

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

A Report on the Quality of Education in

**Kemys Fawr Infants School
Elm Grove, Sebastopol,
Pontypool, Torfaen.
NP4 5DD.**

School Number: 6782199

Date of Inspection: 30/11/09

by

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15781**

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Introduction

Kemys Fawr 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 Kemys Fawr Infants School took place between 30/11/09 and 02/12/09. An independent team of inspectors, led by Dr. Peter David Ellis 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.

Estyn's reports follow its guidance for the writing and editing of reports, which is available on the Estyn website (www.estyn.gov.uk). The table below shows the terms that Estyn uses and a broad idea of their meaning. The table is for guidance only.

Nearly all	with very few exceptions
Most	90% or more
Many	70% or more
A majority	over 60%
Half/around half	close to 50%
A minority	below 40%
Few	below 20%
Very few	less than 10%

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

Contents	Page
Context	1
Summary	3
Recommendations	9
Standards	9
Key Question 1: How well do learners achieve?	9
The quality of education and training	13
Key Question 2: How effective are teaching, training and assessment?	13
Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?	15
Key Question 4: How well are learners cared for, guided and supported?	18
Leadership and management	21
Key Question 5: How effective are leadership and strategic management?	21
Key Question 6: How well do leaders and managers evaluate and improve quality and standards?	22
Key Question 7: How efficient are leaders and managers in using resources?	23
Standards achieved in subjects and areas of learning	25
Foundation Phase	25
Welsh second language	30
Science	31
Geography	31
Physical education	32
Religious education	33
School's response to the inspection	34
Appendices	35
1 Basic information about the school	35
2 School data and indicators	35
3 National Curriculum assessments results	36
4 Evidence base of the inspection	37
5 Composition and responsibilities of the inspection team	38

Context

The nature of the provider

1. Kemys Fawr Infant and Nursery School is situated in the suburb of Sebastopol, about half way between Pontypool and Cwmbran in the county of Torfaen. The building, constructed in 1959, is of traditional single storey design with classrooms, a library, a staff room and offices leading off from a main corridor; each classroom has its own en suite toilet area. The accommodation also includes a resources room, a large hall, a dining area and a kitchen. A nursery was created in 1983 and recent improvements include the construction of canopied areas outside each classroom to allow for outdoor activities. The grounds comprise a playground, separate nursery and reception play areas and grassed open spaces.
2. The school currently caters for 79 full-time equivalent learners between the ages of four and seven plus thirty children of nursery age, who attend on a part-time basis in the mornings and who are provided with private wrap around care on the premises in the afternoon. There are three classes, in addition to the nursery, each containing a single age range. There are five full-time teachers, including the acting headteacher. The number on roll has continued to decline over the last four years and is now about 25% less than the figure at the time of the last inspection. However, the school reports that the numbers are beginning to stabilise, due mainly to the local authority's (LA) decision to allow children to attend the nursery the term following their third birthday.
3. The school serves the community of Sebastopol, but almost half of the number on roll live outside the traditional catchment area and attend the school through parental choice. At the end of key stage 1 (KS1), about half transfer to the official receiving primary school. According to the school around a quarter of families are economically disadvantaged, while the remainder are neither prosperous nor deprived. The local area is comprised mainly of rented council properties and privately owned homes, many of which were formerly council owned. Around 11% of learners are registered as being entitled to receive free school meals, which is well below the national and local averages.
4. The intake covers the full range of ability. Around 8% of learners are identified as requiring special educational needs (SEN) support, which is also well below the national and LA average and considerably less than at the time of the last inspection. All are on school action plus, two of whom have medical needs; none is statemented, although one is in the process of assessment. One learner, who is from the Philippines, uses the Tagalog language at home and receives support in English as an additional language (EAL). No learners use Welsh as a first language. One is looked after by the LA.
5. The school was last inspected in November 2003. Since then there have been a number of staff changes; the headteacher retired and an acting headteacher was seconded from the LA in February 2009.

6. The Basic Skills Quality Mark was initially achieved in 1992 and was renewed in 2005 and 2008. The school is in the fourth phase of the Healthy Schools' Award and is working towards the Eco Green Flag. It won various categories in the local Schools in Bloom competition in 2009.

The school's priorities and targets

7. The school's vision is: 'Every child to reach their potential' and its mission statement is 'Caring to learn, learning to care, learning to play, playing to learn'.
8. The school's aim, as stated in its current school improvement plan (SIP), is to 'provide a happy, caring, stimulating environment in which every child can develop intellectually, physically, emotionally, socially and spiritually to his/her full potential in preparation for his/her role in tomorrow's society'. This statement is underpinned by a number of relevant and specific objectives.
9. The school's current priorities, as outlined in its SIP, are to:
 - improve leadership and management;
 - raise standards of achievement in writing;
 - improve achievement in the key skills of literacy, numeracy, and information communications technology (ICT) and competence in bilingual skills;
 - raise standards of achievement of more able pupils;
 - ensure 100% of teaching is Grade 2 or better in literacy and numeracy;
 - develop fully all learners' independent learning and thinking skills;
 - improve learner ownership of personal targets and next steps;
 - ensure learners have access to the Foundation Phase curriculum by 2012; and
 - improve the social and emotional wellbeing of the school community.

Summary

10. Kemys Fawr Infant and Nursery School is a rapidly improving school with a number of outstanding features particularly in the quality of its provision. Leadership and management are good and much has been achieved recently, although the improvements have not had sufficient time to impact fully on standards of achievement and the self-evaluation process.

Table of grades awarded

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

11. The inspection team agreed with the school in its self-evaluation report in two of the seven key questions. Where there was a difference this was because the team awarded one grade higher in Key Questions 2, 4, 5 and 7, as no important shortcomings were evident, and two grades higher in Key Question 3, as a number of outstanding features and no important shortcomings were identified.

Standards

12. In national teacher assessments for KS1 in 2009 pupils attained slightly below the LA percentages in all three core subjects, but a little above the Wales averages in English and mathematics. Overall, this placed the school about the same as the LA and better than most other schools in Wales, although the percentage of pupils attaining the higher Level 3 was lower than both the LA and Wales. The weakest performance was in writing.
13. In comparison to schools within Wales with a similar free school meals percentage, KS1 pupils in 2009 performed among the lower 50% in all three core subjects, although this was a significant improvement on the previous three years. The improved performance of girls had a positive impact on the school's overall results.
14. Standards of achievement in the six subjects and areas of learning inspected were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
-	75%	25%	-	-

15. These percentages represent a slight decline since the last inspection and they are below the national averages published in Her Majesty's Chief Inspector's (HMCI) latest Annual Report for 2007-8, which indicates that standards of achievement in primary schools in Wales are 84% Grade 2 or better, of which 12% is Grade 1.

