

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

GLANTAF INFANT SCHOOL

**Powys Place
Rhydfelin
Pontypridd
Rhondda Cynon Taf
CF37 5PG**

SCHOOL NUMBER: 674/2095

DATE OF INSPECTION: 20 – 21 November 2001

BY

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DATE: 3 January 2002

Under Estyn contract number C/T/70/01P

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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:

	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

Glantaf infant school is situated in the village of Rhydfelin, near the town of Pontypridd. The school describes its intake as being economically disadvantaged with many less able and few able pupils; 43% of pupils are entitled to free school meals. Two pupils are in receipt of a statement of special educational needs (SEN). Pupil numbers have remained fairly stable over the last four years and there are currently 105 pupils on roll. No pupil speaks Welsh as a first language and very few come from an ethnic minority background.

The school was last inspected in February 1997, since when there have been some changes to staffing with the appointment of a new headteacher in September 2000 and re-organisation of the governing body.

The school has a clear statement of aims, which has been formulated through a process of whole-school review by the headteacher, and discussion with staff and governors. The school development plan (SDP) is based on thorough school evaluation and specific targets for improvement. Current priorities focus on raising standards in mathematics, English and information and communications technology (ICT), and levels of achievement for boys. The SDP also includes integrating key skills, personal and social education and Y Cwricwlwm Cymreig across the curriculum. It aims to further develop the role of subject leaders in curriculum delivery and in the self-evaluation process, performance management and improving partnerships with parents, governing body and the community.

2. MAIN FINDINGS

The main findings of the report

The school provides good quality education for its pupils in a caring, supportive environment.

- The overall quality of educational provision for the under-fives is appropriate to their needs and children are making very good progress towards the desirable outcomes for children's learning. Standards achieved in the nursery and reception class are as follows:

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

- In Key Stage 1 (KS1), pupils' standards of achievement in the subjects of the National Curriculum (NC) are as follows:

English	Good
Mathematics	Good
Science	Very good
Welsh second language	Good
Design & Technology	No judgement
Information Technology	Good
History	Good
Geography	Good
Art	Good
Music	No judgement
Physical education	Satisfactory
Religious education	Good

- Across the curriculum, pupils achieve good standards in the key skills of speaking, listening, reading, numeracy development and information and communications technology (ICT). Where opportunities are offered to pupils to write across the curriculum, standards are good.
- Provision for pupils' spiritual, moral, social and cultural development is very good, which reflects the caring ethos that permeates all aspects of school life. Pupils are familiar with the rules and expectations set by the school, and are encouraged to develop a spirit of caring and thoughtfulness. Relationships within the school are very good and pupils benefit from a caring approach by staff who offer sound pastoral care. Pupils' awareness of Y Cwricwlwm Cymreig is reinforced successfully through cross-curricular activities; multi-cultural and multi-faith education is developing well.
- Overall, standards of behaviour in the school are very good. Pupils respond well to the high expectations set by staff. They are attentive during lessons and approach their tasks with enthusiasm. Pupils are courteous and friendly, and move around the school in an orderly manner.
- Attendance levels are good and show a marked improvement since the previous inspection due to sound procedures and regular monitoring by the headteacher. Clear guidelines are identified in the parents' handbook for attendance and punctuality. Registers are completed efficiently and effectively although a small number of pupils are sometimes late which can disrupt the beginning of lessons.
- The quality of teaching was satisfactory or better in 85% of lessons observed; in 62% it was good or better, including 35% which was very good.
- The quality of teaching in the nursery is consistently good and often very good. A positive team ethos is evident with teachers, nursery nurse and adult helpers working effectively with shared objectives to utilise every opportunity to develop children's learning.

- The quality of teaching in the reception class is often very good. Children are provided with a wide range of stimulating and challenging experiences in a positive learning environment.
- The quality of teaching in KS1 varies from unsatisfactory to very good. Where the quality of teaching is good or better, there is a clear focus on learning outcomes with lessons taught with pace, rigour and challenge to motivate all pupils. Where the quality of teaching was judged unsatisfactory, lessons lacked challenge and pace with insufficient opportunities for pupils to develop as independent learners. Expectations of pupil achievement were low and activities lacked a clear focus on learning outcomes.
- In KS1, there is an over-dependence on the use of prescriptive worksheets which do not allow pupils to develop as independent learners, and some opportunities are missed for pupils to write across the curriculum. Work sometimes lacks appropriate differentiation to challenge more able pupils.
- Teachers have a sound knowledge of the subjects they teach and work hard to prepare their lessons thoroughly. The positive attitudes of staff and pupils lead to very good relationships and the establishment of an effective learning environment.
- The quality of assessment and recording is satisfactory; modifications are necessary in order to ensure accuracy and consistency. Pupil profile books do not clearly record progress across all areas of the curriculum and insufficient information is provided to set targets for further development.
- Assessment opportunities are often missed where clear learning objectives are not specified in teachers' planning.
- There is a portfolio of pupils' work in English to monitor standards of achievement. This requires further development in all subjects to ensure continuity and progression in the work.
- Pupils' work is marked regularly and the quality of marking and written feedback is good.
- The quality of reporting to parents is very good. Reports are provided annually for parents and meet statutory requirements; they provide information on effort, attitude and attainment with an overview of general progress and targets for future learning.
- The curriculum is broad, balanced and meets statutory requirements.
- There are policy documents for all subjects which follow a common format and provide clear support and guidance for staff. Schemes of work are at an early stage of development and work is currently planned using local authority plans and other published schemes.

