

**Inspection under Section 10 of the
Schools Inspections Act 1996**

**Glyncoed Infant School
Glyncoed Road
Pentwyn
Cardiff
CF23 7DW**

School Number: 6812105

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by

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- * secondary schools;
- * special schools;
- * pupil referral units;
- * independent schools;
- * further education;
- * adult community-based learning;
- * youth support services;
- * LEAs;
- * teacher education and training;
- * work-based learning;
- * careers companies; and
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Glyncoed 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 Glyncoed Infant School took place between 07/02/06 and 09/02/06. An independent team of inspectors, led by Linda Jane Williams 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 special schools, pupil referral units and any new or amalgamated schools receive a full inspection.

This school received a **standard** inspection."

Year groups and key stages

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

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

Primary phase:

Year	R	Y 1	Y 2	Y 3	Y 4	Y 5	Y 6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y 7	Y 8	Y 9	Y 10	Y 11	Y 12	Y 13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The National Curriculum covers four key stages as follows:

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

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Context

The nature of the provider

1. Glyncoed Infant School is a local authority community school which serves the Pentwyn area of Cardiff. The school was designed as an open plan building with teaching bays and a demountable Nursery Unit was added to the school in 1999, together with a securely fenced play area. The school considers its catchment area to be neither prosperous nor economically disadvantaged. The majority of pupils live in the area local to the school with a small number of pupils living further afield. Admissions to the school are controlled by Cardiff Education Authority.
2. There are currently 192 pupils on roll (168.5 full time equivalent) aged from three to seven years, including 47 nursery aged children who attend in the nursery on a part-time basis. Baseline assessments undertaken within the first half term of entry to the school indicate average attainment for the majority of children. English is the home language for 76 per cent of the pupils. 24 per cent of pupils have English as an additional language, and the first languages for these pupils include Arabic, Urdu, Kurdish and Ta Galog. No pupils speak Welsh as a first language.
3. Sixteen per cent of pupils are identified as having special educational needs (SEN) including two pupils who have a formal statement of SEN. Approximately 10 per cent of pupils are entitled to free school meals, similar to county and national averages. One pupil is 'looked after' by the local authority.
4. The headteacher was appointed in 1990 and the school was last inspected in 2000. Since that time the open plan design of the building has been altered to provide separate accommodation for the reception children and a partition has been built to separate the class area of the Year 1 pupils from the area for Year 2 pupils. Recent alterations to the outdoor facilities have provided secure and extensive facilities for the reception children which are still in the process of being developed.
5. The school successfully gained the Basic Skills Agency Quality Mark in 2005 and has completed the first year of the Healthy Schools accreditation.

The school's priorities and targets

6. The school's mission statement is: - 'Learning and growing together'.
7. The school's aims include: -
 - Creating a stimulating environment in which learning can take place.
 - Promoting independent learning and developing lively, enquiring minds.
 - Encouraging a partnership between home and school.

- Promoting children's awareness of the community.
 - Fostering positive values such as caring, sharing, kindness and religious awareness.
8. The school's major priorities and targets for 2005-2006 include:
- Preparation for the introduction of a Foundation Phase.
 - Achieving the Healthy Schools Award.
 - Developing home / school links.
 - Developing provision for pupils with SEN.
 - Involving pupils in the decision making process.
 - Further improving achievement in the core subjects of English and mathematics.

Summary

9. Glyncoed Infant School is a good school that cares well for its pupils and helps them to achieve good standards through a stimulating environment. The school is a close community and is very welcoming to visitors. The headteacher and staff have created a very good ethos for learning and work hard to promote the school's mission statement.
10. The values of caring and respect for others are encouraged by the school and are positively reflected in many aspects of the curriculum.
11. The inspection team agrees with the school's self-evaluation report and with judgements made by the school for six of the seven key questions. Where there was a difference in judgement, the inspection team awarded a higher grade. The school had underestimated their efficiency in using resources.

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?	2
7 How efficient are leaders and managers in using resources?	1

Standards

12. Pupils' standards of achievement in the lessons observed during the inspection are as follows: -

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
21%	70%	9%	0	0

13. The high percentage of good standards exceeds the Welsh Assembly Government's target of at least 65 per cent grade 2 or better standards by 2007, and represents good progress since the last inspection.
14. Analysis of National Curriculum (NC) assessments indicates that pupils are achieving well in the core subjects of English, mathematics and science. The figures for pupil attainment in the core subjects at the end of key stage 1 (KS1) have improved steadily over the past three years. Figures for 2005 were above local authority and national averages in English and science and equal to the figures for mathematics. There has been progressive and consistent improvement since the last inspection.
15. When the school's results are compared with similar schools (on the basis of free school meal entitlement), the school is in the second 25 per cent for English and science and the third 25 per cent for mathematics. The number of pupils gaining a level 3 in reading was well above national and local averages in 2005.
16. Pupils, regardless of their background, achieve good standards in their acquisition of knowledge, understanding and skills. Pupils with special educational needs (SEN) achieve good standards relative to their age and ability. Pupils for whom English is an additional language (EAL) are supported well and also achieve good standards. Overall, pupils make good progress as they move through the school and are effectively prepared for their next steps in learning.
17. Baseline assessments indicate that attainment on entry is average for most children. In nursery and reception the children make good progress in all areas of learning and by the age of five, the majority of children achieve, and some exceed, the Desirable Outcomes.
18. Grades for standards achieved by children under 5 during the inspection are as follows:

	Nursery	Reception
Language, literacy and communication	1	2
Personal and social development	1	1
Mathematical development	1	2
Knowledge and understanding of the world	1	1
Creative development	1	2
Physical development	1	1

19. The standards achieved within the nursery class are an outstanding feature of the school.

Grades for standards in subjects inspected

Inspection Area	Grade
Under 5s	1
English	2
Science	2
Information technology	3
Geography	2
Physical education	2

20. Pupils' standards and progress in the key skills of speaking, listening and writing across the curriculum, are good. In the nursery, children's standards of speaking and listening are outstanding.
21. Pupils' writing skills are well developed reflecting the emphasis the school is giving to provide many varied opportunities to write in different styles and for different purposes. Their progress is consistently good. Pupils' reading standards are good with outstanding features. Standards in numeracy skills, particularly problem solving, are good. Pupils' information technology (IT) skills are currently under developed.
22. The development of pupils' personal, social and learning skills is good and over time they grow significantly into the confidence they display. They have good attitudes to their learning and enjoy their lessons.

The quality of education and training

23. In all classes good relationships exist between staff and pupils, which foster learning. Teachers employ a range of strategies to ensure that pupils apply themselves and work purposefully and with self-confidence.
24. In the lessons observed, the quality of teaching is judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
18%	64%	18%	0	0

25. The quality of teaching exceeds the Welsh Assembly Government's targets for 50 per cent of teaching to be grade 2 or above by 2007 and for 95 per cent of teaching to be above grade 3 by 2007.
26. Lessons are well planned and set in well structured sequences based on the school's schemes of work for each subject. Teachers make very good use of an appropriate variety of resources which are suitably modified to support the range of pupils' abilities and needs.
27. In KS1, assessment of pupils' progress is good. Good use is made of assessment information to inform future planning in both the core and the foundation subjects.

