

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

A Report on the Quality of Education in

**Hakin C.P. Infant and Nursery School
Picton Road
Hakin
Milford Haven
SA73 3EW**

School Number: 6682236

Date of Inspection: 01/10/07

by

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

The inspection of Hakin C.P. Infant and Nursery School took place between 01/10/07 and 03/10/07. An independent team of inspectors, led by Dorothy Morris, 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	Y1	Y2	Y3	Y4	Y5	Y6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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Context

The nature of the provider

1. This Nursery and Infant school serves the community of Hakin, on the outskirts of Milford Haven, in Pembrokeshire. There are 124.5 pupils (full-time equivalent) between 3-7 years of age on the school register. The school admits pupils to the nursery on a part-time basis at the beginning of the term following their third birthday. Pupils start full-time education the term following their fourth birthday. Pupil numbers have fallen in line with local education authority (LEA) trends in recent years.
2. In 2006 the school established a nurture group to cater for a small number of its pupils with emotional and behavioural problems. The school also accommodates an LEA funded speech and language unit for pupils with speech and language disorders. This unit serves the county of Pembrokeshire.
3. The school notes that approximately 60% of pupils come from socio-economically disadvantaged backgrounds with the remainder coming from neither prosperous nor economically disadvantaged homes; 24% are registered to receive free school meals, a figure that is higher than the local and national averages. Hakin/Milford Haven is a Community First Area; the Welsh Index of Multiple Deprivation ranks it as 14 out of 71 in Pembrokeshire.
4. Pupils attending the school represent the full range of ability. Sixty pupils (48%) are designated as having additional learning needs (ALN); no pupil has a statement of special educational need. This figure is considerably above both local and national averages. Overall, pupils' ability on entry is below average with particularly low levels of language and social skills.
5. English is the day-to-day language of the school and the main medium of teaching and learning. All pupils come from homes where English is the main language spoken. Welsh is taught as a second language. The vast majority of pupils are of white ethnicity.
6. The school's Basic Skills Quality Mark has been renewed for the third time and it has gained the Healthy Schools award.
7. The school was last inspected in December 2001. The headteacher has been in post since September 1995. During the inspection, a supply teacher taught one class.

The school's priorities and targets

8. The school's aims reflect its commitment to creating a well ordered and caring community, in which all pupils can learn according to their individual needs and abilities and realise their full potential.
9. The school's major priorities and targets for 2007 include:
 - to raise standards in literacy;
 - to develop further pupils' thinking and learning skills;

- to increase opportunities for information and communications technology (ICT) activities across the curriculum;
- to review and amend the school's staffing structure; and
- to prepare for the implementation of the Foundation Phase.

Summary

10. Hakin Nursery and Infant School is a good school with many strengths. It has maintained the good standards since the last inspection and has further improved the quality of its provision. There are outstanding features in the quality of the learning experiences provided and in the standard of care, guidance and support offered to pupils.

Table of grades awarded

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

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

12. The inspection team agreed with the school's judgements in six out of the seven key questions; a higher grade was awarded to Key Question 3, because the inspection evidence indicates that the school had underestimated the quality of the provision in relation to the curriculum, pupils' spiritual, moral, social and cultural development, bilingualism and equal opportunities.

Standards

13. In the subjects inspected, pupils' standards of achievement are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
15%	62%	23%	0%	0%

14. The school achieves the Welsh Assembly Government (WAG) target for 2007 for 65% of standards to be Grade 2 or better. In addition, the figures are similar to national averages published in Her Majesty's Chief Inspector's (HMCI) latest Annual report for 2005-6, where overall standards in primary schools in Wales are reported to be Grade 2 in 65% of lessons and Grade 1 in 12%.
15. The overall quality of the educational provision for the under-fives is appropriate to their needs and children make very good progress towards the Desirable Outcomes for Children's Learning.

Grades for standards in subjects inspected

16. In the subjects inspected in key stage (KS) 1, pupils' standards of achievement are as follows:

Subject	Grade
English	Grade 2
Mathematics	Grade 2
Science	Grade 2
Information Technology	Grade 2
History	Grade 2
Art	Grade 1

17. In the subjects and areas of learning inspected pupils make good progress and achieve the agreed learning targets and goals. They gain new knowledge, skills and understanding consistently and effectively as they move through the school.
18. At the end of KS1 in 2007 mainstream pupils' attainments in national curriculum (NC) assessment, according to teacher assessment, are above the national averages in English, mathematics and science. They are above the county averages in mathematics and similar in English and science. It is noted that the results in 2007 were greatly affected by the significant percentage of pupils (47%) with ALN in the class. When compared with similar schools in Wales, on the basis of free school meals, pupils' attainments are in the upper 50% in all subjects.
19. When the school data includes pupils' attainments from the speech and language unit, performance overall is a little below national and county averages in each subject. When compared with similar schools in Wales, on the basis of free school meals, performance is in the lower 50%, but above the lowest 25% of schools in all subjects.
20. Although there are variations between year groups, there are no significant differences overall between the performance of boys and girls. In recent years, pupils achieve well and frequently surpass their targets.
21. Early years children make good progress in speaking, listening, reading, writing, numeracy and using ICT skills across the curriculum. They settle well into school routines and most apply their learning skills effectively and confidently in their work.
22. In KS1 more able pupils use their listening, speaking, reading and writing skills effectively across the curriculum and achieve good standards. Most pupils use their reading skills competently in their work and their writing skills have improved significantly since the last inspection. In general, however, they do not improve their

speaking skills consistently across the subjects. They use their numeracy and ICT skills well in their work across the curriculum and produce examples of good achievement.

23. Pupils' problem solving skills develop well and this is evident in subjects such as science, history and mathematics. Their creative skills show very good development and they apply their skills effectively in subjects such as art and music.
24. Pupils' standards in bilingual competence show good progress. Those of all ages communicate readily in English. They recognise Welsh when spoken and are enthusiastic learners of the language. They use an increasing range of words and phrases and respond accurately to questions and instructions. They have a good awareness of the cwricwlwm Cymreig through their studies in history, geography, art and music.
25. Older pupils can discuss well the strengths and some aspects of their work that need to improve. Younger ones understand what they are doing and can talk about what they do well and enjoy. In general, however, the ability of older pupils to understand what they need to do to improve the standard of their work is insufficiently developed. The school has identified this as an area for improvement.
26. Pupils' attitudes to their learning, the interest they show in their work and their ability to sustain concentration are good. Their ability to work independently develops well, as demonstrated in subjects such as information technology and art.
27. Pupils show very good development in their personal and social skills and in their ability to work together. They also welcome visitors warmly to their school and are courteous when speaking with them.
28. Pupils show a good awareness of equal opportunity issues. They understand that everyone should be treated fairly and that they should respect the views of others. Through circle time, the contribution of visitors to the school and their work in subjects such as religious education and geography, they develop respect for the diversity of beliefs, attitudes and cultural traditions within society.
29. Behaviour is good. Pupils have a clear understanding of what is expected of them and this responsible attitude has a positive effect on the progress they make.
30. Attendance rates have been consistently around 91% for several years and last year averaged just over 90%. These figures are significantly below national and county figures and remain an area for further improvement. Most pupils arrive at school on time and punctuality is very good.

