

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

A Report on the Quality of Education in

**Glantaf Infant School
Powys Place
Rhydyfelin
Pontypridd
CF37 5PG**

School Number: 6742095

Date of Inspection: 23 October 2007

by

**Dr. Julia Coop
79001**

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

The inspection of Glantaf Infant School took place between 23/10/07 and 24/10/07. An independent team of inspectors, led by Dr. Julia Coop undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **short** inspection.

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The National Curriculum covers four key stages as follows:

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

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Context

The nature of the provider

1. Glantaf is a smaller than average Infant School that serves an area of social and economic disadvantage on the outskirts of Pontypridd. At the time of the inspection there were 69 pupils attending the school including 20 nursery age children. Nursery children are admitted full time to the school on the day following their third birthday. Pupil numbers in each year group vary each year and pupils are taught in three classes. Key stage 1 pupils are taught in one mixed-age class.
2. No pupils speak Welsh as their first language. Ninety eight per cent are from Welsh family backgrounds. The remaining two per cent come from Black African or Chinese families. A small number of pupils are from traveller families. Pupils come from homes where English is the predominate language; very few speak English as their second language. Approximately 66 per cent are entitled to receive free school meals. This is well above the local and national averages and has increased recently. Pupils' ability on entry varies each year but is generally below the local average.
3. Eighteen per cent of pupils have been identified as having special educational needs (SEN). This is broadly in line with the local and national averages. Currently no pupils have statements outlining their special educational need.
4. A new head teacher took up post in September 2007. Prior to this the school had been lead for an extended period by an acting head teacher. The school has a Basic Skills Quality Mark and has been awarded Investor in People Status.

The school's priorities and targets

5. The school's mission statement is 'Learning and Growing Together'. The school's main priorities for improvement as outlined in the school development plan are to:
 - Improve attendance.
 - Develop pupils' bilingual skills and those of ancillary staff.
 - Increase pupils' knowledge of their own learning.
 - Continue to develop the monitoring role of the governing body.
 - Prepare for the implementation of the Foundation Phase.
 - Further develop the outside learning areas.
 - Continue to develop IT resources.

Summary

6. Glantaf Infants is a friendly and happy school. Extremely good relationships exist between all staff and pupils based on mutual respect and trust. As a result pupils enjoy learning and make good progress. They are confident and ready for the next stage of their education.

Table of grades awarded

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

7. Children enter Glantaf Infant School with ability levels generally below the Local Education Authority (LEA) and national averages although some years they start with average skills. Overall, from their different starting points all groups of pupils, regardless of their social, ethnic or linguistic background make good progress and achieve well.
8. The overall quality of provision for the under fives is appropriate to their needs and pupils are making good progress towards the Desirable Outcomes for Children's learning.
9. In 2006, in key stage1, the proportion of pupils achieving the expected level 2 was slightly below the local and national averages. Standards in mathematics and science were well above the national average for both subjects and in these two subjects the proportion of pupils reaching level 3 was above the local and national average. However, in English standards were below the local and national average and the proportion of pupils reaching level 3 in English was also below the national and local average.
10. In 2007 all pupils reached level 2 in all core subjects and the proportion of pupils reaching level 3 was above the local average. However, although boys do not underachieve there is a trend of them doing less well than girls in the school, particularly in English. In 2006 in English boys also did less well than boys nationally and locally.
11. The proportion of pupils entitled to free school meals has increased recently and is currently well above the local and national average. In 2006, the school

was in the top 50 percent for all three core subjects when compared with schools with a similar proportion of free school meals. The trend overtime (rolling average) has shown an increase in standards in all subjects since the school was last inspected.

12. Pupils' reach good standards in the use of their basic and key skills that outweigh some shortcomings. Pupils have good listening, reading, writing and numeracy skills. Their knowledge of the heritage and culture of Wales 'cwrwclwm cymreig' is also good as is their creative and problem solving skills. There are shortcomings in their speaking, bilingual and information communications technology (ICT) skills. Too often pupils, particularly the boys, do not give extended responses when they are speaking and their use of ICT is limited frequently because of restricted access to up to date computer software. In addition, pupils are not able to talk confidently about how well they are progressing and are not clear about what precisely they need to do to improve the quality of their work.
13. The behaviour of pupils, and the respect they show to others, is an outstanding feature of the school. In the playground all pupils play very happily together. Pupils treat each other, staff and visitors with the utmost courtesy and respect.
14. Attendance, at just below 91 per cent, was below the national average during the last year and lower than at the time of the last inspection. A few pupils have difficulty arriving promptly at the beginning of the school day on regular basis and attendance this term is below 90 per cent. This is an important shortcoming.
15. Pupils Spiritual, social moral and cultural development is good. The many links with people and organisations outside the school are helping them to develop a good social awareness. They are also developing a good understanding of moral issues through their lessons and during assemblies and know how to make safe and healthy decisions. The school prepares its pupils well to enable them to make a contribution to the life of the local and wider communities.

