

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

**Graig Infants School
Tanylan Terrace
Morrison
Swansea
SA6 7DU**

School Number: 670/2026

Date of Inspection: 23rd – 25th October 2006

by

**Mr. David Thorley
W117/12188**

Date: 7th December 2006

Under Estyn contract number: 1103606

The purpose of Estyn is to inspect quality and standards in education and training in Wales. Estyn is responsible for inspecting:

- * nursery schools and settings that are maintained by, or receive funding from, local education authorities (LEAs);
- * primary schools;
- * 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
- * the education, guidance and training elements of Jobcentre Plus.

Estyn also:

- * provides advice on quality and standards in education and training in Wales to the National Assembly for Wales and others; and
- * makes public good practice based on inspection evidence.

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

A copy of the summary report is sent to every family with a child at the school. The full report can be obtained from the school.

The inspection of Graig Infants School took place between 23/10/06 and 25/10/06. An independent team of inspectors, led by David Thorley 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 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. Graig Infants School is situated in the town of Morriston on the outskirts of the city of Swansea. It is a local education authority maintained infant school that caters for children aged 3-7 years. The school reports that the area from which most pupils are drawn is economically disadvantaged; 40% are entitled to free school meals which is substantially higher than the county average of 23% and the all-Wales average of 18%. The school provides a part-time nursery class from the age of three. There are 38 children attending the nursery. The main school has a reception, Year 1 (Y1) and Y2 classes. There are 73 pupils in the main school. In total there are 5.8 full-time equivalent teachers, a full-time and four part-time teaching assistants. The average class size is 24, this equates with both county and national averages. The school receives pupils from the full range of abilities. Around 21% of pupils are identified as having Special Educational Needs (SEN) with 12 pupils identified as being on School Action and a further 2 pupils on School Action Plus; one pupil has a statement of SEN. The school identifies the spoken language at home as being English for most of its pupils; four per cent of pupils come from ethnic minority backgrounds. Four pupils are receiving support teaching in English as an additional language. The school was built in 1881 and the Victorian part of the school contains three classrooms, hall and administrative offices. Two demountable classrooms accommodate Y1, Y2 and nursery children. The enclosed site contains hard-surface play areas and a covered basement space. City and County of Swansea LEA) controls admission into the school. Pupils transfer to Pentrepoeth Junior School at seven years of age.
2. The school holds both Investors in People and Basic Skills Quality Awards and was last inspected in November 2000.

The school's priorities and targets

3. The mission statement for the school states that the school aims:
 - to provide the highest quality educational experiences for every child to help them feel confident and to achieve their best in all aspects of life.
4. The school lists thirty-eight major priorities for the period 2006-2008:
 - one action focuses on raising standards;
 - five aspects relate to teaching and assessment;
 - fifteen actions focus upon the wider curriculum;
 - four elements relate to supporting pupils;
 - nine aspects focus upon leadership and management;
 - four elements relate to developing resources.

Summary

5. Graig Infants is a good school with many outstanding features, particularly in relation to the curriculum, teaching and support for under-fives, the wide range of experiences made available to all pupils and the quality of care, support and guidance for all pupils. Overall, pupils make good progress in learning and achieve good standards in knowledge, understanding and skills. Most pupils are motivated and well-behaved and positive attitudes and relationships are evident throughout the school. Overall, teaching is of a good standard and assessment is undertaken effectively. The school is outstanding in the efforts it undertakes to promote bilingual skills that reflect the language and culture of Wales. It is also outstanding in its efforts to tackle social disadvantage and ensure equality of opportunity for all. Clear direction, effective strategic management and a commitment to improving standards underpin the success of the school. Good progress overall has been achieved since the last inspection.

Table of grades awarded

6. The inspection team judged the school's work as follows:

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

Standards

7. Overall, pupils' standards of achievement in the areas of learning and subjects inspected are as follows:

Pupils' standards of achievement in the subjects inspected	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	17%	50%	28%	6%	0%

Where percentages have been rounded to the nearest whole number, they might not total 100; standards were observed in 18 lessons.

8. Pupils' standards of achievement in lessons are above the Welsh Assembly Government (WAG) all-Wales target for 65% to be Grade 2 or above by 2007 but are just below the WAG all-Wales target for 2007 for at least 98% of standards to be Grade 3 or higher.
9. The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making very good progress towards the Desirable Outcomes for Children's Learning. Baseline assessments indicate that attainment on entry is below the average of other schools in the LEA. The standards of achievement of the children under-five are as follows:

Area of Learning	Inspection Grade	
	Nursery	Reception
Personal and Social Development and Well Being	Grade 1	Grade 1
Language, Literacy and Communication Skills	Grade 2	Grade 2
Mathematical development	Grade 2	Grade 1
Bilingual and Multi-cultural Understanding	Grade 1	Grade 1
Knowledge and understanding of the world	Grade 1	Grade 1
Physical development	Grade 2	Grade 1
Creative development	Grade 2	Grade 1

10. In KS1 the standards of achievement in the subjects inspected are as follows:

Subject	Key Stage 1
Mathematics	Grade 3
Welsh second language	Grade 1
Information technology	Grade 2
History	Grade 2
Religious education	Grade 2

11. In withdrawal sessions with the SEN teacher and in the mixed ability classes, pupils make appropriate progress and achieve appropriate standards in line with their age and ability.

12. Pupils' standards in the key skills of speaking in, listening to and reading Welsh are outstanding as are their bilingual skills. Speaking in, reading and writing English skills have good features that outweigh shortcomings, as do mathematical, problem-solving and creative skills. Pupils' listening skills in English are good. Personal and social skills and information technology skills are good with no important shortcomings and these, together with creative skills, are outstanding in under-fives.
13. Pupils succeed equally well regardless of their social, ethnic or linguistic background.
14. Pupils overall attain the targets set by the school at the end of Key stage 1 (KS1) in national teacher assessments. In 2006, pupils in their end-of-KS1 assessments attained in excess of the national average in mathematics, science and the core subject indicator and just below in English. The core subject indicator is the percentage of pupils attaining at least level two in KS1 in each of the English, mathematics and science assessments.
15. In their end-of-KS1 assessments in 2006, girls performed better than boys and above all schools' national averages in English and the core subject indicator. Girls and boys matched their scores in mathematics and science and both groups were in excess of national averages.
16. In comparing the performance of pupils to those in other schools in Wales over the last three years, in the end-of-KS1 national assessments pupils attained scores in all core subjects and in the core subject indicator that compare with the top 25% of similar schools in Wales.
17. Most pupils are eager to learn, respond enthusiastically to questions and apply their knowledge and skills effectively to new situations. This is an outstanding feature in under-fives. In all classes, this enthusiasm combines with a clear understanding by most pupils of what they are doing, how well they are progressing and what they need to do in order to improve further. Good progress overall is achieved and most pupils are well-placed to move onto the next stage of their learning. This is a feature particularly in under-fives.
18. Overall, pupils are well behaved in and around the school. Good behaviour and positive attitudes and relationships are particularly evident during breaktimes and lunchtimes. The staff have good relationships with pupils. Pupils are friendly and courteous. This responsible attitude has a positive effect on the progress they make in most lessons.
19. Pupils' attendance levels during the three complete terms prior to the inspection was 88.7%. This figure is comparable to the attendance of the bottom 50% of similar schools in Wales. An outbreak of strain B influenza during the spring term 2006 and a chicken pox epidemic during the autumn term 2005 which continued in to the spring term 2006 were contributory factors to the poor attendance levels. With a small number of exceptions, punctuality is good at the start of the school day.

20. Pupils develop the capacity to work independently and to develop the ability to organise themselves and establish positive learning habits to support them in the future. This is an outstanding feature in under-fives.
21. Pupils make good progress in their personal, social, moral and wider development. They show concern for others, take responsibility for their actions and show honesty and fairness. This is an outstanding feature in under-fives.
22. An awareness and understanding of the importance of equal opportunities is well developed amongst the pupils and they show respect towards different beliefs, cultures and backgrounds. The pupils' understanding of their local community is developed effectively. Arrangements such as external visits and invited guest speakers are successful in raising the pupils' understanding of their own community and the world of work. Pupils take an active part in the life and work of the school; they are consulted about many aspects and take decisions for example through their roles in the school council.
23. Provision for pupils' spiritual, moral and cultural development is good and for social development is outstanding. The school encourages pupils to be self-disciplined and to demonstrate thoughtful behaviour; this ethos permeates school life. Adults provide very good role models and consistently set a good example. Teachers encourage children from the time they enter school to develop a positive attitude towards learning and to acquire skills which will they will need when they enter the world of work.
24. Collective worship meets statutory requirements and contributes effectively to pupils' moral development, in particular to their understanding of right and wrong. Acts of worship are broadly Christian in nature though pupils learn to respect the other main religious traditions. Spiritual development is promoted by the saying of prayers during morning worship, though no opportunities for quiet reflection were observed. In classes, however, pupils are encouraged to celebrate their work and that of others and this enhances their experiences. Pupils discuss thoughtfully the lives of people who are less fortunate than they and apply reasoning effectively when discussing moral issues.

The quality of education and training

25. In the 18 lessons observed, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
17%	44%	28%	11%	0%

26. The quality of teaching for under-fives is consistently good with many outstanding features including providing a wide range of stimulating activities which engage all children and give them opportunities to make choices and decisions. Teaching for under-fives is also very effective in its use of teaching assistants and in adjusting teaching strategies to meet the needs of children based upon the assessment of children's learning and the progress they make.