28. In discussion, pupils show that they have a good understanding of what they are taught and know what they are doing in their lessons. Few pupils however, have a clear understanding of the strengths and weaknesses in their own learning. Their skills in assessing and evaluating their own performance are insufficiently developed and pupils are not sufficiently involved in setting their own targets for learning.
29. All teachers mark pupils work regularly. However, marking is inconsistent in KS1 classes and frequently provides little information for pupils on their progress and level of achievement.
30. The overall quality of educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning. The quality of teaching for children under 5 is good overall and in the nursery it is consistently good with outstanding features.
31. For children under 5 there are high quality learning experiences, both indoors and outdoors, in each area of learning that allow children to make rapid progress and achieve high standards.
32. Very effective assessment procedures are in place for children under 5. On going assessment information is used rigorously to plan strategies to meet the pastoral and learning needs of all pupils.
33. All pupils are very well behaved, considerate, courteous and welcoming. They contribute positively to the very good quality of life in the school and demonstrate respect for each other, all members of staff and the learning environment. An anti-bullying policy is firmly established. Bullying or inappropriate behaviour are considered very serious matters and are not tolerated.
34. Throughout the school, pupils' understanding of equal opportunities is developing appropriately. In discussion, pupils have a good knowledge and respect for the diversity of beliefs, attitudes and cultural traditions within society. Visits into the local community and visitors to the school from places as far away as Africa, extend their knowledge of the diversity of the world around them.
35. Collective worship makes an outstanding contribution to pupils' spiritual development and their understanding of moral issues and respect for other faiths and religions. An air of reverence is established and maintained during the assemblies in the hall and a strong sense of a family community is evident.
36. The provision for pupils' moral and social development is good. Pupils think of others less fortunate than themselves and raise money for a range of different charities. The aims of the school promote positive values and attitudes.
37. *Y Cwricwlwm Cymreig* supports and enriches pupils' knowledge and understanding of their Welsh heritage. The school celebrates St David's Day and teachers' planning includes visits to places of interest and Welsh heritage,

enriching their knowledge and understanding. Pupils' use of incidental Welsh in their school day is very limited and therefore their bilingual skills are under developed.

38. The provision for learners with SEN and for EAL pupils is good with outstanding features. This inclusiveness is a strength of the school.
39. All pupils with SEN make good progress considering their individual need and circumstance. Good use is made of outside agencies to support pupils requiring further assessment. The school's single story design is well suited for pupils or adults with any form of physical disability and therefore provision for equal treatment for disabled pupils is good.
40. The school strives successfully to ensure that pupils from all backgrounds and genders are given equal opportunities and actively encourages pupils to participate in all activities. The wide range of activities available during and after school broadens the access for all pupils.
41. The parents appreciate the school's successes and know that the school considers their views through regular contact. The strong partnership with parents and carers, aimed at ensuring that every pupil is valued and feels included, is outstanding.

Leadership and management

42. The headteacher leads and manages the school very well. She provides positive and clear direction to the work of the school. She is well supported by a committed team of teachers.
43. The quality of subject leadership is good with outstanding features. Subject leaders are knowledgeable about their areas of responsibility. They manage and lead their subjects very well.
44. The school has taken appropriate account of national priorities. It has achieved the Basic Skills Quality Mark and is involved in the Healthy Schools Initiative. The school actively participates in LEA initiatives such as the Cardiff Achievement in Literacy (CAL) and Schools Attainment in Literacy (SAIL) projects.
45. Governors are very supportive of the school and are regularly provided with comprehensive information about the school's operations by the headteacher. They visit the school regularly and are aware of the strengths and areas for development within the school.
46. The role of governors as a 'critical friend' is firmly established. Governors help set the school's strategic direction effectively each year and are actively involved in producing the whole school self-evaluation and the school development plan (SDP).

47. The governing body meets the vast majority of its regulatory and legal requirements. However, there are some minor omissions in the governors' annual report to parents and the school prospectus. They do not fully meet statutory requirements.
48. The headteacher, governors and staff are committed to maintaining and further improving standards. The process of self-evaluation is well established, with all staff and governors fully involved.
49. The views of parents have been sought both informally and formally, through the use of a questionnaire, and have been taken into account as part of the self-review process.
50. The school's self-evaluation report is concise, accurate and comprehensive. It clearly identifies strengths and areas where improvements are needed. It is based on first hand evidence of the quality of teaching and learning.
51. The school has made good progress since the last inspection. All except one of the key issues have been addressed in line with the action plan prepared by the school. The key issue which remains to be addressed relates to the marking of pupil's work. This is identified as a recommendation in this report.
52. The school benefits from the expertise of teachers and support staff who are well qualified, experienced and enthusiastic. The quality of the support given to pupils, by all staff members, is an outstanding feature.
53. The rich learning environment provided by the school, including the recently developed outside area, is enhanced by sufficient resources that are put to effective use in the support of teaching and learning.
54. The quality of financial management at the school is very good. Taking into consideration the progress pupils make, the overall quality of education provided and the good quality of leadership and management in the school, the school provides very good value for money.

Recommendations

- R1 Ensure consistency in the standard of marking throughout KS1;
- R2 develop opportunities to extend pupils' involvement in their own learning;
- R3 raise standards in IT;
- R4 extend opportunities to enhance bilingual competence;
- R5 ensure all statutory requirements are met.

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

55. The findings of the inspection team match the judgements made by the school in the self-evaluation report.
56. Pupils, regardless of their background, achieve good standards in their acquisition of knowledge, understanding and skills. Pupils with SEN achieve good standards relative to their age and ability. EAL pupils and pupils who are 'looked after' by the Local Authority are supported well and also achieve good standards. Overall, pupils make good progress as they move through the school and are effectively prepared for their next steps in learning.
57. Pupils successfully achieve and exceed learning targets and goals agreed with the LEA. The majority of pupils achieve well against the individual targets which are set for them.
58. Pupils' standards of achievement in the lessons observed during the inspection are as follows: -

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
21%	70%	9%	0	0

59. The high percentage of good standards exceeds the Welsh Assembly Government's target of at least 65 per cent grade 2 or better standards by 2007, and represents good progress since the last inspection.
60. Analysis of NC assessments indicates that pupils are achieving well in the core subjects of English, mathematics and science. At the end of KS1, the figures for pupil attainment in the core subjects have improved steadily over the past three years. Figures for 2005 were above local authority and national averages in English and science and equal to the figures for mathematics. There has been progressive and consistent improvement since the last inspection. Scrutiny of the results over the past few years shows no significant differences in the achievement of boys or girls.
61. When the school's results are compared with similar schools (on the basis of free school meal entitlement), the school is in the second 25 per cent for English and science and the third 25 per cent for mathematics. The number of pupils gaining a level 3 in reading was well above national and local averages in 2005.
62. The overall quality of educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning. The standards of achievement for children under-five are as follows: -

Area of learning	Nursery	Reception
Personal and social development	1	1
Language, literacy and communication	1	2
Mathematical development	1	2
Knowledge and understanding of the world	1	1
Creative development	1	2
Physical development	1	1

63. Baseline assessments indicate that attainment on entry is average for most children. They make good progress in all areas of learning and by the age of five, the majority of children achieve, and some exceed, the Desirable Outcomes. The standards achieved within the nursery class are an outstanding feature of the school.

64. Standards of achievement in the five subjects inspected are judged as follows: -

Subject	Key Stage 1
English	2
Science	2
Geography	2
Information Technology	3
Physical Education	2

65. Pupils' standards and progress in the key skills of speaking, listening and writing across the curriculum, are good. In the nursery, children's standards of speaking and listening are outstanding. Pupils listen carefully and speak clearly and confidently. They answer questions to the best of their ability and enlarge on ideas when asked.

66. Pupils' writing skills are well developed reflecting the emphasis the school is giving to provide many varied opportunities to write in different styles and for different purposes. Their progress is consistently good. Pupils' reading standards are good with outstanding features. The majority read accurately to obtain information and make very good use of these skills across the curriculum.

