

**INSPECTION UNDER SECTION 10 OF
THE EDUCATION (SCHOOLS) ACT 1996**

Hywel Dda Infant and Nursery School

**Cambria Road
Ely
Cardiff
CF5 4PD**

SCHOOL NUMBER:681/2030

DATE OF INSPECTION: 15 – 17 October 2002

BY

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REGISTERED INSPECTOR No:WO86/16177

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CURRICULUM NOMENCLATURE AND KEY STAGES

A new nomenclature to describe pupils progress through school was introduced in 1989. This system of numbering year groups from the start of compulsory schooling to age 18 is intended to ease communication among schools, governing bodies, parents and LEAs and emphasise the importance of continuity.

The term “Reception” (R) is applied to the year group of pupils in a primary school (not a nursery class) who attain the age of 5 during the academic year “Year 1” (Y1) is applied to the year group of pupils who attain the age of 6 during the academic year and so on to Y13 the year group who attain the age of 18 during the academic year:

	R	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Years	4-5	5-6	6-7	7-8	8-9	9-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18

Key stage 1 of the national curriculum consists of Y1 and Y2; KS2 of Y3 to Y6; KS3 of Y7 to Y9; KS4 of Y10 and Y11 (which is the final year of compulsory education).

GRADE DESCRIPTIONS

The five-point grading scale used to represent the main judgements in this report is as follows:

1. Very good: many good features, some of them outstanding.
2. Good: good features and no major shortcomings.
3. Satisfactory: good features outweigh some shortcomings.
4. Unsatisfactory: some satisfactory work but shortcomings in important areas.
5. Poor: many shortcomings.

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1. CONTEXT

The school and its priorities

Hywel Dda Infant and Nursery School is situated in a Cardiff suburb, which the school identifies as being an economically disadvantaged area. The school occupies a single storey building adjacent to the junior school to which most pupils go. The nursery has a secure fenced play area and the school playground is appropriately fenced also. The school roll was 194 at the time of the inspection: this figure includes the full time equivalent of nursery places. There are two classes in each year group from reception to Y2. The school indicates that the intake is disadvantaged, and this is borne out by the fact that 56.5% of pupils are entitled to free school meals. Twenty per cent are on the special needs register, and four have statements of special educational needs (SEN). There is a very small minority of pupils where English is not their home language, and there are no natural Welsh speakers.

The school aims to provide a caring, purposeful and productive learning environment in which children can learn effectively.

The School Development Plan provides a focus for most subject areas during the year: the school has identified that it needs to improve writing and mathematics as aspects of this.

The school was last inspected in July 1997, and has made good progress since that date.

2. MAIN FINDINGS

The main findings of the report

Hywel Dda Infant and Nursery School has made good progress since the last inspection and is providing good quality education overall.

- Standards of achievement are at least satisfactory in all lessons or sessions observed. In the early years, pupils achieve good standards in approximately 70% of sessions. In KS1, pupils achieve good or better standards in approximately 90% of lessons, and in 20% they achieve very good standards.
- In the early years, pupils' standards of achievement in the six areas of learning of the Desirable Outcomes are:

Area of Learning	Nursery	Reception
Language, Literacy and Communication Skills	Good	Good
Personal and Social Development	Good	Good
Mathematical Development	Good	Satisfactory
Knowledge and Understanding of the World	Good	Good
Creative Development	Good	Satisfactory

Physical Development	Good	Good
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- In Key Stage 1 (KS1), pupils' standards of achievement are:

Standards of Achievement	KS1
English – speaking, listening and reading	Good
Writing	Satisfactory
Mathematics	Satisfactory
Science	Good
Welsh as a second language	Good
Design and Technology	Good
Information Technology	Very good
History	Good
Geography	Good
Art	Good
Music	Good
Physical Education	Good
Religious Education	Good

- In KS1, pupils achieve good standards in speaking, listening and reading, and satisfactory standards in writing. Pupils are generally aware of the need to listen carefully and speak clearly. They ask and answer questions and listen to the ideas of others. Pupils read a range of texts with increasing fluency. The school is aware of the need to improve standards in writing: at times, opportunities are limited by the use of worksheets which restrict writing opportunities.
- Standards in mathematics are satisfactory: pupils are beginning to develop their awareness and ability in all mathematical areas, but still have some way to go.
- Standards in science are good. Pupils have a good recall of previous learning and can make appropriate observations and suggestions about their investigations.
- Standards in information technology are very good. Pupils make good use of the computers in every room to support their learning, and items such as listening centres and programmable robots are used very effectively.
- Standards in Welsh as a second language, design and technology, history, geography, music, art, physical education and religious education are good.
- The school's results in the national standardised tests show that they are achieving above the figures from comparable schools in English and science, but slightly below in mathematics. The school is just above the median for the core subject indicator of the percentage of pupils who achieve level 2 or above in English, mathematics and science.

- Standards achieved in key skills are:

Key Skill	Standard
Reading	Good
Writing	Satisfactory
Speaking	Good
Listening	Good
Numeracy	Good
Information and Communications Technology	Very Good

- Provision for pupils' spiritual, moral, social and cultural development is very good. Personal qualities such as belief in oneself and respect for others are nurtured within an ethos of co-operation and mutual understanding.
- Pupils' personal and social skills are thoughtfully promoted across the curriculum. Pupils express themselves honestly and ask questions courteously.
- Whole-school acts of collective worship sustain the interest and involvement of pupils and are meaningful and pleasurable occasions. They promote understanding of aspects of cultural diversity and racial harmony.
- Pupils' behaviour and attitudes to learning are very good. The 'buddy system' enhances their self-esteem and encourages self-discipline. Pupils appreciate the ethos of sharing and working collaboratively.
- Attendance is satisfactory: registration is carried out promptly and absences are monitored closely.
- The quality of teaching was satisfactory or better in almost all lessons observed. It was good or better in 70% of lessons and at the end of KS1, the quality of teaching was consistently very good.
- In the nursery and reception classes, routines are well established and children respond well to them. In the nursery, a wide range of appropriate activities is provided, with a clear focus on learning in a stimulating environment. However, planning in reception follows a NC model, which is inappropriate and does not enable children to experience continuity and progression through the early years.
- Teachers plan thoroughly and most share the learning objectives with pupils. Teachers use a range of methods, which enable pupils to learn effectively and investigate and research at an appropriate level. They use questioning techniques effectively and extend pupils' responses.
- The quality of assessment and recording is good, and reports to parents are of very good quality. Assessment is used effectively to plan work which is

appropriate to the needs and abilities of individuals. In the best practice, target sheets enable oldest pupils to succeed.