27. In all lessons observed there are good features in the quality of teaching. This is particularly so in the two-thirds of lessons in which there are no major shortcomings. Amongst the qualities in these lessons are planned and clear learning objectives and a good level of challenge and motivation. Teachers give clear explanations and show good subject knowledge. They provide imaginative and challenging activities and use resources effectively to support learning. Lessons are well balanced between whole class activities and independent learning and group activities are well managed. Teachers question effectively to ensure understanding, control is effective and pupils are expected to show self-discipline and appropriate behaviour. There is respect between teacher and pupils that ensures that pupils apply themselves to work with purpose and self-confidence. Teachers in these lessons use a wide range of teaching strategies to support learning based upon regular reviews of the progress the pupils are making.
28. In all lessons observed, teachers treat pupils equally, irrespective of their race, gender or disability.
29. Teachers appreciate the potential advantages of pupils being able to work bilingually and attempt to enrich understanding of both languages. This is an outstanding feature of all classes in the school.
30. Where teaching is less effective, not all pupils are engaged in the whole class sessions and some teaching assistants are not used effectively to support learning. In these lessons, some tasks do not present sufficient challenge, teaching is over-directed and the pace of the lesson is slow.
31. Teachers undertake regular assessments of pupils' achievement. Baseline assessment is administered on school entry, at the end of the summer term and again when children enter the Reception class. The information gained from the analysed data is used well to inform the pupil tracking record and to adopt flexible grouping strategies in order that individual children's needs are met. Children are assessed in Personal and Social education (PSE), phonic knowledge and literacy at the end of their year in the reception class. Assessment procedures are outstanding in under-fives.
32. Standardised tests are used in Y1 in order to monitor pupils' progress and for the purpose of early identification of those who need support together with those with SEN. Teachers administer standardised tests in Y1 and Y2 termly in the core subjects and two foundation subjects are assessed each term. The results are discussed by staff in order to inform co-ordinators' action plans, to update the pupil tracking record and to set individual targets which are regularly reviewed.
33. Each pupil has an individual pupil profile on which staff record additional informal assessments. These provide useful information that can be readily accessed by all staff as pupils move through the school. Subject portfolios of examples of work are in place but are not, however, fully assessed against National Curriculum (NC) levels. As a result, they do not provide sufficient support for teachers' judgements of standards of pupils' work against NC criteria. The

system overall meets statutory requirements, is well organised and provides a clear picture of pupils' achievements.

34. Evaluations of teachers' planning inform the next cycle of provision and knowledge gained from standardised assessments is used well to identify areas for development, both at individual and at whole school level. Marking of pupils work highlights the caring ethos of the school and the quality of relationships between teachers and pupils. Teachers mark in the presence of the pupils and make encouraging comments which frequently contain comprehensible information indicating to pupils what they need to do in order to improve their work; this practice is, however, not consistent across the school. Pupils have individual target books that they enjoy sharing with adults and all are aware of what they need to do in order to improve.
35. Reports to parents are very comprehensive and give thorough information about their child's achievement against NC criteria in every subject and also identify their personal targets. They demonstrate how well the teachers know their pupils and provide information also about their wider attributes such as their personal and social development. Parents and carers are invited to attend meetings to discuss their child's progress twice a year. They are also encouraged to approach the school if they have any concerns they wish to address.
36. The school is successful overall in meeting pupils' needs and provides a stimulating and balanced curriculum for all pupils which meets legal and course requirements. Particularly strong features are the breadth and richness of the first-hand learning experiences provided which place the learner at the centre of the curriculum and ensure their high level of motivation.
37. An outstanding feature of the curriculum is the quality of learning experiences that children receive in the outdoor learning environment that is fully integrated into daily provision in all weathers.
38. The school has schemes of work in place for all subjects that are of a high standard and which ensure consistency, coherence and flexibility.
39. Progression in children under-five is very good and their learning experiences engage them fully and are meaningful to all children. In KS1, pupils do not make good progress in the key skills of language and literacy, mathematics and problem-solving. This is a result of the underdeveloped process of transition for pupils from informal learning through play to more formalised learning, and the curriculum does not always build appropriately on pupils' existing skills.
40. Planning for the development of learners' key skills is good at both mid and short-term level. The learners themselves are aware of the key skills, understand what they are and how to use them.
41. The school, pupils and their families have benefited greatly from the school-initiated Family Learning Project.

42. Learners' personal, social and Information Technology (IT) skills are good throughout the school. Mathematical, problem-solving and creative skills are well-developed in the early years but less so in KS1. Learners' speaking skills throughout the school are restricted and pupils' reading and writing skills across the curriculum have shortcomings; they do not use a wide range of reading strategies and, as a result, their understanding of what they read is impaired.
43. Numerous visits to places of historical and cultural interest both locally and further afield, enhance pupils' understanding of Wales and its culture.
44. Effective use of visitors to the school such as musicians and theatre groups supports the teaching and does much to enhance pupils' learning.
45. An outstanding feature of provision is the wide range of extra-curricular activities provided by the staff, all of whom demonstrate a high level of commitment to this aspect of provision.
46. An outstanding feature of the school is the way in which learners' experiences are enriched by partnerships with parents and other agencies.
47. Good links have been established between the school and local businesses. Pupils are familiar with the nature of these enterprises and their understanding is reinforced through regular visits. Little is done to develop the pupils' awareness of enterprise and entrepreneurial skills.
48. The way in which the school succeeds in promoting learners' bilingual skills is an outstanding feature of its provision. Learners from the nursery class upwards use the Welsh language frequently throughout the day demonstrating a secure knowledge of a range of vocabulary and sentence patterns. All move easily from English to Welsh and back again and are comfortable in both languages.
49. Graig Infants is a very caring school, one in which pupils feel happy, safe and valued. Positive values are communicated to all, and adults and pupils work together happily, demonstrating consideration for each other's feelings and ideas. Members of staff take all reasonable care to protect pupils from harm and there are very sound structures in place which ensure the health, safety and welfare of pupils. The caring ethos which permeates school life, promotes an enabling school community in which all can flourish. The school is a vibrant learning community which celebrates individuality and where learners are encouraged to have confidence in themselves and their abilities.
50. The school has comprehensive structures in place to ensure the well-being, health and safety of all learners and these are an outstanding feature of the school. There are excellent procedures for child protection that have proved to be highly effective in practice.
51. The school diagnoses pupils' individual learning needs effectively and identifies those with additional needs in accordance with LEA structures and statutory requirements. It plans to support these needs through individual educational plans

and involves parents and, where appropriate, other agencies. These plans are of good quality, are relevant to the needs of pupils and meet statutory requirements.

52. The school provides support to meet these additional needs. Some pupils are supported by withdrawal sessions with a specialist teacher. This provision is of good quality and meets fully the needs of pupils. Teaching assistants in classes provide effective support overall. In some whole class sessions support is ineffective in ensuring that pupils with additional learning needs understand the objectives of the lesson and are engaged at all times. This variable provision of support in whole class sessions impedes the progress of those pupils who are distracted and also impedes the learning of others.
53. The quality of provision for additional learning needs for under-fives in assessment and provision is outstanding.
54. The school recognises the diversity of its pupils' backgrounds and has effective arrangements and policies in place to ensure equality of opportunity for all its pupils. This is a strong feature within this school.
55. Every effort is made to ensure effective support for pupils with disabilities or other special educational learning needs.

Leadership and management

56. The leadership provided by the head teacher is of a good quality. Through her energy and commitment, shared values and clear aims are focused on pupils' needs and are understood and implemented by staff and governors. Leaders have a sense of purpose and expectation that promotes and sustains improvements.
57. Staff with leadership and management responsibilities understand their roles and focus upon raising standards and quality. Some staff lack time and opportunity to undertake direct observation of standards in lessons. This impacts upon their ability to give informed and relevant evaluations of subjects and standards and the quality of self-evaluations undertaken. Overall, these do not reflect critically on what is being done and how it can be improved.
58. Policies promote equality of opportunity for all. Overall, this is achieved and is an outstanding aspect with under-fives, although a minority of pupils in some whole class sessions do not access the learning objectives.
59. School leaders set targets that are challenging and realistic. These relate to attendance and developing specific learning skills. The school sets whole school targets for end of KS1 national assessments but states that the process for undertaking this does not involve the LEA. The impact of this process has improved standards overall. However, in spite of robust efforts to raise pupil attendance, this target has not been achieved.

60. The management of the improvement in the performance of individual staff has been effective. Almost twice as many lessons are judged to be grades 1 and 2 than in the last inspection. Leaders ensure that promoting high standards is a focus for all staff. Leaders are able to demonstrate that they track improvements in performance in terms of the impact upon standards achieved.
61. Appraisal arrangements for monitoring the performance of teachers and identifying development targets meet statutory requirements and are linked to the School Development Plan (SDP). This process of professional development continues to improve standards and the quality of teaching. An extensive programme of training is evident and has impacted upon standards achieved.
62. The Governing Body (GB) carries out its responsibilities effectively in terms of strategic planning and to maintain and enhance the quality of education. Many governors are actively involved in and very supportive of the school. They are well informed about the standards achieved and progress made by pupils. The GB is effective in supporting the school as a critical friend. The GB complies with regulatory and legal requirements.
63. Leaders show that they are well informed about the performance of pupils in NC core subjects and that of under-fives; they are less well informed of standards in NC foundation subjects. Overall, leaders' self-evaluation reports, however, do not provide information about strengths and weaknesses in the areas for which they are responsible and that is vital in effective whole school evaluation and development.
64. First-hand evidence of the quality of teaching and learning and evaluation of standards pupils achieve is embedded in strategic planning. This is most effective with under-fives. Other leaders are less well informed and have fewer opportunities in assessing standards in all classes.
65. The whole school self-evaluation process is wide ranging and identifies a considerable number of areas for development; however, many of these do not relate to the outcomes of the subject leaders' evaluation reports. Leaders are continuing to improve the process by which it draws upon the views of others in determining its development areas.
66. The self-evaluation process is at an early stage of development and is not understood fully by all staff who play a part in implementing its strategies.
67. Leaders have brought the outcomes of the whole school self-evaluation process into priority actions and targets for development. The school has priorities and targets in aspects of its development plan that are relevant and measurable. However, there are too many priorities and actions identified to enable the school to focus effectively upon key elements for raising standards. Many of the targets it identifies within its development plan cannot be measured in terms of assessing whether they have been achieved and are too general in their remit to ensure a focus upon specific aspects of teaching and learning.

