

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

A Report on the Quality of Education in

**Hendre Infants School
St Cenydd Road
Trecenydd
Caerphilly
CF83 2RP**

School Number: 6762145

Date of Inspection: 4th June 2007

by

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Hendre 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.

The inspection of Hendre Infants School took place between 4th – 6th June 2007. An independent team of inspectors, led by Peter Mathias 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. Hendre Infants School is situated on the outskirts of the large town of Caerphilly, which is the Unitary Authority (UA). There are 179 pupils on roll between the ages of three and seven, including 41 full-time equivalent children who attend the nursery on a part-time basis. These figures also include four pupils who attend a special educational needs (SEN) resource base class, which is funded by the UA to cater for pupils with hearing impairment. These pupils come from across the UA area.
2. Pupils come from a range of social and economic backgrounds and from a wide area. On entry most children have below average levels of basic skills. The school reports that 29% of pupils are entitled to free school meals, which is above the UA average and all-Wales average for primary schools.
3. About 33% of pupils have some degree of SEN. Seven pupils have statements of SEN. Five pupils have statements for hearing impairment, one for specific learning difficulties and one for speech and language difficulties. Four pupils are disapplied from the requirements of the National Curriculum (NC) in Welsh as a second language. One pupil was excluded temporarily in the last school year.
4. English is the predominant language of nearly all pupils. No pupils speak Welsh as a first language. No pupil has support in English as an additional language. Nearly all pupils are of Welsh extraction. The school was last inspected in the summer term 2001 when the current headteacher was in post. The school's aims are very wide and appropriate.

The school's priorities and targets

5. The school's priorities for 2006-2009 are: -
 - to improve the curriculum, teaching and learning, behaviour and attitudes and the role of the special educational needs co-ordinator (SENCo);
 - to promote further education for sustainable development, global citizenship and multiculturalism; and
 - to strengthen the roles of subject co-ordinators and the quality of displays around the school.

There are also arrangements to review the accessibility of classrooms for the disabled.

Summary

6. Hendre Infants School is a good school, which is well led. It has made good progress since its last inspection.
7. The inspection team agreed with six of the seven judgements made by the school about the standards pupils achieve and about the other areas of its work. Where the inspection team disagreed by one grade, this was because the school overestimated the overall quality of its leadership and strategic management. While there were some strong features in these areas, they were insufficient to justify a higher grade.

Table of grades awarded

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

Standards

8. Overall, the standards of achievement in subjects and areas of learning inspected are as follows: -

Pupils' standards of achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	12%	78%	10%	0%	0%

Subjects and areas of learning for under-fives

9. The overall quality of provision for children under five is appropriate to their needs and children make good progress towards the Desirable Learning Outcomes for Children's Learning.

10. Standards of achievement for children under five are as follows: -

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

Grades for standards in subjects inspected

Inspection Area	KS1
	Grade
English	2
Welsh as a second language	2
Science	2
Design technology	3
Art	2

11. Standards of achievements in lessons are above the Welsh Assembly Government (WAG) all-Wales target of 98% to be at least Grade 3 and 65% to be Grade 2 or better.
12. Many children begin school with below average basic skills. They make good progress in all areas of learning and are ready to begin the next phase of their education. Pupils in the main school with additional learning needs make very good progress. Those pupils in the resource base achieve very well.
13. In the 2006 KS1 national assessments for seven year olds, the proportions of pupils achieving at least the expected level (Level 2) in English, mathematics and science were above the UA and national averages. The proportion of pupils achieving the higher level (Level 3) was, however, well below the UA average in English and mathematics and above in science. In the last five years, results for seven year olds have improved steadily.
14. In the 2006 KS1 national assessments, girls achieved slightly better results than boys in all three subjects and when these subjects are combined. This was a similar pattern to previous years when girls generally achieved better than boys.
15. When the results are compared to schools in the UA considered to have a broadly similar proportion of pupils entitled to free school meals, results in these three subjects and when these subjects were combined, are well above most of those similar schools. In 2006, pupils achieved well above what could reasonably be expected of them when they started school. The school exceeded in 2006 the targets set for it with the UA.
16. Overall, pupils' standards and progress in the key skills are Grade 2 (good features and no important shortcomings).

17. In communication skills in English, standards are Grade 2. Pupils speak, listen, read and write confidently and use their skills well in other subjects. The same is true of their use of these communication skills in Welsh, except that in writing in Welsh standards are not as high as in speaking, listening and reading in Welsh. Pupils' bilingual skills are also Grade 2. Pupils' mathematical skills in other subjects are Grade 2. Pupils measure carefully in science and collect and express information well in a variety of forms in geography. Pupils' skills in information and communications technology (ICT) are also Grade 2. Across the key stage pupils use the mouse and keyboard confidently to write and draw, and to make their way through simple programs and packages.
18. Pupils' understanding of the significant features of their Welsh heritage is Grade 2. They have a growing understanding of the history and traditions of Wales.
19. Across KS1, pupils' personal and social skills, their creative skills and their ability to work with others as well as their knowledge of what they need to do to improve are all Grade 2.
20. Pupils' attitudes to their lessons, their interest in their work and their ability to sustain concentration have good features and no important shortcomings. Pupils work enthusiastically and are well behaved. Across the school, pupils have a very good understanding of equal opportunities and are developing a good understanding and respect for the diversity of beliefs and cultures in society. There are strong links with the local community and with the world of work.
21. Attendance at close to 92%, is near to the UA and all-Wales averages but below the level expected. Too many pupils do not arrive punctually at the start of the school day.

The quality of education and training

Grades for teaching

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
17%	74%	9%	0%	0%

22. In the lessons seen, the percentage of Grade 1 and Grade 2 lessons is near to the national picture reported by Her Majesty's Chief Inspector (HMCI) in her Annual Report 2005/2006. Nationally the quality of teaching is at least good in 79% with 17% having outstanding features.
23. In the nursery and reception classes, the teaching reflects a well-developed understanding of how to plan for these children to benefit from a wide range of appropriate learning. Children settle into school well and achieve success.

24. Across the school in the best lessons, strong features include: -
- positive working relationships between teachers and their pupils, leading to a constructive and happy atmosphere which fosters good behaviour;
 - careful planning of learning objectives which are regularly shared with the pupils;
 - a brisk, purposeful pace to lessons;
 - good questioning skills which engage all pupils in the lesson;
 - confident use of information and communications technology equipment;
 - very effective strategies to encourage all pupils, including those from the resource base, to work together purposefully and to find learning fun; and
 - good use of assessment at the end of lessons to plan for future learning.
25. In the lessons where teaching had some shortcomings these included: -
- insufficient time to complete the task set;
 - the pace of learning is too slow: and
 - the tasks lack challenge.
26. Arrangements to monitor pupils' long-term progress and achievement in English, mathematics and science are effective and are sufficiently detailed. The information is well used to inform the process of setting individual targets for pupils to achieve. Children in the early years and pupils in the resource base are closely monitored and standards of assessment and recording for these is of a very high quality.
27. There are some assessment procedures in place in other subjects. However, collections of pupils' work in most subjects are underdeveloped and do not include indications of the standards pupils should achieve year on year. The school meets statutory requirements in reporting to parents about their children's progress.
28. The school provides an education which meets the needs of all pupils well. The curriculum is good and provides all pupils with equal access to a broad, balanced and coherent range of learning experiences. It meets all statutory requirements of the NC and of the locally agreed syllabus for religious education. It is well planned so that pupils build systematically on what they already know and can do. A particularly outstanding feature is the way in which all pupils have equal access to what is taught.
29. Arrangements to promote pupils' spiritual, moral, social and cultural development are good. Pupils' spiritual development is good. Pupils are successfully encouraged to reflect and recognise the existence of forces greater than their own. Provision for pupils' moral development is good and promotes positive values and attitudes well. Provision for pupils' cultural development is good with some outstanding features. There are for example, very close links with pupils in Zimbabwe. The school has funded the setting up of 'water aid' tanks and wells in that country. *Y Cwricwlwm Cymreig* is well planned and includes visits to places of Welsh historic interest. Pupils have good opportunities to take part in a wide range of out of school activities

enthusiastically, including a sign language club which encourages all pupils to communicate readily together.