- Teachers' medium and short term planning includes much repetition and is primarily a record of activities with insufficient attention given to identifying clear learning objectives. Consequently, teachers' weekly evaluations do not focus sufficiently on pupil achievement to inform future planning.
- There is a clear policy for personal and social education which provides good guidance to staff. The school successfully promotes this area and standards are very good. Staff have begun to plan across the curriculum for the integration of the key skills. Appropriate attention is given to Y Cwricwlwm Cymreig, which is a strong feature of the school.
- Educational visits and visitors to the school enhance pupils' learning experiences. Pupils regularly take home their reading books and other home-school tasks help parents to understand the work being undertaken in the school.
- The quality of support and guidance for pupils is very good. Staff know their pupils well and show concern for their safety and welfare.
- The quality of provision and support for pupils with special educational needs (SEN) is very good. There is early identification of children with learning difficulties, and effective liaison exists between staff. All pupils are integrated fully into the life of the school and make good progress. The SEN co-ordinator (SENCO) effectively monitors curricular provision and liaises with parents and outside agencies.
- Partnership with parents, community, school and other institutions is good. Parents' responses at the pre-inspection meeting and in questionnaires returned were overwhelmingly supportive of the school. The curriculum is enhanced by good links with industry which have a positive impact on standards of achievement.
- Self-evaluation and planning for improvement are good. The school development plan is a sound document which serves as a solid foundation for improvement. It is informed by an appreciation of strengths of the school and areas for further development, obtained as a result of monitoring by the headteacher in her first year and discussions with the governing body (GB) and staff.
- The quality of leadership and efficiency of the school is good and the school provides very good value for money. The headteacher has a clear vision for the development of the school and has made very good progress in many areas during her first year in post. She shows very good leadership skills and a caring, conscientious, hardworking approach. Although the deputy head provides some support, there is a need to further develop her role to ensure maximum involvement in the self-evaluation process and in strategic planning for further improvement.
- The headteacher has introduced a rolling programme for monitoring planning, pupil achievement and the quality of teaching and learning. The role of subject

leaders is at an early stage of development and there is limited evidence of their impact on standards of achievement. The school has recognised this as an area for further development in the SDP.

- The governing body is involved in the life and work of the school and members have subject and aspect responsibilities. They are committed to enhancing their own skills to aid their role in the management of the school. The budget is well managed and controlled and financial priorities are identified through the SDP.
- Administrative procedures are clear and operate effectively; the quality of support provided by administrative staff is very good.
- Staff benefit from a large number of adult helpers who are effectively deployed in the early years, and all are aware of their roles in supporting teaching and learning. However, in some classes adult helpers are not given clear guidance and are consequently unsure of their purpose and do not play a positive part in supporting pupils' learning.
- There are many large classrooms and additional rooms for pupils which, in most cases, are utilised effectively, particularly in the early years. However, the library area in KS1 requires further development to ensure maximum use by pupils.
- The quality of displays throughout the school is very good and often outstanding which provides a stimulating environment for pupils. Teaching and learning resources are of a good quality and well matched to curricular needs.
- The implementation of an appropriate action plan and most recent self-assessment of the school's priorities by the headteacher, has produced evidence of improvement in most of the key issues identified in the previous inspection report.

3. EDUCATIONAL STANDARDS ACHIEVED BY THE PUPILS

3.1 Standards achieved in subjects and areas of learning

Pupils achieved satisfactory standards or better in 96% of lessons observed; in 73% they were at least good, including 19% which were very good.

- The quality of the educational provision for the under-fives is appropriate to their needs. Standards in the early years are very good in all areas of learning; children are offered a wide range of stimulating experiences to foster and enhance their development.
- In KS1, standards in English are good. Most pupils throughout the key stage are confident speakers and are eager to share their thoughts and opinions in class discussions. However, there are a few pupils who have a poor vocabulary and consequently have difficulty in expressing their views and opinions.
- Pupils listen well during lessons and in assembly and are patient when listening to the views of others. Pupils enjoy reading and are eager to share their books with

adults. Most read accurately at an appropriate level with increasing fluency and clear understanding of the text. Writing skills are progressing well; pupils write in different forms for a variety of purposes.

- Standards in mathematics are good. Pupils respond well to mathematical tasks and build upon the sound foundations that are established in the early years. Younger pupils demonstrate increasing competence with number operations up to 10: older pupils calculate up to 100, recognise number patterns, multiples of numbers and develop an increasing range of calculating strategies. Pupils can recognise the properties of simple 2D and 3D shapes; older pupils develop good awareness of reflective symmetry.
- Standards achieved in science are very good. Pupils' knowledge and understanding of science and their ability to use scientific terms are developing well. At the end of the key stage, pupils display very good scientific knowledge and use appropriate terminology and language to communicate findings in a variety of ways.
- In information technology, history, geography, art and religious education, pupils make good progress and standards of achievement are good.
- In music and design and technology, no judgement could be made due to insufficient evidence available. In physical education, only one lesson was observed in gymnastics and standards were satisfactory. No lessons were observed in games and dance in KS1. Although some opportunities are provided during lessons, pupils' evaluative skills are at an early stage of development.
- The percentage of pupils achieving level 2 and above in the national curriculum tasks and teacher assessments for 2001 in mathematics and science is above the national average for Wales. In English, achievement at level 2 and above is higher than the local education authority (LEA) average and in line with national standards. The core subject indicator is below the national average for Wales.

3.2 Standards achieved in key skills across the curriculum

Pupils achieve good standards in speaking, listening, reading, numeracy and information and communications technology (ICT). Where opportunities are offered to pupils to write across the curriculum, standards are good.

- In the early years, children make good and sometimes very good progress in the early skills of literacy and numeracy through a purposeful range of activities that successfully promote the six areas of learning. Many pupils have poor communication skills on entry to school. Pupils display an increasing level of independence and respond well to ICT work, which supports their development effectively.
- Pupils throughout the school develop good speaking and listening skills; they respond well to stories in English and Welsh and the majority listen courteously to staff and their peers. Pupils answer questions appropriately and offer opinions

confidently, although a few pupils have a limited vocabulary to express themselves.

- Many pupils read their work accurately; they interpret worksheets, captions and displays with increasing confidence. Most pupils read a good variety of books in English and begin to read Welsh texts independently.
- Pupils write for a variety of purposes in different forms. They label plans and diagrams in geography, retell stories, record factual information, record the results of science experiments and express their thoughts and feelings.
- Work is generally neat, legible and cursive and most pupils make good attempts to spell accurately. Writing regularly takes place in imaginative play areas, where, for example, pupils take orders, devise lists and collect data. However, some KS1 pupils have limited opportunities to develop their writing skills across the curriculum because of the use of prescriptive worksheets.
- Pupils collect data in mathematics, geography and science. They are increasingly able to transfer information to graphs and interpret and discuss outcomes with increasing confidence. Pupils are able to sequence events by creating time lines. They handle money appropriately in role-play situations, can count accurately and give change.
- Information and communication technology is used appropriately throughout the curriculum. In classes where ICT is used effectively to support learning, pupils are able to draft and edit written work, produce illustrations, graph data and use modelling programmes independently; they use listening centres and remote controlled toys well.