68. Although there are many priorities identified, overall resources provided are effective in meeting these objectives. The provision of additional time for subject leaders to gain first-hand evidence of standards is limited.
69. The actions taken by leaders over the period since the last inspection have had a positive effect and have led to measurable improvements in both overall standards in lessons and in the quality of teaching. Overall, good progress has been made in the key issues from the last inspection of planning activities that challenge consistently pupils of all abilities and improving the organisation and management of group activities. Progress has also been made in the last inspection key issue of developing the school's self-evaluation system; this aspect continues to require further development. Success has also been achieved in a number of the measurable targets that the school has set.
70. The overall good progress made since the last inspection combines with the current situation of good standards in the main, including many outstanding features in teaching and learning, to conclude that the school provides good value for money.

Recommendations

In order to improve the school in the areas inspected, the staff and GB need to:

- R1 address the shortcomings set out within the key questions and subjects;
- R2 further develop strategies to raise attendance levels in line with WAG targets;
- R3 improve planning for progression in language and literacy, mathematics and problem-solving with particular reference to the transition from the under-fives to learning in Y1 and Y2;
- R4 ensure that regular first-hand observations of standards by leaders inform effective evaluations and contribute to whole school development that is more focused.

The school has planned to further develop whole school self-evaluation procedures in its current SDP.

The GB 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

71. The findings of the inspection team differ from the school's self-evaluation in that the school judged this key question as Grade 1. Inspectors disagree with the school's judgement in its Self-Evaluation Review about how well learners achieve in respect of fewer elements that are judged to be outstanding, aspects of standards achieved in lessons observed and pupils' attendance.

Pupils' standards of achievement in the subjects inspected	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	17%	50%	28%	6%	0%

Where percentages have been rounded to the nearest whole number, they might not total 100; standards were observed in 18 lessons.

72. Pupils' standards of achievement in lessons are above the WAG all-Wales target for 65% to be Grade 2 or above by 2007 but are just below the WAG all-Wales target for 2007 for at least 98% of standards to be Grade 3 or higher.

73. The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making very good progress towards the Desirable Outcomes for Children's Learning. Baseline assessments indicate that attainment on entry is below the average of other schools in the LEA. The standards of achievement of the children under-five are as follows:

Area of Learning	Inspection Grade	
	Nursery	Reception
Personal and Social Development and Well Being	Grade 1	Grade 1
Language, Literacy and Communication Skills	Grade 2	Grade 2
Mathematical development	Grade 2	Grade 1
Bilingual and Multi-cultural Understanding	Grade 1	Grade 1
Knowledge and understanding of the world	Grade 1	Grade 1
Physical development	Grade 2	Grade 1
Creative development	Grade 2	Grade 1

74. In KS1 the standards of achievement in the subjects inspected are as follows:

Subject	Key Stage 1
Mathematics	Grade 3
Welsh second language	Grade 1
Information technology	Grade 2
History	Grade 2
Religious education	Grade 2

75. In withdrawal sessions with the SEN teacher and in the mixed ability classes, pupils make appropriate progress and achieve appropriate standards in line with their age and ability.

76. The standards in pupils' key skills across the curriculum are as follows:

Key Skills across the curriculum	Inspection Grade	
	Under-fives	KS1
Speaking in Welsh	Grade 1	Grade 1
Listening to Welsh	Grade 1	Grade 1
Reading Welsh	Grade 1	Grade 1
Writing Welsh	Grade 2	Grade 2
Speaking in English	Grade 3	Grade 3
Listening to English	Grade 2	Grade 2
Reading English	Grade 3	Grade 3
Writing English	Grade 3	Grade 3
Mathematical skills	Grade 3	Grade 3
Information technology skills	Grade 1	Grade 2
Bilingual skills	Grade 1	Grade 1
Personal and social skills	Grade 1	Grade 2
Problem solving skills	Grade 2	Grade 3
Creative skills	Grade 1	Grade 3

77. Pupils succeed equally well regardless of their social, ethnic or linguistic background.

78. Pupils overall attain the targets set by the school at the end of KS1 in national teacher assessments. In 2006, pupils in their end-of-KS1 assessments attained in excess of the national average in mathematics, science and the core subject

indicator and just below in English. The core subject indicator is the percentage of pupils attaining at least level two in KS1 in each of the English, mathematics and science assessments.

79. In their end-of-KS1 assessments in 2006, girls performed better than boys and above all schools' national averages in English and the core subject indicator. Girls and boys matched their scores in mathematics and science and both groups were in excess of national averages.
80. In comparing the performance of pupils to those in other schools in Wales over the last three years, in the end-of-KS1 national assessments pupils attained scores in all core subjects and in the core subject indicator that compare with the top 25% of similar schools in Wales.
81. Most pupils are eager to learn, respond enthusiastically to questions and apply their knowledge and skills effectively to new situations. This is an outstanding feature in under-fives. In all classes, this enthusiasm combines with a clear understanding by most pupils of what they are doing, how well they are progressing and what they need to do in order to improve further. Good progress overall is achieved and most pupils are well-placed to move onto the next stage of their learning. This is a feature particularly in under-fives.
82. Overall, pupils are well behaved in and around the school. Good behaviour and positive attitudes and relationships are particularly evident during breaktimes and lunchtimes. The staff have good relationships with pupils. Pupils are friendly and courteous. This responsible attitude has a positive effect on the progress they make in most lessons.
83. Pupils' attendance levels during the three complete terms prior to the inspection was 88.7%. This figure is comparable to the attendance of the bottom 50% of similar schools in Wales. An outbreak of strain B influenza during the spring term 2006 and a chicken pox epidemic during the autumn term 2005 which continued in to the spring term 2006 were contributory factors to the poor attendance levels. With a small number of exceptions, punctuality is good at the start of the school day.
84. Registration procedures are good and comply fully with National Assembly for Wales Circular 3/99. Good systems are in place to monitor attendance.
85. Pupils develop the capacity to work independently and to develop the ability to organise themselves and establish positive learning habits to support them in the future. This is an outstanding feature in under-fives.
86. Pupils make good progress in their personal, social, moral and wider development. They show concern for others, take responsibility for their actions and show honesty and fairness. This is an outstanding feature in under-fives.
87. An awareness and understanding of the importance of equal opportunities is well developed amongst the pupils and they show respect towards different beliefs, cultures and backgrounds. The pupils' understanding of their local community is

developed effectively. Arrangements such as external visits and invited guest speakers are successful in raising the pupils' understanding of their own community and the world of work. Pupils take an active part in the life and work of the school; they are consulted about many aspects and take decisions, for example, through their roles in the school council.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

88. The findings of the inspection team differ from the school's self-evaluation in that the school judged this key question as Grade 1. Inspectors disagree with the school's judgement in its Self-Evaluation Review about the effectiveness of teaching, training and assessment as a result of some shortcomings in areas they identify.

89. In the 18 lessons observed, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
17%	44%	28%	11%	0%

90. The quality of teaching for under-fives is consistently good with many outstanding features including providing a wide range of stimulating activities which engage all children and give them opportunities to make choices and decisions. Teaching for under-fives is also very effective in the use of teaching assistants and in adjusting teaching strategies to meet the needs of children based upon the assessment of children's learning and the progress they make.

91. In all lessons observed there are good features in the quality of teaching. This is particularly so in the two-thirds of lessons in which there are no major shortcomings. Amongst the qualities in these lessons are planned and clear learning objectives and a good level of challenge and motivation. Teachers give clear explanations and show good subject knowledge. They provide imaginative and challenging activities and use resources effectively to support learning. Lessons are well balanced between whole class activities and independent learning and group activities are well managed. Teachers question effectively to ensure understanding, control is effective and pupils are expected to show self-discipline and appropriate behaviour. There is respect between teacher and pupils that ensures that pupils apply themselves to work with purpose and self-confidence. Teachers in these lessons use a wide range of teaching strategies to support learning based upon regular reviews of the progress the pupils are making.

92. In all lessons observed, teachers treat pupils equally, irrespective of their race, gender or disability.

93. Teachers appreciate the potential advantages of pupils being able to work bilingually and attempt to enrich understanding of both languages. This is an outstanding feature of all classes in the school.
94. Where teaching is less effective, not all pupils are engaged in the whole class sessions and some teaching assistants are not used effectively to support learning. In these lessons, some tasks do not present sufficient challenge, teaching is over-directed and the pace of the lesson is slow.
95. Teachers undertake regular assessments of pupils' achievement. Baseline assessment is administered on school entry, at the end of the summer term and again when children enter the Reception class. The information gained from the analysed data is used well to inform the pupil tracking record and to adopt flexible grouping strategies in order that individual children's needs are met. Children are assessed in PSE, phonic knowledge and literacy at the end of their year in the reception class. Assessment procedures are outstanding in under-fives.
96. Standardised tests are used in Y1 in order to monitor pupils' progress and for the purpose of early identification of those who need support together with those with SEN. Teachers administer standardised tests in Y1 and Y2 termly in the core subjects and two foundation subjects are assessed each term. The results are discussed by staff in order to inform co-ordinators' action plans, to update the pupil tracking record and to set individual targets which are reviewed regularly.
97. Each pupil has an individual pupil profile on which staff record additional informal assessments. These provide useful information that can be accessed readily by all staff as pupils move through the school. Subject portfolios of examples of work are in place but are not, however, fully assessed against NC levels. As a result, they do not provide sufficient support for teachers' judgements of standards of pupils' work against NC criteria. The system overall meets statutory requirements, is well organised and provides a clear picture of pupils' achievements.
98. Evaluations of teachers' planning inform the next cycle of provision and knowledge gained from standardised assessments is used well to identify areas for development, both at individual and at whole school level. Marking of pupils work highlights the caring ethos of the school and the quality of relationships between teachers and pupils. Teachers mark in the presence of the pupils and make encouraging comments which frequently contain comprehensible information indicating to pupils what they need to do in order to improve their work; this practice is, however, not consistent across the school. Pupils have individual target books that they enjoy sharing with adults and all are aware of what they need to do in order to improve.
99. Reports to parents are very comprehensive and give thorough information about their child's achievement against NC criteria in every subject and also identify their personal targets. They demonstrate how well the teachers know their pupils and provide information also about their wider attributes such as their personal

and social development. Parents and carers are invited to attend meetings to discuss their child's progress twice a year. They are also encouraged to approach the school if they have any concerns they wish to address.