30. The school has effective links with parents and with the wider community. There are good arrangements to develop pupils' awareness and understanding of sustainable development and global citizenship. There are well-established links with the world of work.
31. The quality of care, guidance and support is good with no important shortcomings and successfully promotes pupils' well being. There are very close and effective links between pupils, staff and parents. For example, there are very good induction arrangements to help children settle into school. The monitoring of pupils' attendance and behaviour is good. The school has appropriate arrangements to encourage and enable pupils to eat healthily and to live a healthy lifestyle. There is an effective policy to ensure that staff and pupils are aware of health and safety around the school. The provision for ensuring pupils' well-being, including child protection arrangements, is comprehensive.
32. The school has well-planned and documented procedures for promoting race equality and dealing with disability, discrimination and equal opportunities. The school promotes diversity and equal opportunities very well. It has carried out a detailed survey to help to produce a plan to make improvements in access for the disabled.
33. Overall, the provision for pupils with SEN is good, with outstanding features. The needs of all SEN pupils, including those in the resource base are very well supported. These pupils are very skilfully integrated into the overall life of the school. Support within the school and from outside agencies is extensive and very effective.

Leadership and management

34. The school is well led. The headteacher and deputy headteacher work closely together to put into effect the headteacher's vision for the school. Much has been achieved in creating a school where eager activity and loving concern prevails. Staff work together constructively and provide an all round education for all. There is a very positive ethos where expectations of pupils are high. All teachers give a strong lead to their subjects and areas of responsibility. However, in some subjects such as design technology and art, the co-ordinators have had limited time to put into full effect the policies and schemes of work they have assembled. There are rigorous systems in place to review pupils' progress which are successfully used to set longer term targets for English, mathematics and science. The system of assembling carefully annotated samples of pupils' work in subjects other than English, mathematics and ICT, to identify the standards pupils should achieve year on year, have not been completed.
35. The school takes careful account of national priorities and local initiatives. There is a successful breakfast club. The school council is active. Preparation

for the introduction of the Foundation Phase is well advanced. There are effective arrangements to provide teachers with time during the taught week to plan, prepare and assess. Pupils are given good opportunities to understand at basic level ecological and environmental issues. They are positively encouraged to have healthy lifestyles and to eat healthily. The school gives considerable attention to promoting pupils' understanding of diversity and of the importance of treating each other equally.

36. The governing body is very committed to the school and discharges all of its statutory duties and responsibilities in full. There are positive working relationships between governors and the professional staff. The governors positively challenge, as well as support the senior management team. The school's finances are carefully managed and reviewed.
37. The school's process of self-evaluation is robust and is firmly based on first-hand evidence. The views of all involved in the school have been carefully considered. Subject co-ordinators are well informed about their areas of responsibility. The school self-evaluation report provides an accurate and detailed analysis of the school's strengths and weaknesses. It is closely linked to the school development plan (SDP) which is well used as an effective working document. Since the last inspection, the school has made good progress in addressing the key issues of that inspection.
38. There are a sufficient number of teachers with suitable qualifications to teach all aspects of the curriculum and to meet the needs of all pupils. A good level of support staff, who are well deployed, work closely and effectively with the teaching staff across the school. A particular strength is the support they give along with their teachers to pupils with statements of SEN.
39. The building and grounds are well maintained. They contain a range of very attractive and stimulating indoor and outdoor play areas and gardens. Displays in classrooms and corridors are extremely colourful and well organised to celebrate pupils' achievements.
40. The professional development of all staff is managed efficiently and is well matched to the priorities set out in the SDP and the school's performance management arrangement. Resources for teaching and learning are regularly reviewed and are of a very good quality and quantity. Day-to-day administration is efficient, effective and unobtrusive.
41. Bearing in mind the standards and progress made by many of the pupils by the age of seven, often from a lower than average base and the quality of education provided, the school gives good value for money.

Recommendations

In order to improve the school in the areas inspected, the staff and governing body need to: -

- R1 raise standards in design technology;
- R2 complete the implementation of schemes of work in design technology and art;
- R3 complete the collections of pupils' work in all subjects in order to indicate the standards pupils should achieve year on year;
- R4 raise levels of attendance and punctuality.

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

42. The findings of the inspection team matched the judgements made by the school in its self-evaluation report.
43. Pupils' standards of achievement in the lessons observed in the subjects identified for inspection are as follows: -

Pupils' standards of achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	12%	78%	10%	0%	0%

44. Standards of achievement in lessons are above the WAG all-Wales target of 98% to be at least Grade 3 and 65% to be Grade 2 or better.
45. Baseline assessments indicate that achievement is generally below average when children begin school.
46. The overall quality of education provided for children under five is appropriate to their needs and children make good progress towards the Desirable Learning Outcomes for Children's Learning.

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

47. In KS1 in the subjects inspected standards of achievement were as follows: -

	KS1
Inspection Area	
English	2
Welsh as a second language	2
Science	2
Design technology	3
Art	2

48. In the 2006 national assessments for seven year olds, the proportions of pupils who achieved at least the expected level (Level 2) in English, mathematics and science were above the UA and national averages. The proportion of pupils achieving the higher grade (Level 3) was well below the UA and national averages in English and mathematics and above these in science. When the results in English, mathematics and science are combined, these results were

above most schools in the UA and in Wales. The results for seven year olds in all these subjects have improved steadily in the last five years.

49. In the 2006 KS1 assessments, girls achieved slightly higher than boys in English, mathematics and science and also when these results in all three subjects are combined. This pattern is consistent with results in previous years.
50. When the school's results are compared to schools in the UA which have a similar proportion of pupils eligible for free school meals, results in English, mathematics and science were well above most of these similar schools. When these results are combined to calculate the core subject indicator (CSI), the overall performance was well above those similar schools. In 2006, pupils' achievements were above what could reasonably be expected of them. In 2006, the school exceeded the targets set for it in consultation with the UA. Pupils with additional learning needs in the main school achieved well and make very good progress. Those with additional learning needs in the resource base achieve very well.
51. Overall, pupils' development of key skills is Grade 2 (good features and no important shortcomings). In KS1, pupils' standards and progress in English in the key skills of speaking, listening, reading and writing are all Grade 2. Pupils speak confidently and ask and answer questions easily. They follow instructions carefully and accurately. Pupils read well in English. They know how to read familiar and unfamiliar words, recognising the sounds that letters make. They are beginning to use dictionaries and reference books. Pupils' writing skills are good. They are developing good presentational skills in other subjects such as in science and in geography. They have well-developed scientific vocabulary. They write about their families and how they themselves have changed over time and compare their lives with children in Africa.
52. Pupils' achievements in Welsh are Grade 2 overall, as are their bilingual skills. From an early age, pupils are encouraged successfully to ask and answer questions in Welsh. For example, they take turns during registration to discuss the weather in Welsh and say how they feel today. In KS1, pupils understand simple Welsh word and phrases and read them confidently. However, pupils' skills in writing in Welsh are limited.
53. Pupils' mathematical skills in other subjects are Grade 2. In science investigations, pupils in Y1 and Y2 measure how plants grow in difference situations. They are beginning to measure time and use their geographical skills well to illustrate information they have collected.
54. Pupils' skills in ICT are also Grade 2. Pupils in KS1 use ICT well when using 'listening centres' in English. They use the 'mouse' and keyboard confidently to write and draw and to make their way through simple programmes and graphical packages. They use simple charts to record their results.
55. Pupils' understanding of the significant features of Welsh literature, music, dance and art are Grade 2. Pupils in KS1 have a growing awareness of some of the legends of Wales. They are developing an understanding of the history

of their local area and of their Welsh heritage. They are beginning to have a detailed knowledge of the work of some Welsh artists.