4. ETHOS OF THE SCHOOL

4.1 Pupils' spiritual, moral, social and cultural development

Provision for pupils' spiritual, moral, social and cultural development is very good, and this reflects the caring ethos that permeates all aspects of school life.

- The school has clear aims reflecting a positive and caring ethos. Pupils are familiar with the rules and expectations set by the school, and are encouraged to develop a spirit of caring and thoughtfulness.
- Spiritual development is fostered effectively through daily acts of collective worship which are well planned and have well-chosen themes. They allow pupils the opportunity to reflect upon their own beliefs and values. Worship is primarily Christian in content, but is planned to produce a variety of responses so that all pupils feel included, regardless of their beliefs and background. Pupils sing enthusiastically and listen with sustained interest.

- Pupils show respect for each other and display a sense of fairness and consideration for others when taking part in collaborative and group activities. The majority show developing self-reliance and self-discipline.
- High priority is given to creating opportunities for enhancing pupils' self-esteem, celebrating achievement and reinforcing the positive ethos constantly promoted by the school.
- Relationships within the school are very good and pupils benefit from a caring approach by staff who offer sound pastoral care. Pupils approach visitors to the school confidently and cope well with unfamiliar situations. The school is an established part of the community and pupils are given opportunities to participate in a range of educational visits to support class projects.
- Pupils' awareness of Y Cwricwlwm Cymreig is reinforced successfully through cross-curricular activities; multi-cultural and multi-faith education is developing well.

4.2 Behaviour and attitudes

Standards of behaviour and attitudes are very good.

- There are sound and secure relationships between pupils and staff throughout the school.
- Early years provision sets high standards and ensures that children settle quickly into school routines and procedures.
- Staff provide good role models and in most cases they are consistent in their high expectations which are reinforced by the application of an effective 'Golden Rules' system.
- Pupils are attentive during lessons and approach their tasks with enthusiasm.
- They show collaborative skills at an early age; pupils are courteous and friendly, and move around the school in an orderly manner.

4.3 Attendance

Overall the standard of attendance is good.

- Average attendance levels over the last three full terms prior to the inspection is 92 %, which shows improvement since the last inspection.
- Parents are often reminded of the importance of regular attendance and are well aware of the procedures to follow if their child is unable to attend school.
- Regular monitoring and follow up procedures are in place with good support from the Education Welfare Officer.

- A small number of pupils are often late which can disrupt the introduction of lessons.

5. QUALITY OF EDUCATION

5.1 Teaching

The quality of teaching was satisfactory or better in 85% of lessons observed; in 62% it was good or better, including 35% which was very good.

- The quality of teaching in the nursery is consistently good and often very good. Much work has been done to provide a stimulating and safe environment for pupils. Routines are very well established and children move towards independence. A positive team ethos is evident with teachers, the nursery nurse and adult helpers working effectively with shared objectives to utilise every opportunity to develop children's learning.
- The quality of teaching in the reception class is often very good. Children are provided with a wide range of stimulating and challenging experiences in a positive learning environment.
- The quality of teaching in KS1 varies from unsatisfactory to very good. Where the quality of teaching is good or better, there is a clear focus on learning outcomes with lessons taught with pace, rigour and challenge to motivate all pupils.
- Teachers have a sound knowledge of the subjects they teach, although, in a few cases, additional training would benefit staff to enable them to provide more challenging experiences for pupils to undertaking investigative work.
- Staff work hard and prepare their lessons thoroughly. In most lessons, targets are shared with pupils and are reviewed at the end of the lesson. Medium and short term planning is at an early stage of development and does not sufficiently identify clear learning outcomes in order to support teaching and ensure maximum progression in pupils' learning.
- At the beginning of most lessons, teachers extend pupils' previous learning through recapitulation of earlier work and conclude lessons with the sharing of pupil achievement.
- Most teachers set high expectations in terms of achievement and behaviour; the positive attitudes of both teachers and pupils lead to good relationships and the establishment of an effective learning environment. Pupils are well supported in their classes by their teachers, support staff and adult helpers.
- Where the quality of teaching was judged unsatisfactory, lessons lacked challenge and pace with insufficient opportunities provided for pupils to develop as independent learners. Expectations of pupil achievement were low and activities lacked a clear focus on learning outcomes.

- In KS1, there is often an over-dependence on prescriptive worksheets and colouring activities which do not allow pupils to develop as independent learners; some opportunities are missed for pupils to write across the curriculum. Work sometimes lacks appropriate differentiation to challenge more able pupils.

5.2 Assessment, recording and reporting

The quality of assessment and recording is satisfactory; modifications are necessary in order to ensure accuracy and consistency. The quality of reporting to parents is very good.

- Assessment procedures are clearly identified in a whole school policy that includes personal, social, emotional and intellectual development; it provides good guidelines for all members of staff.
- A range of assessment procedures is used to provide accurate information on pupils' achievements and progress which includes baseline assessment, teacher assessment and standardised tests in English. Additional standardised tests in mathematics are planned in the near future.
- Assessment opportunities are missed where learning objectives are not specified in teachers' planning.
- Children under five are assessed effectively in the nursery and reception class, and this information is used purposefully to inform future planning.
- Pupils' records are contained in classroom record files and pupil profile books. However, the pupil profile books do not record progress clearly across all areas of the curriculum and do not provide sufficient information to set future targets for learning. Reading records are maintained regularly and generally provide a clear picture of achievement.
- The school evaluates its SATs results in the light of previous performance and comparable local and national standards. This data is used to set targets for improvement. Opportunities offered to pupils to engage in self-assessment and target setting have a positive effect on individual achievement.
- A portfolio of pupils' work in English contains examples of work which have been awarded a level against NC criteria for each year group. This provides good guidelines for staff to ensure the assessment of standards is accurate. The school has plans to extend the portfolios to encompass all NC subjects.
- Pupils' work is marked regularly; the quality of marking and written feedback is good.
- Copies of annual reports are used to provide relevant information for pupils' transfer to junior school.
- Reports are provided annually for parents and meet statutory requirements; they provide information on effort, attitude and attainment with an overview of general

progress and targets for future learning. Parents are able to visit school to discuss their children's work on two formal occasions in the year and they are actively encouraged to discuss their needs at any time.