The quality of education and training

Grades for teaching

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0	75%	25%	0	0

16. Throughout the school all teachers and teaching assistants establish very good relationships with the pupils. This is an outstanding feature that ensures that the pupils try very hard to do well and please their teachers. Pupils really like their teachers and this together with firm, but friendly, class management ensures a productive learning atmosphere in all classes. There is good team work between all adults who use praise well to ensure pupils maintain their attention and interest.

17. Teachers have good subject knowledge and they use this successfully to support learning. Teachers in the early years have a good understanding of the Desirable Outcomes for Children's Learning. There is a good balance between adult led and child initiated activities but there are sometimes missed opportunities to develop independent learning.
18. Lessons are well organised and teachers often make use of interesting resources to make learning interesting. Lessons are generally well paced and pupils who find the tasks more difficult are given additional and useful support. However, although there are occasionally shortcomings in teacher's lesson planning. Activities are not always carefully matched to the pupils' different abilities. In addition, although activities are planned in detail the lesson objectives are not well thought out and pupils are not always clear about what they are expected to achieve in the lessons.
19. Although teachers try to encourage pupils to develop their bilingual skills, in most classes infrequent use of incidental Welsh hampers the development of fluency.
20. The school has developed a useful system for assessing pupils' learning. As a result the school has a lot of data. However, this information is not yet analysed in detail to identify how well different groups are achieving so that teachers can fine tune their planning.
21. In lessons pupils are helped to understand how well they have done and teachers talk to pupils about how they can improve. The older pupils have recently been set individual learning targets in English but these are too general and marking does not always show older pupils what they need to work on at the moment. As a result, many pupils say that they are not clear about what they need to work on specifically to improve their learning. The school recognises this requires further development.
22. The curriculum meets the learning needs and abilities of all pupils' and promotes their spiritual, moral, social, cultural and physical development well. The range of extra curricular activities, visit and visitors is impressive for an infant school and an outstanding feature of the school.
23. The way the school promotes sustainable development is another outstanding feature of the school. Having received its first Green Flag Award in 2005 it is preparing for the second in 2008. The school has a large number of recycling schemes and the members of the eco-committee eagerly demonstrate their understanding of the need to protect the environment.
24. Although the curriculum has many good features there are shortcomings in planning for key skills, especially speaking, ICT and bilingualism across the curriculum, which are not yet fully embedded. The head teacher recognises better links are required between subjects to improve the development of these important key skills.

25. The pupils are cared for, guided and supported well. The school is a friendly and happy place to learn. Appropriate arrangements exist to ensure the safety and well being of pupils and staff. Pupils are well known to all adults in the school. Relationships are very caring and supportive so that there is an atmosphere of trust in the school. Good use is made of a range of specialist agencies to support and guide all pupils. Personal and social education is well planned and effectively supports pupils' personal development.
26. The head teacher is starting to work more closely with parents to improve the school's record of attendance. However the school recognises that more still needs to be done to ensure that some parents send their children to school more regularly.

Leadership and management

27. The quality of leadership provided by the recently appointed head teacher is an outstanding feature of the school. The head teacher provides a very clear vision for the school's development and sets a very good example through all her work. She has very quickly identified key strengths and highlighted where further improvements are needed. The school as a result has a clear sense of purpose and high expectations. She has established a good relationship with all the staff and is building a team who are fully supportive and willing to make any necessary changes.
28. Middle managers are in the early stages of monitoring the quality of work in their subjects across the school. As a result, although they share the head teacher's' vision they do not yet fully evaluate performance in their areas of responsibility in order to identify priorities' so as to promote even higher standards. Teachers keep a careful check on the progress individual pupils are making in the core subjects but they do not analyse and compare the performance of different groups. The school recognises that these aspects of monitoring could be further developed so as to provide even better support for school improvement.
29. The governors meet regularly and all statutory requirements are met. They are very supportive of the school and the new head teacher. They have a secure knowledge and understanding of the schools strengths and weaknesses and are proud of the school's role in the community. However, they recognise that they are better at supporting the school than monitoring its work and that links with classes and subjects are not as good as they could be. They recognise that they are not yet confident to ask probing questions and that their role in the strategic development of the school is at an early stage of development.
30. The school development plan is very detailed but has shortcomings. It is trying to do too much. It is targeted in the right areas but it lacks clarity. As a result, it is not clear how governors, leaders and mangers can monitor its success and for governors to act as 'critical friends'.