56. Pupils' personal and social skills are Grade 2. Pupils across the key stage know about, and celebrate enthusiastically, other cultures and traditions. Pupils have positive attitudes to each other and to adults. They work together willingly and take on responsibility readily.
57. Pupils' problem solving skills are Grade 2. They are successfully encouraged to think about and solve problems in mathematics and science, as well as to consider and find solutions of how to look after their classrooms and outside areas.
58. Pupils' creative skills are Grade 2. Pupils express themselves well in art, music and dance in a wide range of thoughtful ways. They use a good variety of media to illustrate their work. They copy the styles of different artists and work creatively in music and dance.
59. Pupils work willingly with each other. They enjoy sharing their ideas and their resources freely. They know what is expected of them and what they must do to improve. They try hard to achieve the targets set for them.
60. Pupils' attitudes to learning, interest in their work and their ability to sustain concentration have good features and no important shortcomings. In lessons, pupils are keen to ask and reply to questions, and they work with enthusiasm.
61. Pupils are well behaved in and around the school. Good behaviour and positive attitudes and relationships are particularly evident during break times and at lunchtimes. The staff have good relationships with pupils, as do the non-teaching staff. Pupils are friendly and courteous to each other and to visitors who contribute to the work of the school as a community. The school has a good anti-bullying policy together with a reward system for good behaviour. They successfully promote positive general attitudes to learning in school.
62. In their response to the pre-inspection questionnaire, 89% of the parents agreed or strongly agreed that the school achieved high standards of good behaviour. They also felt that the school's values and attitudes have a positive effect on their children.
63. The average level of attendance for the three terms prior to the inspection is just under 92%. Most pupils attend school regularly. However, punctuality needs to be improved at the start of the day. The school is taking steps to improve this important shortcoming. Patterns of absence are systematically monitored. The school refers pupils to the Education Welfare Officer (EWO) with persistent absences. The school registration procedures are good and fully comply with the NAW Circular 93/99.
64. The school works hard to help pupils to develop the ability to work independently and to make pupils see themselves as part of a community, supporting one another as they move through the school.

65. Throughout the school, pupils' understanding of equal opportunities issues is very good. Pupils are developing a good understanding and respect for the diversity of beliefs, attitudes and cultural traditions in society. The school provides many multicultural learning activities in art, religious education, geography and music. Children with hearing impairments and physical disabilities are valued and the school celebrates each child's contribution. Pupils have celebrated the Chinese New Year with Chinese visitors and learned about Japanese culture with a visitor from Japan. This is an outstanding feature of the school. The school helps pupils have community awareness as well as developing their own personal values, and accepting the values of others. A large number of visitors to the school from the community, as well as, visits by the pupils to the local churches, and places of interest help to broaden pupils understanding of their own community and the workplace.
66. The children visit local supermarkets and have fire and police personnel visit the school. There is also a close link with the local aircraft engine manufacturers, who have supplied some of their workforce to build the gardens in the grounds. There is also a strong link with the Education Business Partnership (EBP).

The quality of education and training

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

Grade 2: Good features and no important shortcomings

67. The findings of the inspection team matched the judgements made by the school in its self-evaluation report.
68. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
17%	74%	9%	0%	0%

69. The quality of teaching is good or better, that is Grade 1 and Grade 2 in 91% of lessons. The quality of teaching is outstanding, that is Grade 1 in 17% of lessons. These figures are close to the national picture reported by HMCI in her Annual Report 2005/2006. Nationally the quality of teaching in primary schools is Grade 2 or better in 79% of lessons, with 17% having outstanding features.
70. In the nursery and reception classes, the teaching shows a well-developed understanding of how to plan for these children to benefit from a wide range of appropriate learning. These opportunities help the children to settle into school routines and into their lessons well. Children achieve success often from a wide range of starting points.
71. Across the school there are positive working relationships between teachers and their pupils. These help to foster a constructive and happy atmosphere

where pupils and their teachers enjoy working together. Pupils wish to please their teachers because they know that their teachers take a keen interest in each of them and value their efforts. Teachers invariably show high expectations of their pupils. Teachers make these very clear and provide good support so that pupils work confidently and enthusiastically.

72. In the best lessons, teachers plan very carefully what they intend to teach during the lessons and share these objectives regularly with the pupils. They make good use of the resources they have prepared, for example, in lessons about fruit from different parts of the world. The pace of these lessons is brisk and purposeful, and pupils are appropriately challenged to succeed. Teachers question vigorously and energetically in order to involve all pupils in the sessions. They make good use of ICT to present materials and record what pupils have achieved. A particular strength across the school is the way in which teachers and their assistants support and encourage all pupils, including those with considerable learning difficulties, to work together purposefully and to find learning fun. In the best lessons, teachers thoroughly review pupils' learning and make good use of this information to plan their next lessons.
73. Where teaching has some shortcomings, teachers fail to attract and hold pupils' attention. Because there is little time to complete the activity, the teacher fails to ensure that all pupils are fully engaged in the lesson. In some lessons, the pace of learning is too slow and the tasks lack sufficient challenge to hold pupils' interest.
74. A comprehensive whole-school system of assessment is used to systematically track pupils' progress in English mathematics, science and ICT. The school has undertaken a review of its systems and practices to ensure consistency in analysing results. These results, from a wide range of standardised lists, inform teaching, individual pupil target-setting and form the basis of the targets set for whole school improvement. The good strategies used for recording the information clearly demonstrates pupils' progress and achievement over time.
75. Children in the early years are closely monitored and the standard of ongoing assessment and recording is of very good quality. A UA baseline assessment is in place.
76. The school is currently refining its early intervention assessment to include strategies to monitor underdevelopment in children's speech and language.
77. The process leading to the identification, tracking and recording of individual pupils' achievements is good. Gender differences are identified and suitably addressed. Gifted and talented pupils who may be underachieving are also identified and tasks are extended appropriately.
78. The assessment, tracking and recording of pupils in the resource base is very good. Individual assessment of their language and communication needs is very well supported by outside agencies.
79. Collections of pupils' work to identify standards to achieve year on year in mathematics, science and ICT are of a very high standard and are used

effectively. Collections in other subjects are incomplete. Key skill development is not formally part of the school's assessment process. Pupils' work is marked regularly with positive comments, in accordance with the school's policy, but these comments do not always include advice for the pupils' next learning target.

80. The school meets all statutory requirements of regularly, reviewing, recording and reporting, including those pupils who have statements of special educational need in line with the Code of Practice.
81. Pupils are becoming more involved in assessing their own progress in lessons and over time. This is a good feature in striving for improvement in pupils' learning. The various individual and peer-assessment, enable pupils to understand what they need to do to improve their work and to make progress.
82. Pupils' annual reports to parents are of good quality and comply with statutory requirements. They provide information on standards achieved and indicate how improvements can be made. Parents are given informal and formal opportunities to respond to the reports. Transition records and support is good for all pupils, including those attending the special resource base.