5.3 Curriculum

The curriculum is broad, balanced and meets statutory requirements.

- The overall quality of educational provision for the under-fives is appropriate to their needs and children make very good progress towards the desirable outcomes for children's learning.
- The school is revising its schemes of work for the early years and has currently completed two areas of learning; these provide sound guidance for staff to ensure progression in children's learning. This needs to be extended to all areas of learning.
- There are policy documents for all subjects which follow a common format and provide clear support and guidance for staff. Curriculum maps are being developed for all subjects to ensure appropriate coverage of the NC but they do not as yet identify progression of skills and knowledge. The school plans to address this in the near future.
- Schemes of work are at an early stage of development and work is currently planned using local authority plans and other published schemes. However, a good scheme of work is in place for English which incorporates some aspects of local authority planning and teachers' own planning. The school has plans to revise all schemes of work to adopt a common format.
- Staff complete half-termly overviews which are broken down into weekly grids. This form of planning includes much repetition and is primarily a record of activities with insufficient attention to clear learning objectives. Consequently, teachers' weekly evaluations do not sufficiently focus on pupil achievement to inform future planning.
- There is a clear policy for personal and social education which provides good guidance to staff. The school successfully promotes this area and standards are very good. Staff have begun to plan for the integration of the key skills across the curriculum. Appropriate attention is given to Y Cwricwlwm Cymreig, which is a strong feature of the school.
- Educational visits and visitors to the school enhance pupils' learning experiences. Good links with industry and the community have a positive impact on pupils' standards of achievement.
- Pupils take home their reading books regularly. Other home-school tasks help parents' to understand the work being undertaken in the school: extra-curricular activities in science, story and football support pupils' learning.

5.4 Support, guidance and pupils' welfare

The school provides very good levels of support and guidance for pupils of all ages and abilities.

- The well-being of pupils is a shared concern of the headteacher, governing body (GB) and staff, all of whom are committed to providing a caring environment where pupils feel safe and secure.
- The headteacher is responsible for dealing with issues of child protection and has received training in the local authority procedures. All staff are aware of the school's procedures and address any concerns to the headteacher.
- The headteacher and GB conduct annual risk assessments of the premises. These are of a very high quality and demonstrate a very good understanding of the identification and evaluation of risks. In addition to the risk assessment, safety audits of school activities are undertaken. Fire and evacuation procedures are tested regularly, as are fire detection and prevention equipment.
- Two members of staff have first aid certificates; first aid supplies are of a high standard. There are very good routines in place for dealing with sickness and accidents and pupils are well cared for until their parents can be contacted.
- Children's medical needs are reviewed regularly and records identify pupils with allergies or other specific medical needs.
- Pupils' personal and social development is monitored effectively by class teachers, who know their pupils very well. Teachers use this knowledge to target questions during lessons and to raise certain topics during circle time and assemblies which promote pupils' development.
- The school provides a comprehensive programme of personal, social and health education which addresses an appropriate range of issues.

5.5 Provision for pupils with SEN

The quality of provision for pupils with SEN is very good.

- There are two pupils with statements of SEN; one of these pupils has not yet started school. A further 18 pupils are identified as requiring SEN support; all are included within mainstream classes and have full access to the NC.
- One pupil receives very good in-class support from a full-time learning support assistant.
- The school's policy and procedures for pupils with SEN are in line with the Code of Practice; relevant documentation is precise and informative.

- There is early identification of children with learning difficulties and effective liaison and good teamwork exists between the SEN co-ordinator (SENCO), class teachers, support staff and a designated member of the GB. The SENCO monitors curricular provision effectively and liaises with parents and outside agencies.
- Parents are informed of their child's entry on the SEN register and procedures are in place to facilitate an effective partnership with them.
- Individual Education Plans (IEPs) are detailed and manageable documents; they are reviewed regularly and pupils are set clear targets. A broad range of strategies is employed effectively in order to cater for individual needs and to ensure maximum progress.
- There is close liaison with outside agencies, particularly with the speech and language service and school health nurse.
- Each pupil has a detailed profile of achievement that is passed on to the junior school.

5.6 Partnership with parents and community, schools and other institutions

Standards of partnership with parents and the community, schools and other institutions is good.

- Parents are well informed about activities and the work of the school. The handbook for parents is thoughtful and informative, and is supported with regular newsletters. In addition to termly consultative meetings, parents are welcome to discuss their child's progress at any time with staff.
- Parents are very supportive and many participate in organising social events to raise funds for the school and various charity organisations; a few parents assist work in classes.
- With the aid of the Basic Skills Agency, the school has organised evenings for Family Learning groups so that parents can benefit from a greater knowledge and understanding of literacy to support their children's learning.
- Representatives of community organisations are regular visitors to the school. The headteacher is a member of the local regeneration project committee which helps to raise the profile of the school in the community.
- Close links exist with the junior schools to which most pupils transfer. Good partnerships have also been developed with the local comprehensive school, further education college and two universities.

5.7 Partnership with industry

Partnership with industry is good.

- Useful partnerships have been developed with local commercial organisations in receiving sponsorship in developing a grassed area and supporting building extensions. These partnerships have enriched the curriculum in English, particularly in speaking and listening, and in science.
- Pupils have gained experiences of the wider world in visits to local organisation.
- The school has been a participant in a research project run by an international computer company, and as a result pupils will benefit from the receipt of a new computer for the early years. Pupils have also taken part in a nationally sponsored practical environmental project which has had a positive impact on standards of achievement.

6. MANAGEMENT

6.1 Quality of self-evaluation and planning for improvement

Self-evaluation and planning for improvement are good.