31. The progress since the last inspection has good features but some shortcomings. Although standards have risen, the use of assessment and monitoring role of middle managers require further development.
32. The number of staff is good for the number of pupils on the school roll. There is an acceptable range of resources, such as books and artefacts, to enable most subjects to be taught effectively. However, there are a shortage of Welsh reading books and IT equipment, which restricts the development of pupils' bilingual and ICT skills. The school buildings are well maintained and there is plenty of space to support learning. The school has a small budget but this is supplemented by regular lettings and by actively pursuing a variety of grants. The school gives good value for money.

Recommendations

33. In order to maintain and further improve the current good standards and quality of education, the school needs to:
- R1 Address the shortcomings identified in pupils' key skills and continue to develop the language skills of boys.
 - R2 Involve pupils more in checking on their own learning through setting more precise individual learning targets and making better use of marking and lesson objectives *.
 - R3 Develop the monitoring skills of the governing body and middle managers so that they are able to take a more proactive role in checking how well the school and groups of pupils are doing to better support school improvement *.
 - R4 Strengthen the school development plan so that it focuses more clearly on the most important actions that will further improve learning and the quality of provision and how they will be evaluated.
 - R5 Further develop partnerships with parents and the educational welfare officer to improve attendance *.

Those recommendations marked with an asterix have already been identified as requiring action by the head teacher and governors.

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

Standards

Key Question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

34. The inspection team agrees with the school's evaluation of this key question.
35. In this small school numbers in each year group vary each year. Numbers in cohorts are comparatively small. As a result it is not reliable to make year-on-year comparisons of standards with local and national averages. In addition the proportion of pupils with special educational needs (SEN) varies each year.
36. Children enter Glantaf Infant School with ability levels generally below the LEA and national averages although some years they start with average skills. Overall, from their different starting points all groups of pupils, regardless of their social, ethnic or linguistic background make good progress and achieve well.
37. The overall quality of provision for the under fives is appropriate to their needs and pupils are making good progress towards the Desirable Outcomes for Children's learning.
38. Pupils new to speaking English, traveller pupils and those with additional learning needs, achieve good standards in relation to their abilities. The vast majority of pupils achieve the targets set for them at the end of key stage 1.
39. In 2006, in key stage 1, there were 17 pupils in the cohort and there were many more boys than girls. The proportion of pupils achieving the expected level 2 was slightly below the local and national averages, nevertheless this reflected good progress in relation to the pupils' starting points and capabilities. Standards in mathematics and science were well above the national average for both subjects and in these two subjects the proportion of pupils reaching level 3 was above the local and national average. However, in English standards were below the local and national average and the proportion of pupils reaching level 3 in English was also below the national and local average.
40. The proportion of pupils entitled to free school meals has increased recently and is currently well above the local and national average. In 2006, the school was in the top 50 per cent for all three core subjects when compared with schools with a similar proportion of free school meals. The trend overtime (rolling average) has shown an increase in standards in all subjects since the school was last inspected.
41. In 2007, there were 13 pupils in the cohort. They started with average skills and no pupils had SEN. All pupils reached level 2 in all 3 subjects and the proportion of pupils reaching level 3 was above the local average. However,

although boys do not underachieve there is a trend of them doing less well than girls in the school, particularly in English. In 2006 in English boys also did less well than boys nationally and locally.