The quality of education and training

Grades for teaching

31. In the lessons inspected, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
18%	68%	14%	0%	0%

32. These figures are above the national averages, as published in HMCI's latest Annual Report for 2005-6, where overall the quality of teaching in primary schools is reported to be Grade 2 in 62% of lessons and Grade 1 in 17%.
33. The good and outstanding teaching includes characteristics such as teachers' high expectations, activities that consistently extend pupils' learning, skilled questioning and good use of a variety of learning resources. Where teaching is less effective, it lacks pace and tasks are not consistently well matched to pupils' learning needs.
34. Teachers assess pupils' achievements and progress accurately and regularly. Assessment outcomes are shared amongst staff, but they are not consistently used to plan future teaching and learning. Annual reports to parents conform to statutory requirements and note pupils' achievements and skills clearly in every subject.
35. The school provides a broad and balanced curriculum that encompasses the NC, the Desirable Outcomes for Children's Learning and religious education. The range and high quality of the learning experiences that are consistently offered to pupils of all abilities are an outstanding feature. There is good provision to ensure that pupils acquire the necessary basic and key skills.
36. Pupils' spiritual, moral, social and cultural development is good. Collective worship contributes strongly to spiritual and moral understanding. Pupils help one another during lessons and outside during playtimes. They have a good awareness of those less fortunate than themselves and they contribute well to good causes. Their social skills are enhanced through membership of class and school councils.
37. There are good features in the school's approach to raising pupils' awareness and understanding of sustainable development and global citizenship. There is a strong emphasis on all aspects of health education; the promotion of a healthier lifestyle permeates the curriculum and is evident in the daily routines.
38. The school's partnerships with parents, other schools, institutions and the local community have outstanding features that enrich pupils' learning experiences.
39. Pupils' knowledge of their own community is good. Visits to places of educational interest and involvement in local activities effectively broaden their understanding. The contribution of visitors successfully develops their awareness of people's jobs and offers a good insight into the world of work.
40. The quality of the pastoral care, support and guidance offered to pupils has outstanding features. A notable feature of the school is its ethos and its supportive, orderly and happy environment. Teachers and support staff know their pupils well and work hard to make every individual feel valued and included. Relationships are excellent and there is good attention to health and safety procedures. This is a major strength of the school
41. The school monitors and records pupils' punctuality, attendance, behaviour and performance very effectively and takes early and appropriate action where necessary.
42. Provision for pupils with ALN is good with outstanding features and meets the requirements of the Code of Practice. In classes and during withdrawal sessions, teachers and experienced support staff offer pupils very good help. The vast majority of pupils with ALN make good progress and achieve well overall.

Leadership and management

43. The headteacher provides excellent leadership and management, which effectively steers school development and improvement. Her high expectations and strong commitment to improving standards are apparent to staff, governors and parents and are well reflected in the work of the school. The deputy headteacher provides strong support and is a good role model for colleagues.
44. All members of staff work well together and there is a strong sense of mutual support, in order to further pupils' educational development and achievements.
45. The school development plan (SDP) is a comprehensive document that clearly sets out the school's priorities. Information gained through the self-evaluation process is used effectively to inform future planning.
46. Leaders and managers effectively evaluate and improve the quality of provision and standards of achievement. Subject leaders have a good overview of planning, provision and standards in their particular areas of responsibility. Newer subject leaders are making good progress in developing their knowledge and understanding of the school's provision in their respective subject areas. This is identified by the school as an area for development.
47. The governing body (GB) is very supportive, well informed and involved in the life of the school. Governors help to set the school's strategic direction and the role of the more experienced governors in monitoring the quality of provision and pupils' standards of achievement is well established. New governors are effectively developing their knowledge of the school's monitoring procedures. This is an area for further development.
48. The school has made good progress since the last inspection and all key issues have been successfully addressed.
49. The management and use of resources are good with outstanding features. There is a very good complement of suitably qualified and experienced teachers and support staff to carry out the work of the school. There is very good investment in resources and equipment, which are of good quality and are used effectively. The accommodation is good and the teaching areas provide a very stimulating and well equipped learning environment. The recently installed outdoor play and garden areas are outstanding features of the provision and have made a significant improvement to the learning opportunities available to pupils.
50. In terms of the standards pupils achieve and the quality of education provided, the school offers good value for money.

Recommendations

In order to build on the good practice, the school needs to:

- R1 develop further pupils' speaking skills across the curriculum; *
- R2 use on-going assessment of pupils' progress more consistently to inform lesson planning;
- R3 extend the good practice in evaluating the quality of provision and standards of achievement to include all subject leaders and new governors; *
- R4 continue with the good efforts to improve pupil attendance.*

N.B. The aspects of the recommendations marked with an asterisk have already been identified for action by the school as part of its current SDP.

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

Standards

Key Question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

51. The findings of the inspection team match the judgement made by the school in its self-evaluation report.

52. In the subjects inspected, pupils' standards of achievement are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
15%	62%	23%	0%	0%

53. The school achieves the WAG targets for 2007 that standards of achievement should be at least Grade 3 in 98% of lessons inspected and Grade 1 and 2 in 65%. In addition, the figures are similar to national averages published in HMCI's latest Annual report for 2005-6, where overall standards in primary schools in Wales are reported to be Grade 2 in 65% of lessons and Grade 1 in 12%.

54. The overall quality of the educational provision for the under-fives is appropriate to their needs and children make very good progress towards the Desirable Outcomes for Children's Learning. Baseline assessments and school data indicate that a significant number of children's attainment on entry is below average with particularly low levels of language and social skills. Children in the nursery and reception class make very good progress from this low baseline.

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

Subject	KS 1
English	Grade 2
Mathematics	Grade 2
Science	Grade 2
Information Technology	Grade 2
History	Grade 2
Art	Grade 1

56. In the subjects and areas of learning inspected, pupils, including those with ALN, make good progress in gaining new skills, knowledge and understanding and achieve the agreed learning targets and goals.

57. In the NC assessment tasks in 2007, mainstream pupils' attainments, according to teacher assessment, are above the national averages in English, mathematics and science. They are above the county averages in mathematics and similar in English and science. The percentage of pupils achieving level 3, the highest level, is below the national averages in all subjects. It is noted that the results in 2007 were greatly affected by the significant percentage of pupils (47%) with ALN in the class. When compared with similar schools in Wales, on the basis of free school meals, pupils'

attainments are in the upper 50% in all subjects. The school's overall results also place it in the upper 50% of schools.