- The school development plan is a sound document which serves as a solid foundation for improvement. It is informed by an appreciation of strengths and areas for further development, obtained as a result of monitoring by the headteacher in her first year and discussions with the governing body (GB) and staff. It identifies action to be taken with attention to timescales, criteria for success, costings and staff responsibilities. Previous targets have been evaluated and areas have been identified for further development.
- The headteacher has a clear understanding of the needs of the school and the way forward. The governing body is kept well informed and has an appropriate understanding of the educational provision and achievements of the school. However, the deputy head and other staff members are not fully involved in the self-evaluation process; the school has recognised that there is a need to further develop this area.
- The school makes good use of the test results and external assessment data and comparative information. Based on this process, measurable targets have been set for further improvement. The school has benefited from the support of local authority staff.

6.2 Leadership and efficiency

The quality of leadership and efficiency of the school is good and the school provides very good value for money.

- The school has appropriate aims, a commitment to a positive educational experience for pupils and a strong sense of purpose. The quality of relationships is a strong feature of the school, as its strong sense of community.
- The headteacher has a clear vision for the development of the school and has made very good progress in many areas during her first year in post. She shows very good leadership skills and a caring, conscientious, hardworking approach. Although the deputy head provides some support, there is a need to further develop her role to ensure maximum involvement in the self-evaluation process and in strategic planning for further improvement.
- The headteacher has introduced a rolling programme for monitoring planning, pupil achievement and the quality of teaching and learning. Some monitoring has been undertaken by the headteacher in terms of planning and observing lessons in relation to a focus previously agreed by staff.
- The role of subject leaders is at an early stage of development and there is limited evidence of their impact on standards of achievement. The school has recognised this as an area for further development in the SDP.
- The GB is involved in the life and work of the school and members have subject and aspect responsibilities. They are committed to enhancing their own skills to aid their role in the management of the school. Appropriate committees have been established which report back to the full governing body.
- The budget is well managed and controlled: financial priorities are identified through the SDP. Expenditure is carefully monitored and evaluated and the GB takes appropriate responsibility for the oversight of financial management.
- Administrative procedures are clear and operate effectively. The school secretary undertakes her tasks very efficiently and aids in the smooth running of the school.

6.3 Staffing, accommodation and learning resources

Staffing, accommodation and learning resources are good.

- There are six full-time teachers and one nursery nurse. All are appropriately qualified to meet the needs of the school. During the inspection, one member of staff was absent due to illness, and the recently appointed temporary member of staff and nursery nurse have worked very hard preparing for the inspection, and have succeeded in providing a stimulating environment for children's learning. They lead the team of support staff with enthusiasm and motivation.
- Staff benefit from a large number of adult helpers who are effectively deployed in the early years and all are aware of their role in supporting teaching and learning. However, in some classes adult helpers are not given clear guidance and are consequently unsure of their purpose and do not play a positive part in supporting pupils' learning.

- All staff have job descriptions, which clearly identify their roles and are aware of their duties and responsibilities. Staff development is appropriately organised and is based primarily on issues identified in the SDP.
- The school building is in a good state of repair and well looked after by an efficient caretaker and cleaning staff who work hard to ensure that staff and pupils have a bright, clean environment to work in.
- There are many large classrooms and additional rooms which are utilised effectively, in most cases, to support pupils' learning and standards of achievement, particularly in the early years. However, the library area in KS1 requires further development to ensure maximum use by pupils. The quality of displays throughout the school is very good and often outstanding, which provides a stimulating environment for pupils.
- Children in the early years have access to outside play and there are further plans to develop a nursery garden area to aid teaching and learning.
- Teaching and learning resources are of a good quality and well matched to curricular needs. They are well organised and accessible to staff and pupils.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

Provision for the under-fives

The quality of the educational provision for the under-fives is appropriate to their needs. Standards in the early years are very good; children under five years of age are offered a wide range of stimulating experiences to foster and enhance their development.

Nursery

Good features

- Children listen intently to stories and for sustained periods during activities directed by the teacher and nursery nurse. Although many children have limited vocabulary and speech difficulties when they enter school, the emphasis given to their language development encourages them to make good progress; they readily engage in conversation with adults and other children. They talk about their experiences, ask and answer questions readily, offer opinions and give explanations.
- Children show an interest in books and handle them competently; they discuss content with confidence. Reading skills develop appropriately and some older children recognise their names and the names and sounds of the alphabet. Early writing skills are developed appropriately through a range of structured activities

and during role-play. Children are introduced to the Welsh language and respond well to greetings.

- Routines are well established within a stimulating and well managed learning environment. Children are happy, confident and develop increasing independence: they respond well to adults and form relationships readily. They play together co-operatively and share and take turns willingly. Children persevere with their tasks, make choices and are secure in the knowledge that their contributions are valued. They demonstrate care and respect for each other and take responsibility for their own hygiene.
- Children develop a good understanding of number; they count to 10 and recognise and name numerals to 5. They can sort and match familiar objects and sequence events in context, such as the days of the week. Children use mathematical language of comparison appropriately in practical situations such as sand and water play. They can recognise and name simple two-dimensional shapes. They recall a good repertoire of number rhymes and songs in English and Welsh.
- Practical activities and first hand experiences enhance children's knowledge and understanding of the world. They talk confidently about their homes and the nursery, and good adult support during role-play fosters their understanding of the different jobs people do. The well structured "Sensory Area" greatly enhances their understanding of their own bodies and senses and provides a very good focus for language development. They use a listening centre and computer with confidence and increasing skill. They begin to understand both changes in materials when freezing water and how friction produces heat when they rub their hands together.
- Children have regular opportunities to develop co-ordination skills through exploring the outside play area. They demonstrate increasing confidence, control, mobility and balance with large and small equipment and wheeled toys. They are aware of the need for safety and become increasingly independent in their dressing skills. Children's fine motor skills develop well and they handle a variety of small tools and equipment with increasing control.
- Children enjoy a good range of making activities. They choose materials independently and explore their potential through cutting, joining, gluing and painting. They enjoy talking about their choices and can handle equipment sensibly. They play imaginatively in role-play situations even when not supervised by adults. They select percussion instruments independently and are able to keep rhythm when accompanying simple songs and rhymes.