67. Standards in numeracy skills, particularly problem solving are good and pupils consistently extend these skills by measuring, calculating and recording information as they move through the curriculum and the school. A strong focus on pupils' creative skills ensures they are well developed as they move through the school in all aspects of the curriculum. They demonstrate good problem solving skills in mathematics and science, and good decision-making skills in their class discussions and written work.

68. Pupils' personal and social skills are good; they work collaboratively on a wide range of activities. Pupils' use of incidental Welsh in their school day is very limited and therefore their bilingual skills are currently under developed. The provision of interactive white boards in two classrooms contributes significantly to standards in key skill development. Despite this recent improvement in ICT resources, pupils' IT skills are currently under developed. Classroom resources

often mal-function or are in need of repair; this inhibits pupils' progress and levels of achievement.

69. The development of pupils' personal, social and learning skills is good and over time they grow significantly into the confidence they display. They have good attitudes to their learning and enjoy their lessons. They are very well motivated and thoroughly engaged in all aspects of their lessons. Pupils are making good progress in learning how to work independently and how to develop an enquiring mind. They respond positively to their teachers and listen attentively. They concentrate very well and persevere with the tasks and activities set.
70. Recent initiatives such as the SAIL programme and 'guided reading' are having a significant impact on pupils' learning and are already showing measurable improvements in standards.
71. All pupils are very well behaved, considerate, courteous and welcoming. They contribute positively to the very good quality of life in the school and demonstrate respect for each other, all members of staff and the learning environment. Pupils enter and move around the school in an orderly and purposeful manner settling into their appropriate class areas quickly.
72. Their developing self-confidence helps them take an increasing degree of responsibility for their own behaviour and attitudes. In discussion, pupils indicate that they clearly understand what is expected of them in terms of attitudes and behaviour and agree that good behaviour is encouraged, recognised and regularly rewarded. They respond positively to this. There are very few reports of recent incidents of bullying or inappropriate behaviour. There has been one fixed term exclusion during the last year.
73. Pupils, in discussion, show that they have a good understanding of what they are taught and know what they are doing in their lessons. Few pupils however, have a clear understanding of the strengths and weaknesses in their own learning. Their skills in assessing and evaluating their own performance are insufficiently developed and pupils are not sufficiently involved in setting their own targets for learning.
74. Pupils cooperate with staff and their fellow peers in working collaboratively, on a wide range of subjects. Pupils throughout the school take on additional responsibilities and carry out additional tasks as directed by the class teacher. Older pupils take very seriously responsibilities related to school visits and to the role of the school council. They make good progress in developing their personal, social and moral understanding
75. Throughout the school, pupils' understanding of equal opportunities is developing appropriately. In discussion, pupils have a good knowledge and respect for the diversity of beliefs, attitudes and cultural traditions within society. Whole school assemblies, play a vital part in this process where children's knowledge and religious beliefs, are brought to the forefront. Visits into the local community and visitors to the school from places as far away as Africa, extend their knowledge of the diversity of the world around them.

76. Pupils develop a good understanding of the world of work through a wide range of experiences and by listening to the visitors who come to school to talk about their roles. The good use of the locality as a resource in the teaching and learning, and visits to and from the community, enhance pupils' understanding of their community.
77. The level of attendance has fallen by around 2 per cent since the previous inspection and is currently averaging about 90 per cent. This is substantially below the county and national averages and significantly below the average for schools with similar entitlement to free school meals. Unauthorised absence is consistently above 1 per cent.
78. A considerable number of parents take their children on extended holiday during term time, causing pupils to miss valuable learning time. The school does not condone this practice but understands that with 24 per cent of pupils from ethnic minority families many of the pupils travel to their family homeland for long periods with their families, often in conjunction with religious ceremonies/celebrations.
79. There are no unexplained variations in attendance levels across the school.
80. Punctuality is generally good at the start of, and throughout the school day. However, each morning there are a significant number of pupils who arrive late during the registration period, and a smaller number who arrive a little later, preventing sessions starting promptly without delay or disruption.
81. The school takes account of the National Assembly for Wales (NAW) Circular 3/99.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

82. The findings of the inspection team match the judgements made by the school in the self-evaluation report.

83. In the lessons observed, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
18%	64%	18%	0	0

84. The quality of teaching exceeds the Welsh Assembly Government's targets for 50 per cent of teaching to be grade 2 or above by 2007 and for 95 per cent of teaching to be above grade 3 by 2007.

85. The quality of teaching for children under 5 is good overall and in the nursery it is consistently good with outstanding features. The outstanding features include: -

- Detailed planning which includes an extensive range of creative and imaginative activities.
- The use of outstanding routines to support independent learning.
- Planned use of the outdoor environment linked to the Desirable Outcomes for Children's Learning.

86. In all classes good relationships exist between staff and pupils, which foster learning. Teachers employ a range of strategies to ensure that pupils apply themselves and work purposefully and with self confidence.

87. Lessons are well planned and set in well structured sequences based on the school's schemes of work for each subject. Teachers make very good use of an appropriate variety of resources which are suitably modified to support the range of pupils' abilities and needs.

88. Collaborative planning between teachers ensures continuity and progression for all pupils.

89. In the high percentage of lessons that have no important shortcomings, the good features include: -

- Clear learning objectives that are shared visually and orally with pupils at the start and end of the session.
- Good pace to the session.
- A range of teaching strategies which are used to engage all learners.

- High level of challenge for all pupils.
 - Questions which are used very well to support and check pupils' understanding.
 - Good differentiation for a range of pupils including those with SEN and EAL pupils.
90. Within their planned activities teachers make strong links between the various subjects of the National Curriculum in their topic planning. All teachers have a good knowledge of the subjects they teach and are very aware of recent developments in their field.
 91. Teachers cater appropriately for the learning of pupils of all abilities. Adults in the school ensure that every pupil, irrespective of their gender or background, receive equal opportunities to participate in all aspects of school life.
 92. Classroom routines are well established in all classes and support high standards of work and behaviour for all pupils. Pupils work well individually, in pairs or in groups.
 93. Learning support staff and other adults working within the classrooms are well briefed about what they are expected to do. Many are involved in lesson planning and consequently provide very effective support for pupils' learning.
 94. The school identifies children with special needs early and supports them appropriately. Throughout the school, staff cater for the needs of these children and also for the language needs of EAL pupils and very able pupils. EAL pupils have access to bilingual teaching.
 95. The school meets the statutory requirements for assessing and reporting on National Curriculum subjects.
 96. Very effective assessment procedures are in place for children under-five. On going assessment information is used rigorously to plan strategies to meet the pastoral and learning needs of all pupils.
 97. In KS1, assessment of pupils' progress is good. Assessment in each subject is supported by the use of an assessment map. Teachers make detailed 'field notes' to monitor the progress of each child. Good use is made of assessment information to inform future planning in both the core and the foundation subjects.
 98. Pupils received very good verbal feedback from teachers during their lessons. This enables pupils to understand what they need to do in order to improve their work and make progress.
 99. All teachers mark pupils work regularly. In the best examples, marking provides positive feedback to pupils with a clear focus on the learning objective of the lesson and a specific target for improvement. However, marking is inconsistent in KS1 classes and frequently provides little information for pupils on their

progress and levels of achievement. Pupils are insufficiently involved in planning their own progress.

100. The annual reports to parents conform to statutory requirements and offer helpful detail on pupil progress in each subject and also on their personal development. They identify pupils' strengths and weaknesses and identify the next steps in pupils' learning. The school holds regular parents' evenings in order to discuss progress.