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

83. The findings of the inspection team matched the judgements made by the school in the self-evaluation report.
84. The overall quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning. There are good quality experiences in each area of learning, involving use of both indoor and outdoor facilities, which allow children to make rapid progress and achieve high standards.
85. The curriculum is good and it provides equal access to a broad, balanced range of activities that reflect the legal requirements of the NC and the locally agreed syllabus for religious education. The curriculum is stimulating and enriched by many exciting practical experiences. It is well planned, enabling pupils to carefully build on what they know and can do. There are good strategies that develop the pupils' personal and social skills and good account is taken of their diverse backgrounds and often specific needs.
86. Curriculum planning builds on existing knowledge, understanding and skills. The topic approach used by the school is very successful and the teacher's specific and detailed planning provides a clear structure for all pupils. In recent years, the school has introduced new schemes of work and these have had a significant impact across the curriculum.

87. The support for learning throughout the school in mainstream is good with some outstanding features. The SEN policy reflects the requirements of the code of practice and the additional support provided for these pupils, enables them to feel special and included. The curriculum, and support for pupils with sensory, physical or severe language difficulties has significant strengths. The alternative curriculum for four of the pupils disappplied from the NC is appropriate for the development of speech and language skills. The integration of these pupils has outstanding features that benefit all children in the school. The support for pupils with English as a second language is good. Pupils with a gift or talent are identified and tasks are suitably extended. Support for pupils who have additional literacy or language needs is very good and pupils' progress is monitored and reviewed regularly with some making exceptional progress.
88. Pupils benefit from a carefully organised curriculum so that most of the basic and key skills necessary for pupils' learning are well covered. Additionally, pupils in mainstream classes develop and use sign language to converse with the hearing impaired pupils, thus extending and developing the key skill of communication.
89. Pupils have equal opportunity to participate in an outstanding range of extra-curricular activities. A well-attended sign language club features as one of the significant strengths of this provision. It has a significant impact on the development of pupils' alternative communication skills and their ability of ensuring an inclusive environment for their deaf peers. The gardening, recorder and dance clubs are others that promote equality of gender and opportunities for all. A variety of visitors to the school enhance pupils' understanding of the world around them.
90. The high quality experiences provided ensure that pupils have the opportunity to acquire a range of social skills and develop positive attitudes that form a firm foundation for lifelong learning and development.
91. Pupils' spiritual development is good and they are encouraged to reflect and recognise the existence of forces greater than their own. There is a strong emphasis on personal responsibility and 'doing the right thing'. The school assemblies, supported by visits from local clergy, are happy occasions of a strong Christian nature that offer a time to reflect, give moral guidance and promote a sense of awe and wonderment. There is a strong sense of belonging to a community.
92. Provision for pupils' moral development is good. Pupils know right from wrong and these values are positively reinforced through strategies promoting personal and social education within the curriculum. In discussion, pupils are very happy and proud of belonging to their school.
93. Provision for pupils' social development is good and the aims of the school promote positive values and attitudes. Pupils are sociable, polite and welcoming and are clearly familiar with the expectations set by the school. Pupils take responsibility willingly in and around the school. The efficient school council and *Helpwr Heddiw*, develop an understanding of living in a strong

community. They volunteer for and accept responsibility willingly in and around school, continually offering mutual help to others. Playtimes are happy occasions where free play activities around the exciting, stimulating environment, are very well supervised.

94. Provision for pupils' cultural development is very good. Pupils develop a good understanding and respect for each other's faiths and cultures through religious education, geography and their close link with Zimbabwe. The school has promoted and funded the establishment of 'water aid' tanks and wells in Zimbabwe. *Y Cwricwlwm Cymreig* features well in planning and includes visits to places of Welsh historical interest, developing pupils' knowledge of the culture of Wales.
95. The school's partnerships with parents, the local community, other schools and higher education institutions are highly successful. There are good features that enrich the life and work of the school and enhance pupils' learning experiences. Transfer arrangements with the receiving junior school are good. Important outreach arrangements are made for the transfer of pupils with hearing impairments and communication difficulties, and their transfer is smooth.
96. Parents are supportive of the school, express satisfaction with the aims and values that the school promotes. They particularly appreciate the warmth and sense of community fostered by the school. The newly formed Parents' Association organises fund-raising events that enhance links with the local community and provides the school with a valuable source of additional income.
97. The school is developing effective links with parents, and partnerships with other schools and the wider community. The link is good. Parents have ready access to the headteacher and staff. The school promotes an 'open door' policy. Good pastoral and administrative links have been developed with the local junior school to which most children transfer.
98. Currently, there are good links with employers and the world of work to support staff training and development through teacher placement, enhanced by the EBP.
99. The school promotes equal opportunities for all pupils to participate in the signing club, after school clubs and all other aspects of school life. These clubs and activities help develop pupil's skills and relationships with one another. These out-of-school and extra-curricular activities complement and extend the curriculum. The signing club helps pupils communicate with those who have hearing impairments. This helps to promote their full inclusion in the school community. This is an outstanding feature of the school.
100. The school is successfully developing pupil's awareness and understanding of sustainable development and global citizenship. The school has achieved the Silver Award in the sustainable schools award scheme. This important area is being further developed by the school through an application for Green Flag status. Schemes of work in geography and personal and social education,

together with the sustainability development policy and staff going to attend courses are developing this area. The school is involved in paper recycling schemes, rainwater recycling for the school garden and green-matter composting.

101. The school is developing pupils learning experiences for problem solving and decision-making. Through the EBP, links have been developed with a national house builder and with the National Botanical Garden of Wales.
102. The school is taking steps to ensure that the pupils learning experiences form good foundations for their later work and life in the community. The school has a high level of involvement with the local churches, local businesses and the local community. Links with the local junior school are good. Transfer arrangements are well established.

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

Grade 2: Good features and no important shortcomings

103. The findings of the inspection team matched the judgements made by the school in its self-evaluation report.
104. Learners are well cared for, guided and supported. The school plans and manages its care arrangements effectively and makes good use of its support services. Pupils feel that the school and staff work hard at helping them to raise their levels of achievement. This is an outstanding feature of the school.
105. The school works successfully with parents and carers. The school is actively working to maintain its strong communication links with parents and carers. The pre-inspection parents questionnaire showed that 92% of parents felt the school is easy to approach and 95% felt that the school encouraged an active role for parents and carers.
106. The school has good induction programmes to help children to settle into school. Pupils feel welcome and are supported by teachers and other pupils. The school has good links with the social services and specialist agencies for pupils who need the support of these services. Learning support assistants provide very good support for pupils in the classroom. This is an outstanding feature of the school.
107. The monitoring of pupils' attendance and behaviour is good. The school has a comprehensive procedure for ensuring pupils' good attendance and behaviour with appropriate reward systems in place. The school has a well established and extensive support structure to support pupils with attendance and/or punctuality problems.
108. The school makes the general safety and well-being of pupils a priority. The school has appropriate arrangements which encourage and enable the pupils to be healthy. The school is involved in the 'Healthy Schools' initiative. Physical activity and fitness, as well as healthy eating and drinking, are evident in the school. There is an effective health and safety policy, and staff and pupils have

good awareness of health and safety around the school. Appropriate arrangements are in place for pupils who are unwell or have had an accident. Risk assessments are completed by staff to ensure the safety of pupils.