42. Throughout the school there are good features that outweigh some shortcomings in the pupils' basic and key skills. Pupils have good listening, reading, writing and numeracy skills. Their knowledge of the heritage and culture of Wales 'cwrïcwylwm cymreig' is also good as is their creative and problem solving skills. There are shortcomings in their speaking, bilingual and ICT skills. Too often pupils, particularly the boys, do not give extended responses when they are speaking and their use of ICT is limited frequently because of restricted access to computers and up to date computer software. In addition, pupils are not able to talk confidently about how well they are progressing and are not clear about what precisely they need to do to improve the quality of their work.
43. The behaviour of pupils, and the respect they show to others, is an outstanding feature of the school. They move around the school in a very orderly manner and are quiet and attentive in assemblies. In the playground all pupils play very happily together and examples of disruptive behaviour in the classroom are extremely rare. The way the pupils reacted to an unplanned fire alarm during the inspection highlighted their impeccable behaviour. They filed out of the school quietly and calmly and waited patiently in the playground for some twenty minutes despite the cold weather. Pupils also treat each other, staff and visitors with the utmost courtesy and respect.
44. Most pupils are enthusiastic in the way they approach their work in lessons and join in the extra-curricular activities provided. They are able to concentrate well in lessons and consequently nearly always complete the tasks they are set.
45. Attendance, at just below 91 per cent, was below the national average during the last year and lower than at the time of the last inspection. A few pupils have difficulty arriving promptly at the beginning of the school day on regular basis. Attendance this term is below 90 per cent. This is an important shortcoming.
46. Pupils are making good progress in their personal and social development. They know how to make safe and healthy choices. They work very well with each other and have developed very good relationships with adults in the school. Spiritual, social moral and cultural development is good. The many links with people and organisations outside the school are helping them to develop a good social awareness. They are also developing a good understanding of moral issues through their lessons and during assemblies.
47. The respect given by pupils to each other irrespective of gender or ethnic background, and the complete lack of any obvious differentiation between them, demonstrates the instinctive approach they have to treating everybody equally.

48. The school prepares its pupils well to enable them to make a contribution to the life of the local and wider communities. The pupils eagerly become involved in the activities of local organisations and the many visitors to the school, while older pupils undertake a number of work-based projects which effectively develop their community and life skills.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

49. The inspection team agrees with the school's evaluation in this key question.

50. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0	75%	25%	0	0

51. This is similar to the national average identified in the most recent Chief Inspector of Schools Annual Report where 79 per cent of lessons were Grade 2 or better.
52. Throughout the school all teachers and teaching assistants establish very good relationships with the pupils. This is an outstanding feature that ensures that the pupils try very hard to do well and please their teachers. Pupils really like their teachers and this together with firm, but friendly, class management ensures a productive learning atmosphere in all classes.
53. There is good team work between all adults who use praise well to ensure pupils maintain their attention and interest. Lessons are generally well paced and pupils who find the tasks more difficult are given additional and useful support.
54. Teachers have good subject knowledge and they use this successfully to support learning. Teachers in the early years have a good understanding of the Desirable Outcomes for Children's Learning. They have been well supported by the head teacher to ensure that they are preparing well for the introduction of the new foundation phase. They have also introduced a new programme for teaching letter sounds and this is having a positive impact on developing the children's early language skills. There is a good balance between adult led and child initiated activities but there are sometimes missed opportunities to develop independent learning.
55. Lessons are well organised and teachers often make use of interesting resources to make learning appealing. They ensure that pupils regardless of ability or gender are fully included in lessons and treated equally. In particular practical learning activities really grab the pupils' interest especially those that occur in the outside learning environment such as when older pupils examined leaves for a science lesson and the younger children went on a 'bear hunt'.
56. However, although there are some good features across the school there are occasionally shortcomings in teacher's planning of lessons. Activities are not always carefully matched to the pupils' different abilities. In addition, although activities are planned in detail the lesson objectives are not well thought out

and so pupils are not always clear about what they are expected to achieve in the lessons or activities.

57. In addition, although teachers try to encourage pupils to develop their bilingual skills in most classes infrequent use of incidental Welsh hampers the development of fluency.
58. The school has developed a good system for assessing pupils' learning but there are shortcomings in the way that pupil's progress is monitored, although a new system has very recently been introduced. Portfolios of levelled work have been established in most subjects since the last inspection. In key stage 1, the school uses additional tests to keep a check on pupils' reading and mathematical skills. As a result the teachers can keep a check on individual pupils and this information is used to identify those pupils who require extra support. However, this information is not yet analysed in detail to identify how well different groups are achieving so that teachers can fine tune their planning.
59. In lessons pupils are helped to understand how well they have done and teachers talk to pupils about how they can improve. The older pupils have recently been set individual learning targets in English but these are too general and marking does not always show older pupils what they need to work on at the moment. As a result, many pupils say that they are not clear about what they need to work on specifically to improve their learning. The school recognises this requires further development.
60. The school has a good system for recording and reporting pupils' achievements that complies with statutory requirements. Reports to parents are informative and helpful.