Areas of learning for the under-fives

Area of learning	Nursery and Reception
Personal and social development, wellbeing and cultural development	Grade 1
Language, literacy and communication skills	Grade 2
Welsh language development	Grade 2
Mathematical development	Grade 2
Knowledge and understanding of the world	Grade 2
Physical development	Grade 2
Creative development	Grade 2

16. The overall quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Foundation Phase outcomes.

Grades for standards in the six subjects and areas of learning inspected

Inspection Area	Under-fives	Key Stage 1
Foundation Phase	Grade 2	
Welsh second language		Grade 2
Science		Grade 3
Geography		Grade 3
Physical education		Grade 2
Religious education		Grade 2

17. In comparison to the last inspection standards for the under-fives are very similar, while in KS1 physical education has improved, although science and geography have declined a grade.
18. All learners, whatever their aptitude, ability or background, make good progress through the school, although towards the end of the key stage the pace of learning and the level of challenge decrease, particularly for the more and less able.
19. Standards in the key skills of literacy and numeracy in the Foundation Phase are consistently good. In KS1 listening and speaking skills are well developed and in reading pupils make steady progress overall. The majority produce written work for different purposes and audiences, which is variable but on occasions of a high standard. Handwriting and presentation overall are generally good. Pupils, especially in Year 1 (Y1), effectively apply their numeracy skills and interpret data well.

20. In the Foundation Phase and KS1 learners use a variety of ICT equipment across the curriculum, but their computer skills are relatively underdeveloped due particularly to a lack of up to date hardware and software.
21. Although there is some variation between classes, standards in bilingualism are well developed across the school and at times they are outstanding.
22. Learners generally make good progress in their thinking and creative skills and many are able to work independently and make their own choices and decisions. Nearly all work well with others.
23. Most learners have positive attitudes to their work and are effectively motivated, but their involvement in self and peer assessment is at an early stage of development.
24. Behaviour is very good overall and nearly all learners sustain concentration and work productively.
25. Attendance levels are good and above national averages. Punctuality is also good overall, although a few learners are occasionally late.
26. Learners have a secure awareness of equal opportunities issues. They gain a good understanding of the world and its diverse cultures and have a growing realisation that people differ in their attitudes and beliefs. Their understanding of the world of work is generally good.

The quality of education and training

Grades for teaching

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
21%	58%	8%	13%	0%

27. These percentages are an improvement since the last inspection. However, overall the figures are slightly below the national averages published in HMCI's latest Annual Report for 2007-8, which indicates that teaching in primary schools in Wales is 83% Grade 2 or better, although the percentage of teaching with outstanding features is higher than the national average of 16%.
28. Where teaching was judged to be Grade 1, the outstanding features include thorough planning, lively and interesting presentations, astute introductions, excellent use of both verbal and non-verbal communication, very good class management strategies and the provision of a variety of relevant and challenging tasks.
29. Where teaching was judged to be Grade 2, the good features include effective sharing of learning outcomes, a good pace to lessons, appropriate attention to matching work to learners' ages and abilities, good questioning techniques and appropriate use of resources and relevant subject terminology.

30. Where teaching was judged to be Grade 3 or Grade 4, the shortcomings include lessons not planned and prepared in sufficient detail, a slow pace, limited class management strategies and tasks not sufficiently challenging.
31. Relationships between learners and adults are good and all staff promote equal opportunities and bilingualism well.
32. Practitioners in the Foundation Phase work well as a team and plan flexibly and effectively. Teachers in the KS1 classes have good subject knowledge, but lesson preparation is not as well developed for older learners.
33. Statutory requirements for assessing, reporting and recording are fully met. Target and tracking systems have recently been established; they are very effective in the Foundation Phase, but not as fully developed in KS1.
34. Work is consistently marked; comments are positive, but they vary in quality and purpose. Moderation and standardisation procedures are a current focus in the Foundation Phase, but have not been developed to date in KS1. End of term reports meet statutory requirements, but comments do not provide parents with specific information about how their children might improve.
35. Overall, the curriculum is broad and balanced and relevant to the needs of the range of learners with outstanding features especially in the Foundation Phase. Statutory requirements are fulfilled. All learners have equal access to the curriculum and are given good opportunities to learn.
36. Policies and schemes of work are based on the new skills approach. There is good progression within the Foundation Phase and with Y1, but this is less evident between Y1 and Y2.
37. Provision for personal and social education (PSE) is an outstanding feature and the curriculum is enriched by a range of extra-curricular activities. Visits and visitors also provide good opportunities to extend learning.
38. Spiritual development is good and collective worship meets statutory requirements.
39. Provision for learners' moral, social and cultural development, including the cwricwlwm Cymreig, is good with outstanding features. The school's commitment to education for sustainable development and global citizenship is also a strength.
40. The school's partnerships are good. Links with parents, other primary schools and the community are well established and the provision for homework is good.
41. The development of learners' entrepreneurial skills is an outstanding feature and the school has various contacts with local enterprises and services. However, links with local commerce and business are relatively underdeveloped. Very good attention is given to national priorities for lifelong learning and community regeneration.

42. The school provides a safe and caring environment in which learners thrive and are happy to learn; they form positive relationships with each other and adults. Staff plan and manage care and support arrangements very effectively.
43. Appropriate procedures are in place for ensuring that children settle well into the nursery. Learners transfer smoothly between classes and evidence indicates that Y2 pupils' transition to Y3 occurs seamlessly and effectively.
44. Good attention is given to learners' social and emotional development. Learners take on responsibilities and help each other willingly; the joint school council and eco committee plays an active part in promoting pupils' views and making decisions.
45. The school provides a high quality of wrap around care and very effectively promotes the healthy development and wellbeing of learners, who are well supervised throughout the day.
46. The school has appropriate procedures to ensure all learners are safeguarded; security measures for the site and the building are sound.
47. Attendance, punctuality and behaviour are monitored effectively and registers are correctly completed.
48. The school's provision for learners with SEN is good and its policy and procedures meet statutory requirements. Early identification informs staff of learners with needs and individual plans are drawn up where necessary and kept up to date. Specific strategies and programmes are in place and support staff are effectively deployed.
49. The school has very effective links with outside agencies and is developing a multi-agency approach depending on individual needs.
50. The school has a suitable racial equality policy and is opposed to all forms of racial prejudice and discrimination. Appropriate strategies are in place should any incidents of oppressive behaviour occur. All learners are treated equally and the building is accessible to those with any physical impairment.