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

100. The findings of the inspection team differ from the school's self-evaluation in that the school judged this key question as Grade 1. Although there are a number of outstanding and very good features, shortcomings in progression and in the development of key skills mean that the overall provision falls short of outstanding.
101. The school is successful overall in meeting pupils' needs and provides a stimulating and balanced curriculum for all pupils which meets legal and course requirements. Particularly strong features are the breadth and richness of the first-hand learning experiences provided which place the learner at the centre of the curriculum and ensure their high level of motivation. All enjoy being actively involved in their own learning and benefit from the wide range of outdoor learning experiences provided by the school, which makes very effective use of the outdoor gardens and pond together with the attractive school grounds and the covered area beneath the school.
102. The overall quality of the educational provision for the under-fives is appropriate to their needs and pupils are making very good progress towards the Desirable Outcomes for Children's learning. Children receive a wide range of learning opportunities, both indoors and outdoors, to investigate and to develop their interests. They are actively involved in their own learning in which they make very good progress. There has been considerable investment in the outdoor curriculum in preparation for the Foundation Phase for which the school is well prepared. An outstanding feature of the curriculum is the quality of learning experiences that children receive in the outdoor learning environment that is fully integrated into daily provision in all weathers.
103. As a result of the teaching and learning experiences provided, which are often creative and imaginative, pupils enjoy a broad and stimulating curriculum which ensures that their needs are very well catered for. The school has schemes of work in place for all subjects which are of a high standard and which ensure consistency, coherence and flexibility. Progression in children under-five is very good and their learning experiences engage them fully and are meaningful to all children.
104. In KS1, pupils do not make good progress in the key skills of language and literacy, mathematics and problem-solving. This is a result of the underdeveloped process of transition for pupils from informal learning through play to more formalised learning, and the curriculum does not always build

appropriately on pupils' existing skills. For example, pupils move from simple mark-making to writing using a cursive style without proceeding through carefully planned stages of progression, and from writing independently to completing work sheets. Consequently, pupils' achievement in these areas is impaired.

105. The school provides many opportunities for the development of the common requirements of the NC. Planning for the development of learners' key skills is good at both mid and short-term level. The learners themselves are aware of the key skills, understand what they are and how to use them. Pupils of all ages receive many opportunities to develop their social skills; the older look after the younger while all demonstrate the ability to understand the impact of their behaviour on others and even the youngest learn to take responsibility for their actions.
106. The school has been awarded the Basic Skills Agency Quality Mark twice and is well prepared for reassessment later this year. The school, pupils and their families have benefited greatly from the school-initiated Family Learning Project which was introduced four years ago. Many parents and carers have attended Literacy and Numeracy courses and continue to do so as a result of this flourishing initiative and have been presented with certificates at accreditation ceremonies which are celebrated by the school.
107. Learners' personal, social and Information Technology (IT) skills are good throughout the school. Mathematical, problem-solving and creative skills are well-developed in the early years but less so in KS1. Learners' speaking skills throughout the school are restricted and pupils' reading and writing skills across the curriculum have shortcomings; they do not use a wide range of reading strategies and, as a result, their understanding of what they read is impaired. The frequent use of worksheets restricts both opportunities for writing across the curriculum and for producing extended writing.
108. Numerous visits to places of historical and cultural interest both locally and further afield, enhance pupils' understanding of Wales and its culture and promote Y Cwricwlwm Cymreig very well. A very good feature of the school is the extensive use of the work of a number of Welsh artists including Kyffin Williams, Mary Lloyd Jones and Keith Bayliss, some of whom have worked alongside the learners, to produce work of a very high standard from the youngest children upwards.
109. Effective use of visitors to the school such as musicians and theatre groups supports the teaching and does much to enhance pupils' learning. Teachers develop pupils' knowledge and understanding of the richness and variety of other cultures through their study of other religions and by exploring their art.
110. An outstanding feature of provision is the wide range of extra-curricular activities provided by the staff, all of whom demonstrate a high level of commitment to this aspect of provision. These include a breakfast club and an after-school club that provides a range of purposeful and stimulating activities under the leadership of the nursery nurse and a teaching assistant. The club

welcomes older children from the local junior school. The head teacher runs a weekly gymnastics club and there are clubs for Information Communication Technology (ICT), art and football in the community, together with a mosaic club for parents which is held every Friday morning. All these enhance the knowledge, interests, skills and quality of education of pupils together with relationships with the community, parents and other schools.

111. The school's provision for PSE is good and supports well the school's PSE framework. Pupils interact courteously and confidently with both peers and adults.
112. Provision for pupils' spiritual, moral and cultural development is good and for social development is outstanding. The school encourages pupils to be self-disciplined and to demonstrate thoughtful behaviour; this ethos permeates school life. Adults provide very good role models and consistently set a good example of positive and gentle behaviour that promotes basic human values that they consider essential to the development of character. Teachers encourage children from the time they enter school to develop a positive attitude towards learning and to acquire skills which they will need when they enter the world of work. They achieve this by providing meaningful learning experiences that facilitate independence, inter-dependence and perseverance.
113. Collective worship meets statutory requirements and contributes effectively to pupils' moral development, in particular to their understanding of right and wrong. Acts of worship are broadly Christian in nature though pupils learn to respect the other main religious traditions. Spiritual development is promoted by the saying of prayers during morning worship, though no opportunities for quiet reflection were observed. In classes, however, pupils are encouraged to celebrate their work and that of others and this enhances their experiences. Pupils discuss thoughtfully the lives of people who are less fortunate than they and apply reasoning effectively when discussing moral issues.
114. An outstanding feature of the school is the way in which learners' experiences are enriched by partnerships with parents and other agencies. The partnership with parents is very good and during the pre-inspection consultation, parents expressed satisfaction with the quality of communication with the school. The school keeps parents well informed about its life and work. Attendance at open evenings is very good and parents learn a great deal about their children's progress. The parents' association raises funds for the school and runs numerous events for the pupils. Many parents help at the school, for example, by accompanying pupils on educational visits. The committee for the after school club is composed of parents who also help to run it.
115. There are close links with a teacher training organisation and the school regularly receives students on placement who are well supported by the school mentors. Students studying at an organisation for non-vocational qualifications are received on school placement and the school has strong links with the local comprehensive school that sends pupils for work experience.

116. Governors are actively involved in the day-to-day life of the school and during the inspection, some were seen talking to pupils about their lives in the past and listening to pupils reading. Meetings are held to welcome parents at the beginning of every year and links with the junior school are strong. The school is an active member of a local network of schools which holds joint training events and meets for discussion on a regular basis in order to better meet the needs of pupils.
117. The local police are frequent visitors and talk to the pupils about their safety. Other regular visitors include the fire service, the staff of the children's ward of the nearby hospital who engage in role play with the learners, and the vicar who visits regularly. There are very strong links with the local chapel and Childline Wales, whose staff visit the school to talk about their work and to raise children's awareness of what their function is. The school raises money for this and other charities.
118. Good links have been established between the school and local businesses. Pupils are familiar with the nature of these enterprises and their understanding is reinforced through regular visits. Little is done to develop the pupils' awareness of enterprise and entrepreneurial skills.
119. The way in which the school succeeds in promoting learners' bilingual skills is an outstanding feature of its provision. Learners from the nursery class upwards use the Welsh language frequently throughout the day demonstrating a secure knowledge of a range of vocabulary and sentence patterns. All move easily from English to Welsh and back again and are comfortable in both languages. During lessons seen, many learners were observed using Welsh to express themselves of their own volition. For example, one child in the reception class began speaking in Welsh whilst engaged in role play to tell his friends that the weather was stormy and Percy's shed had been blown down; another pupil in Y1 undertook an oral calculation in Welsh when asked to work out something by an adult. Learners make very good progress throughout the school, building systematically on their knowledge and skills.
120. Pupils have a developing awareness and understanding of sustainability issues, and they can discuss in detail the need to recycle and how to promote a more sustainable and just world. The school has been successful in winning a recycling award, and has twice received the Healthy Schools' Award.
121. School links with the wider community enhance the experiences of the pupils, and the use of external speakers to talk to pupils about their roles in the community develops pupils' understanding of the outside world. Pupils are encouraged to accept responsibilities and to make their own decisions and they have ownership of the school, class, playtime, and golden time rules. The effective use of the school council further develops the pupils' skills for lifelong learning. Effective links are in place to prepare pupils for the junior school.

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

Grade 2: Good features with no important shortcomings
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122. The findings of the inspection team differ from the school's self-evaluation in that the school judged this key question as Grade 1. Inspectors agree with the school's judgement in the quality of care, support and guidance in all classes and the quality of provision for additional learning needs for under-fives. Inspectors disagree with the school's overall judgement in its Self-Evaluation Review and base this judgement on the variable provision of support for pupils with additional learning needs in some classes.
123. Graig Infants is a very caring school, one in which pupils feel happy, safe and valued. Positive values are communicated to all, and adults and pupils work together happily, demonstrating consideration for each other's feelings and ideas. Members of staff take all reasonable care to protect pupils from harm and there are very sound structures in place which ensure the health, safety and welfare of pupils. The caring ethos which permeates school life, promotes an enabling school community in which all can flourish. The school is a vibrant learning community which celebrates individuality and where learners are encouraged to have confidence in themselves and their abilities.
124. An outstanding feature of the school is its close and proactive links with parents and carers. The school initiated the Family Learning Club four years ago in order to enable parents and carers to better support their children's learning. The head teacher is the overall manager of the parents and toddler group that meets at the school twice a week and which is run by parents. Questionnaires are given to parents and carers regularly to ask if they would like the school to provide further support and opportunities for their involvement.
125. The very carefully designed induction programme, together with the provision of a parent and toddler group, ensure the smooth transition from home to school of all children and its induction and transition arrangements are an outstanding feature of the school. The school based parent-toddler group that takes children from birth to three years of age, familiarises them with both the school and its staff. Children then move happily to the afternoon nursery session for their first year, beginning with a staggered entry, and thence to the morning nursery session for their second year. The benefits of the pre-school playgroup are evident in the confidence and independence displayed by even the youngest children.
126. The school holds 'welcome' meetings at the beginning of each school year in which teachers and other significant parties, such as the dental hygienist, explain to parents the school's philosophy, how everything is organised and what their children will do at school. Y2 pupils visit the local junior school several times before they leave. The schools have close links and pupils settle in well in KS2.