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

Grade 2: Good features and no important shortcomings

61. The findings of the inspection team differ from the Grade 1 made by the school in its self-evaluation report. Although outstanding features were identified in some aspects their weight was insufficient to award a grade 1 to the whole key question.
62. The curriculum meets statutory requirements. It meets the learning needs and abilities of all its pupils including those with SEN, those for whom English is an additional language and traveller pupils. The school gained the Basic Skills Quality Mark in 2006 and received the Dyslexic Friendly School status from the LEA in 2005 recognising the good work achieved in Special Needs Education and support for pupils in this area. There are effective arrangements for ensuring equality of access to the curriculum amongst pupils. The school works hard to ensure social disadvantage or stereotyping is not allowed to adversely affect pupils' progress and is working to ensure

that boys are encouraged to develop their language skills in a variety of ways. The school's curriculum successfully reflects the aims of the school and promotes pupils' spiritual, moral, social, cultural and physical development well.

63. The overall quality of the educational provision for the under fives is appropriate to their needs and pupils are making good progress towards the Desirable Outcomes for Children's Learning. However the planning for independent learning is less well developed.
64. Although there are good features there are shortcomings in the planning for the development of key skills across the curriculum. For example, there are good opportunities for pupils to develop their problem solving skills in mathematics and science and pupils are presented with a range of experiences to develop their creative skills but the planning for speaking, ICT and bilingualism across the curriculum is not yet fully embedded. The school correctly sees this as a development issue. The head teacher recognises better links are required between subjects to better support the development of these important key skills.
65. An outstanding element in the curriculum is the excellent provision for out of school activities and the enrichment of the curriculum by an impressive range of clubs and sporting activities, visits and visitors for an infant school. Visits to places of interest, for example Castell Coch and Swansea Maritime Museum and fieldwork visits to Dare Valley Country Park, Newton and Rest Bay in Porthcawl enhance the curriculum very well and also provide varied and stimulating experiences to enrich pupils' learning. Pupils also have a wide range of experiences in school including science workshops and theatre and musical performances. Visitors from many parts of the world regularly attend assemblies and effectively support cultural development.
66. The school makes good provision for personal and social education, including sex education and substance misuse that is appropriate for the age of the pupils.
67. A caring ethos is promoted by the school. Teachers successfully encourage positive moral values and there are good opportunities for pupils to show that they are kind and considerate to each other. Teachers work effectively to encourage pupils to have a clear understanding of right and wrong and to be aware of their wider responsibilities. Pupils participate in 'Circle Time', thereby enhancing their Personal and Social Education skills well. Collective worship is of a broadly Christian nature and enhances pupils' spiritual awareness and foster pupils' personal development well. Pupils' cultural understanding is developed effectively through multicultural events and workshops organised by the University of Glamorgan.
68. The school has strong links with its local community and this is recognised in many aspects of the curriculum. The link with Community First enabled the setting up of the beautiful Sensory Garden and the attractive School Mural.

The school has a good working relationship with the Small Schools Network in the area.

69. The schools' Cwricwlwm Cymreig features in art, music, history and geography and ensures that pupils are given good opportunities to acquire knowledge and understanding of the tradition, culture and history of Wales.
70. The school has a link with the local Education Business Partnership, which has been exploited well enabling the pupils, particularly in key stage1, to benefit from work-related activities. They also visit organisations such as a local supermarket and a number of visitors to the school talk about their jobs. While there are some opportunities to help pupils develop entrepreneurial skills, these are not systematically planned.
71. The way the school promotes sustainable development is an outstanding feature of the school. Having received its first Green Flag Award in 2005 it is preparing for the second in 2008. The school has a large number of recycling schemes, has developed a 'forest school' open-air classroom and actively promotes energy saving through signage next to taps, switches and doors. The walls of the key stage1 classroom are covered in displays portraying projects such as one highlighting the importance of trees. Also, sustainability is promoted very effectively through the curriculum. For example, in History, the 'granny's kitchen' display is used to demonstrate how, in the early 20th century, the emphasis was on 'reuse and recycle' rather than disposal. The members of the eco-committee eagerly demonstrate their understanding of the need to protect the environment.
72. The school does much to ensure pupils are given the right start in developing the enthusiasm for learning throughout their lives and are able to make healthy and sensible decisions because their learning experiences also reflect national priorities in areas such as health, sustainable development, family learning, global citizenship and healthy living.