109. The school has a detailed policy for child protection. The headteacher is the staff member responsible for child protection. All staff receive guidance, and are aware of the procedures for reporting and recognising the signs and symptoms of abuse. Training is provided to school staff to keep them up to date.
110. The provision for pupils with additional learning needs is good with outstanding features. Across the school, early identification of pupils' needs is good. There are ongoing monitoring arrangements to ensure that pupils receive the relevant short-or long-term support. The school's policy is comprehensive and complies with the Code of Practice and the framework for inclusive education. The special educational needs coordinator (SENCo) is highly skilled, efficient and effective, working alongside mainstream staff and the governor with responsibility for SEN. All pupils with SEN make good progress.
111. The provision for learners with additional learning needs in the Hearing Impaired Special resource base is good with outstanding features. The needs of the pupils in the resource base are complex; they include pupils with profound speech and language disorders, and pupils with cochlear implants or bilateral hearing aids. Some of these pupils also display additional autistic challenging behaviour. The class is seen as an integral part of the school and the afternoon integration and support for these pupils is an outstanding feature. The school aims to successfully return as many pupils as possible to their local schools. Through the expertise and consistency of approach of the staff, a very high percentage of these pupils are enabled to do so. The school makes very good use of other professional support services, such as educational psychologist, cochlear implant outreach service, and speech and language therapists. Pupils make good, and often very good, progress according to their specific need.
112. The provision for pupils with additional learning needs across the school who may have specific language, physical, behavioural or sensory needs are very good. Pupils are very well supported by outside agencies and through regular, appropriate strategies often make very good progress and are removed from the special needs register.
113. Teachers and support staff work as a very good team, providing continuity of support and assessment of need. Targets in individual educational plans (IEPs) or behavioural plans (IBPs) are very specific, stated in observable, measurable terms and are monitored and reviewed appropriately. Parents are fully consulted regarding their child's SEN status. They can speak to the class teacher or SENCo regarding their child's progress at any time.
114. The school's provision and support for a minority of pupils with disruptive or challenging behaviour is good. The school has agreed and successfully implemented a positive behaviour management policy based on recognition of

achievements in work and attitude. The school has appropriate celebration strategies which promote self-esteem for these pupils to continue to succeed. Good provision is in place for pupils who are at risk of disaffection or exclusion and the school liaises well with relevant outside agencies.

115. Throughout the school, pupils develop a good awareness of equal opportunities issues through learning about the diversity of beliefs and social and cultural traditions in the wider society; they well understand and respect the personal values of others. The school council successfully promotes pupils' understanding of how to arrive at democratic decisions. Pupils are successfully encouraged to make sensible decisions for themselves.
116. The school actively promotes gender equality and there is no stereotyping of boys and girls in the curriculum or in the school generally.
117. The school promotes good race relations across the curriculum and in all its activities. It has a good race equality policy in force. The school has a good anti-bullying policy in place and is proactive with outside agencies, for example, the police liaison officer coming into the school to speak with the pupils. The pupils are encouraged to explore and discuss issues of bad behaviour, bullying and all forms of harassment. All incidents are investigated, discussed with the parents and recorded.
118. Arrangements are made for pupils with disabilities to ensure that they are not being treated less favourably than other pupils. There is an access and disability policy in place. A school access plan is formulated and monitored by the governing body. The school has taken steps to eliminate any discrimination through stories, collective worship and behaviour in the classroom. The pupils are encouraged to understand that they share a world and that difference is something to be welcomed and valued. This is an outstanding feature of the school.
119. The headteacher and staff undergo training courses on racism and recognising and respecting diversity in society. More training is being organised for the multicultural co-ordinator and staff to take the school further forward in this area. The school has held a multicultural afternoon of music, cultural clothes and different foods which provide pupils with an understanding of other faiths and an opportunity to see similarities in a diverse society. This is an outstanding feature of the school.

Leadership and management

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

Grade 2: Good features and no important shortcomings

120. The findings of the inspection team do not match the judgements made by the school in its self-evaluation report. The school over-estimated by one grade the overall effectiveness of its leadership and strategic management. While there were some outstanding features, these were insufficient to justify a higher grade.
121. The school is well led. The headteacher, working closely and effectively with the deputy headteacher, has achieved much since the last inspection. There is a strong commitment from all staff to work together constructively and to provide a high standard of all round education for all pupils. Much has been achieved by the headteacher in creating a school where eager activity and loving concern are very strong features. The headteacher has shown considerable initiative and determination to arrange for the creation of a school where there is a very stimulating range of learning experiences and environments both in and out of doors. The school's mission statement is put into full effect.
122. Working closely together, the senior management team has successfully developed a very positive ethos where expectations of pupils are high. Much has been achieved in identifying where the school has strengths and areas for development. The headteacher and deputy headteacher have effectively led a systematic analysis to achieve this. For example, much has been achieved in reviewing and modifying the school's approach to the teaching of the skills of English. This success is clearly reflected in the relatively high performance of pupils in the national assessments in this subject. However, due to staff changes, some areas of the curriculum have not had the same high quality of leadership consistently over time.
123. There are detailed and effective arrangements in place to assess pupils' long-term progress in English, mathematics, science and ICT to judge whether or not pupils are making sufficient progress. Arrangements to assess the standards pupils should achieve in other subjects are underdeveloped. For example, in some subjects there are no annotated samples of pupils' work which indicate the standards pupils should achieve year on year. The school is beginning to address this issue.
124. The school takes careful account of national prioritised and local initiatives. There is a successful breakfast club. The school council is well run and provides pupils with a basic understanding of the democratic process. Preparation for the introduction of the Foundation Phase is well advanced. Arrangements to provide teachers with time during the taught week to plan, prepare and assess are well managed and effective. Pupils are successfully encouraged to be aware of the need to protect the environment and to be healthy.

125. The school gives considerable attention to very successfully promoting pupils' understanding of diversity and of the importance of treating each person equally. A particular strength in this is the very effective way in which pupils from the resource base are very successfully able to play a full part in the life of the school. The school is successfully promoting bilingualism in teaching and learning. There are very strong, mutually beneficial links with the nearby junior and secondary schools as well as with other schools in the local area and with colleges and institutions of higher education. Performance management is well established and all staff are fully aware of their targets for improvement. These targets are carefully aligned to the SDP and to future training.
126. There are well-established systems in place for the headteacher and some co-ordinators to review the quality of teaching and learning at first hand and to evaluate the progress of initiatives they are pursuing. However, in art and design technology little has been achieved in the longer term to address shortcomings in teachers' planning. Recently these issues have been addressed, but because of the short time schemes of work have been in place, they have had little impact on raising standards further.
127. The governing body is very committed to the school and is well led. The chair of governors is well-informed and is a regular visitor to the school. There are positive working relationships between governors and the professional staff. Governors are fully involved in planning for the longer-term needs of the school. Governors hold the leadership properly to account. The school's finances are carefully managed and spending decisions are reviewed regularly. Governors positively challenge as well as support the senior management team. The governing body meets all of its statutory duties.

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

Grade 2: Good features and no important shortcomings

128. The findings of the inspection team matched the judgements made by the school in its self-evaluation report.
129. The process of gathering information about the performance of the school and in identifying the school's strengths and areas for development is robust. It is firmly based around first-hand evidence, particularly about the standards pupils achieve, the quality of teaching and the effectiveness of leadership and management. The views of all involved in the school are carefully considered. Subject co-ordinators are well-informed about strengths and areas for development in their subjects. Teachers have contributed fully to the process. However, in some subjects the co-ordinators have only recently held these responsibilities and have had little opportunity to address perceived shortcomings.
130. The school's self-evaluation document is well constructed. It provides a detailed and well-presented account of the school's strengths and weaknesses.

It is carefully aligned to the SDP and to the school's performance management programme as well as to the overall process of school self-evaluation. There are adequate arrangements in this for teachers to plan, prepare and assess during the taught week.