Shortcomings

There are no major shortcomings.

Reception class

Good features

- Teachers in reception and nursery work together effectively to ensure continuity of experiences in children's learning, leading to the achievement of the desirable outcomes and the establishment of links with the NC.
- Children listen intently and speak confidently; they ask questions and offer opinions readily. They make very good progress in early reading skills; they follow a story in print, begin to build up simple words phonetically and develop an understanding of punctuation.
- Older children read simple books independently and identify the author and illustrator. Early writing skills develop well; children begin to form letters correctly and many make good progress in independent writing. They develop an increasing vocabulary of Welsh words and phrases and can readily recall the words of a variety of Welsh songs and rhymes.
- Children are polite and confident; they co-operate well with each other and readily form relationships with adults. They share resources effectively, willingly take turns and organise themselves well. They understand what constitutes good behaviour and demonstrate a good level of self-control, independence and maturity. They concentrate well, approach challenging tasks confidently and demonstrate a high degree of perseverance.
- Children's understanding of number develops well; many have a good vocabulary, which is developed through discussion and practical experiences shared with adults. They count accurately to 20, recognise numerals to 10; older children add two numbers to 5. They name simple two and three-dimensional shapes and recognise some of their properties. Children use non-standard units in measurement and use the language of comparison appropriately. They understand the purposes of money. Pupils can make and recreate simple patterns with objects and pictures.
- Children develop understanding of the seasons and the concept of time in relation to the sequence of events of their normal day. They discuss relevant features of hibernation with enthusiasm in relation to their classroom display. They confidently talk about their homes and recognise some of the differences between them and those long ago. They are aware of a number of features in their locality and become more knowledgeable of the world of work. They use computers and listening centres very well to support their learning and they demonstrate a high level of independence.
- Children choose and use equipment and tools effectively and safely; they move confidently and with co-ordination both indoors and outdoors; they enjoy moving in a variety of ways. During physical education sessions children respond well to instructions and many show a good degree of agility. Many children are independent in their dressing skills and they are aware of exercise on their bodies.

- Children select confidently from a range of colours, tools and materials to create a range of good quality pictures and artefacts. They enthusiastically discuss their contributions to classroom displays. They recall a number of songs and rhymes, both in English and Welsh, which they sing tunefully and rhythmically. They display enthusiasm for learning new things and understand the importance of working hard.

English

Standards in English are good.

Good features

- Most pupils throughout the key stage are confident speakers and are eager to share their thoughts and opinions in class discussions. They listen well during lessons and in assembly and are patient when listening to the view of others. Pupils use listening stations purposefully and independently.
- Pupils enjoy reading and are eager to share their books with adults. Most read accurately at an appropriate level with increasing fluency and clear understanding of the text. Pupils correct their own mistakes and use a range of strategies to read unfamiliar words. More able pupils are aware of the importance of punctuation and read with appropriate expression.
- Writing skills are progressing well; pupils write in different forms for a variety of purposes. They structure their work appropriately and more able pupils incorporate punctuation in a meaningful way. A range of strategies are used to support pupils' spelling and good attempts are made to spell unfamiliar words.
- Pupils in Y2 have produced a well written news article linked to work in other subjects.
- The portfolio for assessment in English provides clear evidence of progression in pupils' writing as they move through the key stage.
- Handwriting and presentation skills are developing well and most pupils in Y2 write in cursive script with ease and confidence.
- There is some evidence to suggest that information technology is used appropriately to support pupils in presenting their work.

Shortcomings

- Limited opportunities are available for pupils to research work using reference books.
- Throughout the key stage, some pupils have a poor vocabulary and have difficulty in expressing their views and opinions.

Mathematics

Standards achieved in mathematics are good.

Good features

- Pupils respond well to the mathematical tasks that are provided; they build upon the sound foundations that are established in the early years. The emphasis given to the practice of mental mathematics is effectively contributing to pupils' competence in handling numbers. In Y2, pupils tackle problems with increasing confidence and are developing the ability to explain their reasoning and describe the methods they use.
- Younger pupils show increasing competence with numbers operations up to 10 and accurately read and write the numbers. Older pupils calculate up to 100, recognise number patterns, multiples of numbers and develop an increasing range of calculating strategies. They show good understanding of place value and calculate tens and units mentally and in written form. Pupils develop increasing competence in investigating numbers.
- Pupils can recognise the properties of simple 2D and 3D shapes; older pupils develop good awareness of reflective symmetry. Younger pupils measure with non-standard units, such as body parts and multilink cubes, and they compare lengths and weights confidently. Older pupils measure length in centimetres and calculate area by counting squares. Estimation skills develop well. Pupils develop appropriate understanding when calculating money and are able to apply them to real life situations when shopping.
- Older pupils have good understanding of simple fractions when related to numbers, shapes and time; they recognise appropriate symbols.
- Pupils use their numerical skills to produce graphical representations of data connected with topics such as "walk for wild life". They are able to discuss outcomes and interpret data with competence.
- Pupils throughout the school use appropriate mathematical language; they are eager to demonstrate their skills and respond eagerly to questions.

Shortcomings

- Insufficient opportunities are provided for more able pupils to develop their investigative skills fully through problem solving activities.
- Where teaching lacks pace and rigour, pupils make limited progress.

Science

Standards achieved in science are very good

- Pupils' knowledge and understanding of science and their ability to use scientific terms are developing well. In Y2, pupils display very good scientific knowledge and use appropriate terminology and language to communicate findings in a variety of ways.
- Pupils receive a broad and balance curriculum with appropriate emphasis being placed upon fair testing, critical observation and a variety of recording methods.
- Pupils use scientific processes to predict outcomes and draw conclusions. They undertake scientific experiments in a wide range of topics.
- Pupils recognise the basic needs for life, the importance of healthy eating and exercise and the role of drugs in medicine. They sort living things into groups using simple features. Older pupils investigate living things in the environment through observing wild birds in designated feeding stations, working in the school conservation area and observing the life cycle of African snails.
- Pupils sort and classify materials according to their properties, make appropriate selections of materials and describe some ways in which materials may change shape. Y2 pupils discuss their investigations with crystals enthusiastically and knowledgeably.
- Pupils can explain how an electrical circuit works and show good understanding of the effects of force on motion. They identify a range of sound sources.
- Pupils confidently describe their findings in plenary sessions, use terminology accurately and confidently, and develop good enquiry skills.