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

Grade 2: Good features and no important shortcomings

73. The inspection team agrees with the school's evaluation in this key question.
74. The pupils are cared for, guided and supported well. The school is a friendly, happy safe place to learn. Pupils are well known to all adults in the school. Relationships are very caring and supportive so that there is an atmosphere of trust in the school. The school is correct to consider that this is a strong feature of the school. Good use is made of a range of specialist agencies to support and guide all pupils. The school works well with parents and carers. Personal and social education is well planned and provides these young children with simple but relevant advice about 'stranger danger' for example.

75. Arrangements to settle children into the nursery and reception class are well organised. Most children have attended the Songbirds playgroup held at the school and this helps them to become familiar with the school and staff before they start. Arrangements to ensure that pupils settle into key stage 1 are also good.
76. The head teacher has identified those pupils whose attendance and/or punctuality gives cause for concern. She has also introduced an incentive system including weekly individual and class incentives and is starting to work more closely with parents to improve the school's record of attendance. However the school recognises that more still needs to be done to ensure that some parents send their children to school more regularly.
77. Appropriate arrangements exist to ensure the safety and well being of pupils and staff. However, audits of the school and concerns identified on a day-to-day basis are not recorded systematically. Risk Assessments are carried out for all educational visits. The school is highly committed to ensuring its pupils develop healthy lifestyles and is currently working towards Phase 4 of the Healthy Schools Initiative. School clubs promote the benefits of physical activity well and the daily fruit club supports the healthy eating ethos to which the school fully subscribes.
78. The head teacher is the fully trained Child Protection Officer administering a system in line with LEA guidelines. All staff are aware of these arrangements. There is a firm date set for them to attend INSET to ensure they are further updated.
79. The Eco committee /school council has a high profile in the life of the school and the issues of sustainable development were reinforced during the week of the inspection through an assembly taken by them. They have been influential in deciding how to support local charities and during this year the school has supported a school in Uganda.
80. The provision for pupils with additional learning needs including those with SEN is good. The school fully meets the requirements of the Code of Practice for Wales. The head teacher has introduced a good system to ensure pupils' learning difficulties are identified early. It has been recognised as a Dyslexia friendly school. Good links with outside agencies ensure that the school is able to access expert advice and additional support where necessary. A good feature is the 'Spotlight' and 'Catch Up' programmes that provide pupils with additional support in mathematics and reading that is helping to improve basic skills and confidence.
81. Pupils' individual education plans match pupils' individual learning needs well, but pupils are not fully informed of their targets.
82. Pupils with emotional, social or behavioural problems are supported and guided well. Parents are fully involved and the schools participation with the 'Hawthorn On Track' programme is providing pupils and parents with invaluable early support and guidance to help develop self-esteem and

confidence, social skill development and friendship skills. The system for monitoring behaviour is extremely effective. Appropriate arrangements exist to address bullying should it occur. Pupils and parents feel these work well.

83. Pupils have equal opportunities to participate in school activities and no group is treated any different to any other. Although they come from a number of different backgrounds this is not evident from the way they are treated by staff and each other. The school promotes the principle of good race relations amongst the pupils well and ensures they develop a natural tolerance towards others' religious views.
84. The school has few facilities to meet the needs of disabled learners. The LEA carried out a detailed audit and the school has an accessibility plan to address the shortcomings identified.

Leadership and management

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

Grade 2: Good features and no important shortcomings

85. The inspection team agrees with the school's evaluation in this key question.
86. The quality of leadership provided by the recently appointed head teacher is one of the outstanding features of the school. The head teacher provides a very clear vision for the school's development and sets a very good example through all her work. She has very quickly identified key strengths and highlighted where further improvements are needed. The school as a result has a clear sense of purpose and high expectations. She has established a good relationship with all the staff and is building a team who are fully supportive and willing to make any necessary changes in order to build on the schools good features.
87. The school has clear aims which focus on pupils' individual needs and promotes equality for all. The new head teacher has led a systematic review of these aims.
88. The school takes part in a number or worthwhile projects, which are arranged by the local network of small schools. For example, the school is participating in a project to make learning in mathematics even more fun and effective. The school takes account of national priorities such as the requirement for pupils to learn about healthy living or to understand what 'sustainable development' means. However the development of bilingualism and some other key skills have some shortcomings.
89. The non contact arrangements for planning, preparation and assessment worked effectively last year but are in an interim stage of development at present. The school has new arrangements in place for next term.
90. The head teacher has set challenging and realistic targets for improvement and has set realistic targets for managing and improving the performance of individual staff which is linked with monitoring the quality of work. Staff have a range of opportunities to undergo relevant professional development. However, in the past they have not had sufficient opportunities to share this information at appropriate times with all the staff. All future training is linked well to the school improvement plan and opportunities are planned to share this information.
91. The governors meet regularly and all statutory requirements are fully met. They are very supportive of the school and the new head teacher ensuring that she has a term with no teaching commitments to enable her to get to grips with her new role. They have a secure knowledge and understanding of the schools strengths and weaknesses and are proud of the school's role in the community. However, they recognise that they are better at supporting