Leadership and management

51. The school has a very positive ethos, based on its vision and mission statements that underpin its life and work.
52. Since her secondment to the school in February 2009, the acting headteacher has successfully taken the school forward in many ways. Her leadership is highly efficient and purposeful and she provides a very good oversight of the administration and strategic direction of the school.
53. All staff work together enthusiastically as a team and are committed to the success of the school. All teachers have recently defined curriculum leadership roles and there is an appropriate balance of responsibilities between them.

54. Procedures are in place for performance management in line with statutory requirements.
55. Governors meet every half term and are supportive, although only a minority are regular visitors and involved in monitoring the quality of provision. Sub-committees meet throughout the year and feed back into full governing body (GB) meetings.
56. All statutory policies and requirements are in place and are reviewed regularly; the quality of the school's documentation is outstanding.
57. The school is in the process of developing an effective culture of self-evaluation and staff and governors share a common vision and commitment to school improvement. However, governor involvement in this respect is in the early stages of development.
58. Senior managers and governors identify clear priorities for improvement and the budget is set according to these. The SIP is linked to the LA's strategic plan, national priorities and local partnerships. A range of data is used and resources are appropriately allocated.
59. Subject co-ordinators are generally well informed about performance in the subjects and areas for which they are responsible. They review these at least annually and produce action plans, although the collection and analysis of first hand evidence is underdeveloped.
60. Progress since the last inspection has been adequate overall, but shortcomings remain in writing, ICT and assessment, recording and reporting procedures.
61. Teachers are well qualified and experienced to meet the needs of all learners and they are effectively deployed. Support staff are well trained and fulfil their roles very effectively.
62. Staff benefit greatly from the school's commitment to continuous staff development. Training has been particularly effective in relation to SEN, the Foundation Phase and bilingualism.
63. Workforce remodelling arrangements are well established and meet statutory requirements.
64. The accommodation is good and very well maintained and the outside play areas are well developed.
65. Learning across the school is well supported by a good range of resources, although computer provision is significantly underdeveloped.
66. The school reviews and audits resources regularly and the budget is monitored carefully by the acting headteacher and GB. In light of the school's good and at times outstanding provision and the evidence that standards are beginning to rise, good value for money is achieved.

Recommendations

In order to build on its current improvement, the school needs to:

- R1 raise standards in writing, science, geography and ICT;
- R2 address the identified shortcomings in teaching;
- R3 continue to develop procedures for assessment, recording and reporting; and
- R4 continue to develop self-evaluation procedures involving all stakeholders.

N.B. All four recommendations are targets for improvement in the school's current SIP.

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 3: Good features outweigh shortcomings

- 67. The findings of the inspection match the judgement made by the school in its self-evaluation report.
- 68. In national teacher assessments for KS1 in 2009 around 85% of pupils attained at least Level 2 in English and around 89% did so in science and mathematics, which is slightly below the LA percentages in all three subjects, but a little above the national averages in English and mathematics. The core subject indicator (CSI), which is the percentage of those attaining at least Level 2 in all three subjects, was around 85%, which is the same as the LA, but above the national average of 81%. Around 11% of pupils attained the higher Level 3 in English, 19% in mathematics and 15% in science, each of which is below the LA and national figures. The weakest performance was in writing, where no pupils attained Level 3.
- 69. In comparison to schools within Wales with a similar free school meals percentage, KS1 pupils in 2009 performed among the lower 50% in all three core subjects, although this was a significant improvement on the previous three years. In relation to their family of schools, pupils attained well below the average in all three subjects at both Level 2 or above and at Level 3, although there are no comparable infant schools within the identified family.

70. Over the last few years there is evidence that girls have tended to underachieve, especially in mathematics and science, although boys have consistently attained less well in writing. However, in 2009 girls did better overall in all three subjects, except at the higher Level 3 in reading and mathematics. The improved performance of girls had a positive impact on the school's overall results.
71. Standards of achievement in the six subjects and areas of learning inspected were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
-	75%	25%	-	-

72. These percentages represent a slight decline since the last inspection, when 10% was very good, 80% good and 10% satisfactory, and they are below the national averages published in HMCI's latest Annual Report for 2007-8, which indicates that standards of achievement in primary schools in Wales are 84% Grade 2 or better, of which 12% is Grade 1.

Areas of learning for the under-fives

Area of learning	Nursery	Reception
Personal and social development, wellbeing and cultural development	Grade 1	Grade 1
Language, literacy and communication skills	Grade 2	Grade 2
Welsh language development	Grade 2	Grade 2
Mathematical development	Grade 2	Grade 2
Knowledge and understanding of the world	Grade 2	Grade 2
Physical development	Grade 2	Grade 2
Creative development	Grade 2	Grade 2

73. Baseline assessment data indicates that children enter the school with below average ability generally in literacy, numeracy and social skills. However, they settle in very quickly and make rapid progress across all areas of learning. The overall quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Foundation Phase outcomes.

Grades for standards in the six subjects and areas of learning inspected

Inspection Area	Under-fives	Key Stage 1
Foundation Phase	Grade 2	
Welsh second language		Grade 2
Science		Grade 3
Geography		Grade 3
Physical education		Grade 2
Religious education		Grade 2

74. In comparison to the last inspection standards for the under-fives are very similar, while in KS1 physical education has improved, although science and geography have declined a grade.