58. When the school data includes pupils' attainments from the speech and language unit, performance overall is a little below national and county averages in each subject. When compared with similar schools in Wales, on the basis of free school meals, performance is in the lower 50%, but above the lowest 25% of schools in all subjects. The school's overall results place it in the lower 50%.
59. Although there are variations between year groups, there are no significant differences overall between the performance of boys and girls. In recent years pupils achieve well and frequently surpass their targets.
60. Pupils' attitudes to their learning and the interest they show in their work are good. They work productively as pairs or in small groups and make effective use of their time. Their capacity to work independently develops well, as demonstrated in subjects such as science and art.
61. Early years children make good progress in listening, speaking, reading, writing, numeracy and using ICT skills across the curriculum. They settle well into school routines and most apply their learning skills effectively and confidently in their work.
62. In KS1 more able pupils' standards and progress in the key literacy skills of speaking, listening, reading and writing across the curriculum are good. The speaking skills of the average and less able pupils are less secure and are hampered by limited vocabulary and a poor grasp of sentence structures. All pupils listen well and most respond enthusiastically in group and whole class discussions. They make appropriate use of their reading skills to gather information and they write for a good range of purposes across the subjects. Overall, their writing skills have improved markedly since the last inspection, although a significant minority continue to make errors in syntax, spelling and punctuation. Pupils use their numeracy and ICT skills well in their work across the curriculum and produce examples of good work.
63. Standards achieved by pupils in their bilingual proficiency are good. They recognise Welsh when spoken and are enthusiastic learners of the language. They understand many words and phrases and respond accurately to questions and instructions. They use greetings and questions accurately in different contexts. They have a good awareness of the cwricwlwm Cymreig through their studies in history, geography, art and music.
64. Pupils' skills in problem solving develop well in subjects such as science and mathematics. They show very good development in their creative skills throughout the school and apply these very effectively in subjects such as art and music.
65. Pupils show very good development in their personal and social skills and in their ability to work together. This is manifested in group activities, for example in history. They share and take turns from a young age and are encouraged to think for themselves. Older ones are co-operative in the classroom and supportive of nursery and reception pupils during playtimes.
66. Behaviour is good. Rules are generally very well understood and pupils have a growing understanding of right and wrong. Children in nursery and reception respond particularly well to the calm environment and well established routines. Older pupils are good role models for the younger children. On the playground they notice 'lonely'

pupils and quickly invite them to play. Those of all ages enjoy their playground, because there are so many activities, for example, the 'Splashing Dolphin' and the 'Dance Zone.'

67. Older pupils are aware of their personal targets for improvement and the more able demonstrate a good awareness of their particular strengths and weaknesses. Younger ones understand what they are doing and can talk about what they do well and enjoy. In general, however, pupils' ability to understand what they need to do to improve the standard of their work is insufficiently developed. The school has identified this as an area for improvement.
68. Pupils make good progress regardless of their social, ethnic or linguistic background. Those of all abilities benefit from the additional support that they receive and make consistent progress toward fulfilling their potential and moving on to the next stage of learning. Those with ALN benefit from the individual programmes of support provided by the school and other agencies.
69. Attendance rates have been consistently around 91% for several years and last year averaged just over 90%. These figures are significantly below national and county figures and remain an area for further improvement. Most pupils arrive at school on time and punctuality is very good.
70. Pupils' awareness of equal opportunities issues is good. They understand that everyone should be treated equally and fairly. Through their work in subjects, such as history and religious education, they show good awareness of the range of beliefs and cultural traditions within society.
71. Visits and the contribution of visitors successfully develop pupils' awareness of the major businesses in the locality and people's jobs. They also offer a good insight into the world of work. Pupils' entrepreneurial skills, however, are less well developed.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

72. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
73. In the lessons inspected, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
18%	68%	14%	0%	0%

74. These figures are above the national averages, as published in HMCI's latest Annual Report for 2005-6, where overall the quality of teaching in primary schools is reported to be Grade 2 in 62% of lessons and Grade 1 in 17%.
75. Teachers demonstrate good subject knowledge in the areas of learning and subjects inspected. They use this knowledge well in setting lesson objectives and in the focus on key teaching points during lessons.

76. Throughout the school teachers establish very good working relationships with pupils which facilitate effective learning. All pupils are treated equally, irrespective of their age, race, gender or ability. Classroom assistants and support staff are very well deployed to support learning.
77. Teachers successfully challenge stereotypical images and views and all pupils, including those from the nurture class and the speech and language unit are actively encouraged to participate in the full range of activities provided.
78. Pupils' bilingual competence is nurtured effectively. Teachers make very good use of incidental Welsh in lessons and in a range of school activities. There is also good planning and provision to develop the Welsh dimension within a good number of subjects, including history, art and music.
79. In the best practice, teachers' planning caters well for the differing learning needs of their pupils. They use a range of teaching and learning methods and relevant resources that correspond well to learning activities. There is regular monitoring and review of pupils' work and of the tasks provided. At times, however, activities are not sufficiently well matched to pupils' ability and prior attainment.
80. Features of outstanding teaching include:
- high expectations of all pupils;
 - inspiring presentations;
 - tasks and activities that consistently extend pupils' learning; and
 - innovative use of a range of teaching and learning resources.
81. Features of good teaching include:
- tasks that are well matched to pupils' learning needs;
 - good questioning techniques that develop pupils' ideas and consolidate previous learning;
 - clear explanations when tasks are set; and
 - plenary sessions at the end of lessons that succeed in consolidating pupils' understanding.
82. The most common shortcomings in teaching include:
- a lack of pace;
 - overuse of worksheets; and
 - insufficient attention to pupils' standards of presentation, particularly in their written work.
83. A well-focused policy document and clear guidelines ensure that assessment procedures meet statutory requirements, are manageable and contribute to aspects of teaching and learning. The headteacher, as assessment co-ordinator, provides effective leadership in developing the school's assessment procedures.

84. Teachers assess pupils' achievements and progress rigorously, accurately and regularly. While schemes of work identify assessment opportunities, these are not consistently noted in short-term planning. Consequently on-going assessment does not inform planning for all abilities in a sufficiently consistent and rigorous manner.
85. The quality and use of the baseline assessment undertaken in the nursery class and after children have commenced full-time education in the reception class is good. Targets are set for further development and children's progress in the six areas of learning is clearly recorded.
86. There are good processes in place to set challenging, but realistic targets for pupils at the end of KS1. These are based on the likely performance of pupils, who frequently achieve and exceed their targets.
87. In KS1 effective use is made of a range standardised, school based and NC tests to monitor pupils' progress. The evidence produced is used effectively to identify individual needs and to determine whole school targets.
88. The school conforms fully with statutory requirements for assessing and recording the progress of pupils with ALN. There is a thorough assessment of their needs and detailed individual education plans (IEP) are prepared.
89. There are good systems in place for assessing and monitoring pupils' progress in the core subjects. Procedures for monitoring in the foundation subjects and religious education are, in most instances, well established. Subject portfolios of levelled work bring an added rigour to the overall assessment process.
90. Samples of pupils' work are kept in individual record files which contain a range of relevant evidence. These files move up the school with pupils and provide teachers with clear indicators of achievements and potential.
91. Marking of pupils' work highlights the supportive ethos of the school. Work is regularly marked and constructive comments are given.
92. Individual targets are set in English and mathematics and more able pupils have a good awareness of their overall strengths and weaknesses. The school is developing the role pupils play in target setting and in evaluating their progress in relation to individual targets. These procedures are at an early stage of development.
93. The school has appropriate arrangements for informing those with a legitimate interest about pupils' progress and achievements. The results of statutory testing and all test data are appropriately processed and supplied to the relevant agencies. The school exchanges much data with the receiving junior school and keeps governors very well informed through meetings and visits.
94. Annual reports to parents fully comply with statutory requirements and are very informative. Pupils' achievements and progress are recorded in detail. A particularly strong feature is the way every report identifies specific targets for improvement. Parents have opportunities to comment on reports and to discuss them with the teachers. In addition to the open door policy, which is a feature of school life, there are two other formal occasions during the year when parents have the opportunity to discuss their children's progress.