- Formal assessment is used to track progress and set individual and whole school targets for improvement. Marking of work is generally constructive, with comments to pupils pointing out achievements and areas for improvement.
- The school provides a good quality, broad and balanced curriculum for KS1. The nursery curriculum is well planned to ensure continuity and progression in all six areas of learning. The curriculum for reception children is over-formal: they have little opportunity to choose activities freely. Adults have little time to reinforce language and mathematical concepts through play. However, teachers are aware of this, and there is evidence that this can be corrected so that the early years curriculum can run over both nursery and reception classes.
- The quality of personal support and educational guidance given to pupils is very good. The school has a caring ethos where realistic levels of teachers' expectations ensure effective learning can take place within a positive and supportive environment.
- The assistance given by midday supervisors contributes positively to the quality of provision.
- The quality of provision for pupils with special educational needs (SEN) is good. The school takes a positive approach to early identification of pupils with SEN. Pupils make good progress in relation to their age and stage of development.
- The role of SEN co-ordinator is effectively carried out by the full time support teacher who is well supported by teaching staff and learning support assistants. The headteacher maintains an appropriate overview of provision and is well supported by the link governor.
- The partnership which the school has with parents and the community, schools and other institutions is good. Parents showed their support for the school in the pre-inspection meeting and in the questionnaires returned. The school has successfully introduced family literacy projects. A small number of parents support work in the classroom.
- Representatives of a wide range of local organisations are regular visitors to the school and close links exist with the local church, police and senior citizens' day centre.
- Partnership with industry is satisfactory. Visitors to the school and educational visits give pupils a good understanding of the world of work.
- The quality of self-evaluation and planning for improvement is good. Staff and governors are aware of the school's strengths and areas for development, and make good use of assessment data, subject audits and monitoring and evaluation

of the quality of teaching and learning to identify appropriate targets for improvement.

- The leadership and efficiency of the school are very good. The school has appropriate aims and a strong sense of purpose, with all committed to equality of opportunity. The governing body is well informed about the life and work of the school and its involvement has a positive effect on the school's progress and development.
- The role of the subject leader has developed considerably since the last inspection. All have time to observe teaching and learning, examine books and produce a subject action plan annually.
- The budget is well managed and appropriate financial priorities identified. Expenditure is carefully monitored and evaluated. The school gives very good value for money.
- Staffing, accommodation and resources are good overall. Teachers are suitably qualified and provide the school with a wide range of expertise and experience. The recently appointed deputy headteacher is already making a significant contribution to the standards in the school.
- The school administrator, caretaking, cleaning and catering staff provide effective support for the school. The school building is clean and welcoming, and good quality displays of pupils' work enhance the environment.
- The school has made good progress since the last inspection.

3. EDUCATIONAL STANDARDS ACHIEVED BY THE PUPILS

3.1 Standards achieved in subjects and areas of learning

Standards of achievement are never less than satisfactory, and in the majority of subjects and areas of learning, they are good.

- The educational provision for nursery children, taken overall, is appropriate and successfully promotes the desirable outcomes for children's learning. The educational provision for children in reception has some shortcomings, but there is evidence that it can be put right.
- In the nursery, standards of achievement are good in all six areas of learning. In the reception classes, pupils achieve good standards in language, literacy and communication skills, personal and social development, knowledge and understanding of the world and physical development: in mathematical and creative development, standards are satisfactory.
- In KS1, pupils achieve good standards in speaking, listening and reading, and satisfactory standards in writing. Pupils are generally aware of the need to listen carefully and speak clearly. They ask and answer questions and listen to the ideas

of others. Pupils read a range of texts with increasing fluency. Standards in writing are at times limited by the number of worksheets used.

- Standards in mathematics are satisfactory: pupils are beginning to develop their awareness and ability in all mathematical areas, but still have some way to go. Standards in science are good. Pupils have a good recall of previous learning and can make appropriate observations and suggestions about their investigations.
- Standards in information technology are very good. Pupils make good use of the computers in every room to support their learning, and items such as listening centres and programmable robots are used very effectively.
- Standards in Welsh as a second language, design and technology, history, geography, music, art, physical education and religious education are good.
- The school's results in the national standardised tests show that they are achieving above the figures from comparable schools in English and science, but slightly below in mathematics. The school is just above the median for the core subject indicator of the percentage of pupils who achieve level 2 or above in English, mathematics and science.

3.2 Standards achieved in key skills across the curriculum

Pupils achieve good standards in reading, speaking, listening and numeracy. In information and communication technology (ICT), they achieve very good standards. Standards are satisfactory in writing.

- Children under five make good progress in applying and improving their developing skills in early literacy, and very good progress in the application of ICT.
- In KS1, pupils listen politely to others, are attentive during class sessions, answer questions sensibly and follow instructions well. They are eager to share information, speak reasonably clearly and respond well to the stimuli provided.
- Pupils' book skills are developing well and they can identify the difference between stories and books with information.
- In writing across the curriculum, pupils are able to record in different formats, such as tables for recording scientific findings. However, the overuse of worksheets limits pupils' ability to produce extended writing in subject areas.
- Pupils use ICT regularly to support their learning in subject areas such as mathematics and science. They are beginning to use the computer to draft work, to record scientific investigations and to communicate with other classes through e-mail. They are able to control programmable toys effectively in geography.

- Pupils with special educational needs make steady progress in the key skills, in line with their age and ability. The inclusive policy promoted by the school helps to ensure that appropriate attention is given to their needs in the key skills.

4. ETHOS OF THE SCHOOL

4.1 Pupils' spiritual, moral, social and cultural development

Provision for pupils' spiritual, moral, social and cultural development is very good.

- The school's aim of affording a 'caring, purposeful and productive learning environment' is conveyed effectively through a range of relevant experiences across the curriculum. Personal qualities such as belief in oneself and respect for others are nurtured within an ethos of co-operation and mutual understanding: this is reflected in the way in which pupils relate to each other and in the friendly manner in which they receive visitors to their school.
- Coherence and consistency within a happy school community ensures pupils feel valued, confident and secure. The quality of relationships is good and pupils are aware of the difference between right and wrong. Good standards of behaviour and motivation shown by pupils result from the clear expectations of staff who provide good role models for their pupils. Within class lessons, acceptable social behaviour is reinforced through dialogue and discussion; while further opportunities are provided in circle time to enhance pupils' self esteem.
- Pupils work well with each other in group and paired activities. They share resources sensibly and collaborate responsibly. Older pupils learn to exercise initiative when selecting 'buddies' and willingly undertake related tasks. They are thoughtful and kindly in their support of younger pupils and are developing a good understanding of having responsibilities towards others.
- The school complies with the ACCAC framework (2000) in providing a range of learning opportunities for the introduction of life skills, and pupils' personal and social skills are thoughtfully promoted across the curriculum. During class discussions pupils express themselves honestly and ask questions courteously. They know how to take turns in listening to others viewpoints. Pupils awareness of their own responsibilities to the world in which they live and their understanding of sustainable development is addressed through topic related activities.
- Social skills are further enhanced through contact with the immediate community. Contributions made by adult volunteers, local clergy, artists and performers enrich the experiences of pupils and contribute to the standards achieved.
- Whole school acts of collective worship are planned using appropriate themes. They are effective in sustaining the interest and involvement of pupils and are meaningful and pleasurable occasions. Pupils participate enthusiastically in the singing of hymns and make an effective contribution in their response to prayers

and to stories. Through role-play in assemblies pupils are encouraged to reflect on their attitudes in relationship to others, which reinforces the sense of school community. Through their fund raising for charities they further develop an understanding of others less fortunate than themselves and the significance of equality issues.

- Aspects of cultural diversity and racial harmony are positively promoted through the curriculum and in morning worship. Their studies in religious education and geography enhance pupils' understanding of other people's lives, beliefs and traditions and there is a policy in place to meet the legal requirement of the Racial Equality Act.
- Pupils' awareness of Y Cwricwlwm Cymreig is successfully fostered and reinforced through annual celebrations, educational visits, cross-curricular activities and attractive displays.