75. All learners, whatever their aptitude, ability or social or ethnic background, make good progress through the school. The majority fulfil their potential, although towards the end of the key stage the pace of learning and the level of challenge decrease, particularly for the more and less able.
76. Standards in the key skills of literacy and numeracy in the Foundation Phase are consistently good. Nearly all children speak willingly, follow instructions carefully and listen attentively. They enjoy stories and engage in a wide variety of mark making, although only a few progress to writing sentences independently. They use a range of resources to sort, count and recognise numbers and shapes; they measure using non-standard units.
77. In KS1 listening and speaking skills are well developed; in 2009, for example, a quarter of Y2 pupils attained Level 3 in oracy. The majority speak clearly and articulately, answer questions confidently and have a well developed vocabulary for their age. They express their ideas and opinions readily and contribute to discussions as a class enthusiastically. Nearly all listen with interest and show good comprehension and understanding, although a few older ones frequently call out and interrupt.
78. In reading pupils in KS1 make steady progress overall. Nearly all read with interest and increasing fluency and handle books respectfully. The more able show a good understanding of the meaning of the text, but the less able tend to decipher words and sentences more mechanically. The majority use a variety of strategies and cues to tackle unfamiliar words, although their phonic skills are relatively underdeveloped.
79. The majority of pupils in KS1 produce written work for different purposes and audiences and on occasions the more able achieve a high standard of extended writing with accurate punctuation and spelling. Handwriting and presentation are generally good overall. However, the amount of written work across the curriculum is limited and the range and quality is variable, so that progress is inconsistent. Older pupils, in particular, are underchallenged when recording their findings and ideas.
80. Pupils in KS1, especially in Y1, apply their numeracy skills in a range of contexts and real life situations; for example in science they make calculations about healthy and unhealthy foods. They interpret data well and present it in different forms, such as tally charts and graphs. A few older ones display advanced abilities for their age and can make mental calculations quickly and accurately, although many lack confidence and experience in handling numbers without support.
81. In the Foundation Phase and KS1 learners use a variety of ICT equipment across the curriculum and access the internet to search for information. When using the computer, most display good mouse control and understand a range of relevant functions on screen. However, their skills are relatively underdeveloped due to a lack of up to date hardware and software and because of insufficient purposeful and directed use of equipment, especially towards the end of KS1.

82. Although there is some variation between classes, standards in bilingualism are well developed across the school. Learners acquire good pronunciation and they interchange between English and Welsh confidently within lessons and daily routines using increasingly advanced words, phrases and sentences. Their understanding and skills are at times outstanding.
83. Standards in key personal, social and learning skills are good overall. The majority of learners tackle simple problems confidently and are keen to seek out their own solutions. They generally make good progress in their thinking and creative skills; many are able to work independently and make their own choices and decisions. Nearly all work well with others and take turns and share ideas successfully.
84. Most learners have positive attitudes to their work and are effectively motivated, although a few older ones are not always actively involved in their learning. They generally know how well they are doing, based on teacher feedback, but their involvement in self and peer assessment and setting their own targets for improvement is at an early stage of development.
85. Behaviour is very good overall and nearly all learners sustain concentration and work productively. They settle quickly in class, do as they are asked and move around the building sensibly. They are aware of the school and class rules and respond well to instructions and rewards and sanctions. They are friendly and polite to each other and adults.
86. Attendance levels are good and above national averages with an approximate percentage in 2009 of 94.8% compared to 93.8% in 2008. Nearly all days missed are for medical reasons and the number of unauthorised absences are minimal for those of compulsory school age. Punctuality is also good overall and lessons begin promptly, although a few learners are occasionally late.
87. Learners have a secure awareness of equal opportunities issues, relative to their age; they understand that everyone should be treated fairly and equally, regardless of their background. They gain a good understanding of the world and its diverse cultures and have a growing realisation that people differ in their attitudes and beliefs.
88. Learners' understanding of the world of work is generally good, principally through the use of visitors and by taking on responsibilities and participating in various local events.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

89. The findings of the inspection do not match the Grade 3 judgement made by the school in its self-evaluation report, since teaching in over three quarters of lessons was judged to be consistently good and at times outstanding.

90. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
21%	58%	8%	13%	0%

91. These percentages are an improvement since the last inspection, when 9% was judged to be very good, 54% good and almost all the remainder of lessons satisfactory. However, overall the figures are slightly below the national averages published in HMCI's latest Annual Report for 2007-8, which indicates that teaching in primary schools in Wales is 83% Grade 2 or better, although the percentage of teaching with outstanding features is higher than the national average of 16%.

92. Where teaching was judged to be Grade 1, the outstanding features include:

- thorough planning to meet the needs of all learners;
- lively and interesting presentations and astute introductions to lessons that catch learners' interest and attention;
- excellent use of both verbal and non-verbal communication coupled with an infectious enthusiasm for the work being undertaken;
- very good class management strategies, including various assessment for learning techniques; and
- the provision of a variety of relevant and challenging tasks which engage and stimulate learners and extend their knowledge and curiosity.

93. Where teaching was judged to be Grade 2, the good features include:

- effective sharing of learning outcomes at the start of lessons and clear consolidation of learners' understanding in plenary sessions;
- a good pace to lessons keeping learners engaged and interested;
- appropriate attention to matching work to learners' ages and abilities;
- good questioning techniques which stimulate learners' thinking and problem solving skills; and
- appropriate use of resources and relevant subject terminology.

94. Where teaching was judged to be Grade 3 or Grade 4, the shortcomings include:
- lessons not planned and prepared in sufficient detail;
 - a slow pace, so that learners lose interest and concentration;
 - limited class management strategies and questioning techniques; and
 - tasks not sufficiently challenging or providing learners with enough scope for independent learning and finding their own answers, particularly with regard to the more able.
95. Relationships between learners and adults are good and all staff promote equal opportunities and challenge stereotypical views well. They treat all learners equally, irrespective of race, gender or disability.
96. In all classes teachers and practitioners develop bilingualism effectively. In the best examples they provide challenging opportunities for learners to be proud of their ability to communicate in both languages.
97. Practitioners in the Foundation Phase work well as a team. Aply directed by the teachers, they show a well developed understanding of the philosophy and principles of early learning. They use a wide range of teaching methods, organise their teaching groups well and are all very good role models.
98. In the Foundation Phase teachers' lesson planning is flexible and meets the individual needs of learners, including those with SEN. All adults in these classes know the children well and understand how they learn best. However, lesson preparation is not as well developed for older learners in KS1, where catering for the needs of the more and less able, in particular, is at a developmental stage.
99. Teachers in the KS1 classes have good subject knowledge and are familiar with recent curriculum developments; they use a variety of strategies to enrich the provision. The adaptation of teaching in the Y1 class in preparation for the imminent extension of the Foundation Phase is exemplary.
100. Statutory requirements for assessing, reporting and recording learners' progress and achievements are fully met. Assessment procedures are good with outstanding features in the Foundation Phase, but in KS1 there are some shortcomings.
101. In the Foundation Phase the information from baseline assessments and a range of standardised tests are used well to inform planning across the areas of learning. Structured individual observations of children are very effective and are used well to provide early intervention for those who need support. Class assessment sheets highlight observations and assessments and are used purposefully in weekly planning meetings. These procedures ensure that activities are tailored to the range of children's abilities and stages of development.