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

Grade 1: Good with outstanding features

95. The inspection team's findings do not match the judgement made by the school in its self-evaluation report for this key question and a higher grade has been awarded. The outstanding features include the rich curriculum offered to pupils, the high quality of the provision to develop pupils' spiritual, moral, social and cultural development, the highly effective approach to developing pupils' bilingual competence and the effectiveness with which the school promotes equal opportunities and ensures that all pupils are positively included in all school activities.
96. The curriculum complies with statutory requirements and offers equal access; it is broad, balanced and enriching and relevant to the needs of pupils of every ability.
97. The range and quality of the curriculum provided for the under-fives are varied and imaginative. The learning experiences offered in the classroom and outside meet the needs and interests of young children very well. The scheme of work is well structured to ensure continuity and progression in learning.
98. The school meets learners' aspirations effectively in KS1. A rich curriculum, which is based on interesting and appropriately challenging activities, with a very good focus on first hand experiences, is offered to pupils. There are detailed policies and schemes of work for all subjects, which promote progression and continuity in learning.
99. Opportunities to develop pupils' key skills of listening, speaking, reading, writing, numeracy and use of ICT across the curriculum are good. They are clearly identified in teachers' planning and effectively allow for the progressive development of these skills in all subjects. Provision for the promotion of creative skills has outstanding features, particularly in art and craft.
100. Provision for the development of pupils' problem solving abilities is good and enables them to develop a range of skills, including the ability to work more independently. The opportunities for pupils to work together in pairs and groups are also a very important element of the provision. Recent initiatives, such as the focus on thinking and social skills, are making a significant contribution.
101. Off-site provision, the contribution of visitors and the range of extra-curricular activities make an outstanding contribution to pupils' learning experiences. Purposeful visits are arranged to a large number of places, especially those which are associated with pupils' scientific, historical, geographical and religious studies. In science, for example, they include visits to the National Botanical Gardens of Wales to undertake practical tasks related to planting and caring for plants and flowers. These experiences are filmed by pupils themselves and include a simple commentary of the activities undertaken. This work is particularly impressive.
102. An important contribution is made to the curriculum by a number of visitors, including clerics, artists, authors and theatre groups. The experiences provided in these contexts, together with the use made of the school grounds and outdoor facilities to promote pupils' learning, have outstanding features.

103. There is a very strong Welsh ethos throughout the school. The emphasis placed upon, and the provision made, to promote pupils' bilingual skills has outstanding features. It is very well led by the deputy headteacher. Pupils build effectively on the high quality experiences provided in the nursery and there is clear evidence of progression as they move through the school.
104. The school places much emphasis upon Welsh culture and the heritage of Wales, which feature prominently across the curriculum. In addition, there are good procedures to develop pupils' awareness of other cultures through work in a variety of subjects, especially religious education, and through working with visitors who have lived in various countries and who share their experiences with pupils.
105. Lunchtime clubs include good opportunities for pupils to experience further aspects of art, science, design and technology and games. There is also an after school gymnastics club for Y2 pupils. Homework is appropriately targeted and includes opportunities for parents to play mathematics games, provided by the school, with their children.
106. The provision for spiritual development has outstanding features. Pupils are offered experiences of an exceptionally high standard in the whole school and classroom acts of collective worship, during which music, singing, story and prayer play prominent roles and where pupils have very good opportunities to be actively involved. Religious education lessons and other curricular experiences, including those associated with the outdoor facilities and visits to places such as the Botanical Gardens, contribute significantly to the promotion of experiences of awe. There are also valuable contributions in this context from clerics who visit the school and through visits to places of worship.
107. The provision to develop pupils' moral and social development has outstanding features. A very successful emphasis is placed on caring values and upon ensuring that pupils are polite to one another and to staff and visitors. There is a strong emphasis on helping others within or outside the classroom. Pupils display consideration of others less fortunate than themselves by collecting money for various charities.
108. Pupils' social skills are enhanced through being members of class and school councils and through opportunities to offer opinions about developments such as the outdoor provision.
109. Provision for the promotion of personal and social education (PSE) is good with outstanding features. National guidelines are followed and there is a clear and comprehensive scheme of work. Highly effective use is made of circle time sessions, as well as sessions of collective worship to encourage pupils to consider issues, form opinions and share concerns.
110. The school is part of the local health promotion programme. It has introduced a number of very good initiatives in this field which help pupils to understand the importance of personal hygiene, exercise and a healthy diet. It has gained the fourth phase award relating to the programme.
111. The manner in which the school promotes equal opportunities and ensures that all pupils are positively included in all school activities is good with outstanding features. The school has high aspirations for all pupils and recently very successful initiatives include the establishment of high quality nurture and social skills groups that offer effective support for specific pupils.

112. The school enjoys an excellent partnership with parents who are very supportive of the school. A highly effective development is the system of well planned home visits by staff, which are organised before children start in the nursery. These are in place for all parents and carers. Communication is well written and provides parents with good information about the school. The home-school agreement is user friendly and contributes well to developing the partnership between home and school. Parents responded very positively in the pre-inspection meeting and in the questionnaires returned.
113. Some parents, together with governors and friends of the school, help regularly with activities during the school day. Their contribution to pupils' learning is effective and highly valued.
114. Links with the wider community, which provides a rich teaching resource, are good. Very good use is made of local services and individuals, such as the health visitor and community police personnel. Pupils' knowledge of their own community is good. Visits to places of educational interest and involvement in local activities effectively broaden their understanding of their own community.
115. The school enjoys successful working partnerships with other schools in its 'family' of schools, especially with the junior school to which pupils transfer. Curriculum and pastoral links are well developed and help promote continuity of educational provision as pupils move from KS1 to KS2. Students from colleges and sixth forms regularly complete work experience placements in the school; the extra support is valued by staff and benefits pupils.
116. Pupils develop a good understanding of sustainable development, global citizenship and conservation issues through recycling and composting projects in the school, as well as planting and growing a variety of flowers and vegetables. The school has recently joined the LEA Education for Sustainable Development award scheme and is aiming for the silver award.
117. Links with local businesses are good. A wide range of visits into the town and further afield, together with visitors talking about their work, enriches the curriculum. Industry has been generous in supporting the school with donations towards enhancing the quality of the playground.
118. The school recognises that entrepreneurial skills is an area for further development. A good start has been made and pupils have been involved in decisions to purchase items for developing the outdoor area. The school has recently become involved in a scheme to encourage them to start saving regularly and to handle money wisely.
119. The school successfully lays the foundations for lifelong learning and community regeneration through, for example, the development of pupils as confident learners, the breadth and quality of the learning opportunities offered, the attention to health education and the focus on the importance of community links.