Welsh second language

Standards in Welsh are good.

Good features

- Pupils listen carefully and respond well to the language patterns introduced during oral activities. Recall of previous work is generally good. They make good progress in vocabulary development associated with specific topics they are studying.
- Pronunciation skills are good throughout the school.
- Pupils in Y1 are able to discuss numbers, colours, greetings and parts of the body. They respond to questions with enthusiasm and developing fluency.
- In Y2, pupils discuss feelings and health with confidence, and can ask and respond to questions based on the studied topic.
- In both classes, pupils read work on flashcards, worksheets and class books linked to the target language with developing understanding.

- Writing skills are developing through exercises that include labelling and basic sentences to reinforce oral work.
- Welsh is used regularly during registration and a short input by teachers at the beginning of the day reinforces pupils' knowledge and understanding effectively.

Shortcomings

- Limited use is made of IT to support pupils' language development.
- Incidental Welsh is not employed consistently throughout the school day and pupils rarely use the language independently.

Design and technology

No lessons were observed during the inspection and there was limited evidence of pupils' work. The inspection team was unable to make a judgement.

Information technology

Standards are good.

Good features

- Pupils use computers, floor-controlled robots and listening centres with increasing independence. They show a growing competence in the use of the keyboard and mouse; they are able to enter, store and retrieve data and communicate their ideas using text, tables, pictures and sound.
- Pupils use control devices purposefully and are able to demonstrate how computers are used and how floor robots respond to instructions. They use adventure and simulation software effectively to support the class theme or topic.
- Pupils gain competence in using CD-ROMs to access information linked to their current theme or topic.

Shortcomings

- There are insufficient opportunities for pupils to use information technology as an integral part of their day to day learning

History

Standards are good.

Good features

- Pupils develop a sound awareness of chronology and use appropriate vocabulary. Effective use of artefacts and educational visits enable them to recognise the distinction between past and present in their lives. Older pupils' study of the

history of the “Willow Pattern” in China enhances their understanding of customs in other lands whilst their study of Nantgarw pottery enhances their understanding of changes in their locality.

- Pupils are introduced to famous Welsh characters from the past, such as Jemima Nicholas: this fosters their understanding of Welsh history.
- Pupils recognise the differences between homes 100 years ago and today; through role-play they demonstrate their understanding of life in Victorian households. Pupils’ visits to a local museum foster their understanding of changes in lifestyles in Wales. A class museum in Y2 set up in conjunction with the curator of the local museum, provides valuable role-play experience and further enhances pupils’ historical knowledge and understanding.
- Pupils show interest and enthusiasm when learning about how children in Wales lived in the past and they compare their lives with the present. They begin to interpret historical evidence from secondary sources and show empathy for life in the past.

Shortcomings

There are no major shortcomings.

Geography

Standards are good.

Good features

- Pupils demonstrate a secure and developing knowledge of their own locality, its features and characteristics. They correctly identify natural and man made aspects of their environment and confidently discuss them.
- They draw route maps of their locality, successfully identifying significant features.
- Pupils are able to identify Wales on a map and older pupils correctly identify China on a globe.
- Older pupils identify similarities and contrasting features between the locality and a town in China. They identify variations in climate and lifestyles. Their understanding is further enhanced through the sponsorship of a rhinoceros in Africa.
- Pupils record and classify geographical data and most pupils accurately communicate their findings.
- They make appropriate observations of weather and record them in a variety of ways using appropriate symbols.

- Pupils identify key features on maps and show a good awareness of different places.

Shortcomings

- Where emphasis is placed on the completion of prescribed worksheets, pupils make little progress in learning.

Art

No lessons were observed in art but additional evidence suggests that standards of achievement are good.

Good features

- Throughout the school, work is attractively displayed which supports the learning environment. Pupils' self-respect and respect for the work of others is well developed.
- Pupils throughout the key stage undertake a range of techniques using a variety of textures and media.
- In Y1, pupils have created imaginative monster drawings by observing the work of Alison Mercer. Their firework patterns using wax resist crayons are colourful with good attention to detail.
- Pupils in Y2 have produced attractive china teapots linked to their visit to Nantgarw pottery using a range of textures and media. They explore 3D art to good effect through producing gargoyles using pottery.
- Pupils are able to apply cross-curricular understanding to their artwork in contexts, such as model making with salt-dough and the making of diva lamps, mendi patterns and celebratory cards.
- IT is used appropriately to support work in art.

Shortcomings

- There are no major shortcomings.

Music

No lessons were observed in music and limited evidence was available. The team was unable to make a judgement on standards achieved.

Good features

- Pupils sing well together in assembly and have a good repertoire of songs and rhymes. They sing with clear diction and appropriate expression.

- Pupils in Y2 discuss with confidence work undertaken in composing music to a story read in class.

Shortcomings

- Some pupils are unable to name a range of untuned instruments.

Physical education

One lesson was observed in gymnastics and standards are satisfactory. No lessons were observed in games and dance in KS1.

Good features

- Pupils and staff dress appropriately for physical education and lessons start with warm-up activities. Pupils understand the effects of exercise on their bodies.
- The majority of pupils show good spatial awareness and travel around the hall with confidence using a variety of different methods.
- Pupils in Y2 display confidence in different forms of travelling using the floor. Most pupils show agility and can vary their movements to create different shapes.
- Pupils are encouraged to appreciate the work of others.

Shortcomings

- Some pupils lack stamina and agility in their movements and have difficulty in maintaining a steady balance.
- Although some opportunities are provided during lessons, pupils' evaluative skills are at an early stage of development.

Religious education

Standards achieved in religious education are good.