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

101. The findings of the inspection team match the judgements made by the school in the self-evaluation report.
102. The school's response to pupils' learning is good with no important shortcomings. It reflects the aspirations and needs of pupils well by providing equal access to a broad and balanced curriculum. This curriculum is stimulating and there are outstanding features through the enrichment and enhancement of relevant practical experiences.
103. The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Desirable Outcomes for Children's Learning. There are high quality learning experiences, both indoors and outdoors, in each area of learning that allow children to make rapid progress and achieve very high standards. The school has been awarded the Basic Skills Quality Mark for literacy and numeracy.
104. Curriculum planning builds systematically on existing knowledge, understanding and skills. An effective approach is used by the school towards planning. The teachers' specific and detailed planning provides a clear structure and progression for all pupils. It ensures that pupils build systematically on what they already know and can do. In recent years, the school has introduced new schemes of work and these have had a significant positive impact in improving pupils' investigative skills across the whole curriculum.
105. The learning experiences meet the needs and interests of all learners including the very able children and those who are 'looked after' by the local authority.
106. The support for learning in mainstream is very good. The SEN policy reflects the requirements of the code of practice and the additional support provided for these pupils enables them to feel special and included.
107. The support for EAL pupils, is very good and the majority make good progress according to their individual needs. This inclusiveness is a strength of the school. The support for the minority of pupils with challenging behaviour is good and they are managed well, using positive management strategies.
108. The whole school planning and implementation of the development of the basic and key skills across the curriculum and within the subjects are good with no important shortcomings. These include good personal and social skills and good problem solving skills, with pupils demonstrating very good creative and collaborative work, on a wide range of activities.
109. Reading across the curriculum is outstanding and sufficient emphasis is given by all staff to the accuracy and formation of letters and symbols when pupils present

their written work. The interactive white boards contribute to the standards in key-skill development, but there are shortcomings in the planning and monitoring of pupils' IT skills across the curriculum.

110. Pupils benefit from equal opportunities to participate in an outstanding range of lunch-time and extra-curricular activities. These include football, art and chess clubs and visits to places of interest, thus enhancing subjects within the curriculum. A variety of visitors to the school augment pupils' understanding of the world around them. Gender differences and social disadvantage are effectively addressed. All pupils have the opportunity to gain valuable knowledge and skills for personal and social development and for life-long learning.
111. The headteacher and staff are highly successful in creating a positive and supportive environment in which pupils are valued, confident, happy and secure. The values of caring and respect for others are encouraged by the school and are positively reflected in many aspects of the curriculum. Throughout the school there is an atmosphere of calm endeavour. The quality of relationships in the school is very good; all staff provide good role models for pupils and work hard to create a calm and caring working environment. Pupils' achievements are positively recognized, valued by staff and rewarded and, in turn, are used effectively as a basis for developing positive attitudes.
112. Collective worship makes an outstanding contribution to pupils' spiritual development, their understanding of moral issues and respect for other faiths and religions. An air of reverence is established and maintained during the assemblies in the hall and a strong sense of a family community is evident. Sufficient reflection time enables pupils to think about their own lives and how they might be able to change their own behaviour accordingly.
113. The provision for pupils' moral and social development is good. Pupils think of others less fortunate than themselves and raise money for a range of different charities. The aims of the school promote positive values and attitudes. The provision for personal and social development of the under-five children is outstanding.
114. Playtimes are happy occasions where free and structured activities are very well supervised. Provision has recently been enhanced through the personal and social education (PSE) scheme of work integrated into the curriculum and through the recently formed school council. In discussion, pupils are enthusiastically involved in decision-making within the school. The school follows the guidance provided by the Qualifications Curriculum and Assessment Authority for Wales. (ACCAC)
115. Provision for pupils' cultural development is good. Pupils develop their knowledge of other cultures through subjects such as geography and art. Visitors to the school, including a recent visit by a teacher from a school in Africa, enhance pupils' awareness of other cultures and life in the wider world. *Y Cwricwlwm Cymreig* supports and enriches pupils' knowledge and understanding of their Welsh heritage. The school celebrates St David's Day and teachers' planning includes visits to places of interest and Welsh heritage

enriching their knowledge and understanding. Opportunities to develop pupils' bilingual skills are under developed.

116. Family learning is well established in the school with successful Literacy and Numeracy courses run for parents. These are very well organized, much enjoyed and of huge benefit to parents and children. The school has developed good links with parents and their contribution to the pupils' learning opportunities provided is very good. Staff are always very keen to communicate with parents who visit the school and the headteacher is always available and accessible to parents.
117. Parents are kept very well informed and many show their support for the school by becoming involved on a regular basis. The views of parents are sought both informally and formally through questionnaires. In addition, the community and parents demonstrate very good support for the school when they get involved as governors.
118. The school has a formal partnership with an institution for teacher training and regularly receives student placements. Teaching staff benefit from the professional contact with the college.
119. Many vocational aspects contained in the school's comprehensive PSE programme and the role-play sessions help broaden and enrich pupils' work-related education. Partnerships and links with local businesses/organisations are established and a number of parents come into school to talk about their personal experiences which enriches the curriculum.
120. The school has received generous support from several local companies and organisations.
121. The school has high expectations of its pupils and enthusiastically promotes equality of access, equal opportunities and challenges stereotyping. However, not all examples of stereotyping have been eliminated, for example, boys and girls are segregated in the attendance registers. Policies for equal opportunity and racial equality are formally adopted and effectively implemented. All pupils are encouraged to participate in the school's activities.
122. The school is giving increasing attention to promoting education for sustainable development. Through its involvement in the Healthy Schools Initiative pupils and staff are learning the importance of recycling mobile phones and caring for their environment. The project focused also on road safety where the whole school community joined in activities and were dressed appropriately as traffic wardens. Children enjoy the fresh fruit and milk offered at break-times. In discussion, pupils demonstrate understanding of the interdependence of the countries of the world and the part they play as global citizens.
123. The school is very successful in laying the foundations for lifelong learning and community regeneration by encouraging pupils to be responsible for their own actions and to be sympathetic and respect the needs of others. Qualities such as kindness, truthfulness and forgiveness are developed through circle time,

pupil discussions and assemblies. Learning experiences and community activities are extremely effective in encouraging and developing pupils' understanding of the need to take responsibility for their own learning and to be flexible and adaptable.

124. Pupils' entrepreneurial skills are developing well, with pupils involved with several initiatives, including the School Council, and raising funds for numerous charities. Pupils are encouraged to use local community facilities and learn to respect and appreciate their surroundings.
125. As they progress through school, pupils are encouraged to take increasing responsibility for their own learning, and to be actively involved with community based activities.

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

Grade 2: Good features and no important shortcomings

126. The findings of the inspection team match the judgements made by the school in the self-evaluation report.
127. The school is a close community and is very welcoming to visitors. The headteacher and staff have created a very good ethos for learning and work hard to promote the school's mission statement. Many members of staff, including the headteacher, have worked there for many years and know pupils and their families very well.
128. The parents appreciate the school's successes and know that the school considers their views through regular contact. They see it as a very caring school with friendly staff and one that looks after children well. Very good relationships in the school, with exceptionally friendly and very caring staff, allow pupils to feel safe and happy. Good attention has been given to training for risk assessment and the school always seeks to promote pupil welfare and well-being. Standards of care and well-being are consistently good.
129. Outside agencies provide well-established support for EAL pupils. They offer support in the pupils' own language. The school works closely with parents and obtains effective support from a wide range of outside agencies for many pupils who have specific needs.
130. Good links are established with the Behaviour Support Service and staff are trained in positive behaviour management strategies. Good attention to training has been given, for example, the inclusion of mid-day supervisors, to ensure that levels of care and support are consistently high.
131. The strong partnership with parents and carers, aimed at ensuring that every pupil is valued and feels included, is outstanding. Routines are well understood, and policies that guide many aspects of care are updated and reviewed regularly.
132. Induction arrangements for new pupils entering the school are good with outstanding features. Children attending the nursery and reception classes, together with their parents and carers, have good opportunities to get to know staff before they start school. All parents have access to the school's procedures through information that is parent friendly. In discussion, pupils who join the school at other times report that they settle very quickly, make friends easily and soon become part of the school community.
133. A good personal and social education programme is followed which impacts positively on levels of emotional and general well-being. Pupils share their concerns at circle time, and during these sessions staff address any major issues appropriately. The school has very good links with specialist support such as the mental health service and the Educational Psychologist for further assessment of need, should it be required.