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

Grade 1: Good with outstanding features

120. The findings of the inspection team match the judgement made by the school in its self-evaluation report. The outstanding features include teachers' thorough knowledge of pupils' differing needs, the high quality of the support and guidance

given to pupils, the extensive and effective range of support programmes provided and the school's strong commitment to the inclusion of all pupils in a positive and supportive learning environment.

121. The school offers pupils high quality care and guidance in a supportive, orderly and happy environment. A notable feature of the school is its ethos and general sense of well-being. Teachers know their pupils well and work hard to make every pupil feel valued and included. This is a major strength of the school.
122. The school works very effectively in partnership with parents and carers, offering help and advice where possible. Responses from parents at the pre-inspection meeting and through the pre-inspection questionnaires indicate that they appreciate the high quality of care that their children receive.
123. The school operates an open door policy where parents are encouraged to meet with the headteacher and teachers to discuss and address any concerns. This is a significant strength.
124. Well established induction procedures ensure that children settle well into the nursery and feel safe and secure. The nursery handbook for parents of children, who attend the early years class for the first time, is a very informative document. There are good links with the junior school, which effectively supports the transition of pupils from Y2.
125. The school plans and manages care arrangements and support services effectively. Health and safety policies, including fire prevention, are in place and appropriate procedures are followed. Risk assessments are held for important activities at the school. There are appropriate arrangements for sex education, first aid, the care of pupils who are unwell and the recording of accidents.
126. The quality of the pastoral care has outstanding features. The school works with a good range of professionals from external agencies, which ensures that pupils with very specific needs receive appropriate support. PSE is an established part of the curriculum and includes circle time, which is used well throughout the school offering pupils good opportunities to discuss and share concerns.
127. The quality of provision for pupils with ALN is good with outstanding features. It meets the requirements of the Code of Practice. Sixty pupils receive ALN support and there are effective procedures to diagnose and address individual learning needs. The school is very well resourced with appropriate learning materials and equipment. Pupils have full access to the curriculum and are fully integrated into the work and activities of the school. The more able are challenged in lessons through suitable tasks and extension activities.
128. The headteacher, who is the additional learning needs co-ordinator (ALNCO), the additional needs teacher and school staff collaborate very effectively to identify individual learning needs at an early stage. Effective assessment and recording procedures enable these pupils to be tracked, monitored and supported throughout the school. The designated governor for ALN has a good understanding of the school's provision and undertakes her duties very effectively.
129. Pupils' individual targets are clearly documented in their IEPs. Their progress is regularly reviewed in conjunction with parents and learning objectives are appropriately modified to take account of the progress made.

130. Pupil support is well targeted and organised in a variety of ways. It includes withdrawal sessions to work with the ALN teacher and reading and language support groups. The quality of this provision is of a high standard. The vast majority of pupils make good progress and achieve well. This is an outstanding feature.
131. Pupils who attend the speech and language unit and the nurture class receive very good support through a well planned range of activities, effective teaching and thorough use of assessment to monitor progress and to guide teaching and learning. Clear learning outcomes are set, which are appropriate to pupils' maturity and capability, so that they progress well and gain much in self-esteem.
132. The school receives additional support from the LEA and successfully promotes a number of initiatives, including the Milford Early Years Initiative to improve social and behaviour skills. Pupils are withdrawn for regular interactive activities with trained and experienced staff from the local support team. The withdrawal sessions are well focused, demonstrating a good understanding of pupils' individual needs. This is a particularly effective initiative.
133. Attendance is carefully monitored by administrative staff and the headteacher; the intervention of specialist agencies is used when necessary. Registration periods are pleasant occasions and registers are completed neatly and efficiently and fully comply with current requirements. Staff welcome the new system introduced recently to monitor punctuality at the main office and the small numbers arriving late have been reduced as a result. While there are good features in the way attendance and punctuality are recorded and monitored, attendance remains an area for improvement.
134. Behaviour is very well managed by all staff, who work consistently together and who receive effective support from outside agencies. Bullying is not something that is accepted in any form at the school and pupils feel secure in knowing there is an adult to turn to or peer support available. The policies on discipline and bullying are clear, and the school acts promptly to solve any problems relating to unacceptable conduct.
135. The headteacher monitors overall behaviour and, in her role as ALNCO, she has a clear understanding of every individual pupil's behaviour. She takes immediate and effective action to work with families to resolve any behavioural issues. This is one of the outstanding features of the school.
136. The healthy development of pupils, including the attention given to assuring their safety and well-being, has outstanding features. Major successes include the work done to teach pupils how to keep active and healthy; as a result, they have a secure knowledge of the benefits of eating fresh fruit and vegetables. A great deal of work has been done to encourage very active physical exercise in the playground and pupils look forward to their playtimes, because there is so much on offer for them to enjoy.
137. Governors oversee health and safety and the school's policy and procedures are regularly reviewed. Risks are carefully assessed and the improvements over recent years include new fences and gates. The school provides a clean and very comfortable environment for young children with plenty of variety. Space is very well used to promote pupil welfare.
138. Procedures to protect and safeguard pupils are effective and all staff receive training to update their knowledge and understanding. The school has a clear policy for child protection, which identifies appropriate arrangements. There are nominated staff

members and a designated governor with specific expertise to oversee this important area. In addition, parents are made aware of school policy in many areas of pupil welfare and they work well with the school for the benefit of pupils. The complaints procedure is understood but rarely used. One pupil was temporarily excluded during the past year; the correct procedures were followed.

139. The school is inclusive. It always takes into account pupils' backgrounds, home circumstances, ethnicity and religion, as well as their medical and health requirements, when planning provision to meet all needs equally. Policy and practice promote gender equality. Good race relations are promoted through stories in assembly, work done in religious education and the curriculum delivered to all pupils. The school celebrates diversity very well in all aspects of its life and work. As a result, pupils develop good moral and social values and this is an outstanding aspect of the school's provision.
140. A Disability Equality Scheme is in place. Very good adjustments are made for disabled pupils who achieve equally. Although the written policy for equality of opportunity is brief and not something that is regularly reviewed formally, this area of school life is assured and underpins all its work.