4.2 Behaviour and attitudes

The standards of behaviour and attitudes are very good.

- Pupils are friendly to each other and to adults. They are aware of what is expected of them and move around the school in an orderly manner. Break times are well supervised: pupils regard lunch times as a social occasion and chat amicably during their meal.
- The 'Buddy System' where pupils choose two or three of their peers in each class to act as friend and confidant and assist the teacher is supported by a police officer governor. The system is taken seriously by all pupils and is an important element in supporting the management of behaviour. It enhances self-esteem and encourages self-discipline.
- The ethos of sharing and working collaboratively is embedded successfully with the very youngest of pupils and continues through their school life. It is a positive aspect that fosters the confidence of pupils in each other.
- Pupils are attentive and are keen to learn and take responsibly to any challenge set for them. The positive attitude to behaviour allows pupils to progress effectively in their lessons.

4.3 Attendance

The standard of attendance is satisfactory.

- Registration is carried out promptly and according to guidelines.

- Absences are monitored closely and appropriate follow-up procedures are in place. The Education Welfare Officer is a regular visitor to the school and knows the catchment area well.
- The school frequently reminds parents of the importance of regular attendance by their children.
- Despite the best efforts of the school the average attendance of 90.8% over the last three full terms shows little improvement since the last inspection.
- During the first lesson of the day a small number of pupils are often late. However, during the day, lessons start promptly and pupils settle to their work quickly.

5. QUALITY OF EDUCATION

5.1 Teaching

The quality of teaching was satisfactory or better in almost all lessons and sessions observed. It was good or better in 70% of lessons, and at the end of KS1 the quality of teaching was consistently very good.

- Throughout the school, teachers have a sound knowledge of the subjects and areas taught and attend appropriate in-service courses (INSET). They share their subject expertise and teaching skills willingly with colleagues.
- In the nursery and reception classes, routines are well established and children have settled into school. In the nursery, a wide range of appropriate activities is planned, with a clear focus on learning in a stimulating environment. Adult intervention in children's learning is effective and appropriately challenging.
- In reception, planning follows a NC model, separating activities offered into subject areas. This is inappropriate at this stage of the year, and does not ensure that children experience continuity and progression in their learning from the nursery environment. However, lessons have a clear objective and initial input is generally appropriate for children's age and stage of development.
- In KS1, planning shows continuity and progression across all the subjects of the NC. Short term planning is directly linked to schemes of work and includes the key skills to be emphasised.
- Teachers plan thoroughly and lessons have clear learning objectives and outcomes, forming part of a well-structured sequence.
- Generally, the purpose of the lesson and how the objectives will be achieved is shared with pupils. Incidental opportunities for teaching arising from points made by pupils are used effectively.

- Teachers use a range of methods, which meet the needs of the lesson objectives: these include whole-class input, paired activities and co-operative group work. These enable pupils to begin to investigate and research at an appropriate level. Lessons begin promptly and transitions between subjects operate efficiently with little learning time wasted.
- Teachers use questioning techniques effectively and extend pupils' responses. In the best practice pupils are encouraged to think for themselves, and teachers' questioning enables pupils to explain the methods they have used to reach answers. Plenary sessions enable pupils to reflect on their achievements and reinforce their learning.
- Where the quality of teaching is very good, there is a lively pace which keeps all pupils alert and involved. Lessons are very well structured and teachers set high but attainable expectations of both academic achievement and pupils' behaviour. Time management is good and pupils understand their personal targets.
- Work is matched to ability effectively and classroom assistants and support staff work efficiently and conscientiously alongside the teacher, making a valuable contribution to pupils' learning and welfare.

5.2 Assessment, recording and reporting

The quality of assessment and recording is good, and reports to parents are very good.

- The policy for assessment, recording and reporting provides a sound basis for a whole-school approach to assessment. Strategies are in place for day to day informal assessment and recording of achievements and difficulties in both academic and social areas.
- Assessment is used effectively to plan work, which is appropriate to the needs and abilities of individuals. In the best practice, individual target sheets are included in workbooks, and older pupils are very conscious of their particular targets when carrying out their work.
- Formal assessment data is used effectively to track progress, identify areas of weakness in individual performance and set targets for school improvement and development. The school evaluates its results in comparison with both local and national standards.
- Portfolios of exemplar work are in place for core and foundation subjects. In the best examples, these are levelled and annotated effectively to give guidance on standards. Subject leaders are planning to do this for all subjects in the near future.
- Marking of pupils' work is generally constructive, with comments to pupils pointing out achievements and areas for improvement. The policy document

indicates that all pupils should be involved in their own assessment, and the school will benefit when this is consistently applied.

- Classroom assistants make a valuable contribution to assessment, feeding back their observations to teachers to assist in planning future work for individual pupils.
- Portfolios of pupils' work record their progress from the nursery through the school. These contribute positively to reporting to parents and to transition to the adjoining junior school. Records of group reading are analytical and indicate individual achievement or difficulties, including attitudes to reading.
- Parents are free to consult teachers about their children's progress throughout the year. Formal meetings are held in November and after reports are issued in the summer term. These reports are of very good quality and comply with statutory requirements. They show what pupils have achieved in all areas or subjects and indicate where improvements can be made.
- The school complies with the statutory arrangements for assessing and recording the achievement of pupils on the special needs register. It also uses assessment data to ensure that boys and girls have equal opportunities and achieve as well as they are able.

5.3 Curriculum

The school provides a good quality, broad and balanced curriculum for KS1, which meets the requirements of the NC, and the agreed syllabus for religious education. The nursery curriculum is appropriate, but the curriculum for reception children is based on NC subject areas and makes inappropriate demands on children.

- The curriculum for children in the nursery is well planned to ensure continuity and progression in all six areas of learning, and successfully promotes the Desirable Outcomes for Children's Learning. Children enjoy a balanced programme of well planned activities which are matched well to their stage of development and particular learning needs.
- The curriculum for children in reception is over-formal, and does not enable them to make appropriate progress after their time in nursery. Children are undertaking work under NC areas, and have little opportunity for free choice of activities. Adult input is focused on these areas, and there is little opportunity to reinforce pupils' development in language and mathematical concepts within self-chosen activities such as imaginative play or water play. However, teachers are aware of this, and there is evidence that this can be corrected so that the early years curriculum can run over both nursery and reception classes.
- Whole school policies and schemes of work are in place for all subjects in KS1. These are of good quality, provide effective guidance for teachers and ensure that pupils experience continuity in their learning in Y1 and Y2.

- Teachers plan together in year groups to ensure that pupils experience a similar curriculum. Resources are used effectively to support curriculum areas.
- Key skills are identified in medium and short term planning, and integrated effectively into lessons.
- Very good arrangements are in place to ensure the personal and social development of all pupils, and policy documents provide good guidelines on a range of issues, including equal opportunities. Every pupil has good access to all aspects of the curriculum.
- At present, there is no extra-curricular provision as pupils are very young. However, they do undertake regular homework tasks, including taking reading and library books home to share with parents.

5.4 Support, guidance and pupils' welfare

The quality of personal support and educational guidance given to pupils is very good. Pupils' welfare is carefully monitored and sensitively undertaken.