127. The school has a comprehensive framework for PSE which underpins its support and guidance of all learners and is an outstanding feature of its provision. Their needs and progress in this aspect are well-identified and monitored by their teachers and support staff. The school has achieved the Healthy Schools Award twice and all members of staff have received training on this aspect. Learners were able to identify healthy foods at lunch time and to explain why some foods are better for us than others. There are strong links with the dental hygienist who visits regularly as part of the school's health programme. The school makes effective use of the educational psychologist, the education welfare officer and with the health and social services, drawing well on the knowledge and experience of all to inform its support of learners.
128. The school has comprehensive structures in place to ensure the well-being, health and safety of all learners and these are an outstanding feature of the school. They include the escort service operated by the school which ensures that a member of staff collects pupils attending the after school club from the local junior school. A comprehensive accessibility plan is in place and is regularly reviewed and monitored. The Health and Safety sub committee of the GB meets termly to undertake a full risk assessment of the school building and grounds with the head teacher. This has resulted in significant improvements, for example, the school entrance pillars were deemed unsafe and have been rebuilt.
129. There are excellent procedures for child protection that have proved to be highly effective in practice. They are clearly documented and well understood by all members of staff. All have received training in child protection awareness and procedures and are pro-active in terms of referral. The member of the governing body for SEN is also its designated Child Protection Officer. The head teacher is the named person within the school and the Chair of the GB is the other named person; both actively monitor child protection issues. The school has established a complaints procedure that has been approved by the GB.
130. The school diagnoses pupils' individual learning needs effectively and identifies those with additional needs in accordance with LEA structures and statutory requirements. It plans to support these needs through individual educational plans and involves parents and, where appropriate, other agencies. These plans are of good quality, are relevant to the needs of pupils and meet statutory requirements.
131. The school provides support to meet these additional needs. Some pupils are supported by withdrawal sessions with a specialist teacher. This provision is of good quality and meets fully the needs of pupils. Teaching assistants in classes provide effective support overall. In some whole class sessions support is ineffective in ensuring that pupils with additional learning needs understand the objectives of the lesson and are engaged at all times. This variable provision of support in whole class sessions impedes the progress of those pupils who are distracted and also impedes the learning of others.
132. The quality of provision for additional learning needs for under-fives in assessment and provision is outstanding.

133. The school recognises the diversity of its pupils' backgrounds and has effective arrangements and policies in place to ensure equality of opportunity for all its pupils. This is a strong feature within this school
134. Good race relations are promoted and the school has a statutory Racial Equality Policy in place. A racial incident record is set up but there was no incident recorded. All teachers have undertaken training to help them understand the learning needs of pupils for whom English is an additional language.
135. There are very good and effective arrangements and policies in place to combat oppressive behaviour. Innovative initiatives such as Golden Table, Golden Time, Sunshine Rules, Playground Helpers and a reward system are effective in promoting and encouraging a climate of positive behaviour. These are actions that involve pupils in reinforcing good behaviour and values and celebrate their success and achievements.
136. Every effort is made to ensure effective support for pupils with disabilities or other special educational learning needs. Relevant policies, and additional support are in place to ensure equal treatment for disabled pupils. Effective use is made of external expertise when there is an identified need. Wheelchair ramps have been installed for ease of access to the demountable classroom.
137. Diversity and equal opportunities are effectively promoted and encouraged, and this is evident when observing pupils in lessons and during play. The statutory policy is in place.

Leadership and management

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

Grade 2: Good features and no important shortcomings

138. The findings of the inspection team differ from the school's self-evaluation in that the school judged this key question as Grade 1. Inspectors disagree with the school's judgement in its Self-Evaluation Review about the effectiveness of leadership and strategic management only in respect of fewer elements that inspectors judged to be outstanding.
139. The leadership provided by the head teacher is of a good quality. Through her energy and commitment, shared values and clear aims are focused on pupils' needs and are understood and implemented by staff and governors. Leaders have a sense of purpose and expectation that promotes and sustains improvements.

140. Staff with leadership and management responsibilities understand their roles and focus upon raising standards and quality. Some staff lack time and opportunity to undertake direct observation of standards in lessons. This impacts upon their ability to give informed and relevant evaluations of subjects and standards and upon the quality of self-evaluations undertaken. Overall, these do not reflect critically on what is being done and how it can be improved.
141. Policies promote equality of opportunity for all. Overall, this is achieved and is an outstanding aspect with under-fives although a minority of pupils in some whole class sessions do not access the learning objectives.
142. The WAG priorities for lifelong learning are taken account of fully. The school works in partnership with a wide range of other providers of education and training.
143. School leaders set targets that are challenging and realistic. These relate to attendance and developing specific learning skills. The school sets whole school targets for end of KS1 national assessments but states that the process for undertaking this does not involve the LEA. The impact of this process has improved standards overall. However, in spite of robust efforts to raise pupil attendance, this target has not been achieved.
144. The management of the improvement in the performance of individual staff has been effective. Almost twice as many lessons are judged to be grades 1 and 2 than in the last inspection. Leaders ensure that promoting high standards is a focus for all staff. Leaders are able to demonstrate that they track improvements in performance in terms of the impact upon standards achieved.
145. Appraisal arrangements for monitoring the performance of teachers and identifying development targets meet statutory requirements and are linked to the SDP. This process of professional development continues to improve standards and the quality of teaching. An extensive programme of training is evident and has impacted upon standards achieved.
146. The direction given and management of performance undertaken is outstanding in under-fives.
147. The GB carries out its responsibilities effectively in terms of strategic planning and to maintain and enhance the quality of education. Many governors are actively involved in and very supportive of the school. They are well informed about the standards achieved and progress made by pupils. The GB is effective in supporting the school as a critical friend. The GB complies with regulatory and legal requirements.

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

Grade 3: Good features outweigh shortcomings

148. The findings of the inspection team differ from the school's self-evaluation in that the school judged this key question as Grade 1. Inspectors disagree with the school's judgement in its Self-Evaluation Review in respect of the judgements that the school makes in every key question and in the quality of its self-evaluation arrangements.
149. Leaders show that they are well informed about the performance of pupils in NC core subjects and of under-fives; they are less well informed of standards in NC foundation subjects. Overall, leaders' self-evaluation reports, however, do not provide information about strengths and weaknesses in the areas for which they are responsible and that is vital in effective whole school evaluation and development.
150. First-hand evidence of the quality of teaching and learning and evaluation of standards pupils achieve is embedded in strategic planning. This is most effective with under-fives. Other leaders are less well informed and have fewer opportunities in assessing standards in all classes.
151. The whole school self-evaluation process is wide ranging and identifies a considerable number of areas for development although many of these do not relate to the outcomes of the subject leaders' evaluation reports. Leaders are continuing to improve the process by which it draws upon the views of others in determining its development areas.
152. The self-evaluation process is at an early stage of development and is not understood fully by all staff who play a part in implementing its strategies.
153. Leaders have brought the outcomes of the whole school self-evaluation process into priority actions and targets for development. The school has priorities and targets in aspects of its development plan that are relevant and measurable. However, there are too many priorities and actions identified to enable the school to focus effectively upon key elements for raising standards. Many of the targets it identifies within its development plan cannot be measured in terms of assessing whether they have been achieved and are too general in their remit to ensure a focus upon specific aspects of teaching and learning.
154. Although there are many priorities identified, overall resources provided are effective in meeting these objectives. The provision of additional time for subject leaders to gain first-hand evidence of standards is limited.
155. The actions taken by leaders over the period since the last inspection have had a positive effect and have led to measurable improvements in the organisation of group activities and providing challenging activities to pupils. Success has

also been achieved in a number of the measurable targets that the school has set.

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

Grade 2: Good features and no important shortcomings

156. The findings of the inspection team differ from the school's self-evaluation in that the school judged this key question as Grade 1. Although there are some outstanding and many good features, there are shortcomings in the management of time and deployment of support staff in KS1.
157. The school benefits from sufficient experienced and suitably qualified teachers and support staff who possess appropriate expertise to teach all aspects of the curriculum. Relationships are good between teachers and support staff and between all staff and the children. Pupil: teacher ratios are good, particularly in the early years.
158. Learning resources are attractive, well cared for, accessible to all pupils and meet the demands of their learning experiences. The range of resources is reviewed annually in order to ensure that it is appropriate to learners' needs. Resources of a high standard enhance the quality of work in many subjects, for example, the equipment for art is of a very high standard. All classrooms have computers and effective use is made of the school's interactive whiteboards. The library is welcoming and is well stocked with a wide range of attractive texts that are classified in a meaningful way for the learners. It is used well and promotes an enjoyment of a wide range of literature and the early development of information retrieval skills.
159. Pupils make very good use of the school grounds in order to fully develop outdoor learning experiences for all learners in all weathers. The investment in outdoor resources for the under-fives, in particular the pond and the play area outside the KS1 classrooms to provide further outdoor learning environments, has done much to enhance their learning and to prepare for the forthcoming Foundation Phase. The school makes very good use of the locality, museums, galleries and other places of interest together with visitors who talk to the learners, in order to reflect cultural diversity and to support pupils' learning.
160. All classrooms are bright and adequate in size and provide welcoming learning environments. The interiors of the buildings are much enhanced by attractive displays of learners' work of a very high standard which celebrate their learning and achievements.
161. The fabric of the school buildings is good, with a high standard of maintenance and cleanliness throughout. The main buildings are well secured at all external doors. The school site is enclosed and has a sound perimeter wall and fence. A possible Health and Safety concern has been raised and reported to the Head and GB. Disability access is limited.