134. The provision for learners with SEN is good with outstanding features. Early identification of pupils with SEN is good, ensuring purposeful support. The school's policy is comprehensive and complies with the code of practice and the framework for inclusive education. The Special Educational Needs Co-ordinator (SENCo) is efficient and works effectively with the whole staff and the governor with responsibility for SEN. The relationships and support for pupils are outstanding.
135. Good, additional support helps meet the needs of different groups of pupils who require literacy enhancement programmes and multi-sensory teaching. Such a group includes EAL pupils who are assessed and supported appropriately, often by bilingual assistants. Groups and individual pupils receive timely and effective help with specific literacy programmes, which are monitored and assessed. Able pupils are given appropriate challenge in their learning. All pupils with SEN make good progress considering their individual need and circumstance.
136. Good use is made of outside agencies to support pupils requiring further assessment. Currently, there are two pupils with statements of special educational need. Good outreach support from the local special school is available for statemented pupils needing specialist language intervention programmes. Annual reports meet statutory requirements.
137. Teachers and support staff work as a team providing continuity of support and assessment of need. This inclusiveness is an outstanding feature in the school.
138. Targets in individual educational programmes are stated in observable, measurable terms and can be clearly monitored and reviewed. The assessment of pupils' attainment and progress is sufficiently diagnostic.
139. Some behavioural programmes are written for pupils exhibiting challenging behaviour. The programmes are sufficiently monitored. Parents are fully consulted regarding their child's SEN status. Parents do not always take up the invitation to attend review meetings but can speak to the class teacher or SENCo regarding their child's progress at any time.
140. The school's behaviour management programme for the minority of pupils with profound and challenging behaviour is positive and effective. It is based on the positive recognition of pupils' achievements and successes. Good provision is in place for pupils who are at risk of exclusion and the school liaises with the relevant outside agencies for further support. One pupil was temporarily excluded last year.
141. The school's single storey design is well suited for pupils or adults with any form of physical disability, and therefore provision for equal treatment for disabled pupils is good. An action plan has been implemented as a result of an accessibility survey by the authority. Careful and comprehensive risk assessments are carried out for the various activities in the school, including visits and the pupils' use of resources. A number of risk assessments have not been updated for some time.

142. The school expects pupils to attend regularly and punctually. The system for recording attendance is effective, however, it does not allow for pupils' punctuality to be accurately recorded. Very brief details about pupils arriving after registration are recorded in the recently introduced 'late book'.
143. Registers are marked promptly at the start of the morning and afternoon sessions, with children responding in a range of ways. Although the registers are summarised regularly, the current practice used for identifying absences sometimes provides inaccurate summary results. The educational welfare officer is currently involved with only a very few cases of unexplained or persistent absence.
144. The school expects high standards of behaviour and does not tolerate bullying or inappropriate behaviour. An anti-bullying policy is firmly established. In discussion, pupils indicate that bullying is rare; that they are encouraged to report any incidents to staff and that any incident reported is dealt with quickly. The headteacher records details of any serious incidents in the behaviour/incident log book.
145. All staff are trained in positive behaviour management and consistently apply its strategies. The school's system for rewarding good attendance, punctuality and behaviour is effective.
146. The headteacher is the designated child protection co-ordinator. Child protection procedures are in line with current legislation and all members of staff have received appropriate training and update briefings. They are well aware of the signs of possible child abuse and the specific procedures they must follow.
147. Complaints and appeals procedures are in place.
148. The large percentage (24 per cent) of pupils from minority ethnic families who attend school are fully integrated and accepted without question. No discrimination, animosity or indifference are shown towards any of these pupils. The school has an effective race equality policy and multi-cultural education is developing very well.
149. All equality related policies fully meet statutory requirements. The school considers equal opportunity as a priority, with all pupils having the same rights and conditions. The school has high expectations of all pupil relationships.
150. The school successfully ensures that pupils from all backgrounds and genders are given equal opportunities and actively encourages pupils to participate in all activities. The wide range of activities available during and after school broadens the access for all pupils.
151. The school recognises, respects and celebrates diversity of beliefs, religions and cultures. They are often used as assembly topics and included in the comprehensive PSE programme. Gender equality; racial equality and challenging stereotypes are strongly encouraged and practised. The school includes diversity in all its equality policies.

Leadership and management

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

Grade 2: Good features and no important shortcomings

152. The findings of the inspection team match the judgements made by the school in the self-evaluation report.
153. There are clear aims, values, policies and targets in place which are shared by all staff, including non-teaching staff, and by the governors. These promote a caring ethos and a commitment to equal opportunities and racial equality, which is evident in the life of the school. The school achieves its aim of promoting independent learning and developing lively and enquiring minds.
154. The headteacher leads and manages the school very well. She provides positive and clear direction to the work of the school. She is well supported by a committed team of teachers. The senior management team works closely together in order to move the school forward and makes a significant contribution to the overall quality of leadership and management.
155. The quality of subject leadership is good with outstanding features. Subject leaders are knowledgeable about their areas of responsibility. They manage and lead their subjects very well. They are closely involved in monitoring and evaluating teaching and standards in their subject. Subject leaders are involved in collating very useful portfolios of pupils' work. The very good work of subject leaders is reflected in the good standards achieved by the school.
156. Performance management procedures and staff development activities are well established and successfully promote teachers' continuous professional development. They are effective in raising the quality of professional expertise and are closely linked to school improvement priorities. Support for newly qualified teachers, through induction and their early professional development, is good.
157. The school has taken appropriate account of national priorities. It has achieved the Basic Skills Quality Mark and is involved in the Healthy Schools Initiative. The school also actively participates in LEA initiatives such as the CAL and SAIL projects.
158. Good assessment and tracking procedures ensure whole school targets are realistic and challenging. Many whole school targets have been achieved and exceeded. These have a direct impact on the standards of achievement within the school.
159. Governors are very supportive of the school and are regularly provided with comprehensive information about the school's operations by the headteacher.

160. The role of governors as a 'critical friend' is firmly established. Governors help set the school's strategic direction effectively each year and are actively involved in producing the whole school self-evaluation and the school development plan (SDP).
161. Governors visit the school regularly and are aware of the strengths and areas for development within the school.
162. Governors regularly monitor and evaluate developments, initiatives and pupil/school performance in all aspects of school life. They have a very good oversight of the financial budget and supervise expenditure well. They regularly monitor progress in the implementation of the SDP.
163. Several governors liaise directly with subject leaders and regularly contribute to the daily life of the school.
164. The governing body meets the vast majority of its regulatory and legal requirements. However, there are some minor omissions in the governors' annual report to parents and the school prospectus. They do not fully meet statutory requirements.
165. A number of the statutory and recommended policies and documents are not dated or marked to indicate that they have been adopted and implemented. Minutes of the governing body meetings are not signed and initialled to indicate that they have been adopted.