- The school exudes a caring ethos where realistic levels of teacher expectations ensure effective learning can take place within a positive and supportive environment.
- Pupils feel secure and at ease with the teaching staff who are sensitive to the needs of their pupils and show caring concern for their welfare and safety. A shared sense of purpose ensures pupils are happy and show developing confidence and independence in response to teacher expectations. They learn to exercise choice sensibly and accept responsibility when taking part in the 'buddies' initiative and make good progress in going about their tasks with the minimum of supervision.
- Children in the early years show increasing confidence. Routines are well established.
- Care is given to the display of pupils' work and well documented photographic evidence and other records of special events reflect the value placed on their efforts.
- There is an appropriate policy for personal and social education (PSE), which complies with the ACCAC framework 2000. This is well taught through a balanced and relevant programme of learning opportunities across the curriculum. Sex education is promoted sensitively within the context of this provision.
- Overall responsibility for child protection is conscientiously undertaken by the headteacher who has received the appropriate training. All staff are fully aware of the correct procedures involved and sensitive attention is given to pupils' concerns. The school is appropriately supported by sound contact with relevant

external agencies.

- Documentation is clearly presented, is regularly communicated and is informative to pupils and parents. Paired reading activities and family literacy initiatives actively engage parents in dialogue with the school. Appropriate use is made of pupil records to monitor individual pupil's progress and, in setting their own targets for improvement, pupils are supported and enabled to be a part of the process.
- Accident and emergency and other procedures are clearly addressed in the appropriate policies and there are well documented procedures for the safeguarding of pupils' health, safety and general well being, and these are appropriately implemented.
- The school considers issues of inclusion carefully and sensitively: pupils with special educational needs (SEN) are well integrated into the life of the school and are well supported. The full time support teacher and adult helpers provide good quality support for the learning programme.
- The assistance given by mid-day supervisors contributes positively to the quality of provision. Their roles are clearly understood and they undertake their responsibilities effectively. The outside play areas are well supervised and pupils are caringly supported.
- The school has a secure access system to ensure as far as possible, pupils' and teachers' security during the school day. Parking by parents on a restricted area immediately outside the school entrance is still cause for concern despite efforts made by the school to rectify the situation.

5.5 Provision for pupils with SEN

The quality of provision for pupils with special educational needs (SEN) is good. 37 pupils are identified by the school as requiring SEN support. A further 4 pupils have statements of special educational needs.

- The school has established a clear and coherent learning support policy providing procedural and administrative arrangements, which meets the requirements of the Code of Practice. This policy has recently been updated to meet revised orders.
- A significant feature of the learning programme is the positive approach adopted by the school in the early identification of pupils with learning difficulties and the effective way in which pupils are supported and well integrated into class activities. Parental comments in the pre-inspection meetings indicated their appreciation of the efforts made by the school in this direction.
- Pupils make good progress in relation to their stage of development and ability. The school places emphasis on encouraging parents to be active partners in the educational programme and regular praise and encouragement are characteristics of the process. Every effort is made to maintain and strengthen both formal and

informal lines of communication and parents are kept fully informed of their child's progress.

- Appropriate individual education plans (IEP's) are reviewed termly and suitably meet pupils' individual needs. Small achievable targets inform the IEP's and pupils receiving support at school action or action plus are made aware of their targets and given opportunities to evaluate their own performance. The views of pupils are recorded as part of the statutory annual review process.
- The role of the special educational needs co-ordinator (SENCO) is effectively carried out by the full time support teacher who is well supported by teaching staff and learning support assistants. Positive interaction and collaborative planning in year group meetings, support in class and withdrawal sessions provide the necessary continuity in pupils' learning. Overall, provision is clearly documented and appropriately co-ordinated.
- An appropriate overview of SEN provision within the school is maintained by the headteacher. The designated link governor is supportive and is well informed and has worked closely with the school in determining policy.

5.6 Partnership with parents and community, schools and other institutions

Overall, the partnership with parents and the community, schools and other institutions is good.

- The meeting with parents and the questionnaire indicates parents are very supportive of the school and are satisfied with the information they receive and the educational provision given. The school seeks the views of parents through its own questionnaires, and then publishes the results.
- The school has successfully introduced family literacy projects. Paired reading with parent and child is also an appreciated project run on Friday afternoons.
- A small number of parents support the work in the classroom. There is no PTA or similar organisation, but parents are supportive of events organised by the school and are happy to assist on educational visits.
- Representatives of a wide range of local organisations are regular visitors to the school and close links exist with local churches, police and senior citizens day centre. CSV volunteers also assist the work of the school. Links with the community have a positive impact on learning and behaviour. Pupils support local and national charities, which gives pupils an understanding of the needs of others.
- The school shares a site with the junior school to which most pupils transfer. There are curricular and pastoral links, and transition procedures are well established. There are partnerships with local colleges and a nearby teacher training institution.

5.7 Partnership with industry

Partnership with industry is satisfactory.

- Visitors to the school and educational excursions give pupils a good understanding of the world of work.
- Partnership with local businesses, museums and library support the curriculum in geography and history. Local shops also provide prizes for school raffles and events.
- Further development of partnerships with agencies such as the Education Business Partnership needs to be considered.

6. MANAGEMENT

6.1 Quality of self-evaluation and planning for improvement

The quality of self-evaluation and planning for improvement is good.

- Both staff and governors are aware of the school's strengths and areas for development and are keen to improve in order to further raise pupils' standards of achievement.
- The headteacher, staff and governors make good use of assessment data, subject audits and monitoring and evaluation of the quality of teaching and learning to identify appropriate targets for improvement.
- The role of the subject leader has been considerably developed since the last inspection through the establishment of clear monitoring processes which enable staff to focus critically on an evaluation of standards achieved, strengths and shortcomings, to enable subject action plans to inform the review process.
- The school's self-evaluation report provides a clear analysis of the standards achieved and quality of educational provision.
- Subject action plans feed into the school development plan (SDP). The SDP also makes use of a range of performance indicators and review of success of earlier targets. However, as action plans for all subjects contribute to the SDP, this results in a lack of suitable emphasis, and the SDP would benefit from a tighter focus on specific areas needing attention.

- Priorities and progress towards targets are kept under review and success criteria are monitored regularly. Actions taken in previous years are evident in improvements in the quality of educational provision and the raising of standards of achievement.

6.2 Leadership and efficiency

The leadership and efficiency of the school are very good.

- The school has appropriate aims and a strong sense of purpose. The headteacher, staff and governors are committed to equality of opportunity. The orderliness of daily routines and the quality of relationships between adults and pupils and the pupils themselves are strong features of the school, which all staff and members of the governing body have worked hard to achieve.
- The headteacher, senior staff and governors provide positive leadership, which gives a clear direction to the work of the school. There are shared values and expectations for behaviour, relationships and the achievement of progress in standards.
- The governing body is well informed about the life and work of the school, and its involvement has a positive effect on the school's progress and development.
- The headteacher has a sound commitment to the school, its pupils and the community. She has a strong sense of purpose and pride in the school and its achievements.
- The school has recently appointed a new deputy headteacher, who has already made herself aware of the policies and procedures in the school, and has used her experience in supporting staff in their preparation for this inspection. Her strength as a class teacher is clear, and she provides a good role model for dissemination of best practice.
- The head and deputy headteacher meet regularly to discuss progress, but at present these meetings do not have an agenda and are not minuted. The senior management team meets occasionally to discuss particular issues.
- Staff work hard as a team to provide positive role models and to raise standards from the low baseline evident in nursery and reception. Subject leaders work effectively to ensure new ideas are conveyed to colleagues, providing support and encouragement and ensuring that resources are readily available. However, there is no overall subject leader for the early years.
- Since the last inspection, subject leaders have undertaken regular visits to classrooms to monitor quality of teaching and learning, and monitor standards achieved by examination of pupils' books. Portfolios of moderated work are being developed in all subjects.