162. Classroom assistants and nursery nurses are well deployed in the early years in order to make optimum use of time, expertise and experience and to best meet the needs of the children. In KS1, however, teachers do not make effective use of classroom assistants to support pupils' learning and manage their behaviour. Sessions in KS1 are overlong and time is not always effectively managed during these. Staff appraisal and performance management systems are both comprehensive and effective in identifying and meeting the continuous professional development needs of the staff. All members of staff have clear job descriptions and the teaching and support staff in the early years work very well together as a team to plan and evaluate provision and to assess learners' progress to the evident benefit of the children. The school secretary makes a significant contribution to school administration and the school functions effectively from day to day.
163. All school initiatives are carefully costed and developments are prioritised in line with the SDP. They are regularly reviewed in order to ensure that they are cost-effective and the budget is carefully monitored to ensure value for money. The spending decisions have resulted in visible improvements and enhance the quality of learners' education. Overall, good progress has been made in standards achieved since the last inspection. The school provides good value for money.

Standards achieved in subjects and areas of learning

Provision for the under-fives

164. The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's learning.
165. The school offers full-time places for reception and half-time places for nursery children.

Nursery (ages 3-4)

Personal and Social Development and Well Being

Grade 1: good with outstanding features

Good and outstanding features

166. Despite having only recently started in the nursery, the children demonstrate an outstanding ability to form good relationships with their friends and with adults. They play happily in pairs, groups and as a class, conversing with one another easily. They go to the toilet independently and wash their hands after this and before lunch. All attempt to change into their Wellington boots to go outdoors and most succeed unaided, demonstrating very good independence at an early stage. Children demonstrate confidence when given responsibility such as being 'helpwr heddiw' and carry out simple tasks well. When engaged in activities, particularly outdoors, their levels of concentration and perseverance are outstanding. They are eager to initiate ideas and co-operate well to solve problems, for example, when digging and planting in their garden. All demonstrate wonder at the world around them and concern about such creatures as the worms and woodlice in their garden.

Shortcomings

167. There are no shortcomings

Language, Literacy and Communication Skills

Grade 2: Good features and no important shortcomings

Good features

168. Children listen attentively for extended periods and enjoy talking about themselves and their experiences. They have a growing vocabulary in both English and Welsh and they speak with increasing fluency to express themselves and to ask for information. Their progress in Welsh is very good and they speak clearly and accurately, demonstrating a sound knowledge of simple sentence patterns. Their interest in books is well-developed by the use of stories, poetry and rhymes which they enjoy saying with the adults. Early literacy is well developed through taking home the puppets and their diary, in which parents write comments and children often make their own marks. Children enjoy engaging in mark-making which progresses during the year to guided writing in which they produce lists and recipes with adult support. They understand that there are different forms of writing for different purposes and that print carries meaning.

Shortcomings

169. Children's mark-making is insufficiently developed. It does not demonstrate sufficient elaboration and progress and is restricted by the use of worksheets. Their speaking skills in English are restricted limited.

Mathematical Development

Grade 2: Good features and no important shortcomings

Good features

170. Children have a good knowledge and understanding of numbers from naught to five and can order them. They are able to count in English and Welsh to 10 and know and enjoy saying a variety of number rhymes. They use their fingers well in order to count and can count on well. Children are developing early comparative and mathematical language and concepts such as 'bigger, smaller, taller and shorter.' They can identify and name a circle and a square and can describe their shape when feeling them in a bag. Children can compare, sort, match and order objects and recognise and continue patterns.

Shortcomings

171. There are no important shortcomings

Bilingual and Multi-cultural Understanding

Grade 1: good with outstanding features

Good and outstanding features

172. Children have a growing vocabulary in both English and Welsh and they speak with increasing fluency to express themselves and to ask for information. Their progress in Welsh is outstanding and they speak clearly and accurately, demonstrating a sound knowledge of simple sentence patterns and a wide vocabulary. Children have an excellent awareness of the dress and foods of other cultures which they have gained from meaningful experiences such as cooking and role play.

Shortcomings

173. There are no important shortcomings

Knowledge and Understanding of the World

Grade 1: good with outstanding features

Good and outstanding features

174. Children enjoy a very wide range of first-hand learning experiences that inspire their interest and desire to explore the world around them. Their investigative skills are outstanding and they explore confidently their immediate environment and its creatures making interesting observations about what they find. They have a secure understanding of the seasons from their regular explorations of the school environment and the local park and have a developing understanding of hibernation. From these and other activities such as sequencing, they are developing a good concept of time. They enjoy cooking with the adults and have recently made, eaten and enjoyed pumpkin soup and have used mark-making to produce their own recipe book. They have grown plants from seeds such as sunflowers and, as a result, can name the things plants need to grow. Children have an outstanding knowledge of their locality and can identify many of its features. They know that information may be retrieved from a variety of sources and have used the internet with their teacher for this purpose. Children have an excellent awareness of the dress and foods of other cultures that they have gained from meaningful experiences such as cooking and role play.

Shortcomings

175. There are no important shortcomings

Physical Development

Grade 2: Good features and no important shortcomings

Good features

176. Children move confidently and demonstrate good co-ordination when digging, climbing, running and walking. They have a good awareness of space that they use well and have a developing understanding of their bodies and what they need in order to grow. They demonstrate dextrous manipulative skills when handling a wide range of tools and equipment, for example, pencils, brushes, trowels, spades and beads. Children have a secure understanding of prepositional vocabulary and respond accurately when asked to place themselves or objects in relation to things, for example, 'behind the tree '

Shortcomings

177. There are no important shortcomings

Creative Development

Grade 2: Good features and no important shortcomings

Good features

178. Children are beginning to play co-operatively when engaged in role play. They take on the roles of patients, nurses, doctors and ambulance drivers in their hospital and develop a dialogue between these characters. They use a range of materials to create representational images such as portraits, fruit prints, drawings and models, using paint, clay, pastels and pencils. These images are of a high standard. They enjoy music and respond well with their voices and most can clap a rhythm keeping a steady beat. Children enjoy looking at the work of others and make effective comments about what they see.

Shortcomings

179. There are no important shortcomings

Reception (ages 4-5)

Personal and Social Development and Well Being

Grade 1: good with outstanding features
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Good and outstanding features

180. Children display an outstanding level of motivation and perseverance when absorbed in their activities and maintain their concentration well for extended

periods in both class and group situations. They are confident and independent learners who take responsibility for their actions and perceive the needs of others. They tidy up without being prompted to and go out of their way to help both adults and their friends, showing great concern for them. All demonstrate a good understanding of the importance of hygiene and wash and dry their hands before eating. They socialise well with others at the dinner table and engage in interesting conversations with friends. Children enjoy new experiences in which they participate enthusiastically. The warm, family ethos which prevails exemplifies how well the children get on and value one another. They behave courteously and respectfully towards adults and other children and to all living things. Moments of awe and wonder were observed when children discovered unexpected creatures, such as spiders in webs, whilst investigating outdoors. Children's skills of observation and enquiry and the way in which they apply their knowledge and reasoning in order to make sense of their world, are outstanding features.

Shortcomings

181. There are no important shortcomings.

Language, Literacy and Communication Skills

Grade 2: Good features and no important shortcomings

Good features

182. As a result of the imaginative teaching and stimulating first-hand experiences they receive, such as investigating the school grounds and the range of rich activities they enjoy every day, children acquire good listening skills and possess a growing and varied vocabulary, particularly in Welsh. They use this to express themselves effectively when they converse, answer questions, explain what they are doing and when they speak about their experiences and feelings. Well-resourced role play areas ensure that the children have meaningful opportunities to engage in mark-making using a wide range of implements. As the result of these, they understand a range of forms and purposes of writing such as recording Percy's list of jobs. Their mark-making demonstrates their developing knowledge of Welsh as well as English.

183. They enjoy stories and point out question marks and familiar letters on the interactive whiteboard when a story is being told. Stimulating outdoor activities motivate all children and in particular, the boys, to engage in mark-making enthusiastically, for example, by recording in their own way their observations of the dinosaurs they find in the 'lava'. Children recognise letters, most can write their name and the older write simple words independently. They have a very good knowledge of Welsh vocabulary and sentence patterns which some use, unprompted, in the course of their role play. The children have composed class poems with the teacher which they enjoy reading aloud with good expression.

Shortcomings

184. Children's mark-making requires further development in order to prepare them gradually for the transition to formal writing. Their ability to answer in sentences is restricted and they often give very brief responses to questions.

Mathematical Development

Grade 1: good with outstanding features

Good and outstanding features

185. Children demonstrate an enthusiasm for shape and number. They have an outstanding understanding of numbers and their properties from naught to 20 and perform simple calculations accurately by counting on. They know the names and properties of 2D shapes and find the correct shape when its properties are described to them. They know and use accurately the terms 'curved' and 'straight' and can sort and order shapes correctly. They enjoy participating in a wide range of stimulating mathematical games, especially number investigations, and have begun to develop personal ways of recording numbers as a result of their investigation of telephone numbers. Children enjoy playing a variety of number games and are developing their own pictorial ways of recording by chalking their findings on the playground surface outdoors; this is an outstanding feature. Their understanding of the concepts of number, shape, time and capacity are developing well as they engage in a variety of purposeful activities both indoors and in the outdoor learning environment.