102. Target and tracking systems have recently been established; they are very effective in the Foundation Phase, but not as fully developed in KS1.
103. The school has a detailed marking policy which includes an effective code of practice. Work is consistently marked and dated and comments are positive and celebrate what learners can do well, but they vary in quality and purpose and generally do not identify the way ahead.
104. Individual profiles are valuable documents which include clear records of learners' achievements and their progress. Relevant assessment information is transferred to the receiving primary schools in order to facilitate continuity and progression in learning.
105. Portfolios for areas of learning in the Foundation Phase and a number of national curriculum subjects are of good quality. They include samples of work which identify the outcomes achieved. In liaison with the LA, moderation and standardisation procedures are a current focus in the Foundation Phase, but have not been developed to date in KS1.
106. Parents receive end of term reports, which meet statutory requirements and include valuable information about their children's learning, attitudes and progress. Comments on areas of learning and subjects, however, are at times generic and do not provide parents with specific information about what their children can do and how they might improve.
107. Parents are content with the information they receive on their children's progress and appreciate the termly consultation meetings with teachers.

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

Grade 1: Good with outstanding features

108. The findings of the inspection do not match the Grade 3 judgement made by the school in its self-evaluation report, since the team considered that the school had considerably underestimated the good and often outstanding quality of the curriculum provision for all learners.
109. Overall, the curriculum is broad and balanced and relevant to the needs of the range of learners; statutory requirements are fulfilled. The school has recently drawn up an action plan to ensure that curriculum provision challenges the more able and talented.
110. All learners, including those with SEN, have equal access to the curriculum and are given good opportunities to learn. The absence of a break during the afternoon in KS1, however, means that the session is over long, causing pupils to tire and lose interest.
111. Policies and schemes of work for the Foundation Phase and KS1, although still evolving, are based on the new skills approach and provide good guidance on

what is to be taught and the skills to be developed. Literacy, numeracy and the use of ICT are clearly identified. There is good progression within the Foundation Phase and with Y1, but this is less evident between Y1 and Y2.

112. The quality of the Foundation Phase curriculum for both nursery and reception children is outstanding. Long, medium and short term planning is reviewed regularly and based on a series of imaginative themes. Focused activities are differentiated appropriately and continuous provision within classrooms provides children with an exciting and stimulating environment. In KS1 planning is based appropriately on the national curriculum and effectively integrates subjects under specific themes.
113. Provision for PSE is an outstanding feature. In the Foundation Phase it effectively underpins all learning and daily life. In KS1 it is integrated successfully and sometimes taught discretely, for example in discussion sessions in circle time. Messages conveyed in collective worship are followed up in classes and very effectively develop good attitudes. An appropriate policy and skills continuum, based on the latest Welsh Assembly Government (WAG) guidance, are in place and resources are good.
114. The curriculum is enriched by a range of extra-curricular activities. For such young learners, the provision of a number of clubs, such as gardening, craft, ICT, recorders and choir, is outstanding. Visits also provide good opportunities to extend learning, as do the various visitors to school, such as the local clergy.
115. Learners eagerly take on a range of responsibilities. Even very young children, who hold elected positions in the school council and eco committee, understand their roles and obligations. Posts of responsibility are also eagerly undertaken. In addition, collecting for good causes furthers learners' personal and social development.
116. Spiritual development is good and collective worship meets statutory requirements. Learners are provided with opportunities to reflect, to realise they are all special and to understand that their achievements are valued.
117. Provision for learners' moral and social development is good with outstanding features. A strength of the school is the opportunity for learners to recognise the difference between right and wrong through their daily activities. Very young children are given experiences to understand the importance of respect and to realise that school rules help to produce an orderly community. All learners work and play together very well.
118. Cultural development, including the cwricwlwm Cymreig, is good with outstanding features and the school's commitment to providing experiences for all learners to become bilingual citizens of Wales is a strength. Folk dancing, the annual Eisteddfod and the weekly Welsh assembly are all excellent opportunities to promote Welsh culture. In addition, learners emulate the art of William Brown and Cefyn Burgess and they listen to a recital by a Welsh harpist.

119. Learners are also made very aware that they are citizens of the world. The entrance hall display, for example, reflects the messages learners receive about their own and other cultures. This is complemented by classroom activities which focus on different religions and their festivals.
120. Education for sustainable development is also a strength. Learners gain a good understanding of the world by discussing the dangers that face the planet. Even very young children understand the importance of rain forests and recycling. The school garden and Wildlife Partnership programme are other valuable initiatives which further their awareness of these issues. All learners are also very vigilant about conserving energy and water.
121. Provision for homework is good and complements class activities. The practice of taking home story sacks in the Foundation Phase and 'Mini Marvel' travel writing activities in KS1 are effective strategies for furthering learning outside school hours.
122. The school's partnerships are good. Newsletters to parents provide them with a clear insight into what happens during the school day. Parents and carers provide good support at school events and the Friends' Association regularly raises an impressive sum of money annually. There is an appropriate home-school agreement and parents praise the school's open door policy, which allows them to share any concerns they may have.
123. Links are good with the LA and the main receiving primary school, with whom events, such as theatre visits and joint staff meetings on specific curriculum aspects, are shared. The school also liaises closely with the LA's Community Focused Schools' Officer.
124. The school's relationship with the community is good. Events, such as the Schools in Bloom competition and other community occasions, are well supported by the school. Links are in place with the local college and Careers Wales and the school offers work placements providing a range of qualifications.
125. The development of learners' entrepreneurial skills, considering their age, is an outstanding feature. They sell the school newspaper, as well as uniforms and craft items they make and vegetables they grow. They successfully run the school fruit tuck shop giving change and helping to place orders.
126. The school has a useful links with industry policy; various contacts with local enterprises and services enable learners to find out about the world of work. However, links with local commerce and business are relatively underdeveloped.
127. The school gives very good attention to national priorities for lifelong learning and community regeneration. Nursery parents and grandparents, for example, are encouraged to take part in language and play sessions on the premises and the school, in co-operation with local agencies, also runs successful family numeracy and literacy classes with crèche facilities. In addition, learners'

enthusiasm for healthy eating and their eagerness to protect the planet have a positive influence on family attitudes.