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

Grade 2: Good features and no important shortcomings

166. The findings of the inspection team match the judgements made by the school in the self-evaluation report.
167. The headteacher, governors and staff are committed to maintaining and further improving standards. The process of self-evaluation is well established, with all staff and governors fully involved.
168. The views of parents have been sought both informally and formally, through the use of a questionnaire, and have been taken into account as part of the self-review process. The involvement of pupils is at an early stage, but the recently formed school council is being used to seek the views of pupils.
169. Senior staff and subject leaders are successful in monitoring the quality of provision and standards of achievement. They are well informed in relation to performance in those areas for which they are responsible. Subject leaders produce detailed subject development plans which are used to inform the SDP.
170. A detailed analysis is made of end of key stage assessments, baseline assessments and school-based tests. This information is used effectively to identify pupils who require further support and to set targets for improved standards of achievement.
171. The school's self-evaluation report is concise, accurate and comprehensive. It clearly identifies strengths and areas where improvements are needed. It is based on first hand evidence of the quality of teaching and learning.
172. The school uses the outcomes of self-evaluation well to inform the priorities in its SDP. The plan is a three-year strategic document which identifies actions, responsibilities, time schedules, costs and success criteria for each target. Appropriate resources are provided to ensure that targets are achievable. Recent improvements in standards, particularly in reading, are the direct result of actions taken.
173. The school has made good progress since the last inspection. All except one of the key issues have been addressed in the line with the action plan prepared by the school. The key issue which remains to be addressed relates to the marking of pupils' work. This is identified as a recommendation in this report.
174. The inspection team agree with the judgements made by the school for six of the seven key questions. Where there was a difference in judgement, the inspection team awarded a higher grade.

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

Grade 1: Good with outstanding features

175. The findings of the inspection team do not match the Grade 2 judgements made by the school in the self-evaluation report. The inspection team awarded a Grade 1: Good with outstanding features, to this key question. The school had underestimated their efficiency in using resources.
176. The school benefits from the expertise of teachers and support staff who are well qualified, experienced and enthusiastic. Support staff are strategically deployed and briefed so as to provide very effective support to pupils with additional learning needs; they work very well in partnership with class teachers, monitoring and planning pupils' progress. Specialist support is provided for EAL pupils by bilingual assistants. The quality of the support given to pupils, by all staff members, is an outstanding feature.
177. Planning, preparation and assessment time for teaching staff is organised and implemented efficiently. Resources allocated for workload reduction and workforce remodelling are used to very good effect.
178. Good quality resources are allocated to support the delivery of the key skills of literacy and numeracy. The recent expenditure on interactive whiteboards has had a positive effect in supporting the key skill of ICT but IT equipment across the school is unreliable and inhibits pupils' progress.
179. The school administrator undertakes finance and administration tasks and manages daily routines effectively and efficiently.
180. Throughout the school, colourful displays in classrooms and shared areas celebrate pupils' achievements and provide a cheerful, learning environment which is kept clean, pleasant and inviting by the caretaker and his cleaning staff.
181. The rich learning environment provided by the school, including the recently developed outside area, is enhanced by sufficient resources that are put to effective use in the support of teaching and learning. Great care is taken to ensure that all learners have access to effective resources that match their needs. The school's policy on equality of opportunity extends to ensuring that all pupils have access to appropriate learning resources.
182. There is adequate accommodation for the number of pupils on roll, meeting the requirements of the statutory curriculum. Although the accommodation is somewhat restricted, the school makes best use of the available facilities.
183. The site and location of the school are very pleasant and the grounds, including playgrounds and grassed areas, contribute well to the school's environment and to pupils' learning. The hall provides adequate space for a variety of community activities, lessons and collective worship. The school has access for disabled persons.

184. The quality and quantity of resources for the teaching of the early years and the subjects inspected are very good. Pupils also benefit from a very good range of educational visits supporting all areas of the curriculum. Curriculum leaders ensure that all resources are well matched to the training needs of individuals, monitored and reviewed appropriately.
185. The management, training and deployment of teaching and support staff are outstanding features. All staff engage in an appropriate level of training to support their professional needs and development. The continual professional development programme is managed effectively and the range of courses and activities undertaken contribute very well to realising the priorities identified in the SDP. The school has developed good processes to ensure that information gained from staff training is disseminated to all members of staff.
186. The quality of financial management at the school is very good. The headteacher and the governing body have well-established ways of judging the impact of these decisions on the standards that pupils achieve. Regular reviews are made of subjects to identify requirements and to determine priorities for spending. Taking into consideration the progress pupils make, the overall quality of education provided and the good quality of leadership and management in the school, the school provides very good value for money.

Standards achieved in subjects and areas of learning

Under 5s

Language, literacy and communication skills

Nursery: Grade 1: Good with outstanding features
Reception: Grade 2: Good features and no important shortcomings

Outstanding features

187. In nursery, the standard of listening is outstanding as the children listen to the story of 'The Hungry Caterpillar'.
188. Children in nursery very confidently use emergent writing to communicate meaning in a range of situations.
189. In nursery, children use very good descriptive words when they discuss the feel of cooked pasta and talk about items from the treasure box.

Good features

190. Children under five express their thoughts and ideas with confidence, speaking to the best of their ability.
191. Children in nursery and reception know a good range of songs and rhymes in both English and Welsh. They sing these enthusiastically and correctly identify rhyming words.
192. In nursery, children handle books with care, turning the pages appropriately and are developing good early reading skills.
193. Reception children select their own books and express a preference for different types of stories. Many read a simple text accurately.
194. Reception children develop their phonic skills well through their knowledge of letter sounds associated with actions.
195. In reception, children continue to develop their writing skills through emergent writing when taking telephone messages in the role-play area. The more able children space words well and form letters correctly.

Personal and social development

Nursery: Grade 1: Good with outstanding features
Reception: Grade 1: Good with outstanding features

Outstanding features

196. Children in nursery and reception relate very well to each other and to adults. They play co-operatively, and willingly share equipment.
197. Children in nursery and reception concentrate for long periods on both directed and self-chosen activities. This supports their learning, enabling them to benefit in full from the activities they engage in.
198. The children's level of independence is an outstanding feature. They quickly change their clothes for physical education sessions, asking for help at appropriate times.
199. They put on their own painting aprons and change into wellingtons for outdoor play without support.

Good features

200. Children under five explore and experiment confidently with new learning opportunities.
201. Nursery and reception children are very aware of the need to handle living things appropriately. They handle minibeasts which they find outdoors with care, respect and concern.

Mathematical development

Nursery: Grade 1: Good with outstanding features
Reception: Grade 2: Good features and no important shortcomings

Outstanding features

202. Nursery children show an outstanding awareness of number when working independently. They count accurately and confidently when working on the computer, in the role-play area and when working in the sand and the water.
203. In nursery, children identify basic shapes correctly and show a very good understanding of the properties of circles, squares, triangles and rectangles when they form the shapes with pasta.

Good features

204. Nursery children enjoy exploring numbers to six. Many count confidently to six and some beyond. They correctly match wooden numerals to a number line and count out the number of items to match each of the numerals.
205. Nursery children sort a large number of items according to colour and size. They give good reasons for their choices.
206. In reception, children explore higher numbers, counting confidently to 50 as a class and independently to 20 when playing hide and seek. They correctly identify two numbers which add up to six and record these number bonds using correct mathematical signs.
207. All children under five handle a computer program with accuracy when they practice their early number skills.

Knowledge and understanding of the world

Nursery: Grade 1: Good with outstanding features
Reception: Grade 1: Good with outstanding features

Outstanding features

208. Children in nursery and reception have a very secure understanding of the seasons and their features, partly as a result of the time they spend outdoors.
209. Their understanding of the importance of the environment and their knowledge of living things are outstanding.
210. Nursery children correctly name a selection of items of fruit which they use to create fruit kebabs for their snacktime. Their knowledge of where the fruit comes from and their use of descriptive language to describe their texture and taste is outstanding.