Good features

- Pupils' knowledge and understanding of major Christian and Jewish festivals is developing well. They use correct terminology when referring to celebrations and festivals.
- They talk confidently of special times and of family celebrations they have shared. Pupils understand the importance of sharing and caring for others.
- In Y2, pupils display clear knowledge and understanding of other faiths and can discuss the purpose of the sukkot shelter with confidence. They have created an attractive shelter in art to reinforce their understanding.
- Planned visits to places of worship enhance pupils' knowledge and understanding.

- Work in religious education is well supported and consistently reinforced through well-planned assemblies.

Shortcomings

- Where emphasis is placed on the completion of prescribed worksheets, pupils make little progress in learning.

8. SCHOOL IMPROVEMENT

8.1 Progress since the last inspection

The school was last inspected in February 1997, when the report identified the following five key issues for action:

- further raise standards in all aspects of English, and in pupils' evaluation of their work in music and physical education;
- continue with the good to very good work in all other subjects;
- ensure more frequent individual help for pupils with special educational needs;
- take further steps to encourage good attendance, and the prompt marking of registers;
- consider how the school can extend the grassed play-area and how the traffic noise can be abated.

The implementation of an appropriate action plan and most recent self-assessment of the school's priorities by the headteacher have produced evidence of some improvement in most of the above key issues.

- Standards in English have improved with pupils achieving good standards in all areas. The last two years has seen an increase in the number of pupils achieving level 3 in writing. Achievement at level 2 and above is higher than the LEA average and in line with national standards. No lessons were observed in music and too little additional evidence was available to make a judgement. Little improvement is evident in physical education although Y2 pupils are beginning to make evaluations about their performance. There are some pupils in the school who lack agility and stamina during lessons and encounter difficulties in maintaining a balance. Staff have undertaken training in developing pupils' evaluative skills.
- Progress is evident in English and science and standards have remained stable in other subject areas.
- The quality of provision and support for pupils with SEN is very good. A learning support assistant has been appointed to provide additional support for pupils.

- Good progress has been made in attendance figures. Registers are called within fifteen minutes and the school has firm procedures in place to monitor attendance. The school's prospectus for parents encourages good attendance and punctuality.
- The school has recently built a verandah around the front of the school to ensure that staff and pupils are safe and secure. The grassed area has been extended for pupils to support playtime and outdoor sports in the summer months.

8.2 Key Issues for Action

To further its development the school needs to:

- raise standards in physical education;
- further develop all levels of planning to ensure maximum progression in pupils' learning;
- refine assessment procedures to inform future planning and ensure accuracy and consistency;
- continue to develop the role of the subject leader to include the monitoring of standards and progress;
- develop the role of the deputy head to ensure maximum involvement in the self-evaluation process and in strategic planning for school improvement;
- provide more opportunities for pupils to undertake a range of investigative tasks to develop as independent learners.

N.B The school has identified the further development of the subject leaders and assessment procedures in the current SDP.

The inspection team would like to thank the governing body, headteacher, staff, pupils and parents of the school for their courtesy and co-operation during the inspection.

APPENDIX

A. Basic information about the school

Name of School	Glantaf Infant School
School type	LEA maintained
Age -range of pupils	3 - 7
Address of school	Powys Place Rhydfelin Pontypridd Rhondda Cynon Taf
Post-Code	CF37 5PG
Telephone Number	01443 486832

Headteacher	Mrs. Gail Mackie
Date of appointment	September 2000
Chair of Governors/ Appropriate Authority	Mrs. Sylvia Jones
Registered Inspector	Mrs. S. George
Dates of inspection	20/11/01 – 21/11/01

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	33	23	29	20					105

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	6	0	6

<i>Staffing information</i>	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	18:1
Pupil : adult (fte) ratio in nursery classes	11:1
Pupil : adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	24
Teacher (fte) : class ratio	1:1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
	R	KS1	KS2	Whole school
Term 1	89%	93%		91%
Term 2	89%	94%		92%
Term 3	90%	93%		92%

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 RESULTS END OF KEY STAGE 1 : 2001

National Curriculum Assessment KS 1 Results: 2001		Number of pupils in Y2: 17						
Percentage of pupils at each level			D	W	1	2	3	4
ENGLISH:	Teacher Assessment	School	0	0	29	47	24	0
		National	0	4	14	64	18	0
EN: Reading	Teacher Assessment	School	0	0	29	41	29	0
		National	0	4	14	57	25	0
	Task/Test	School	0	0	18	53	29	0
		National	0	4	14	56	26	0
EN: Writing	Teacher Assessment	School	0	0	41	53	6	0
		National	0	5	14	70	11	0
	Task/Test	School	0	0	18	76	6	0
		National	0	6	11	74	9	0
EN: Speaking and listening	Teacher Assessment	School	0	0	12	59	29	0
		National	0	3	12	64	21	0
MATHEMATICS	Teacher Assessment	School	0	0	6	76	18	0
		National	0	2	10	65	23	0
	Task/Test	School	0	0	6	76	18	0
		National	0	2	7	63	27	0
SCIENCE	Teacher Assessment	School	0	0	0	71	29	0
		National	0	2	11	70	17	0

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school:	71	In Wales:	80

- D Pupils who have been disapplied from the statutory arrangements
W Pupils who are working towards level 1
A pupils who were absent from the tasks

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. Eight parents were present at the pre-inspection parents' meeting. Documents supplied by the school were scrutinised and twenty-five questionnaires returned by parents were analysed. A team of three inspectors gave five inspector days to the inspection, in the course of which formal observations were made of twenty-six lessons or part lessons. In addition, 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 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

NAME	ASPECTS	SUBJECTS
S. George	Main findings, Standards of achievement, Teaching, Curriculum, Quality of self-evaluation and planning for improvement, Leadership and management, Staffing, accommodation and learning resources.	English, Welsh, Art, Music, Physical Education, Religious Education.
J. Stevens	Standards achieved in the key skills across the curriculum, Pupils' spiritual, moral, social and cultural development, Assessment, recording and reporting, Support, guidance and pupils' welfare, Provision for pupils with SEN.	Provision for the under-fives, Mathematics, Science, Design & Technology, Information Technology, History, Geography,
C. Hewitt	Behaviour and attitudes, Attendance, Partnerships with parents and community, schools and other institutions, Partnership with industry.	