- The budget is well-managed and appropriate financial priorities identified. Budget setting relates to the educational objectives and priorities identified in the SDP. Expenditure is carefully monitored and evaluated. The school budgets systematically for new expenditure and the governing body monitors appropriately to ensure good use of all available resources. The school gives very good value for money.
- Administrative procedures are clear and operate effectively and efficiently: this is due to a large extent to the efficient operation of the school office.
- The school complies with statutory requirements, takes note of National Assembly for Wales and local authority guidelines in the formulation of its policies and procedures and uses guidance documentation published by Estyn to aid its development.

6.3 Staffing, accommodation and learning resources

Staffing, accommodation and resources are good overall.

- Teachers are suitably qualified and provide the school with a wide range of expertise and experience. The recently-appointed deputy headteacher is already making a significant contribution to the standards in the school.
- Job descriptions are in place for all members of staff and curriculum and whole school responsibilities are clearly identified. There have been recent changes in subject responsibilities, and staff are working hard to establish their new roles.
- Staff development is linked to initiatives identified in the SDP and in interviews with the head teacher. Training needs are identified initially by subject leaders either for themselves or for others if they see a need. Training supports both individual development and curriculum initiatives within the school.
- Support staff are well deployed and make an important contribution to pupils' learning and experiences in school. Support staff include a teacher who takes responsibility for special needs support and for supporting early reading throughout the school: her contribution builds pupils' self-esteem and independence and helps to promote the good behaviour evident in classrooms.
- The school administrator, caretaking, cleaning and catering staff provide effective support for the school.
- There is adequate accommodation for the number of pupils on roll to meet the needs of the statutory curriculum. The building is well maintained, although it does suffer from water penetration during heavy rain. The school hall is used for assemblies, physical education and as a dining area: lack of storage space means that tables are permanently stored in the hall. Displays of pupils' work enhance the environment, which is cleaned to a very high standard.

- The nursery has very good quality accommodation, with access to a covered play area and outdoor play. However, there is no regular access to outdoor play for reception children: they do occasionally use the nursery facilities but are subject to standard school playtime with KS1.
- Learning and teaching are well supported by a good range of resources. Subject leaders audit these regularly and any shortcomings are rectified. Throughout the school, teachers use resources well to support pupils' learning.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

Provision for the under-fives

The educational provision for nursery children, taken overall, is appropriate and successfully promotes the desirable outcomes for children's learning. The educational provision for children in reception has some shortcomings, but there is evidence that it can be put right.

Good features

- Planning for children in the nursery is soundly based on the desirable outcomes, and identifies clear continuity and progression through the year. Learning objectives are appropriate and ensure that children have appropriate play activities.
- Children listen attentively and are able to talk about their experiences in both nursery and reception classes. They are beginning to use Welsh words and phrases.
- They enjoy books and handle them correctly. In the nursery, they use the listening centre effectively and in reception they understand the difference between story and information books.
- In the nursery, children are using the writing table to draw with pencils and crayons, and handle writing materials competently. Children in reception are beginning to make good attempts to write their names, and are also beginning to write simple words.
- Children are happy to talk to each other and to adults, and work alongside each other. They are beginning to be independent in dressing. In the nursery, they select activities confidently, understand the routine well and most relate well to

others. In reception, children are eager to undertake learning activities provided for them.

- Children are beginning to be able to count and tally accurately to five in the nursery. In reception, they are able to sort objects into colour groups, and can match picture blocks to the pictures. They are beginning to use comparative language: for example, they can compare the height of towers they have built. They enjoy number rhymes and songs.
- Nursery children are beginning to understand the idea of time and sequences of events. They have opportunities to investigate the properties of a wide range of materials.
- In reception, children begin to understand the life cycle of trees and that there are different seasons during the year.
- Reception children use the computer competently: they are familiar with the use of the mouse, and can explain how to print a drawing. They are able to count objects on the screen and move characters around to the correct numeral.
- Children in both nursery and reception classes handle tools, objects, pencils and construction materials with increasing skill and confidence. They move confidently and with increasing co-ordination.
- Children have experience of colour mixing and use a variety of media, including paint, crayons, printing materials and dough.
- In the nursery, children enjoy singing, including Welsh songs. In reception, children are able to describe the sounds made by a variety of instruments. They enjoy music-making and singing in a large group.

Shortcomings

- Planning for children in reception is based on National Curriculum subjects and provides a very formal curriculum. There is little provision for continuity with the nursery curriculum
- There is little opportunity for free choice in play, and no planning for adult input into self-chosen activities.
- Children in reception classes have few opportunities for outdoor play other than at normal school break times.
- There are few opportunities for reception children to interact with adults in role play situations.

English

Standards in speaking and listening are good. In reading standards are good overall. In writing, standards are satisfactory.

Good features

- Pupils make good progress in the development of their listening skills. They attend carefully to teachers' questions and follow instructions appropriately. Pupils enjoy stories and listen intently in big book sessions, their recall of relevant detail is good. They respect the views of their peers and listen to each other in class discussions. They use their listening centres purposefully and independently.
- When speaking, pupils express themselves with growing confidence. They recount personal experiences and collaborate sensibly in paired and group discussions. They understand the importance of taking turns and are eager to share their thoughts and ideas with visitors. In their history lessons, pupils participate in role play with developing clarity and confidence, they select appropriate vocabulary when describing schools of long ago. Pupils respond sensitively to the purpose of circle time communicating their thoughts and feelings clearly when describing first hand experiences.
- Shared reading sessions contribute positively to pupils' understanding of book skills. They enjoy reading and are eager to share their books with adults. They understand the use of titles and can talk about author and illustrator. Older pupils can describe the difference between fiction and non-fiction books and make good progress in their library skills when choosing books related to specific topics.
- Pupils read their own work competently. They apply their phonic skills to interpret unfamiliar words and use a variety of strategies to search for appropriate meaning. More confident pupils read with expression and understanding, some correct their own mistakes and predict outcomes.
- Pupils' independent writing is progressing satisfactorily. As they move through the key stage, pupils plan and structure their work logically, they begin to incorporate punctuation in a meaningful way and make good attempts to spell unfamiliar words. In work related to big books pupils in Y2 develop an understanding of the use of adjectives and incorporate these into their own written work describing fruit. Some pupils further develop their understanding of text by writing their own book reviews.
- ICT is used appropriately to support pupils in reading and writing activities.

Shortcomings

- Opportunities for pupils to record ideas in their own words and write extended responses in a range of contexts across the curriculum needs to be further

developed: these opportunities are often limited by the number of worksheets used.

- The good standards of presentation evident in some pupils' language books are not always maintained in cross-curricular work.
- Pupils' handwriting skills require further development.