131. The inspection team agrees with the school's identification of its strengths and areas for improvement. The inspection team also agrees with six out of the seven judgements made by the school when completing its own evaluation of the key questions for this inspection. Where the inspection team disagreed by one grade, this was because the school overestimated the quality of leadership and strategic management it provides. Where there were strong features in these areas, these were insufficient to justify a higher grade.
132. Since the last inspection, the school has made good progress in addressing the key issues of that inspection. Generally standards in the subjects have improved and standards in writing across the curriculum are now good with no important shortcomings. However, standards in design technology have remained the same; there are some good features but also some shortcomings.
133. The quality of teaching is now consistently much better than it was and is above that found in most schools in Wales. There have been significant improvements in the way the school assesses, records and reports pupils' progress. Assessment procedures are now rigorous in English, mathematics and science and are well used in these subjects to promote higher standards of achievement. In other subjects of the NC and religious education, assessment arrangements still have some shortcomings. There are now thorough systems in place for the headteacher and co-ordinators to look at the quality of teaching and learning in classes at first-hand and to assess the progress of initiatives they are pursuing.

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

Grade 2: Good features and no important shortcomings

134. The findings of the inspection team matched the judgements made by the school in its self-evaluation report.
135. There are a sufficient number of teachers with suitable qualifications to teach every aspect of the curriculum. A good level of support staff makes a substantial contribution to the progress of pupils with SEN. They are well deployed in a range of activities and situations, and are closely involved in target setting, preparing work for pupils and giving feedback on progress.
136. Accommodation inside and outside is adequate and careful attention is paid to pupils' learning and daily needs. This is an outstanding feature for the children under five. However, as in previous inspections, the school hall is narrow and restricts pupils in physical education. A new school hall and administration area is to be built in the summer holidays. The school building is well-maintained by the governing body through its repair programme. The grounds are well planned

to maximise space. There are very attractive gardens, play areas, and an outdoor classroom.

137. Learning resources are reviewed regularly by subject leaders, and added to from an annual budget allocation through the SDP. The range of resources is appropriate to pupils' ages and needs. Classrooms are well equipped and resourced.
138. The school is adequately staffed to teach the numbers of pupils on roll. Teachers have appropriate qualifications and the relevant expertise to teach all aspects of the curriculum. The rich, stimulating, learning environment provided by the school, is enhanced by sufficient resources that are put to efficient and effective use in support of teaching and learning.
139. Displays in classrooms and corridors are extremely colourful, well organised and successfully celebrate pupils' achievement. They reflect many good examples of extensive work in all areas of the curriculum. The information technology (IT) suite and interactive white boards in classrooms enhance pupils' standard of achievement. Staff in the resource base make very good use of the facilities and specialist resources available.
140. The management, training and deployment of teaching and support staff have outstanding strengths and these influence the quality of learning. Staff undertake a good level of training to support their professional development. All adults work as an efficient team with good working arrangements that benefit the pupils' level of progress. Support assistants, who have designated responsibilities, either with individuals or groups of pupils, work very efficiently with teachers to support the wide range of needs. Their continual professional development is managed effectively and the good range of training contributes very well to realising the priorities identified in the SDP.
141. Spending decisions are suitably matched to the school's priorities. School resources are regularly reviewed. The strategy of giving curriculum co-ordinators more responsibility in this enables them to become very involved in identifying priorities for development. Day-to-day administration is efficient, effective and unobtrusive.
142. Bearing in mind the standards and progress made by many of the pupils by the age of seven, often from a low base, and the quality of education provided, the school gives good value for money.

Standards achieved in subjects and areas of learning

Under Fives

Grade 2: Good features and no important shortcomings

143. In the nursery and reception classes, the overall quality of education provided for children under five is appropriate to their needs and pupils make good progress towards the Desirable Learning Outcomes for Children's Learning.

Language, Literacy and Communication

Grade 2: Good features and no important shortcomings

Good features

144. In the nursery and reception classes, children speak confidently to each other and to their helpers. They are beginning to recognise the sounds that letters make and that some words rhyme. They respond well to questions and to instructions, showing a good level of understanding of what is expected of them.
145. Children in the nursery speak well. They are eager to talk about their experiences and are developing an increasing vocabulary. They take turns to speak clearly and listen well.
146. In reception, children share their ideas willingly expressing themselves confidently in longer sentences. They respond quickly and accurately to the advice and help they are given. They enjoy listening to stories such as the adventures of 'Barnaby Bear' and recall and repeat parts of a story they know well.
147. Children in the nursery are beginning to recognise the sounds which some letters such as 'a' and 'g' make. They are interested in books and respond well. They enjoy sharing books and handle them carefully and correctly. In the reception, children accurately put events in a story, such as 'The Three Little Pigs', into the correct order. They match some words to the pictures. They appreciate alliteration and how sounds blend together. They make recognisable letters using larger pens. They write accurately, showing good skills in following the patterns letters make.
148. In the reception, pupils are becoming competent in speaking in Welsh using simple phrases to respond to greetings and commands. For example, they know the Welsh words for the main parts of the body.

Shortcomings

149. There are no important shortcomings.

Personal and Social Development

Grade 2: Good features and no important shortcomings

Good features

150. In the nursery and reception, children achieve good standards and make good progress in developing their personal and social skills. In the nursery, they settle quickly to their routines and respond well to their teachers' expectations of behaviour. They show independence and confidence when making their own choices, and have positive attitudes to their work.

151. In the reception, children show a well-developed understanding of how to care for each other and for the mini beasts they handle. They make friends easily and take turns willingly, sharing their equipment and toys happily. They sit quietly and concentrate well when it is appropriate.
152. In both the nursery and reception, children take increasing responsibility for their own personal hygiene. They are developing an understanding about how important it is to 'wash your hands' and to eat the right foods. From an early age they show a well-developed sense of responsibility when carrying out tasks. They are eager to help and to take on duties. They are beginning to recognise and celebrate the differences in other childrens' cultural backgrounds. They enthusiastically copy each other's traditions, such as when taking part in activities associated with the Chinese New Year. They show care and respect for the artefacts they handle.

Shortcomings

153. There are no important shortcomings.

Mathematical Development

Grade 2: Good features and no important shortcomings

Good features

154. In both the nursery and reception, children show an increasing confidence when recognising numbers and symbols. In the nursery, children recognise numbers and symbols within 10, for example, when singing about the 'Five Speckled Frogs' accurately. They are beginning to count forwards and backwards and they match a symbol to a number. They follow simple sequences and repeating patterns well. They place numbers accurately in the correct sequence on a 'washing line'.
155. In the reception, children are beginning to understand the qualities of two-and three-dimensional shapes and the names of those shapes. They recognise and match shapes together. They compare objects by size and weight. They know how to use money when buying or selling in the 'beach café' and in the 'garden centre'.
156. In the reception, children are beginning to appreciate that clocks tell the time in different ways. They fit different shapes of materials together to make a blanket. They match pairs of gloves accurately. They measure ingredients carefully when making cakes.