Leadership and management

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

Grade 2: Good features and no important shortcomings

141. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
142. The headteacher provides excellent leadership and management, which effectively steers school development and improvement. Her high expectations and strong commitment to improving standards are apparent to staff, governors and parents and are well reflected in the work of the school. The deputy headteacher provides strong support, particularly through her work in curriculum development and staff development programmes. She is a good role model for colleagues.
143. All members of staff work well together and there is a strong sense of mutual support, in order to further pupils' educational development and achievements. Shared values and norms about pupils' personal development and learning are at the heart of the school's provision.
144. The governing body has agreed on the structure of the teaching and learning responsibility (TLR) posts. Arrangements for providing teachers with time for planning, preparation and assessment (PPA) are successfully implemented by utilising the subject specialisms of staff. This contributes well to extending the curriculum offered to pupils. Statutory requirements are met in full for reducing teachers' workload.

145. The school takes good account of national priorities, new initiatives and local partnerships. It has received the Basic Skills Agency Quality Mark for the third time. Well planned initiatives successfully help pupils to gain a greater understanding of current issues and the school council also encourages pupils to contribute well to the decisions that affect them. The school works effectively with other infant and primary schools in the local cluster group on curricular and staff development initiatives.
146. The school has good procedures for monitoring the performance of individuals and teams. Job descriptions are regularly reviewed and clearly identify each member of staff's roles and responsibilities. Senior members of staff closely monitor progress in seeking improvements in performance.
147. The school's arrangements for the appraisal of staff are effective and have a good impact on the quality of the school's provision. Targets reflect a balance between individual development needs and whole school targets. There is a strong commitment to ensuring the continuing professional development of staff with good use of national grants and links with a range of providers to offer staff effective opportunities to extend their knowledge and skills. The good teaching and pupil support structures seen in the school reflect the positive effect of training, including in-house sessions successfully led by members of staff. Induction arrangements for staff new to the school are good.
148. The GB, which includes a number of new members, is very supportive and closely involved in the life of the school. Governors know their roles and effectively support the headteacher in setting the strategic direction of the school. The GB is well led by an experienced and effective chair and vice chair. Individual governors visit the school to work with pupils and have been instrumental in helping the school develop strong links with the community and some local businesses. Through discussions with staff and school visits, experienced governors monitor standards and quality effectively. The monitoring role of new governors is developing, but is an area for further development.
149. The GB meets regularly and fulfils its regulatory and legal responsibilities. Members are kept well informed by the headteacher regarding the issues that need to be addressed. School policies and documentation give good attention to statutory requirements. Whole school policies are understood and implemented by staff and governors. The systematic review and updating of policies, however, in order to meet the changing needs of the school, is less evident.

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

Grade 2: Good features and no important shortcomings

150. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
151. A culture of self-evaluation is well embedded in the school and procedures are comprehensive, systematic and based on clear evidence.
152. Self-evaluation and the drive towards continuous improvement are strong features of the school, particularly in relation to forming secure judgements about standards and

the quality of the educational provision. Good procedures are being established to involve all the school's partners in the process. All staff contribute fully, governors are more involved and the school has begun to canvass the views of pupils and parents as part of the process.

153. The headteacher and deputy headteacher make a major contribution to leading and managing the self-evaluation process. Subject development responsibilities have been shared amongst the teaching staff. More experienced subject leaders are well informed about the performance of the areas for which they are responsible and use the information effectively in updating policies and schemes of work and in developing teaching and learning approaches. Newer subject leaders are making good progress in developing their knowledge and understanding of the school's provision. The school has identified this as an area for further development.
154. The subject leaders' monitoring role has become more enhanced as a result of staff training. This is having a positive effect on the school's development. Subject leaders monitor planning, pupils' standards of achievement and the quality of provision generally. They record their observations fully highlighting the strengths and any areas for development. A focus on observing classroom teaching by the headteacher, deputy and most co-ordinators is an aspect which is developing effectively within the school.
155. The headteacher and staff conduct a detailed analysis of pupils' assessment results, including information gained from baseline tests in the early years and teacher assessments in KS1. The school's performance in relation to school, county and national data is analysed and initiatives are introduced to address any shortcomings identified. Effective use is made of the information collected to set targets for pupils. Test and assessment results and school targets are discussed with the GB with the result that governors have a good knowledge of pupils' overall attainments and how the school's results compare with similar schools both locally and nationally.
156. There is a strong link between self-evaluation and the SDP, which includes relevant targets for the further development of the school. There are suitable processes for setting and establishing targets, which are monitored by the GB on a termly basis. Good progress is made in addressing the main targets set and clear improvements are evident in areas, such as extending the curriculum and improving pupils' standards of achievement.
157. During the last few years, the process of self-evaluation has led to the establishment of a range of important initiatives, many of which have already brought about clear improvements in teaching and learning. They include significant developments in ICT and ALN, the introduction of a new mathematics scheme and the establishment of the nurture and social skills groups. Improvements to the school yard and outdoor facilities have had a positive impact on the ethos of the school and pupils' behaviour. In addition, the increased focus on staff training and the establishment of home-school visits before pupils begin school are proving to be very successful developments.
158. The self-evaluation report is comprehensive and focuses effectively on all the elements which constitute the seven key questions of the inspection framework. The report is honest and thorough and governors, staff and LEA advisers were involved

in its preparation. There is a clear analysis of strengths as well as priorities for moving the school forward, based on a wide range of comprehensive evidence.

159. The inspection team agreed with the school's judgements in six out of the seven key questions; a higher grade was awarded to Key Question 3, because the inspection evidence indicates that the school had underestimated the quality of the provision in relation to the curriculum, pupils' spiritual, moral, social and cultural development, bilingualism and equal opportunities.
160. Overall, the school's progress in addressing the key issues identified in the last inspection report has been good and includes important developments in ALN provision. In relation to improving attendance levels, while much effort has been exerted, the school recognises the need for further progress.

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

Grade 1: Good with outstanding features

161. The findings of the inspection team match the judgement made by the school in its self-evaluation report. The outstanding features include the school's excellent approach to the deployment, management and development of teaching and support staff and the highly effective use of learning resources and their impact on teaching and learning in improving standards.
162. The school has a very good complement of teaching staff to deliver the curriculum; their overall deployment has outstanding features. They have appropriate qualifications and a wide range of expertise, which is utilised very effectively to benefit all pupils' learning. Newly qualified teachers receive well focused mentoring and support.
163. The arrangements for providing teachers with periods for PPA are implemented effectively by using experienced members of staff to offer specialist teaching in several areas of the curriculum, including music, Welsh, drama and physical education. Good attention is given to workload and staff remodelling requirements. Statutory requirements are met.
164. The outstanding quality of the support provided by learning assistants is a strength of the school. The school invests well in effective classroom support staff, who work closely with teachers and make a significant contribution to pupils' learning experiences. All members of staff have job descriptions that give a clear outline of their responsibilities.
165. Teachers and support staff attend a good range of training sessions and this has a positive effect on their skills and their understanding, particularly in the field of ALN.
166. The school finance officer, part-time clerk and the ancillary staff make an important contribution to the smooth and efficient daily routines of the school. The caretaker and support team work hard and keep the school clean and tidy for pupils.
167. The school's use of available resources is good with outstanding features. Resources for teaching and learning are of high quality and well matched to pupils' needs. There are interactive whiteboards in each class and a good selection of

books in classes and the library. The school is particularly well supplied to support pupils with ALN. Resource acquisition corresponds closely with the school's priorities for development. Annual reviews are held to ensure the sufficiency and suitability of all learning materials. There is skilful and effective use of resources across the school ensuring that pupils receive very good learning experiences.