Good features

211. Children under five talk confidently about their homes and where they live. They understand some basic differences between the town and the countryside.
212. Children in nursery and reception are beginning to develop a good understanding of other cultures.
213. They use computers confidently and handle the mouse with accuracy to move items around the screen. Even the youngest children open and close programs efficiently.
214. Children in nursery successfully investigate materials and shadows using a 'light' box. They correctly identify materials which light can pass through.

215. In reception, children explore materials in the outside area. They accurately describe items in the environment, including soil and the objects they find when digging. They appreciate the difference in, and uses of, a range of materials.

Physical development

Nursery: Grade 1: Good with outstanding features
Reception: Grade 1: Good with outstanding features

Outstanding features

216. Children in nursery have outstanding body control and awareness when they dance and put actions to a song.
217. Reception children have outstanding physical skills and co-ordination. They understand the need to warm up the body before taking exercise and demonstrate various ways of balancing on the floor, using different body parts. They move confidently on a range of apparatus.
218. Reception children jump well and achieve considerable height. They run with very good control and an outstanding awareness of space.

Good features

219. During outdoor activities, children confidently manoeuvre a range of wheeled vehicles and successfully follow pathways.
220. Reception children enjoy playing with a range of small apparatus, including beanbags, which they accurately throw and catch.
221. In reception and nursery, children's fine motor skills are developed well through handling appropriate tools, objects such as clothes pegs, construction pieces, and malleable materials. They use these safely and with increasing control.

Creative development

Nursery: Grade 1: Good with outstanding features
Reception: Grade 2: Good features and no important shortcomings

Outstanding features

222. Children in nursery have an outstanding sense of rhythm. They use a range of items in the nursery, including instruments they have made, to mark a steady beat and compose short repetitive rhymes.
223. Nursery children independently create pictures, patterns and puppets. They select appropriate materials, giving careful consideration to colour and texture.

They handle equipment such as paste spreaders and paintbrushes with outstanding accuracy to create the desired effect.

Good features

- 224. Children in nursery and reception enjoy role-play situations and participate imaginatively in the drama.
- 225. Reception children use a range of materials creatively to make models of egg men and spiders to support their mathematical development. They observe the work of others carefully and show a thoughtful appreciation of what they have produced.
- 226. Children in reception participate well in music sessions. They sing tunefully and follow the rhythm of a range of songs.

Shortcomings

- 227. There are no significant shortcomings.

English

Key Stage 1: Grade 2: Good features and no important shortcomings

Good features

- 228. Pupils of all abilities are confident speakers. They express themselves clearly and speak well, particularly when sharing their work with the class. They are eager to respond in class when questioned and contribute well to class discussions, for example, when discussing the big book being shared.
- 229. Pupils in Y1 and Y2 listen attentively. The majority of pupils understand and follow instructions accurately and promptly.
- 230. Standards of reading in KS1 are good with outstanding features. Pupils read confidently, both individually and as part of a group. They achieve very good standards as they develop the skills of independent reading at levels appropriate to their ability. Pupils use a range of strategies to tackle unknown words in their reading. Their knowledge of phonic strategies is particularly well developed. The most competent readers in Y1 and Y2 read fluently and accurately, with suitable expression and obvious enjoyment.
- 231. Pupils understand the difference between fact and fiction. They know how books are structured, and correctly use the context, glossary and index within non-fiction books to support their research skills. Pupils express their likes and dislikes of a selection of stories. They have an extensive knowledge of significant children's authors.

232. Pupils organise and present their writing in different ways, helpful to the purpose. They write good quality poems and descriptive pieces that show imaginative use of language. Most pupils have a good understanding of basic punctuation, such as capital letters and full stops, which they use with increasing accuracy. The most effective writers in Y2 express themselves imaginatively and produce extended pieces of work which are well structured, lively and incorporate a good range of vocabulary.
233. Pupils in Y1 and Y2 use their ICT skills effectively to support their work in English. They use a listening centre confidently when listening to stories and poems on tapes and CD roms. They improve their spelling and phonic knowledge through the good use they make of computer programs.
234. Pupils for whom English is an additional language make good progress with their work in English lessons. They listen carefully and answer questions to the best of their ability. They confidently approach reading and writing activities, producing work of a good standard commensurate with their knowledge of English.
235. The majority of pupils produce written work which is well presented. Handwriting is of a good standard and pupils effectively use their knowledge of letter sounds and word families to support the development of their spelling.

Shortcomings

236. The handwriting and presentation skills of a small number of pupils is insufficiently developed.

Science

Key Stage 1: Grade 2: Good features and no important shortcomings

Good features

237. Throughout the key stage, pupils make good and appropriate progress in gaining knowledge and understanding of materials and their properties, physical and life processes, living things and the communication of science. Pupils have good investigative skills and their recall of previous learning is good. In discussion, they communicate well using scientific language.
238. Pupils have a good knowledge of living things in relation to human beings, animals and green plants. In discussion, Y1 pupils can list healthy foods, describe what happens to the heart when exercising and name the various stages in the life cycle of a frog. Pupils in Y2 name parts of the human body and a flowering plant and recall their collection of mini-beasts in the local environment.
239. In their investigation on materials and absorption Y1 pupils identify what has to be kept constant. They have a very good understanding of why investigations

have to be fairly based and they communicate this fact very well. They predict which is the best material and their accurate recording demonstrates their knowledge and understanding of the process.

240. Pupils in Y2 confidently predict the changes made to chocolate when heated. They communicate and name a range of heat and light sources, including fire and the sun. Pupils use scientific language consistently and use the interactive white board well to record their results. In discussion, pupils are very aware of the safety issues involved in scientific experimentation.
241. In their investigation work on electricity, Y2 pupils know that a bulb will not light up if the electric circuit is broken. Y1 pupils sort electrical appliances at home and sort sounds according to whether they are soft or loud. In discussion, Y1 pupils name various sources of light and sort them according to their characteristics.
242. Pupils throughout the key stage collect data and present it in a range of formats. In discussion, pupils read this information and interpret their findings well. They consistently use different measurement throughout the key stage.

Shortcomings

243. Pupils' use of ICT is under developed in their scientific research, investigation and recording of information.

Information technology

Key Stage 1: Grade 3: Good features outweigh shortcomings

Good features

244. KS1 pupils are confident in their use of computers. From an early stage, pupils open and close programs and show a good level of independence when moving through them.
245. Pupils in KS1 show good control of the tools of information technology, for example, when using a mouse they can drag and drop. Pupils with access to the interactive whiteboards use it adeptly to record the results of a survey.
246. Pupils know how to operate a programmable, robotic machine to follow a set of instructions along a given path. They understand the importance of giving accurate instructions to the machine.
247. Y2 pupils use a data-handling program effectively to enter information related to their survey of how children travel to school. They understand how to enter data and interrogate it. They discuss their work using language appropriate to the activity and name a range of ways in which the information within the database can be displayed.

248. Y2 pupils understand how to access information from both the internet and CD roms.

Shortcomings

249. KS1 pupils' ability to save and retrieve their own work is under developed.
250. Y2 pupils' understanding of the use of e-mail and the use of some IT equipment, for example digital cameras, is limited.
251. Pupils' word processing and keyboard skills are insufficiently developed across the key stage.