Mathematics

Standards in mathematics are satisfactory overall.

Good features

- As inspection took place at this early stage in the autumn term, evidence from the previous year was carefully examined. This does show clear continuity and progression.
- Pupils are beginning to use mathematical terminology in their work and are developing their understanding of mathematical skills, knowledge and concepts.
- Pupils are developing their understanding of place value through use of concrete apparatus. Pupils in Y1 can count in sequence and are beginning to explore patterns in addition and subtraction. More able pupils know addition facts to ten and are able to count in twos.
- Pupils in Y2 extend their understanding of number and are beginning to use their knowledge of addition and subtraction in money sums and practically in the role play shop. More able pupils can recognise odd and even numbers to 100 and explain why they are odd or even. Some can identify what the missing numbers in sums and sequences should be.
- Pupils in both year groups can collect and record data using tables, pictograms and block graphs. Some are able to interpret these.
- The oldest pupils can recognise and name common two-dimensional shapes. The most able can describe them using attributes such as corners and sides. They are beginning to recognise three-dimensional shapes such as cubes and cylinders.
- Pupils in Y1 can estimate the distance required for a programmable toy to go from one point to another, and can programme it to turn and travel. In both year groups, they are beginning to use both non-standard and standard measures.

Shortcomings

- In both year groups, a large minority are unsure of what mathematical approaches they should be using: they are finding difficulty knowing whether the symbols mean add or subtract, for example.
- In both year groups, a large minority are unsure of number facts: in Y1 to 10, and in Y2 to 20. Pupils in Y2 are having difficulty with place value and have not yet encountered multiplication facts in 2's, 5's and 10's.
- Many find difficulty in explaining how they arrived at an answer to mental problems posed by the teacher and few can check whether their answer is correct.
- There is little evidence that pupils are beginning to understand and use properties of position and movement to copy, continue or make their own patterns.
- Some find it difficult to write or copy numerals correctly.

Science

Standards in science are good.

Good features

- Pupils are confident in undertaking investigative work, and are beginning to record their findings in tables and charts. They are able to use correct scientific vocabulary to describe what they have observed, and are beginning to have an understanding of a fair test.
- They are using ICT to present their findings in the form of graphs and pie charts, and are beginning to use it to research in simple programmes to support their work.
- Pupils are beginning to suggest what might happen if certain investigations are undertaken. They are able to explore using their senses and make sensible observations and records. They are beginning to explain what they have found out.
- Pupils throughout the key stage recognise that humans and other animals use their senses to investigate the world about them, and understand that humans need food and water to survive. They are able to name external parts of the body such as the hand and knee. They understand that taking exercise is important, and are able to discuss increased heart rate in physical education.
- Pupils' investigations have resulted in an understanding that plants need light and water to grow and can name parts of plants. They understand that plants produce seeds, which again grow into plants.

- Pupils are able to discuss the properties of different materials, and can sort them according to observed differences and similarities. They are beginning to investigate changes to everyday materials.

Shortcomings

- Some pupils find it difficult to use appropriate scientific vocabulary or to describe what they have observed or done.
- Some have difficulty in recording because of shortcomings in mathematical understanding or ability to write effectively.

Welsh second language

Standards in Welsh as a second language are good.

Good features

- Pupils take part enthusiastically in lessons and make good progress in learning basic vocabulary and sentence patterns. They answer instructions from teachers and other adults and respond correctly during registration and on other occasions during the school day.
- In Y1, pupils use simple words and expressions when speaking with their teacher and are beginning to use phrases in other contexts. Using a glove puppet they are responsive to commands and participate with obvious enjoyment in singing songs relating to occupations. They make good progress in recalling phrases linked to colours.
- In Y2, pupils are increasingly confident in responding to a variety of questions and can pose as well as answer simple questions relating to the weather. They mime weather words in response to reading from a big book and engage in simple dialogue.
- Others in Y2 correctly name the room in a house and identify related activities. They answer visitors' questions confidently and substitute words in familiar patterns. They participate enthusiastically in rhythmical repetition of words when reinforcing vocabulary.
- Pupils develop appropriate reading skills. They follow text from big books in class reading sessions, read words from flash cards and display understanding of basic textual material.
- Pupils' writing skills develop through exercises, which include labelling, copying sentences based on given patterns and responding to questions based on stories from big books.

- Cross-curricular work including topic related visits to museums, attractive displays labelled with appropriately worded sentences, participation in Welsh songs and hymns in assembly and annual celebrations contribute significantly towards creating a Welsh ethos in the school.
- The assistance of the athrawes fro in supporting and encouraging teachers in the delivery and organisation of the subject programme has a positive effect on pupils' progress.

Shortcomings

- The good practice of utilising incidental Welsh across the curriculum needs to be reinforced consistently in all classes in order to further encourage pupils to converse naturally and confidently.
- The progressive use of target phrases would further aid continuity in children's learning.

Design and technology

Standards in design and technology (DT) are good.

Good features

- Pupils are able to discuss the properties of different materials and understand that they behave in different ways and can use the knowledge in designing and making.
- Oldest pupils understand that control is integral to many everyday devices, and know that electrical items are turned on and off. Younger pupils understand that a programmable toy has to have its 'memory' cleared before being given new instructions.
- Oldest pupils can make decisions about their ideas and record them using words and pictures.
- Pupils are able to use a range of materials for designing tasks, and can use sketches previously done in art sessions to make a clay version of a patchwork quilt using different textures to good effect.
- Pupils are able to finish their work effectively, using different techniques such as painting or collage.
- They are able to discuss what they have done, and whether they would alter anything.

Shortcomings

There are no major shortcomings, although DT experiences are at an early stage.

Information technology

Standards in information technology (IT) are very good.

Good features

- The new subject leader has reviewed hardware and programmes available and supported colleagues effectively in using them well to support other subject areas, which has resulted in standards of achievement being raised.
- Focused lessons in IT give pupils the keyboard and mouse skills they need to work effectively with the computer.
- Pupils use listening centres effectively in all classes to support their work in other subjects.
- They are able to access picture banks to illustrate their work, and to use paint programmes effectively to create their own pictures, using a range of techniques.
- They can present data in the form of tables and block graphs and are able to interpret these effectively, and add extra information as necessary.
- Younger pupils are using picture dictionaries when they work co-operatively in pairs, and work together on number programmes to reinforce addition and subtraction facts.
- IT is used effectively to support pupils with SEN through personalised progressive programmes for mathematics.
- They are able to use simulations effectively.
- Pupils are beginning to use e-mail for simple messages between classes.

Shortcomings

There are no major shortcomings.

History

One lesson in history was observed during the inspection. Evidence from written

work, planning and discussion with pupils indicate that standards are good.

