pupils' English writing skills, numeracy skills, IT skills and Welsh speaking skills and to develop these skills across the curriculum;**

The school has succeeded in raising standards in speaking skills, writing skills, IT skills and Welsh speaking skills and standards are good. In numeracy, pupils are achieving only satisfactory standards.

- **In KS1, to redress the balance of the amount of teaching time given to subjects other than English and mathematics;**

The timetable still focuses on English and mathematics in the morning sessions, but overall the balance is in line with Estyn recommendations.

- **to continue to develop the roles of curriculum co-ordinators and, in particular, the monitoring and evaluation of standards across the curriculum;**

Subject leaders are monitoring planning and pupils' work in all subject areas. The acting head teacher has also monitored learning and teaching in the early years and the part time teachers with a view to improving standards. This is an area which the acting head teacher has identified as needing further development.

- **to ensure that the school prospectus and the governors' annual report to parents fully meet the requirements of WO Circular 22/96.**

These are now meeting the requirements.

Overall the school has made good progress since the last inspection.

## **8.2 Key Issues for Action**

The school needs to:

- improve the quality of teaching and planning in the early years in order to raise standards achieved by children in reception in the six areas of learning identified in the Desirable Outcomes for Children's Learning;\*
- continue to develop the role of subject leaders in monitoring and evaluating standards of achievement and further develop the role of the deputy head teacher;
- improve the quality of assessment and recording in the early years;\*
- improve standards achieved in the key skill of numeracy;\*
- further develop pupils' awareness of other cultures;
- address the health and safety issues identified in the report.

\* These issues are identified for development in the current School Development Plan.

*The team thanks children, parents, staff and governors for the kindness and courtesy with which it was treated during the inspection.*

## **APPENDIX**

### **A. Basic information about the school**

Name of School	Glanffrwd Infant School
School type	LEA Maintained
Age-range of pupils	3 – 7 years
Address of school	Buarth-y-Capel Ynys-y-Bwl
Post-Code	CF37 3PA
Telephone Number	01443 791424

Headteacher	Ms June Howells (Acting Head Teacher)
Date of appointment	1 September 2003
Chair of Governors/ Appropriate Authority	Reverend P Bennett
Registered Inspector	Mrs H R D Palmer
Dates of inspection	5 – 7 May 3004

### **B. School data as indicators**

<i>Number of pupils in each year group</i>									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	16	12	10	10					48

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	2	1	2.4

<i>Staffing information</i>	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	133 :1

Pupil : adult (fte) ratio in nursery classes	16 :1
Average class size, excluding nursery and special classes	16
Teacher (fte) : class ratio	12 :1

Percentage attendance for three complete terms prior to the inspection				
	R	KS1	KS2	Whole school
Autumn 2003	89.84	90.14	na	90.07
Spring 2003	89.52	92.14	na	92.12
Summer 2003	90.09	93.65	na	91.8

Number of pupils excluded during 12 months prior to inspection.	0
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### C. Results of national curriculum assessments and public examinations

National Curriculum Assessment KS 1 Results: 2003		Number of pupils in Y2: 12						
Percentage of pupils at each level								
			D	W	1	2	3	4
ENGLISH:	Teacher Assessment	School	0	0	8	50	42	0
		National	0	4	13	63	20	0
EN: Reading	Teacher Assessment	School	0	0	8	50	42	0
		National	0	4	14	54	28	0
EN: Writing	Teacher Assessment	School	0	0	8	50	42	0
		National	0	5	13	71	10	0
EN: Speaking and listening	Teacher Assessment	School	0	0	8	50	42	0
		National	0	2	11	64	22	0
MATHEMATICS	Teacher Assessment	School	0	0	0	58	42	0
		National	0	2	9	61	26	0
SCIENCE	Teacher Assessment	School	0	0	0	42	58	0
		National	0	2	10	68	20	0

Percentage of pupils attaining at least level 2 in mathematics, science, and either English or Welsh (first language)			
In the school:	92	In Wales	80

### D. The evidence base of the inspection

Before the inspection, meetings were held with the staff, the governing body and the parents of pupils registered at the school. Ten parents were present at the pre-inspection parents' meeting. Documents supplied by the school were scrutinised and ten questionnaires returned by parents were analysed. A team of three gave six inspector days to the inspection, in the course of which formal observations were made of 29 lessons or part lessons. In addition, 27 formal notes were made of aspects of pupils' work and provision. Discussions with pupils from all age groups and

abilities were undertaken, both inside and outside the classroom. A representative sample of pupils' work from all classes and for the whole academic year was scrutinised. Teachers' plans and records were examined. Inspectors considered the site, fabric and resources of the school. Discussions were held with the Head and with teachers, particularly about their subject management roles. Still within the context of the inspection, reporting back meetings took place with the Head, the staff and the governing body.

### **E. Composition and responsibilities of the inspection team**

Mrs H R D Palmer Registered Inspector	1. Context 2. Main Findings 3.1 Standards of Achievement 3.2 Key Skills 5.1 Quality of Teaching 5.2 Assessment, Recording and Reporting 5.3 Curriculum 6.1 Self-Evaluation 6.2 Leadership and Efficiency 8.1 Progress since the last inspection 8.2 Key Issues	Early Years Mathematics Science Information Technology History Geography
Ms S Peters Team Inspector	4.1 Spiritual, Moral, Social and Cultural Development 5.4 Support and Guidance 5.5. Special Educational Needs 6.3 Resources	English Welsh as an additional language Design and Technology Music Art Physical Education Religious Education
Mr C Hewitt Lay Inspector	4.2 Behaviour and Attitudes 4.3 Attendance 5.6 Community Links 5.7 Links with Industry	