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

Grade 2: Good features and no important shortcomings

128. The findings of the inspection do not match the Grade 3 judgement made by the school in its self-evaluation report, since the team did not identify any important shortcomings and judged that all learners are effectively guided and supported.
129. The school provides a safe and caring environment in which learners thrive and are happy to learn; they form positive relationships with each other and adults and feel confident that their needs will be dealt with appropriately and sensitively. Staff plan and manage care and support arrangements very effectively and ensure that the school environment promotes a good quality of life.
130. The school accords a high priority to working closely with parents, who are very satisfied with the care and support their children receive. Staff, including the acting headteacher, are available before school starts in the morning.
131. Appropriate procedures are in place for ensuring that children settle well into the nursery through a planned induction programme and there are good links with the local playgroup involving staff visits and taster sessions prior to admission. Learners transfer smoothly between classes and evidence indicates that Y2 pupils' transition to Y3 in the main receiving primary school occurs seamlessly and effectively, involving staff visits from both schools and a buddy system. A transition plan is in place.
132. Good attention is given to learners' social and emotional development and the school is in the process of introducing the social and emotional aspects of learning (SEAL) materials as part of a local schools' initiative. Sex education is provided as an integral part of the curriculum, especially through PSE and science. A quiet area is available in the main corridor for pupils with social or emotional needs.
133. Learners take on responsibilities and help each other willingly and older ones look after those younger than themselves, for example as playground monitors and through the buddy system. There is a joint school council and eco committee with democratically elected members, who play an active part in promoting pupils' views and making decisions.
134. The school provides a high quality of wrap around care. There is a well established and effectively organised breakfast club, which is very popular and financed by the WAG. There are also privately financed early morning and after school clubs, which provide care for a few learners from 7.50 a.m. until 8.20 a.m. and from 3.30 p.m. up to 5.45 p.m. respectively, as well as afternoon sessions for the part-time nursery children whose parents are at work all day.

135. The school is in the fourth phase of the Healthy Schools' award and very effectively promotes the healthy development and wellbeing of learners. Even the youngest know the importance of a healthy diet and how exercise helps growth. The fruit tuck shop is very successful and many learners buy the produce. Drinking water is available throughout the day. The school follows the county borough's guidelines for school dinners; there is choice, including a salad bar, but the majority of learners bring their own lunch.
136. There is a comprehensive health and safety policy and appropriate risk assessments are implemented to ensure a safe environment. There are trained first aiders and good procedures are in place should an individual be injured or unwell. Learners are well supervised throughout the day. One health and safety issue was raised with the GB during the inspection.
137. The school has appropriate procedures to ensure all learners are safeguarded; security measures for the site and the building are sound. The acting headteacher and her deputy are the designated child protection officers and there is a nominated governor. All adults who work in the school have Criminal Records Bureau (CRB) clearance and regular training in these aspects.
138. The school works closely with outside agencies, such as the LA's child welfare services, the police and road safety officers. A travel plan is being developed to ensure learners have safe routes to school.
139. Attendance is monitored initially in the morning; any non-attenders are noted and a telephone call is made to parents if the school has not already been informed of the circumstances. Parents are aware of the rules concerning holidays and they are encouraged to seek permission if they wish to take their child out of school during term time. There are close links with the education welfare officer and intervention strategies have recently increased the attendance of a few vulnerable pupils. Appropriate targets for raising attendance are set.
140. Registers are correctly completed at the beginning of the morning and afternoon sessions and punctuality is monitored on a daily basis by the acting headteacher.
141. Learners' behaviour is systematically monitored and, if necessary, individual behaviour plans (IBP) with targets are drawn up so that all staff may handle a particularly difficult child in the best way possible. Positive discipline policies and strategies are in place. Training for midday supervisors and the introduction of pupil monitors and the buddy system have improved behaviour at playtimes.
142. Consistent procedures for rewards and sanctions are followed by all staff, involving certificates for good behaviour; these are presented in a special assembly at the end of each week, when learners' achievements and good attendance are also celebrated.
143. The school's provision for learners with SEN is good and its recently revised policy and procedures meet statutory requirements. The newly appointed SEN

co-ordinator (SENCO) currently shares responsibilities with the acting headteacher; they attend meetings together and liaise collaboratively with the link governor. The SENCO also frequently meets with her counterpart in the main receiving primary school and is allocated management time to carry out her role.

144. Early identification by analysis of baseline data informs staff of learners with needs; parents are informed and their permission is sought before a child is placed on the SEN register.
145. Individual education plans (IEP) are drawn up where necessary and are tailored to individual needs; they are kept up to date and regularly monitored. They include specific targets, which are discussed with parents in termly reviews.
146. Strategies and programmes, such as the Communication Intervention Team (COMIT), are in place to help learners with SEN. Support staff are effectively deployed to provide small group and in class assistance to those requiring extra help.
147. The school is in the early stages of implementing and monitoring procedures to oversee individual support and the mapping of provision, as well as looking at case studies to ensure that learners access the entire curriculum and have a measurable outcome.
148. The school has very effective links with outside agencies and is developing a multi-agency approach depending on individual needs. The LA's psychology service and inclusion team, for example, visit regularly, provide training for staff and help to devise IEPs, as well as the new individual support outline and the SENCO's action plan.
149. The school tackles social disadvantage effectively. For example, it has a comprehensive policy for looked after children; attendance at reviews for them ensures that all parties are fully informed and that the provision is appropriate.
150. Good attention is given to any learner with a medical condition and plans and procedures are in place to ensure their health and wellbeing. Staff have relevant training, for example, in diabetes. Provision to support the more able is in the early stages of implementation.
151. The school works hard to ensure that any learner whose first language is not English is not disadvantaged. EAL support is provided, when necessary, by a link teacher from the Gwent Ethnic Minorities Support Service (GEMSS).
152. The school has a suitable racial equality policy and is opposed to all forms of racial prejudice and discrimination. All learners are taught the importance of respect for everyone, whatever their religion, colour, gender or traditions. The school's monitors are very keen to prevent bullying and there are appropriate strategies in place should any incidents of oppressive behaviour occur.