Shortcomings

157. There are no important shortcomings.

Knowledge and Understanding of the World

Grade 2: Good features and no important shortcomings

Good features

158. In the nursery, children know that they have changed a lot since they were small. They recall significant events in their own lives, for example, when a brother was born. They know what 'some people who help us' do. They know their way around the classroom and the outdoor play area. They are beginning to understand life in different countries around the world are not the same. They enjoy taking part in celebrations, for example the Chinese New Year and know that 2007 is 'The Year of the Pig'. They know that the dragon is intended to frighten away bad things.
159. In the reception, children know that in different parts of the world there are different climates and temperatures. They know that different types of clothes are more suitable for hot or cold weather. They look carefully at clothes worn in the Hindu culture and design their own patterns based on what they see. They follow the journey of 'Barnaby Bear' from Chester to Poole. They know that it is important to wear a hat to give protection from the sun.
160. Within the nursery, children learn how to be shopkeepers and café owners. They have a very good understanding of what plants need to be healthy. They study the behaviour of small animals such as spiders and snails. They know that it is important to eat food which will keep them healthy. They prepare food for different celebrations regularly.
161. Reception children build successfully on the skills they learn in the nursery. They know how to use computers to draw simple pictures and repeated patterns. They use the mouse confidently and accurately.

Shortcomings

162. There are no important shortcomings.

Physical Development

Grade 2: Good features and no important shortcomings

Good features

163. Children in the nursery have a good understanding of how to play outside safely. They take care to make sure that their hands are clean before making food or after investigating small creatures. They are beginning to understand that some foods are good for them and there are some which should be eaten only occasionally.
164. In the outside play areas in the reception and in the nursery, children take care to avoid accidents and to play sensibly, for example, when travelling over and under climbing equipment. They are very aware of other children when following routes when using large wheeled toys. They push, pull and pedal their scooters and wheelbarrows sensibly. In the reception, children know that exercise is good for them and try hard when balancing, climbing or swinging.

165. In both the nursery and reception, children make good progress in using tools, showing well-developed control over small movements. They throw and catch large and small balls with increasing accuracy and co-ordination. They use garden tools such as rakes and spades appropriately to plant seeds and plants.

Shortcomings

166. There are no important shortcomings.

Creative Development

Grade 2: Good features and no important shortcomings

Good features

167. Children achieve good standards and progress in their creative activities. They sing a variety of songs and nursery rhymes with enthusiasm. They quickly learn the words and tunes of new songs. They repeat clapping patterns and play a range of untuned instruments keeping a steady beat. They successfully name some instruments. Older children in the reception know how to vary the pitch and volume of a performance.

168. Children's artistic skills are well developed by the end of their time in the reception. They use a variety of paintbrushes to explore paint and colour. They carefully experiment with painting techniques and different media. Children in the nursery and reception develop their cutting skills well and use glue sticks to make attractive collages. They use gold paint to make Chinese lanterns and fans. They help to construct a dramatic 'articulated dragon'.

169. Children in the nursery respond well to music and movement. They listen carefully to Chinese music and perform effective action and dance movements. They enjoy taking part in action songs and in playing different characters. In both nursery and reception, children take part enthusiastically in different role-play situations, for example 'at the hairdressers' or when working in 'the garden centre'. They use the colourful and stimulating play areas both indoors and outdoors to express themselves and to use their imaginations.

Shortcomings

170. There are no important shortcomings

English

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

Good features

171. In KS1, pupils speak and listen well. They speak clearly and confidently. They respond to the views of others and show good listening skills asking and

answering questions readily. They speak to larger groups of pupils with expression and show a growing vocabulary, for example when retelling stories such as 'The Rumble in the Jungle' and the story of 'Valentine O'Byrne' with which they are familiar.

172. Pupils in KS1 make good progress in reading. In Y1 they read aloud accurately showing good intonation and expression for their age and maturity. They are beginning to recognise words by the patterns of the letters and by the sounds which the letters make. They use their skills to read unfamiliar words.
173. In Y2, pupils read fluently, showing a good sense of occasion and expression. Pupils read at appropriate levels when reading together and as individuals. They know how to use reference books and dictionaries. Pupils are beginning to use the Internet to find out information for themselves. They recall characters from the books they have read and know the endings of their favourite stories. They enjoy talking about them.
174. Pupils in KS1 write well, bearing in mind their below average starting points. In Y1 and Y2, pupils form their letters neatly and are beginning to write fluently. They write instructions in a logical order when describing how to make a milkshake and Welsh cakes. They write empathetically about being marooned on a desert island and carefully plan what they should put on a message to go into a bottle to get help.
175. Across the key stage, pupils are beginning to appreciate the importance of writing with the reader in mind. They write their own stories and recall those they know well. They are increasingly aware of how to add interest and colour to their writing by using adjectives and adverbs.

Shortcomings

176. There are no important shortcomings.

Science

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

Good features

177. Pupils in KS1 have a very well developed awareness of how to investigate systematically using a variety of means to look at how living and inanimate objects are made and how they change. In Y1, pupils investigate thoroughly how some things float and some other things sink. They conduct simple tests to measure how well different shaped objects float. They carefully record their findings, counting the marbles they use as weights before the container sinks. They know the importance of making sure that all the marbles weigh the same.
178. Pupils in Y1 know the names of the main parts of the body. They explain how they themselves have changed and how other animals develop as they mature. They recognise some of the differences between animals and plants. They know that exercise such as football, running and jumping is good for the body.

They recognise the difference between healthy and unhealthy foods. They taste the different foods and classify them according to their characteristics.

179. Within Y2, pupils know that some different every day objects can be made from different materials. They know that some materials are stronger than others and that some are waterproof while others are not. They carry out fair tests to investigate what plants need to grow well. Pupils investigate the lifecycles of some animals, amphibians and fish. They work systematically to investigate forces which 'push and pull'. They construct simple circuits and test materials to find out which materials conduct electricity and which do not. They have a growing vocabulary to describe what they observe.

Shortcomings

180. There are no important shortcomings.

Welsh as a second language

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

Good features

181. Throughout the key stage, pupils' use of incidental Welsh to answer the attendance and dinner register is good. For example, pupils respond appropriately and correctly to the daily questions put to them by the school secretary during the registration period, continually improving their knowledge and understanding.
182. Pupils speak with intelligible pronunciation, listen attentively and respond correctly to instruction. They interact and initiate conversation during lessons. By the end of the key stage pupils routinely use and understand a range of words and simple phrases well.
183. Pupils respond correctly to partners when questioned about feelings, family members and possible holiday visits. They sing and enjoy a variety of rhymes and songs with increasing understanding and use of key vocabulary. Pupils routinely describe the weather, talk about likes and dislikes in food, and respond appropriately to questions about articles and the colour of holiday clothing.
184. Pupils accurately read and understand words in everyday use, phrases in course books and key vocabulary displayed around the school. Moving through the key stage, pupils read a range of books with increasing confidence, some with good expression.
185. Written work has good features which outweigh shortcomings. Pupils copy and understand phrases about colours and feelings and write comments about the weather. Older pupils write simple dialogues in the context of a recently taught pattern such as likes and dislikes in food. Pupils make and display a range of Welsh booklets such as 'Y Tywydd'.

Shortcomings

186. Pupils' independent writing skills are underdeveloped.

Design technology

Key Stage 1: Grade 3: Good features outweigh shortcomings

Good features

187. Pupils in Y1 know how to design a fruit salad and plan a series of different fruits to make a tasty kebab. Pupils safely use a variety of appropriate tools to make what they have designed safely. They taste their products to evaluate how well the different pieces complement each other.
188. As part of an 'Irish afternoon', pupils in Y1 use tools such as scissors and glue to make a paper leprechaun, folding paper carefully to create articulated limbs.
189. Within Y2, some pupils know how to create a design brief when considering how to make a winding mechanism, which is based upon a discussion with children in the nursery. They construct an experimental version using commercially produced materials to build their design.

Shortcomings

190. Pupils have only a limited understanding of how different materials are suited to different purposes.
191. Pupils' design skills are limited.
192. In both Y1 and Y2, pupils do not refine their designs and alter them as they go along.