the school than monitoring its work and that links with classes and subjects are not as good as they could be. They recognise that they are not yet confident to ask probing questions and that their role in the strategic development of the school is at an early stage of development.

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

Grade 3: Good features outweigh shortcomings

92. The findings of the inspection team differ from the Grade 2 made by the school in its self-evaluation report. Although good features were identified in many aspects their weight was insufficient to award a grade 2 to the whole key question.
93. The self-evaluation report is thorough and was well prepared prior to the head teacher's appointment. The inspection findings match those of the school in five of the key questions.
94. The new head teacher has hit the leadership and management ground running. In her first head-ship she has quickly got to grips with her new role and has made an accurate and astute evaluation of the schools strengths and areas for further development. Already actions she has initiated have led to further improvements, for example in the early years where staff have valued highly her expert guidance and experience of piloting the Foundation Phase.
95. Inevitably in this small school the few experienced staff carry a heavy load and the head teacher will have a significant teaching commitment after this term. The school's self evaluation process has good features that outweigh shortcomings. Middle managers are experienced and fully support her. They have quickly established good professional relationships with her. Consequently there is a shared commitment to make further improvements. However, there are shortcomings in how well middle managers and governors are informed about the work of the school. Although middle managers have developed their monitoring role since the last inspection the systems established are not based on a wide range of first hand evidence. For example, middle managers do not routinely listen to learners, monitor pupils' work or teachers' short term plans. In addition, although they have monitored a few lessons and provided feedback they rely too much on the head teacher to formally monitor the quality of teaching through focussed classroom observations.
96. Teachers keep a careful check on the progress individual pupils are making in the core subjects but they do not analyse and compare the performance of different groups. This is a missed opportunity to further strengthen self evaluation. Middle managers recognise that these aspects of their monitoring role could be further developed so as to provide even better support for school improvement.

97. The current school development plan inherited by the head teacher is very detailed but has shortcomings. Although actions are carefully matched to the school budget it is trying to do too much. It is targeted in the right areas but it lacks clarity. For example, the actions planned are more concerned with process and policy. They are not yet focussed sharply enough on outcomes in terms of pupils' learning. As a result, it is not clear how governors, leaders and managers can monitor its success and for governors to act as 'critical friends'. The head teacher recognises that the new school development plan needs to be sharper so that it becomes an even more effective tool for school improvement.
98. The progress since the last inspection has good features but some shortcomings. Although standards have risen, the use of assessment and monitoring role of middle managers require further development.

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

Grade 2: Good features and no important shortcomings

99. The findings of the inspection team match the judgement made in the school self evaluation report.
100. The number of staff is good for the number of pupils on the school roll. Teachers have the necessary combination of knowledge and experience and there is enough appropriately skilled support staff who are deployed well. Staff development is based on relevant priorities, performance management, curriculum leadership roles and personal interests. The head teacher has planned relevant staff development training and visits to other schools to view 'best practice' in response to her astute evaluation of the school.
101. There is an acceptable range of resources, such as books and artefacts, to enable most subjects to be taught effectively. However, there are a shortage of Welsh reading books and IT equipment, which restricts the development of pupils bilingual and ICT skills.
102. The school buildings are well maintained and there is plenty of space to support learning. The enclosure of the veranda has been a valuable benefit to the pupils' well-being while its' wall displays and artificial trees have created a welcoming environment for all. Improvements in the outdoor play areas have made a good contribution to the pupils' physical, social and academic development.
103. The school has a small budget but this is supplemented by regular lettings and by actively pursuing a variety of grants. The finance committee are confident with managing the budget and understand fully the needs of the school. Spending priorities are clearly linked to the improvement plan and reflect the school's aims. The head teacher and governing body regularly meet to monitor and review budgetary spending. The school gives good value for money.