153. The school treats all learners equally and provides equal access to all aspects of the curriculum and daily activities. The school welcomes any individual with a disability and the building is accessible to those with a physical impairment. A comprehensive disability equality scheme with an accompanying action plan is in place.

Leadership and management

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

Grade 2: Good features and no important shortcomings

154. The findings of the inspection do not match the Grade 3 judgement made by the school in its self-evaluation report, since the team did not identify any important shortcomings and concluded that the quality of leadership is good.
155. This key question differs in its grade from Key Question 1, because there is clear evidence that the school's management has made significant improvements recently in various aspects of the school's provision, but these have not had sufficient time to impact on standards.
156. The school has a very positive ethos, based on its vision and mission statements, which underpin its life and work and ensure that all learners and staff are treated equally and fairly.
157. Since her secondment to the school in February 2009, the acting headteacher has successfully taken the school forward in many ways, which has raised staff morale and positively impacted on the outcomes of the inspection. Her leadership is highly efficient and purposeful and she provides a very good oversight of the administration and strategic direction of the school.
158. The deputy headteacher is supportive and undertakes her management responsibilities conscientiously and effectively. Because of the size of the school there is no further senior management or teaching and learning responsibility (TLR) structure in place.
159. All staff, including teachers and support assistants, work together enthusiastically as a team and are committed to the success of the school. They share a collective sense of direction. Staff meetings are held every week and minuted and new staff are effectively inducted and mentored.
160. All teachers have recently defined curriculum leadership roles and there is an appropriate balance of responsibilities between them, which matches their expertise well. The school is considering ways in which the burden of subject and areas of learning responsibility might be reorganised and managed more appropriately over the next two years, due to the introduction of the Foundation Phase across the school.

161. Procedures are in place for performance management in line with statutory requirements. The acting headteacher leads the process and appraises all teachers; she is helped by her deputy helps in conducting professional development interviews for support staff. Targets for improvement are agreed and training needs are identified in relation to personal and professional development and school priorities.
162. Governors meet every half term and are supportive. They have subject interests and help to set the strategic direction of the school, although only a minority are regular visitors and involved in monitoring the quality of provision by, for example, meeting with their respective subject co-ordinators.
163. Governors are kept informed about the school's progress through attendance at training events and the acting headteacher's termly written reports. Sub-committees also meet throughout the year and feed back into full GB meetings. The budget is set according to the priorities outlined in the SIP, which is linked to the LA's strategic plan, national priorities and local partnerships.
164. All statutory policies and requirements are in place and reviewed regularly, although there are a few omissions in the GB's annual report to parents. The quality of the school's documentation is outstanding; it is very well organised and clearly presented and most policies are signed and dated. There is an appropriate complaints procedure, based on the LA's guidelines.

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

Grade 3: Good features outweigh shortcomings

165. The findings of the inspection match the judgement made by the school in its self-evaluation report.
166. The school is in the process of developing an effective culture of self-evaluation and staff and governors share a common vision and commitment to school improvement. However, governor involvement in this is in the early stages of development.
167. The acting headteacher regularly reviews the school's progress and has implemented a number of initiatives that are beginning to impact on standards and learners' wellbeing. Areas for development are clearly identified, but the school's good and outstanding features are not sufficiently recognised with the result that the inspection team only agreed with the school's grades for two of the seven key questions.
168. Subject co-ordinators are generally well informed about performance in the subjects and areas for which they are responsible. They undertake annual and in some cases termly reviews and produce action plans; they feedback their findings in staff meetings. Realistic targets are set and progress towards these is closely monitored. However, the collection and analysis of first hand evidence is

underdeveloped. Co-ordinators scrutinise pupils' work, but do not directly listen to learners, look at other teachers' planning or observe lessons.

169. A range of data is used to formulate the school's SIP and self-evaluation report. Reviews of past performance and available assessment data are discussed to identify strengths and areas for improvement. There are questionnaires to parents, which are analysed, and governors, other stakeholders and learners are consulted in various ways. Partnered reviews also have an impact on performance through improvements in the organisation and management of classrooms.
170. Senior managers and governors identify clear priorities for improvement and resources are appropriately allocated. Time scales are set and opportunities for monitoring and evaluating progress are incorporated into the system. Key stakeholders are identified and their contribution to the process is made clear. Targets are realistic and challenging.
171. The resulting SIP and self-evaluation report are comprehensive documents, which outline relevant areas for improvement; targets are monitored throughout the year and reported to the GB. There is a suitable focus on achieving progress against the school's priorities.
172. Progress since the last inspection has been adequate overall, but shortcomings remain in writing, ICT and assessment, recording and reporting procedures. Planning is now much improved, especially in relation to key skills, and standards are now good in physical education, where the identified safety aspects have been addressed.

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

Grade 2: Good features and no important shortcomings

173. The findings of the inspection do not match the Grade 3 judgement made by the school in its self-evaluation report, since the team did not identify any important shortcomings and concluded that the school manages its resources well.
174. This key question differs in grade from Key Question 1, because there are no important shortcomings in staffing, accommodation or resources. Significant improvements have also been achieved recently in various aspects of the school's provision, but these have not had sufficient time to impact on standards.
175. Teachers are well qualified and experienced to meet the needs of all learners and they are effectively deployed.
176. Support staff are a very valuable resource. All are well trained and fulfil their roles very effectively. They work very closely with teachers, especially in the Foundation Phase, and show a sensitive approach to the needs of learners.