168. Expenditure is regularly and effectively reviewed to ensure best value for money. The school's spending decisions are well linked to plans for development and very effective use is made of additional grants, such as the RAISE funding, to establish the nurture group, which has succeeded in improving literacy standards and improving behaviour.
169. Very effective use made of the school site and accommodation. One of the school's outstanding features is the high standard of the displays which contribute greatly to the stimulating environment, which is characteristic of the life of the school. Effective use is made of the hall for collective worship and physical education and of the interactive whiteboards in classes. The recently installed outdoor play and garden areas are outstanding features of the provision and have made a significant improvement to the learning opportunities available for pupils; they are used very effectively for teaching and learning. The school has made good provision to ensure that the school site is secure for pupils and staff.
170. Managers ensure the efficient use of funds and the full GB is involved in all spending decisions. The budget is managed efficiently and expenditure is closely linked to school priorities. The large surplus which was a feature of the school budget a year ago has been particularly well used to ensure a very good ratio of staff to pupils and the establishment of the nurture group. Other spending decisions, which have been instrumental in moving the school forward, include the investment in ICT, teaching and learning resources in mathematics and, in particular, the excellent focus on staff development. The school provides good value for money.

Standards achieved in subjects and areas of learning

English

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

Good features

171. Pupils' listening skills are good. They listen attentively to their teachers and peers and follow instructions carefully. Most respond appropriately to questions and offer relevant answers when recalling elements of the lesson.
172. The speaking skills of more able pupils are good. They express themselves confidently and use extended language. All pupils know to take turns when in a group discussion and the vast majority speak clearly.
173. All pupils make good progress in their reading skills. The more able read correctly and fluently and include good expression in their reading. They can discuss the characters and story content well. Those who have difficulty with mastering reading

skills develop a good sight vocabulary and many use phonetic cues successfully to read unfamiliar words.

174. By Y2 most pupils succeed in using a variety of sentence constructions and the more able punctuate correctly when producing pieces of free writing. In Y1 they express opinions simply when responding to different topics and they use appropriate vocabulary. The more able are generally confident spellers, while most others make good attempts at spelling unfamiliar words. The majority form their letters correctly.

Shortcomings

175. There are no important shortcomings, but a significant number of pupils' oral expression is hampered by errors in syntax and a limited range of vocabulary.

Mathematics

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

Good features

176. Across KS1 most pupils make good progress and demonstrate a good understanding of number and money. In Y1 they develop a good grasp of number bonds and demonstrate good skills in sorting and sequencing numbers. Most in Y2 differentiate effectively between even and odd numbers, add and subtract accurately and explore number patterns confidently. They develop a good grasp of 2, 5 and 10 times tables.
177. Across the key stage the majority of pupils achieve well in mental calculation. The more able use a range of strategies successfully for solving number problems and can discuss their calculations with understanding.
178. Y1 pupils have a good grasp of two-dimensional shapes and their properties and the vast majority of older ones identify three-dimensional shapes and their properties correctly. They know the value of different coins and use them confidently to count small amounts of money.
179. Most Y1 pupils have a good understanding of time in half-hour intervals, while the majority in Y2 develop a good awareness of features relating to digital time. Most in Y2 have a good understanding of halves and quarters and make good use of this understanding in problem solving tasks.
180. Most pupils, at appropriate levels, use tally charts, create pictograms and simple bar graphs effectively. They make good use of their ICT skills in this context. Older ones develop a good understanding of the concept of symmetry.

Shortcomings

181. There are no important shortcomings, but a significant minority of pupils demonstrate a limited grasp of mathematical vocabulary.

Science

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

Good features

182. Pupils across the key stage demonstrate a positive attitude towards the subject; they are aware of science all around them and the older ones develop a good science vocabulary.
183. Y1 and Y2 pupils have a good awareness of the importance of healthy eating and healthy living. Older ones classify different types of food correctly and develop a good understanding of what constitutes a balanced diet. They investigate effectively the impact of exercise on breathing and heart rate.
184. Most Y2 pupils demonstrate a good awareness of a range of features relating to plants, animals and habitats. They understand well the functions of different parts of plants. In Y1 and Y2 they make good use of their visits to the Botanical Gardens to enhance their understanding of the factors that affect plant growth. They can discuss well the life cycle of a frog and butterfly.
185. The vast majority of Y1 pupils can accurately classify different types of sound and smells and objects that are attracted and repelled by magnets. They can compare and classify different types of materials and discuss sensibly what can be made from different fabrics.
186. Pupils demonstrate effective investigative skills when discussing the best material for making an umbrella and for wrapping parcels. They can outline clearly the processes involved in the investigation. Most older ones develop a good understanding of the importance of electricity in their lives. Through experimenting they are aware of the need for a full circuit before a battery can light a bulb. They focus well on the concepts of heating and freezing in their investigative work.
187. Most older pupils demonstrate good prediction skills and develop a good understanding of the importance of a fair test when investigating. They present their findings effectively in a variety of ways, including diagrams, tables and graphs. They make good use of their ICT skills in this context.

Shortcomings

188. There are no important shortcomings, but a significant minority of younger pupils demonstrate limited confidence and an insecure grasp of scientific terms when discussing their work.

Information Technology

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

Good features

189. Across the key stage pupils use the computer competently for a good range of purposes and this has a positive impact on the development of their skills.
190. Pupils across the key stage use the word processor confidently to produce short pieces of written work. Most develop good skills in using the mouse to move items from one part of the computer screen to another and they make good progress in opening, editing and saving texts and printing items of work. In Y2 they create their own stories, effectively incorporating pictures, text and sound.
191. The vast majority of pupils use simple graphic tools and a range of information technology programs well to support their work in a wide range of subjects, including art, language, science and mathematics. At appropriate levels they use the internet and CD-Roms effectively to gather information as part of their studies across the curriculum. They make good use of the digital camera to record their experiences in different aspects of their work. Older ones make good use of the video camera, for example in their garden project.
192. Most pupils' skills in using simple data bases to form graphs are good. In Y1, for example, they focus well on presenting work in the form of pictograms. Older ones demonstrate good skills in creating tables and bar graphs in their investigations of mini-beasts in the school environment and in their measurement of handspans.
193. Pupils' skills of modelling and simulation develop effectively through a focus on imaginary situations, such as building their own park. In their LOGO related work the vast majority of older pupils begin to develop good skills with regard to inputting instructions to control movement on screen.