Shortcomings

186. There are no important shortcomings.

Bilingualism and Multi-cultural Understanding

Grade 1: good with outstanding features

Good and outstanding features

187. Children's bilingual skills are outstanding. They enjoy conversing in Welsh and frequently choose to speak it of their own volition. Children have a very secure knowledge and wide range of vocabulary and sentence patterns which they apply accurately in different contexts. Their pronunciation is clear and their intonation demonstrates their understanding of what they say. An outstanding feature is the ease and fluency of the way in which they move easily from English to Welsh and back. Their Welsh demonstrates clear progression from the very secure foundations established in the Nursery and they are able to respond very well to questions asked in less familiar contexts. Their mark-making demonstrates their developing

knowledge of Welsh as well as English. Children's awareness of other cultures is very good and is promoted well through a variety of meaningful contexts such as role play, cooking food from other cultures and through learning about how people live in other countries from visitors. They demonstrate sensitivity towards children from cultures who are less fortunate as they discuss their way of life.

Shortcomings

188. There are no important shortcomings

Knowledge and Understanding of the World

Grade 1: good with outstanding features
--

Good and outstanding features

189. Through the rich, first-hand experiences they receive by investigating their environment and its wildlife, in particular hedgehogs, the children have a good knowledge of the seasons and their effects on the environment. They understand the meaning of hibernation and can describe how the hedgehog prepares for this. As a result of the independence and responsibility they receive, children are able to make decisions and to solve problems which arise with minimal adult intervention, for example, repairing Percy's shed after it has blown down. They are involved actively in their own learning and demonstrate outstanding observation and investigative skills when examining creatures with lenses and following a trail around the school in search of particular things.

190. They have a very good awareness of the school environment and demonstrate concern and responsibility for it. For example, they make their own compost and explain how this helps look after the environment. They resolve problems that arise very well with adult support in the form of extended, open-ended questioning. Children demonstrate an outstanding ability to concentrate on and persevere with stimulating activities for extended periods. They have an excellent knowledge of the weather and enjoy the responsibility of placing outside the containers that measure rainfall, retrieving them and discussing their contents. They apply reasoning well to this information to work things out for themselves.

Shortcomings

191. There are no important shortcomings.

Physical Development

Grade 1: good with outstanding features
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Good and outstanding features

192. Children have an outstanding knowledge of their own bodies and can explain clearly how they grew from babies. They use the term 'humans' accurately and explain what they need in order to grow and to be healthy. Children move their bodies confidently and demonstrate good control and co-ordination when responding to the teacher's instructions and exploring their environment. Their fine manipulative skills are outstanding as they use different tools for art and when cutting, gluing, painting and printing. Children demonstrate excellent co-ordination when they use sellotape in the course of their model making. Their ability to co-ordinate movements is enhanced by their excellent understanding of positional language and they enjoy moving in a variety of ways to convey meaning.

Shortcomings

193. There are no important shortcomings.

Creative Development

Grade 1: good with outstanding features
--

Good and outstanding features

194. The quality of children's art work is an outstanding feature. They enjoy using a very wide range of tools and media to create representational images of an excellent standard. They speak knowledgeably about what they are doing, for example, exploring the line and colour in the work of Mary Lloyd Jones, mix their own paints and go on to create their own secondary and tertiary colours in their personal palettes, explaining what they are trying to achieve. An outstanding feature is the way in which children have the opportunity to engage in creative activities outdoors, for example, observational drawings, role play and creating sculptures from natural materials such as leaves. Children enjoy expressing themselves through dance and respond very well with their bodies to poetry and music, demonstrating creativity when interpreting words such as 'whirling' and 'floating'.

195. They enjoy singing and sing tunefully and expressively while keeping a steady beat by using different parts of their bodies. Children demonstrate excellent awareness and use of pitch when they answer the register and respond to the teacher's questions throughout the day. They know and understand some musical terms including 'high' and 'low' and demonstrate their ability to follow different beats when using untuned percussion instruments, the names of which they know. An outstanding feature is the ability of many children to interpret music, for example, by saying that a piece of music 'sounds like a star twinkling.' Their role play shows very good progression from nursery and its spontaneity and the way in which it inspires further interests in children, such as the desire to know more about light after looking for Percy's fork under the radiator, is an outstanding feature.

Shortcomings

196. There are no important shortcomings.

Key Stage 1

Mathematics

Grade 3: Good features outweigh shortcomings

Good Features

197. Most pupils in Y1 are able to count onto and back from 20 with confidence and to 100 in tens. They recognise numerals from one to ten and words from one to five. Most pupils record numbers accurately. They are secure in their understanding of comparatives including bigger, smaller, biggest and smallest. Many pupils are able to undertake simple additions and subtractions and are able to complete simple patterns and sequences. A small number of children are able to undertake practical problem solving and are able to explain the different ways in which coins can make up ten pence. Many pupils understand simple comparatives of size and are confident in ordering parts of a day and days in a week. Many children are familiar with the names and features of familiar two-dimensional shapes and basic positional language such as forwards and backwards; a few pupils are able to position in terms of left and right. Most pupils are able to use confidently simple directional language such as stretch, slide, bend and turn. Pupils construct block graphs in a one-to-one correspondence and more able pupils can extract information from these graphs.

198. Many pupils in Y2 are able to count forwards to, and backwards from 20 and in tens to and from 100. They can identify which number comes before and after numbers up to 20 and can read and write numbers to 100 reliably. They are secure in their positional language and in their understanding of comparatives. Many pupils give accurate estimates up to twenty and can undertake simple addition and subtraction. Some pupils are able to undertake simple mental calculations. A few pupils are able to undertake simple investigations of number statements. Many pupils are able to order days of the week and months in a year and their understanding of positional language is secure. Many pupils describe the names and properties of common two-dimensional shapes confidently and are able to extract information from their block graphs.

Shortcomings

199. Many pupils in Y1 are insecure in their understanding of simple problem solving activities and in their use of money. The use of mental strategies in calculations is slow in many pupils and their knowledge of three-dimensional shapes and

their properties is insecure. Many pupils are unsure in their use of positional language such as right and left.

200. Many pupils in Y2 are slow in their use of mental strategies to undertake simple addition and subtractions and few pupils are able to solve simple problems. More able pupils are unclear in their reasoning and explanations of their calculations. Few pupils understand conservation of number and many pupils are insecure in their understanding of money. Many pupils are unsure of the names and properties of three-dimensional shapes.

Welsh second language

Grade 1: Good with outstanding features

Good and outstanding features

201. Pupils have a growing and secure awareness of the language and speak clearly and with confidence and accuracy for a wide range of purposes to a variety of audiences.
202. They know their colours and can count from naught to 20 and can carry out calculations in Welsh. Pupils understand and answer with a full sentence the questions 'Pwy wyt ti? Ble rwyd ti'n byw?' and are able to respond to these outside the context of the lesson, demonstrating a secure knowledge of sentence patterns.
203. An outstanding feature is the way in which pupils choose of their own volition to speak in Welsh confidently in role play in the absence of an adult, moving back and forth comfortably from English to Welsh.
204. All enjoy listening to a wide variety of stimuli including songs, stories and material on the inter-active whiteboard and are developing personal preferences, for example, for certain poems and stories.
205. They respond to and initiate incidental Welsh when greeting teachers, responding to the register, finding out how many pupils wish to have dinner and when giving instructions, for example, 'Amser cinio, pawb yn barod? Ewch l'r neuadd.....a dim rhedeg!' An outstanding feature is their obvious enjoyment in speaking Welsh and the way in which its use is a natural part of everything that happens during the school day and how pupils use it to express themselves well outside the context of Welsh lessons.
206. Pupils use a wide and secure vocabulary in order to describe their homes and the weather. Older pupils build well on their skills and knowledge and make very good progress using elaborated language when expressing themselves and a greater range of extended sentence patterns in response to questions asked. They also ask questions confidently in Welsh.

207. An outstanding feature is the way in which pupils enjoy reading Welsh in different contexts, for example, reading with the teacher a fairly long story from the inter-active whiteboard with animation, clarity and expression. They are also eager to read out to their friends the questions about numbers for dinner and sandwiches and the rules for dinner time.
208. They enjoy choosing a text from an attractive range of books in which they quickly immerse themselves. Pupils read the Welsh signs and notices around the school with ease and interest and are able to tell adults what they say. They enjoy also reading back their own writing which they do well, to both small groups and the whole class and they retell stories with expression and accuracy.
209. Learners are introduced to writing in Welsh in the early years and, as a result, pupils in KS1 are well accustomed to communicating in the Welsh language. They write their own signs and display them in the role play area, pointing out what they say to their friends.
210. They write in a wide range of forms in response to a variety of stimuli such as poems, recipes and prayers. Pupils at the lower end of the key stage have written a playlet of a high standard, using familiar words on cards to help them, which they then performed in assembly.
211. Pupils at the upper end of the key stage build well on their knowledge and skills and continue to develop their writing skills. They produce graphs in Welsh and write extended sentences to reinforce their knowledge of sentence patterns.
212. They have made several attractive group and class books about, for example, 'Ble est ti? Beth wyt ti'n gallu wneud and Jim a'r Goeden Ffa' which they enjoy reading with clarity and fluency when adults ask them to read to them. This is an outstanding feature and is a good example of the very high standards in Welsh which exist in the school.

Shortcomings

213. There are no important shortcomings

Information technology

Grade 2: Good features and no important shortcomings

Good features

214. Many pupils in Y1 show that they understand that they can make choices in their use of computer programs and they can explain the choices they make. They are aware that what they see differs from real life. Many pupils enter single words from a keyboard to communicate meaning and some are able to extend this into writing sentences. Many pupils understand the use of the shift, delete, backspace and space bar keys. They understand that machines can be

controlled and can give simple predictions about the effect of their actions. Some pupils understand how computers can be used to find information from different sources. Many pupils recognise that data can be represented graphically and are able to enter data into a graphing package to create pictograms. Some pupils are able to present verbally what they have found from the pictogram.

215. Many pupils in Y2 write sentences and are able to edit their work; some pupils are able to save and retrieve their work. Pupils understand the functions of the return and enter keys. Pupils are confident in using picture programs and are able to create pictures using flood and spray tools and a range of colours and patterns. More able pupils are becoming more confident in using search tools to undertake straightforward lines of enquiry. Many pupils are able to produce accurate sets of instructions to control an electronic toy and are able to amend these instructions in order to refine its movement. Many pupils input data accurately into a graphing package and are able to extract information from it. Many pupils use music software effectively to develop musical composition. They are successful in changing tempo using icons and listen carefully to outcomes. Some pupils are able independently to adapt their performance to achieve improved performance.