Good features

- Pupils throughout the key stage show a clear understanding of the difference between the present and the past in their own lives and in the lives of others. They are enabled to develop early skills in historical enquiry through asking questions about the past in their study of schools of long ago.
- Pupils show an increasing awareness of chronology and use appropriate vocabulary to describe the passing of time. They are able to sequence events and comment on similarities and differences. Younger pupils sequence pictures relating to communication and compare clothes from long ago with the present. Their understanding is further developed in the use of personal time lines to sequence events in their own lives.
- Effective use of artefacts and displays relating to grandma's washday enables pupils distinguish between past and present. They recall detail of their topic related visit, offer opinions and explain the use of artefacts using subject related vocabulary.
- Pupils understand that they can find out about the past from a range of historical sources including photographs, museums and videos. One pupil, supported by photographic book evidence confidently talks of his own grandparent's account of her childhood experiences.
- In Y2, pupils participate in purposeful and stimulating role play in order to identify similarities and differences between schools now and long ago. Based on their visit to the Museum of Welsh Life, their study of photographs, retrieving information from books and their handling of related artefacts, pupils enthusiastically partake in focused discussion using appropriate subject related vocabulary.
- Pupils begin to pose their own questions effectively and give their opinions when making comparisons. They are able to recall interesting details about historical personalities they have heard about in stories and understand why people did things and their impact on historical events. Pupils in Y1 develop their understanding of Welsh history through the story of Caradog and their visit to a Celtic village.

Shortcomings

- Opportunities for pupils to communicate their knowledge and understanding through writing could be further developed.

Geography

Standards in geography are good.

Good features

- Pupils make good progress in the development of geographical vocabulary which more able pupils apply in a variety of relevant contexts.
- Pupils are developing a good knowledge of their local area : they can identify buildings and features and can highlight routes from home to school and to the shops. Many can describe what they like and dislike about their locality and most have a good understanding of the local facilities and the various modes of local transportation. Older pupils can place their own locality in the context of Wales and other places. They can reflect thoughtfully on matters that affect their immediate environment and begin to show an appropriate level of awareness of sustainable development.
- Early mapping skills such as the drawing of simple plans and routes, the use of symbols and keys and the use of co-ordinates to locate features are developed progressively. They design plans of parks and gardens and use aerial pictures of transport to match correctly.
- Younger pupils utilise their ICT skills when using the roamer to locate school rooms on a floor map of the school. They make good progress in their use of directional language when discussing movements.
- In their topic work related to people who help them, pupils show a good understanding of the work undertaken by adults within the school and community. Using a map of the school they correctly place adults in the appropriate location.
- Pupils can talk about seasonal changes, describe the weather relating to the appropriate symbols and know about weather in different parts of the world.
- Younger pupils observe differences between town and country in their visits to neighbouring farms and when journeying on topic related visits. Older pupils are familiar with contrasting localities in their studies on India.

Shortcomings

- Opportunities for pupils to record extended personal responses to geographical questions need to be further developed.
- Pupils' understanding of how physical and human features of places affect the lives and activities of people needs to be further developed through their studies of contrasting locations.

Art

Standards in art are good.

Good features

- Pupils are able to look carefully at colours in the world around them, and mix powder colour or pastels to match these. They are able to discuss what they are doing.
- Pupils explore line and tone when doing observational drawings in pastel of the fruit they are investigating. They are aware that they need to fill the page with their drawings and look carefully for pattern and texture.
- They look carefully at shape, line and texture on an art walk around the school and are able to make reasonable reproduction of their observations using soft pencils on the paper on their clipboards.
- They have experience of transferring three dimensions to two and back again in their exploration of textures around the school recorded using charcoal, and the reproduction of these textures onto clay squares to make a patchwork quilt.
- They are able to use recycled materials effectively in DT, and use painting and other finishing skills such as collage to complete their vehicles.
- Study of van Gogh's 'Sunflowers' enables pupils to produce thick textured paintings which have a feel of the original artist.
- Pupils make use of ICT to produce drawings and paintings such as their work on animals after a visit to a local farm park.
- Displays, particularly those which feature pupils' own work, are a positive feature in the school, showing that art has been used effectively to reflect pupils' experiences.

Shortcomings

- A significant proportion of displayed materials features adult drawn and cut out work which has simply been filled in by pupils, which detracts from the quality of work evident throughout the rest of the school.

Music

Standards in music are good.

Good features

- Pupils sing well together, there is evident enjoyment of singing in assembly and in year group singing sessions. They sing with spirit and most keep in tune, varying their voices to emphasise quiet and loud singing as requested. They understand the importance of silence and can define pitch in a number of ways.
- They can memorise a number of rhymes, action songs and hymns; enunciation is generally good.
- Pupils can identify, name and handle instruments correctly. They play instruments confidently and play well together in a group.
- In Y1, pupils show good standards when using body percussion to repeat musical patterns. They recognise and describe changes in tempo and copy them in response to symbols. They perform confidently and respond well to directions from the class conductor. Some begin to offer opinions on their own performance in response to listening to related recordings.
- Pupils in Y2 select appropriate chime bars and correctly indicate with hand height contrasting high and low sounds. They copy a pattern of three and four notes accurately and confidently.
- Most pupils develop good listening skills and are attentive to their own and others music. They understand and begin to use subject related vocabulary when discussing their music making.

Shortcomings

- There are no significant shortcomings although opportunities for pupils to evaluate each others' performance needs to be further developed.

Physical education

Standards in physical education are good overall.

Good features

- In Y1 pupils achieve good standards and by the end of the key stage pupils achieve very good standards.
- Pupils are appropriately dressed and show enthusiasm and commitment to their lessons. They listen well and respond to instructions. They are aware of the need

for rules and in recognising the importance of safety: they move apparatus carefully and sensibly, checking for stability.

- Pupils are aware of the effect of activity on their bodies and can explain the changes which occur during physical exertion, they know the importance of warm up activities.
- In Y2, pupils use space effectively and perform different sequences of movement when travelling. They link movements with control and increasing confidence transferring weight from feet to hands. They extend the range of movement when using apparatus. Others in Y2 are constructive and perceptive when evaluating each others' group activities on large apparatus.
- Younger pupils are able to work as a team. They demonstrate good levels of control and accuracy when bouncing and rolling a ball around small apparatus.
- Pupils in Y1 respond imaginatively to music linked to their class topic when creating 'fire dances'. They display well co-ordinated movements changing levels, speed and direction in response to the musical stimuli.

Shortcomings

- Use of evaluation to enable younger pupils refine their skills and enable them make simple judgements on how to improve their efforts needs further consolidation.

Religious education

Standards of achievement are good.

Good features

- In lessons and throughout the school day appropriate emphasis is placed on Christian values and beliefs. Pupils share their thoughts and feelings readily and show a sensitive understanding of how others feel. Younger pupils appreciate the significance of friendship and talk kindly of the importance of being helpful to others.
- Themes introduced in morning assemblies meaningfully support the experiences explored in curriculum topics including religious education. Pupils learn the place of rules and of the importance of working together.
- When learning about celebrations, pupils clearly understand the need to give thanks and write prayers linked to Harvest Thanksgiving.

- The good links that have been established with the local church enhance pupils' knowledge and understanding. They are able to talk about the significance of artefacts and describe what happens inside a church in their own written responses. In their work on special books they show understanding of why the Bible is special.
- In Y1, pupils respond readily to questions regarding a lost toy in a story and relate these feelings to the importance of being kind.
- Pupils in Y2, make perceptive comments on the importance of 'looking after' in relation to plant growth and can equate this to being caring and helpful to others. They discuss their responsibilities as 'buddies' in this context.
- Pupils' knowledge and understanding of other faiths are developed through their studies on special books and are effectively supported by appropriately displayed artefacts

Shortcomings

- Opportunities for pupils to record personal responses to religious themes and concepts need further development.