Art

Grade 2: Good features and no important shortcomings

Good features

193. Pupils throughout the key stage demonstrate a good understanding of mixing colour using a variety of media. They use bold brush strokes to create effective backgrounds for their project on 'Message in a Bottle'. Pupils explore how to mix colours using repeated patterns in their plate designs in the style of African soapstone carving. Pupils demonstrate excellent choice of vibrant colours. They use, mix and put colours to good effect in their work on 'Rumble in the Jungle' and produce very good images of familiar wild African animals.
194. Pupils' use of line and tone are very well developed in their observational drawings during visits to local places of interest. These include fine detail in drawing bricks, leaning turrets and wooden features within the buildings. Pupils

demonstrate good use of tone in their pencil and ink drawings of African art and give good explanations of light and shade.

195. Ideas of pattern, prints and texture progress very well through the key stage. Pupils use ICT competently to design repeated patterns using vibrant bold colours and complex shapes. Pupils effectively weave strips of coloured paper to make patterned rugs similar to those found in their investigation on 'weaving' around the world.
196. Pupils' making skills are well developed throughout the school. Pupils put coloured beads, clay and three-dimensional shapes to very good effect to make and design symmetrical patterns for African jewellery. Coloured seeds, pasta and twigs are successfully used to create interesting textures and patterns in their work on Masai masks.
197. Pupils' investigative and imaginative artwork develops very well. Pupils work collaboratively and use exciting choice of colour to design, draw and paint canvas wall hangings and pictures, illustrating typical animals from Australia. They investigate, make and decorate musical instruments and other articles in the style of Aboriginal art.
198. Pupils respond very well when studying the methods of other artists. For example, pupils study, copy and use a similar line and tone to that of Quentin Blake's illustrations for the 'Enormous Crocodile Part Two'. Other pupils successfully copy designs and patterns of Kenyan artists using pen and ink and a range of other exciting media.
199. Pupils demonstrate good collage and collaborative model, for example for the annual Eisteddfod.

Shortcomings

200. There are no important shortcomings.

School's response to the inspection

Our governors and school staff welcome the findings of the inspection report and would like to thank the inspection team for their professional approach and manner throughout the period of the Inspection. We have carefully considered the findings of the Inspection and are of the view that they are a true reflection, to date, of the work of our school. We were very pleased to note that the inspection team identified many strengths and outstanding features of our school. The inspection team agreed with six of the seven judgements made by the school about the standards pupils achieve and about the other areas of its work. Where the inspection team disagreed by one grade, this was because the school overestimated the overall quality of its leadership and strategic management. We will actively work to further develop our curriculum leadership roles.

Governors were pleased to note that the inspection team identified the following:

- Much has been achieved in creating a school where eager activity and loving concern prevails. Staff work together constructively and provide an all round education for all. There is a very positive ethos where expectations of pupils are high;
- Positive working relationships between teachers and their pupils, leading to a constructive and happy atmosphere which fosters good behaviour;
- A particularly outstanding feature is the way in which all pupils have equal access to what is taught; overall, the provision for pupils with SEN is good, with outstanding features;
- The school gives considerable attention to promoting pupils' understanding of diversity and of the importance of treating each other equally. Provision for pupils' cultural development is good with some outstanding features. There are for example, very close links with pupils in Zimbabwe;
- The school has effective links with parents and with the wider community. There are good arrangements to develop pupils' awareness and understanding of sustainable development and global citizenship. There are well-established links with the world of work;
- Preparation for the introduction of the Foundation Phase is well advanced.

An action plan will be put into place, which addresses the recommendations of the inspection report. Our School Development Plan will prioritise the following: raise standards in design technology, complete the implementation of schemes of work in design technology and art and complete the collections of pupils' work in all subjects in order to indicate the standards pupils should achieve year on year. We shall also be actively seeking the responsible involvement of our parents and carers in raising levels of our children's attendance and punctuality. Once formulated, the response to the recommendations will be sent to all parents and carers at our school. Our Governing Body's Annual Report to Parents will comment on the progress our school is making towards reaching our targets.

Appendix 1

Basic information about the school

Name of school	Hendre Infants School
School type	Community
Age-range of pupils	3 – 7
Address of school	St Cenydd Road Trecenydd Caerphilly
Postcode	CF83 2RP
Telephone number	029 2085 2519

Headteacher	Miss Carol Joynson
Date of appointment	May 2000
Chair of governors/ Appropriate authority	Mr Rhodri Evans
Registered inspector	Mr Peter Mathias
Dates of inspection	4 th -6 th June 2007

Appendix 2

School data and indicators

Year group	N (fte)	R	Y1	Y2	Total
Number of pupils	41	40	45	53	179

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	8	0	8

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	22:1
Pupil: adult (fte) ratio in nursery classes	10:1
Pupil: adult (fte) ratio in special classes	2:1
Average class size, excluding nursery and special classes	28
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Spring 2006	90	90	90.8
Summer 2006	91.3	92.9	90.9
Autumn 2006	96.7	91.2	93.6

Percentage of pupils entitled to free school meals	29
Number of pupils excluded during 12 months prior to inspection	1

Appendix 3

National Curriculum Assessment Results End of key stage 1:

National Curriculum Assessment KS1 Results 2006			Number of pupils in Y2:		35	
Percentage of pupils at each level						
			W	1	2	3
English:	Teacher assessment	School	0	0	88.5	8.6
		National	0	0	62.7	20.3
En: reading	Teacher assessment	School	0	25	62	23
		National	4	14	56	26
En: writing	Teacher assessment	School	0	0	89	11
		National	5	14	69	12
En: speaking and listening	Teacher assessment	School	0	0	100	0
		National	2	11	64	23
Mathematics	Teacher assessment	School	0	0	82.8	14.3
		National	0	0	63.9	23.2
Science	Teacher assessment	School	0	0	68.5	28.6
		National	0	0	65.5	23.9

Percentage of pupils attaining at least level 2 in mathematics, science and English according to teacher assessment			
In the school	97.1	In Wales	80.6

W Pupils who are working towards level 1

Appendix 4

Evidence base of the inspection

- A team of four inspectors, including a peer assessor, were present in the school for eleven inspector days. They carried out the inspection with a nominee from the school.
- Pre-inspection meetings were held with parents and the governing body to discuss the life and work of the school. A pre-inspection meeting for the team was also held.
- Eighty-three questionnaires were completed by parents and carefully analysed.
- Discussions were held with the headteacher and staff with responsibilities and support staff.
- School documentation and samples of pupils' work were examined.
- Forty-three lessons or sessions were observed.
- A sample of pupils' work from across the ability range in each year group was examined.
- Inspectors listened to a sample of pupils from each year group reading.
- Discussions were held with pupils about their work and about the life of the school.
- Pupils' behaviour was observed during break periods, at lunchtime and at the beginning and end of the school sessions.
- Inspectors attended assemblies and observed extra-curricular activities.
- Post inspection meetings were held with the staff and the governing body.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Peter Mathias (Registered Inspector)	Context Summary and Recommendations Contributions to Key Questions 1 & 2 Key Question 5 Key Question 6 Early Years English Science Design technology
Mr Stewart Hammond (Lay Inspector)	Contributions to Key Question 1, 3, 4 & 7
Mrs Julie Jones (Team Inspector)	Contributions to Key Questions 2, 3, 4 & 7 Special educational needs Welsh as a second language Art
Miss Carol Joynson (Headteacher/Nominee)	Contributions to all Key Questions
Mrs Anna Spokes (Peer Assessor)	Contributions to all Key Questions

Acknowledgement

The inspectors wish to thank the management group, the headteacher and all the staff for the co-operation and courtesy they received during the inspection.

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