School's response to the inspection

The inspection findings recognise that, in most respects, we have maintained good standards since our last inspection and improved standards in English, Maths and Science. We are pleased that inspector's found that the behaviour of our pupils' to be an outstanding feature of the school. In addition, throughout the school all teachers and teaching assistants establish very good relationships with the pupils. This is also an outstanding feature that ensures that the pupils try very hard to do well and please their teachers. The support and dedication shown by staff in supporting myself, as a newly appointed head teacher, in order to move the school forward is duly acknowledged. Most importantly, the inspection report makes clear the elements that make our school what it is. In particular, the report confirms that we are achieving our aim to make our school a happy place in which everybody can learn and grow together.

An action plan will immediately be put in place to address the recommendations in the report. Improving key skills, in particular, the language development of boys, involving pupils in their own target setting, improving attendance and developing the role of middle managers are aspects we believe we can confidently address. The school development plan already highlights many of these issues.

Where it is possible to do so, staff and governors will address the recommendations before the end of the school year. Raising pupils' standards of achievement in ICT will be a major priority for us. We will make sure that this subject is included in our school development plan. In addition, we will provide more opportunities for staff to improve their knowledge and skills in ICT so that they can help pupils achieve higher standards in this subject. Pleasingly, inspectors identified many elements and procedures in the school that will help us address some shortcomings by sharing good practice more widely.

A copy of the school's action plan in response to the inspection recommendations will be sent to all parents. The governors' annual report to parents will focus on the progress we are making on the inspection recommendations.

Appendix 1

Basic information about the school

Name of school	Glantaf Infant School
School type	Nursery and Primary
Age-range of pupils	3-7
Address of school	Powys Place Rhydyfelin Pontypridd
Postcode	CF37 5PG
Telephone number	01443 486832

Head teacher	Mrs Rebecca Fowler
Date of appointment	September 2007
Chair of governors/ Appropriate authority	Mrs Sheila Nurse
Registered inspector	Dr Julia Coop
Dates of inspection	23-24 th October 2007

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	20	18	15	16					69

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	3	1	3

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	24:1
Pupil: adult (fte) ratio in nursery classes	9:1
Pupil: adult (fte) ratio in special classes	
Average class size, excluding nursery and special classes	17
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Autumn 2006	88.2%	88%	91.7%
Spring 2007	84.5%	81.6%	91.9%
Summer 2007	88.2%	90.9%	91.7%

Percentage of pupils entitled to free school meals	66%
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

National Curriculum Assessment Results End of key stage 1:

National Curriculum Assessment KS1 Results 2007 ¹			Number of pupils in Y2:		13		
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher assessment	School	0	0	8	61	31
		National	0.6	4.8	16.4	62.3	16.0
En: reading	Teacher assessment	School	0	0	8	46	46
		National	0.6	3.2	12.5	63.4	20.3
En: writing	Teacher assessment	School	0	0	8	61	31
		National	0.6	6.7	17.9	66.9	7.9
En: speaking and listening	Teacher assessment	School	0	0	0	38	62
		National	0.6	5.3	17.0	54.9	22.2
Mathematics	Teacher assessment	School	0	0	0	69	31
		National	0.4	2.6	11.8	60.3	24.7
Science	Teacher assessment	School	0	0	0	61	39
		National	0.4	2.0	10.0	63.4	24.1

¹ 2006 National Comparative data

Appendix 4

Evidence base of the inspection

Three inspectors spent a total of 5 inspector days in the school. A peer assessor was also part of the inspection team. A team meeting was held prior to the inspection

Inspectors visited:

- 12 lessons or part lessons
- All classes
- Acts of collective worship
- A range of additional activities.

Members of the inspection team had meetings with:

- Staff and governors before the inspection began.²
- Senior managers, teachers and groups of pupils during the inspection.

The team also considered:

- The school's self evaluation report.
- 10 responses to the parent/carer's questionnaire
- A comprehensive range of documentation provided by the school.
- A range of pupils' work.

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

² Although invited, no parents attended the pre inspection meeting.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Dr Julia Coop Registered Inspector	Summary Recommendations Key Questions 1,2, 4 and 6
Mrs Helen Smith Team Inspector	Key Question 3, 5 and 7 and contributions to 2 and 1
Mr Ted Tipper Lay Inspector	Contributions to key question 1,3,4, and 7
Mrs Ann Griffin Peer Assessor	Contributions to all key questions.
Nominee Rebecca Fowler	Provision of information

The contractor was:

Evenlode Education Ltd
Little Garth
St John's Close
Hawarden
Flintshire
CH5 3QJ

Acknowledgement

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