8. SCHOOL IMPROVEMENT

8.1 Progress since the last inspection

The last inspection report in September 1997 identified three key issues:

- to raise standards and the quality of teaching and learning in information technology;
- to ensure that the teaching time for each subject of the NC and religious education is appropriately balanced and overall in line with WO guidelines;
- to continue to develop the planning process to ensure continuity and progression in pupils' learning and a consistency of approach throughout the school.

There is clear evidence of improvement in all of the above issues.

- The school has raised standards and quality of teaching and learning in information technology. It is now an accepted part of teaching and learning, and supports other subjects well. It is judged overall to be very good both in the subject area and in ICT.
- Teaching time has an appropriate balance and is in line with guidelines published by the Welsh Assembly and Estyn.

- There is clear evidence of continuity and progression in the planning for KS1. Nursery planning meets the requirements of the Desirable Outcomes effectively. However, the continuity and progression between the nursery and reception classes is less clear, since reception planning is included in the NC schemes of work for KS1 and pupils are experiencing a rather formal curriculum for their age and stage of development.

8.2 Key Issues for Action

In order to continue its development, the school needs to:

- Improve standards achieved in writing* and mathematics* in KS1, and in mathematical and creative development in reception;
- Improve planning and provision for reception to ensure that there is clear continuity and progression in the early years;
- Improve presentation through reducing the quantity of worksheets used.

*The school has identified writing and mathematics as areas for improvement.

The inspection team thanks the pupils, teachers, parents and governors for the courtesy with which it was treated during the inspection.

APPENDIX

A. Basic information about the school

Name of School	Hywel Dda Infant and Nursery School
School type	LEA Maintained
Age -range of pupils	3 – 7 years
Address of school	Cambria Road Ely Cardiff
Post-Code	CF5 4PD
Telephone Number	02920 591275

Headteacher	Miss R E B Havard
Date of appointment	1 September 1986
Chair of Governors/ Appropriate Authority	Mrs S Best
Registered Inspector	Mrs H R D Palmer
Dates of inspection	15 – 17 October 2002

B. School data as indicators

<i>Number of pupils in each year group</i>									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	35	55	53	53					196

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

<i>Staffing information</i>	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	19.6:1
Pupil : adult (fte) ratio in nursery classes	13 :1
Pupil : adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	27
Teacher (fte) : class ratio	1.3:1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
	R	KS1	KS2	Whole school
Term 1	90.2	92.3		92.1
Term 2	88.1	92.0		90.0
Term 3	89.5	91.0		90.4

Number of pupils excluded during 12 months prior to inspection.	0
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C. Results of national curriculum assessments and public examinations

National Curriculum Assessment KS 1 Results: 2002			Number of pupils in Y2: 42					
Percentage of pupils at each level								
			D	W	1	2	3	4
ENGLISH:	Teacher Assessment	School	0	0	19	74	7	0
		National	0	4	13	62	21	0
EN: Reading	Teacher Assessment	School	0	2	19	71	7	0
		National	0	4	13	54	29	0
EN: Writing	Teacher Assessment	School	0	0	19	81	0	0
		National	0	5	13	70	12	0
EN: Speaking and listening	Teacher Assessment	School	0	0	21	69	10	0
		National	0	3	11	63	23	0
MATHEMATICS	Teacher Assessment	School	0	2	21	64	12	0
		National	0	2	9	60	29	0
SCIENCE	Teacher Assessment	School	0	0	17	64	19	0
		National	0	2	10	67	21	0

Percentage of pupils attaining at least level 2 in mathematics, science, and either English or Welsh (first language)			
In the school:	74	In Wales	81

D. The evidence base of the inspection

Before the inspection, meetings were held with the staff, the governing body and the parents of pupils registered at the school. Nine parents were present at the pre-inspection parents' meeting. Documents supplied by the school were scrutinised and 35 questionnaires returned by parents were analysed. A team of three gave seven inspector days to the inspection, in the course of which formal observations were made of 46 lessons or part lessons. In addition, 68 formal notes were made of aspects of pupils' work and provision. Discussions with pupils from all age groups and abilities were undertaken, both inside and outside the classroom. A representative sample of pupils' work from all classes and for the whole academic year was scrutinised. Teachers' plans and records were examined. Inspectors considered the site, fabric and resources of the school. Discussions were held with the Head and with teachers, particularly about their subject management roles. Still within the context of the inspection, reporting back meetings took place with the Head, the staff and the governing body.

E. Composition and responsibilities of the inspection team

	Registered Inspector	Team Inspector	Team Inspector
NAME:	Mrs H Palmer	Mrs G Rees	Mr C Hewitt
<i>Responsibility</i>			
1 (CON)	*		
2 (MF)	*		
3.1 (SA)	*		
3.2 (KS)	*		
4.1 (SMSC)		*	
4.2 (BEH)			*
4.3 (ATT)			*
5.1 (QT)	*		
5.2 (ARR)		*	
5.3 (CURR)	*		
5.4 (SUP)		*	
5.5 (SEN)		*	
5.6 LNK)			*
5.7 (IND)			*
6.1 (SE)	*		
6.2 (L&Ef)	*		
6.3 (Res)	*		
8.1 (PROG)	*		
8.2 (KIs)	*		
EY	*		
EN		*	
MA	*		
SC	*		
WE 2		*	
TEC	*		
IT	*		
HI		*	
GG		*	
MU		*	
AR	*		
PE		*	
RE		*	

1 (CON)	CONTEXT - The school and its priorities
2 (MF)	MAIN FINDINGS - The main findings of the report

3.1 (SA)	STANDARDS - Standards achieved in subjects and areas of learning
3.2 (KS)	STANDARDS - Standards achieved in key skills across the curriculum
4.1 (SMSC)	ETHOS - Pupils' spiritual, moral, social, and cultural development
4.2 (BEH)	ETHOS - Behaviour and attitudes
4.3 (ATT)	ETHOS - Attendance
5.1 (QT)	QUALITY OF EDUCATION - Teaching
5.2 (ARR)	QUALITY OF EDUCATION - Assessment, recording and reporting
5.3 (CURR)	QUALITY OF EDUCATION - Curriculum
5.4 (SUP)	QUALITY OF EDUCATION - Support, guidance & pupils' welfare
5.5 (SEN)	QUALITY OF EDUCATION - Provision for pupils with special educational needs
5.6 (LNK)	QUALITY OF EDUCATION - Partnership with parents and community, schools & other institutions
5.7 (IND)	QUALITY OF EDUCATION - Partnership with industry
6.1 (SE)	MANAGEMENT – Quality of self-evaluation and planning for improvement
6.2 (L & Ef)	MANAGEMENT – Leadership and efficiency
6.3 (Res)	MANAGEMENT – Staffing, accommodation and learning resources
8.1 (PROG)	SCHOOL IMPROVEMENT – Progress since last inspection
8.2 (KIs)	SCHOOL IMPROVEMENT – Key issues for action
7	SUBJECTS AND AREAS OF LEARNING:
EY	The educational programme for under-fives
EN	LANGUAGE – English
MA	Mathematics
SC	Science
WE 2 nd	LANGUAGE - Welsh second language
TEC	Design and Technology
IT	Information Technology
HI	History
GG	Geography
MU	Music
AR	Art
PE	Physical Education
RE	Religious Education