Shortcomings

194. There are no important shortcomings, although a small minority of pupils lack confidence in using basic ICT skills.

History

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

Good features

195. Pupils' chronological awareness is good. Younger ones recognise changes in themselves since they were babies and older ones understand the idea of events happening over a longer period of time. All use words and phrases relating to the passage of time correctly.
196. Pupils know about the lives of key historical figures such as Guy Fawkes, Florence Nightingale, Henry Tudor and Queen Victoria. They demonstrate good factual knowledge about these individuals. They collect information from books and the Internet and record their observations in different ways, including written and pictorial forms, to a good standard.
197. Pupils have a good awareness of their Welsh heritage through stories about figures such as St David and Prince Llewellyn. Older ones collaborate effectively in groups to study the history of their local area using books and CD-Roms.

198. Pupils' use of evidence is good particularly in their study of the Victorians. Through role play they demonstrate effectively how daily life would have been different in a Victorian school. They use artefacts and photographs well to gain information about the past.
199. More able pupils can formulate and answer questions well about the past using a range of resources. Through interviews and questionnaires they find out about the recent past by asking questions of parents and grandparents. They record their findings well and the best work is of a very good standard.

Shortcomings

200. There are no important shortcomings, but a small minority of pupils demonstrate a limited grasp of historical terms.

Art

Key stage 1: Grade 1: Good with outstanding features

Outstanding features

201. Pupils successfully acquire and apply a very good range of techniques and skills. They work confidently and skilfully with visual aspects, such as line, colour, pattern, shape, form and texture. They see themselves as young artists and take great pride in their work.
202. Pupils successfully use a range of tools and media, including pencil, charcoal, paint, oil, chalk, pastels, fabrics and clay. Most demonstrate very good understanding and confidence in using different media to draw, paint, make objects and artefacts and to create images and collage.

Good features

203. Pupils experiment confidently with colour and tone. They can mix prime colours well to create new shades. They apply their understanding, coupled with good observational skills, to produce self-portraits of good quality. When discussing their work, they use the vocabulary of art with increasing confidence.
204. Pupils are familiar with the work of a wide range of artists, including ones from Wales, representing many different periods and styles. They carefully observe their work, giving good attention to specific features. They use a range of sources, including books and photographs, to collect information and to extend their understanding of different styles and the work of different artists. They work well with an artist in residence to design and produce imaginative and colourful features of the local area.
205. Pupils successfully develop a critical eye for detail through their sketching. They use sketchbooks effectively to prepare, record and refine their observational drawings.
206. Pupils research the natural environment effectively to create interesting compositions. They produce attractive and colourful collages, for example using natural objects collected from the seashore.

207. Pupils work with clay and create interesting models and objects using a range of techniques, which they apply well. The large-scale wall plaque in clay, for example, representing aspects of the school, is of a very good standard.

Shortcomings

208. There are no important shortcomings.

School's response to the inspection

209. The staff and governors of Hakin Infant and Nursery School are very pleased with this inspection report. We are delighted that the inspectors highlighted the school's commitment to the inclusion of all pupils and recognised the high quality of provision for pupils with additional learning needs.
210. It is particularly pleasing that the inspectors acknowledged the quality of learning experiences provided and the standard of care, guidance and support given to pupils, as well as noting the school's orderly, happy environment.
211. We appreciate that the report recognises the contribution of all members of our school community and acknowledges the school's excellent partnership with parents.
212. We would like to thank the inspection team for the professional and courteous manner in which they conducted the inspection and we particularly thank them for their sensitive approach, which enabled staff and our young pupils to feel at ease.

Appendix 1

Basic information about the school

Name of school	Hakin C.P. Infant and Nursery School
School type	Nursery and Primary
Age-range of pupils	3-7
Address of school	Picton Road Hakin Milford Haven Pembrokeshire
Postcode	SA73 3EW
Telephone number	01646694852

Headteacher	Mrs L Lampard
Date of appointment	September 1995
Chair of governors	Mrs I Farrow
Registered inspector	Miss D Morris
Dates of inspection	1-3 October,2007

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	15.5	23	44	42	-	-	-	-	124.5

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	7	1	7.4

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	23:1
Pupil: adult (fte) ratio in nursery classes	8.5:1
Pupil: adult (fte) ratio in special classes	3.4:1
Average class size, excluding nursery and special classes	23
Teacher (fte): class ratio	1.1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Summer 06	90.51	95.99	91.5
Autumn 06	90.92	91.05	90.99
Spring 07	92.40	91.18	90.64

Percentage of pupils entitled to free school meals	24%
Number of pupils excluded during 12 months prior to inspection	1

Appendix 3

National Curriculum Assessment Results End of key stage 1: (compared to 2006 national results)

National Curriculum Assessment KS1 Results 2007			Number of pupils in Y2: including Speech and Language Unit pupils				
			21				
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher	School		7	12	69	12
	assessment	National		3	13	63	20
En: reading	Teacher	School		7	10	67	17
	assessment	National		4	14	55	27
En: writing	Teacher	School		7	19	67	7
	assessment	National		5	14	68	12
En: speaking and listening	Teacher	School		2	14	69	14
	assessment	National		2	10	63	24
Mathematics	Teacher	School		2	12	69	17
	assessment	National		1	10	64	23
Science	Teacher	School		2	12	67	19
	assessment	National		2	9	66	24

National Comparative data-2006

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	76.2%	In Wales	80.6%

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

- The inspection was undertaken by a team of three inspectors who were present in the school for six inspector days. A school nominee also formed part of the inspection team.
- Pre-inspection meetings were held with the parents and the GB to discuss the life and work of the school.
- Parents completed 42 questionnaires and they were carefully analysed.
- Discussions were held with the headteacher, staff with specific responsibilities and support staff.
- The school's documentation was examined.
- Twenty-two lessons were inspected, as well as other parts of teaching sessions.
- Inspectors listened to pupils reading from the whole ability range in every year group.
- Discussions were held with pupils about their work and the life of the school.
- Pupils' behaviour was observed during break-times, lunch-time and the beginning and end of school sessions.
- Inspectors attended daily acts of collective worship.
- Post-inspection meetings were held with the staff and the GB to discuss the findings of the inspection.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Miss Dorothy Morris Registered Inspector	Context, Summary, Recommendations, Key Questions 1, 2a, 4, 5, Appendices Subjects- English, history, art
Mr Brinley Jones Team Inspector	Key Questions 2b, 3, 6, 7 Subjects- mathematics, science, Information technology
Mrs Charlotte Roberson Lay Inspector	Contributions to key questions 1,2,3,4,7
Mrs Lynne Lampard Head teacher	Nominee School's response

Acknowledgement

The inspectors wish to thank the governors, the headteacher, staff, pupils and parents of the school for their willing co-operation during the inspection.

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