Geography

Key Stage 1: Grade 2: Good features and no important shortcomings

Good features

252. Pupils throughout KS1 develop a good understanding of the school and immediate vicinity through first-hand observation. Y1 pupils explore and name a variety of features in and around the school. Their map-making skills develop very well. In discussion, pupils give good directions using correct terminology about their journey to school. Y2 pupils make observations about distances and develop map-making skills for places in and around their locality. They note and label features in their locality stating their preference about things they like and dislike in the area. Most pupils can locate Pentwyn, Cardiff and Wales on a map and most name the countries that make up the British Isles.
253. Pupils' map-making skills are developing very well and are enhanced through the use of robotic toys (ICT). They have very good control of the robot, using their numeracy skills well. They understand the concept of "bird's eye" view and know that windows and doors are not visible in a planned view of an area. They know the difference between houses that are terraced, detached and semi-detached and use subject-specific language when asked to outline the similarities and differences.
254. Y2 pupils' awareness of places beyond their own locality develops appropriately and there are some outstanding features in their recognition and recall of capital cities of the world. In discussion, pupils make very good comparisons about food, climate, travel arrangements and personal requirements when Fred the Ted goes on holiday.
255. Geographical enquiry skills are enhanced through pupils' very good use of atlases and colourful secondary sources when studying the weather and animals in Bangladesh, making comparisons with life in Wales. They enthusiastically express views on aspects of significant features, identify symbols on maps and pose relevant questions. Pupils apply their knowledge well and raise their level of achievement in a widening range of contexts.

256. Pupils throughout KS1 pose relevant questions, identify geographical patterns and offer explanations, through geographical processes and problem solving. Younger pupils confidently describe the weather and the effects of gales, whilst older pupils show good recall of the points of the compass and understand that cyclone, twister, whirlwind and tornados are all names given to the wind currents seen in parts of the world today. They have a good understanding of the problems caused by the cyclones in Bangladesh and recognise and name the various symbols that warn and prepare the local people.

Shortcomings

257. Pupils' use of IT to measure and communicate findings is limited.

Physical education

Key Stage 1: Grade 2: Good features and no important shortcomings

258. No games lessons were observed during the inspection.

Good features

259. In discussion, pupils throughout the key stage understand the need to warm muscles before vigorous movement. By the end of the key stage, pupils have a very good understanding of the effect of exercise on their bodies and how exercise helps them maintain a healthy lifestyle. They change and fold clothes appropriately, adhere well to safety matters, take responsibility when using large or small apparatus and for taking them out and putting them away.
260. Younger pupils make appropriate progress in gymnastics. They approach their lessons with confidence and a sense of enjoyment. The majority of pupils exhibit good spatial awareness. They sequence a routine to include a balance including different body parts with most pupils working diligently to improve their skills.
261. Older pupils develop and extend their gymnastic sequences using controlled balances on the floor and on apparatus. They hold their balance on one body part well, transferring it to another with increased complexity. Pupils evaluate the performance of others and a few use this information to improve their own.
262. Pupils interact well with each other during dance sessions and work effectively within a group. Pupils use a good range of dance steps according to a variety of speed, size and complexity of movement when responding to stimuli. Pupils demonstrate that they can think for themselves and their movements are very creative and precise. Pupils reflect on their work and suggest ideas for improvement well.
263. Pupils have access to an outstanding range of extra curricular sporting activities which develop their skills and enhance their standards of achievement. Activities

are well supported by trained staff ensuring pupils are given encouragement and praise for their efforts and outstanding success.

Shortcomings

264. A few pupils' understanding of "listening to the chosen speaker" is under developed.

School's response to the inspection

The role of the subject leader has been a major initiative since the last Inspection and all staff have worked hard together to evaluate the work of the school and grade the Key Questions.

We were very pleased that the Inspectors agreed with our judgements and when they differed they awarded a higher grade.

The Inspection findings recognise that we have maintained and improved high standards since our last Inspection.

We were also very pleased the Inspectors recognised the strong partnership with parents and carers as they have always played a significant and valued part in the life of the school.

The comprehensive support of the Governors which our school has always enjoyed was also duly acknowledged.

We agree with the report which describes the children as very well behaved, considerate, courteous and welcoming.

The skill and enthusiasm of teachers was recognised and the care and support all staff give to pupils was an outstanding feature.

We felt that the report captures the essence of what we aspire to in our school.

An Action Plan will be put in place to address the recommendations in the report.

We are confident that we will be able to address the five recommendations in our Action Plan. Where it is possible to do so staff, and Governors, will address the recommendations before the end of the school year.

Raising pupil's standards of achievement in I.T. and enhancing pupil's bilingual competence will be a priority for us in the School Improvement Plan.

A copy of the school's Action Plan in response to the Inspection recommendations will be sent to all parents.

The Governor's annual report to parents will report on the progress we are making on Inspection recommendations.

Appendix A

Basic information about the school

Name of school	Glyncoed Infants School
School type	Community
Age-range of pupils	3-7 years
Address of school	Glyncoed Road, Pentwyn Cardiff
Postcode	CF23 7DW
Telephone number	02920 733694

Headteacher	Mrs Beverley Brown
Date of appointment	September 1990
Chair of governors	Mr. Gary Mitchell
Registered inspector	Mrs Linda Jane Williams
Dates of inspection	7 th – 9 th February 2006

Appendix B

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	23.5	54	36	55	-	-	-	-	168.5

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	8	2	9

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	18:1
Pupil: adult (fte) ratio in nursery classes	10:1
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	24
Teacher (fte): class ratio	.8:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of School
Spring 2005	84	90	90
Summer 2005	84	90	90
Autumn 2005	84	90	90

Percentage of pupils entitled to free school meals	10
Number of pupils excluded during 12 months prior to inspection	1

Appendix C

National Curriculum Assessment Results End of Key Stage 1:

National Curriculum Assessment KS1 Results 2005			Number of pupils in Y2:				
			52				
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher Assessment	School	0	0	12	69	19
		National	0	4	13	63	20
En: reading	Teacher Assessment	School	0	0	17	46	37
		National	0	3	11	63	23
En: writing	Teacher Assessment	School	0	2	8	85	6
		National	0	5	14	69	11
En: speaking and listening	Teacher Assessment	School	0	0	4	79	17
		National	0	4	14	55	26
Mathematics	Teacher Assessment	School	0	0	13	62	25
		National	0	2	11	63	24
Science	Teacher Assessment	School	0	0	4	79	17
		National	0	2	10	65	23

D Pupils who have been disapplied from the statutory arrangements.
W Pupils who are working towards level 1.

Appendix D

Evidence base of the inspection

- The inspection was carried out by a team of three inspectors, including a lay inspector, over a period of three days.
- The headteacher was the nominee and played a supporting role during the inspection.
- Pre-inspection meetings were held with the headteacher, parents, staff and governing body.
- Forty-one questionnaires were returned, analysed and summarised.
- Discussions including post inspection meetings, were held with the headteacher, teaching staff and support staff.
- Discussions were held with pupils about their work and the life of the school.
- An inspector attended a meeting of the School Council.
- All documentation submitted by the school, prior to and during the inspection, was analysed and discussed, including the school improvement plan, policy and curriculum documents and teachers' planning files.
- Pupils were observed as they arrived and departed from the school and during the mid-day and other breaks.
- Pupils' behaviour was observed at various times in the school day.
- Samples of pupils' work, practical and written, from across the ability range in each age group, were examined.
- Twenty-eight lessons or parts of lessons were observed.
- Inspectors attended assemblies and observed extra-curricular activities.

Appendix E

Composition and responsibilities of the inspection team

Team member	Responsibilities	Subjects
Mrs Linda Jane Williams Registered Inspector	Context Summary and recommendations Key Questions 1, 2, 5 and 6	Children under 5 English IT
Mr Kerry George Jones Lay Inspector	Contributions to key questions 1, 3, 4 and 5	
Mrs Julie Anita Jones Team Inspector	Key Questions 3, 4 and 7	Science Geography PE
Mrs Beverley Brown Nominee		

Contractor: Atlantes Educational Services
Technology House
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Acknowledgement

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