Shortcomings

216. There are no significant shortcomings.

History

Grade 2: Good features and no important shortcomings

Good features

217. Many pupils in Y1 are able to make observations about changes between past and present. Many pupils describe the changes in their own lives in chronological order. They are able to make simple comparisons between objects and places in the past and their present day experiences.
218. Many pupils are able to describe the changes in the roads, houses and shops in Morriston in the past when shown photographs of Morriston then and now. Some pupils are able to extend these observations into identifying similarities and differences and explanations for changes; for example, the need to demolish buildings at the cross-roads in order to cater better for the increase in road traffic.
219. Some pupils are confident in relating traditional stories that they have heard and can describe special events that have taken place in the past.
220. Many pupils in Y2 are able to describe observations they have made about objects or events in the past and use relevant historical language such as 'old' and 'long ago'. They are able to listen to experiences of events in the past and

ask relevant questions; for example, pupils listen to descriptions of what was used to clean carpets in the past and compare what is in use today.

221. Some pupils are developing an early understanding of the reasons for peoples' actions. Many pupils make comparisons between their own and past lives and some pupils are confident in discussing changes over a period of time.
222. Some pupils recount famous stories and are able to sequence events and understand how timelines can assist understanding of chronology.

Shortcomings

223. There are no important shortcomings.

Religious education

Grade 2: Good features and no important shortcomings

Good features

224. Pupils are developing a good knowledge and understanding of the stories and beliefs of the Christian religion. They understand the reasons for the main festivals of the Christian calendar and can explain the meaning and significance of these feasts to Christians. They know that Christmas is a celebration of Christ's birth, that people thank God for their food at Harvest time and that Jesus died on the cross at Easter.
225. The school's focus upon the locality has had a positive impact upon pupils' knowledge and understanding of the Christian faith. Pupils make a number of visits to the local church and chapel to learn about their main features, religious artifacts and ceremonies. They have attended a 'Christening' conducted at the church by the vicar and have taken on the roles of godparents that has given them a good understanding of the concept of baptism, a term they know and use accurately. They know that Jesus is God's son and that the cross is a Christian symbol and they understand well the term 'worship' and its significance.
226. Pupils retell the story of the lost sheep and the prodigal son well and have an understanding of how significant the Bible is and that it contains stories and values which are important to Christians.
227. By Y2, pupils are familiar with the basic beliefs and traditions of Judaism. They show a good knowledge and understanding of the religious symbolism associated with it and can identify the Torah and the Menorah. Pupils know that festivals such as Sukkot have special significance for Jews. They engage in role play about the Sukkot and can describe its main characteristics well. Pupils understand that people of the Jewish faith go to the synagogue on a Saturday and correctly use the term Shabbat for this day. A visit to the synagogue in

Swansea has enhanced pupils' interest in and understanding of Judaism and has provided a meaningful context for their learning.

228. Pupils' interest and understanding are further extended by their experience of the main stories and traditions of Hinduism. They know well and act out the story of Rama and Sita and can explain the origin of Diwali lamps and why they are used. They know about Mendhi and Rangooli patterns and enjoy creating some.
229. By looking at a range of symbols used by people of different faiths in prayer, pupils have developed a good understanding of the way in which people of a number of faiths pray in particular ways to their supreme being. For example, they know that Christians use a Bible, Buddhists use a prayer wheel, Jews use a Menorah and Muslims a prayer mat.
230. Pupils have explored and written about their feelings and things that are important to them, such as their families, and they demonstrate a sensitive awareness of people's needs and good understanding of human relationships.

Shortcomings

231. The lack of concentration of some pupils and their slowness in completing their tasks impair the quality of their work. Some have difficulty in expressing in sufficient detail what they have learned.

School's response to the inspection

The Governing Body and Staff of Graig Infants are particularly pleased with the report resulting from the recent inspection of the school. We are especially delighted with the Inspectors' opening comments "Graig Infants is a good school with many outstanding features, particularly in relation to the curriculum, teaching and support for the under-fives, the wide range of experiences made available to all pupils and the quality of care, support and guidance of all pupils". We value and recognise these findings in a Community First area.

Equally, the outstanding efforts made to promote bilingual skills and the language and culture of Wales is an area that we also acknowledge and celebrate.

We too, are extremely proud of the recognition that our school makes outstanding efforts to tackle social disadvantage and ensure equality of opportunity for all our pupils. This truly reflects and encapsulates our whole philosophy for our children at Graig. We consider the above factors to be a result of the recognition of the commitment, caring hardwork and professionalism of the staff – both teaching and associate.

The Inspection findings confirm the overall good progress made since the last inspection, including the many outstanding features in teaching and learning. They note that the school is placed in the top 25% of similar schools in Wales in standards at end of KS1 in all core subjects over the last three years.

The Inspection Team, led by Mr David Thorley, were extremely thorough and rigorous. The headteacher, in her role as a nominee can confirm the professionalism of the team in ensuring that the inspection process was open and based upon the analysis of first-hand information; the findings are specific, objective and focus on the further development of the school.

The headteacher, staff and governors will ensure that the recommendations, outlined in the report will be incorporated within the S.D.P. We will continue to maintain the good standards identified and focus on the recommendations made. The parents and L.E.A. will be informed through the Governors' Annual Report to Parents, school newsletters and the L.E.A. 's monitoring and review procedures of our Action Plan and its progress focusing on the four recommendations made in the report.

Appendix 1

Basic information about the school

Name of school	Graig Infants School
School type	Infants
Age-range of pupils	3-7
Address of school	Tanylan Terrace Morrison Swansea
Post-code	SA6 7DU
Telephone number	01792 772800

Headteacher	Mrs. E. S. Morgan
Date of appointment	November 1997
Chair of governors/ Appropriate authority	Cllr. R. Lloyd City and County of Swansea
Reporting inspector	Mr. David Thorley
Dates of inspection	23 rd – 25 th October 2006

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	19	30	27	16					92

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	5	1	5.8

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	15.2:1
Pupil: adult (fte) ratio in nursery classes	9.5:1
Pupil: adult (fte) ratio in special classes	-
Average class size, excluding nursery and special classes	24.3
Teacher (fte): class ratio	0.7:1

Percentage attendance for three complete terms prior to inspection				
Term	R	KS1		Whole School
Summer 2006	89.6	89.8		89.7
Spring 2006	86.2	89.7		88.0
Autumn 2005	90.0	87.2		88.6

Percentage of pupils entitled to free school meals	39.7
Number of pupils excluded during 12 months prior to inspection	0

N – Nursery

R - Reception

fte – full-time equivalent

Appendix 3

National Curriculum Assessment Results End of Key Stage 1:

National Curriculum Assessment KS1 Results 2006				Number of pupils in Y2:			28
			D	W	1	2	3
English:	Teacher Assessment	School 2006	0	3.6	14.3	60.7	21.4
		National 2005	0.4	3.6	12.2	64.0	19.7
English: reading	Teacher Assessment	School 2006	0	4	14	64	18
		National 2005	0.4	3.7	13.6	55.8	26.5
English :writing	Teacher Assessment	School 2006	0	4	29	39	29
		National 2005	0.4	4.9	14.0	69.1	11.6
English: speaking and listening	Teacher Assessment	School 2006	0	0	14	68	18
		National 2005	0.4	2.3	10.5	63.9	22.9
Mathematics	Teacher Assessment	School 2006	0	0	0	50.0	50.0
		National 2005	0.3	2.3	10.1	63.4	23.8
Science	Teacher Assessment	School 2006	0	0	0	35.7	64.3
		National 2005	0.3	1.5	8.8	65.4	24.0

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment

In the school	82.1%	In Wales	80.9%
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D Pupils who have been disapplied from the statutory arrangements
W Pupils who are working towards level 1

Appendix 4

Evidence base of the inspection

- A team of four inspectors, who were present at the school for 8.5 inspector days, carried out the inspection: Registered Inspector (2.5), Team Inspector (2.5), Peer Assessor (2.5), Lay Inspector (1)
- Pre-inspection meetings were held with parents and the GB to discuss the life and work of the school.
- 7 questionnaire responses and one letter were received from parents and carefully analysed.
- Discussions were held with the head teacher, staff with responsibilities, support staff and the chairman of the GB.
- The LEA submitted a summary of the school profile for 2005.
- School documentation and samples of pupils' work were examined.
- A total of 18 lessons were observed and graded for standards of achievement and quality of teaching; 16 lessons related to the six subjects and aspects in the standard inspection; 2 lessons related to additional subjects inspected (English and physical education).
- A total of 18 grades were given for standards of teaching observed in lessons.
- Samples of pupils' work from across the ability range in each year group were examined.
- Inspectors listened to and questioned a sample of pupils from each year about their work and life in the school.
- Pupils' behaviour was observed in lessons and break periods, at lunchtime and at the beginning and end of school sessions.
- The inspection was assessed under the Quality Monitoring procedures of the Her Majesty's Chief Inspector of Schools in Wales.
- Inspectors attended assemblies and observed extra-curricular activities.
- Post inspection meetings were held with the head teacher, staff, GB and LEA

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr. David Thorley Registered Inspector	Context Summary and recommendations Key Question 1 Key Question 2 Key Question 5 Key Question 6 Contributions to Key Questions 3, 4 and 7 Mathematics Information technology History
Mrs. Branwen Llewelyn Jones Team Inspector	Contributions to Key Questions 1,2,3,4,5,6,7 Provision for under-fives Welsh second language Religious education
Mrs. Bethan Francis Peer Assessor	Contributions to Key Questions 1,2,3,4,5,6,7
Mr. Gwillum Davies Lay Inspector	Contributions to Key Questions 1, 3, 4 and 7
Mrs. E S Morgan Nominee	

Contractor

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Acknowledgement

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