177. Support is limited to afternoon sessions in the two KS1 classes through the use of practitioners who are employed in the morning nursery; their deployment is in the early stages of development. Support staff also deliver many school based initiatives effectively and are used beneficially in pre-school and after school activities, as well as for the wrap around care for young children in the afternoons.
178. Staff benefit greatly, both personally and professionally, from the school's commitment to continuous staff development, which in the majority of classes has a positive impact, for example in relation to SEN and the Foundation Phase. Training has been particularly effective in enabling the school to respond to the priority of developing bilingualism across the school; even the school secretary and midday supervisors have attended courses to enable them to use Welsh with learners.
179. Workforce remodelling arrangements are well established. Guaranteed planning, preparation and assessment (PPA) time is provided in reception by an nursery nurse and in Y1 and Y2 by another nursery nurse and nursery teacher together, who split the class in the afternoons. The provision works well and contributes to maintaining and raising standards. All statutory requirements are met.
180. The Athrawes Fro, physical education and school sport (PESS) co-ordinator, the ICT co-ordinator and other visiting support teachers provide a valuable service to promote whole school initiatives and to address the needs of learners.
181. Day to day administration is efficient and the school day runs smoothly. The secretary is valued by staff and carries out her duties efficiently. Canteen staff, midday supervisors and cleaners provide the school with effective support and the caretaker is vigilant and plays a very important part in establishing and maintaining the school's quality environment. The whole school is cleaned to a very high standard.
182. The accommodation is good. The entrance hall is warm and welcoming and gives a positive impression of community. Displays are colourful and well presented and provide an appropriate balance of information and children's work.
183. The accommodation for nursery and reception children is appropriate and both classes have access to outside areas; the limited size of the site means that these areas are small, but best use is made of them. Other classrooms are of a good size and all have toilet areas. The playground is well developed with wooden climbing equipment and covered seating areas outside each classroom.
184. Learning across the school is well supported by a good range of resources. Learners gain effective access to these, which are often shared between classes. The school library is well resourced with a range of fiction and non-fiction books. There are interactive whiteboards in all classes, except the nursery, but the computer provision is significantly underdeveloped.

185. The school reviews and audits resources regularly and the budget is monitored carefully by the acting headteacher and GB. Spending on resources matches the targets in the SIP and school initiatives. Capitation is around average. The recommendations from the latest audit report of May 2008 have been addressed.
186. In light of the school's good and at times outstanding provision and the evidence that standards are beginning to rise, good value for money is achieved.

Standards achieved in subjects and areas of learning

Foundation Phase for the under-fives

Overall Grade 2: Good features and no important shortcomings

Personal and social development, wellbeing and cultural diversity

Grade 1: Good with outstanding features

Outstanding features

187. All children, including those newly admitted to the nursery, settle very well into their new surroundings. They arrive at school eager to start another day. They succeed in a very short time in forming excellent relationships with adults and other children. They know what makes a good friend and show concern for each other. They quickly develop into very confident individuals who can engage in solitary play and complete tasks and activities in groups confidently and fairly.

Good features

188. Younger children are aware of the importance of taking turns, for example when playing a 'passing the parcel' game. The majority understand that if an activity is oversubscribed they need to choose another one. Most show a good measure of independence when dressing themselves for outdoor play and using the toilet. All concentrate on their tasks and often complete these without adult support. They also understand the importance of using loud and quiet voices at specific times. All understand that Christmas is a special time and that other cultures also have special days.
189. Older children co-operate well and show kindness to each other. All develop a very positive self-image. They begin to understand the need to show respect for people who are different to themselves in their appearance, celebrations and ways of life, while having a clear understanding of their own identity. All explore the outside area confidently and recognise the need to be vigilant of others when engaged in physical exercises. The majority display good self control in all play areas and explore new learning opportunities confidently.

Shortcomings

190. There are no important shortcomings.

Language, literacy and communication skills

Grade 2: Good features and no important shortcomings

Good features

191. Younger children develop good listening skills in small groups and in a whole class situation; this ensures that they carry out instructions correctly and listen when their peers have something important to say. All talk readily about their tasks and use a suitable language register when role playing in the home corner. They handle books correctly and use picture clues well to answer questions on stories read to them. The majority experiment confidently with mark making and use a variety of writing equipment on paper; they eagerly use the chalk board outside to practise their emergent writing skills. They begin to understand when making invitations what words are appropriate for the task.
192. Older children listen avidly to stories and understand that it is better to ask questions at the end rather than spoil the thrust of the story for others. They use appropriate speech and gestures when role playing the 'Three Little Pigs'. They repeat the sentences they hear from stories and recall and use them correctly later in their work and play. Many make good use of their understanding of sounds and experiment to reflect this in their mark making. Many copy symbols for letters correctly and over and underwrite accurately according to their stage of development. Most can identify words that begin with the same symbol.

Shortcomings

193. There are no important shortcomings.

Mathematical development

Grade 2: Good features and no important shortcomings

Good features

194. Younger children begin to use mathematical language in relevant contexts. They show confidence when counting orally up to five and display a developing awareness of basic numbers. They recognise the symbols for numbers and match them to the correct number of objects. The majority can describe the shapes of the cakes they make and use the words 'big' 'middle' and 'little' appropriately. Most can sort by colour, size and shape. They investigate patterns, with the more able showing their understanding of repeating patterns. The majority understand the concept of sequence and use 'long', 'short', 'too big' and 'too small' accurately to describe activities linked to measuring and weighing.

195. Older children develop their mathematical language well and use positional language accurately. The majority sequence patterns well. All can count the number of candles on a cake and are comfortable when handling numbers from zero to ten. All understand the purpose of money and know how the till works and that often they need to give change. They begin to identify and understand two dimensional shapes. Most can identify the features of a rectangle and can successfully find rectangles in doors around the school building. They can also describe the features of other two dimensional shapes correctly. They use appropriate terminology reflecting their developing understanding of weight when playing in the sand tray.

Shortcomings

196. There are no important shortcomings.

Welsh language development

Grade 2: Good features and no important shortcomings

Good features

197. Younger children use a range of greetings in Welsh. All use these forms regularly and enunciate songs well to establish their knowledge of the contexts where they should be used. They use a number of varied responses when replying in registration. All can repeat numbers up to five in Welsh. They can also describe a range of feelings to others and use appropriate greetings at the end of the morning session. All listen well to stories that include the language they know and they can recall words learnt during previous language experiences.

198. Older children successfully increase their use of vocabulary and phrases. All know a wide range of greetings; they can talk about the weather, list body parts, identify colours, name objects found in the house and use words linked to Christmas and class routines, such as 'tacluso' when tidying up. They know a number of question forms which they use to ask permission and locate objects. Many browse through Welsh books and can emulate the sentences they read in them. They all make good use of the Welsh they see around them and enjoy the Welsh sessions that take place in the Cwtch.

Shortcomings

199. There are no important shortcomings.

Knowledge and understanding of the world

Grade 2: Good features and no important shortcomings

Good features

200. Younger children understand that there are many varieties of plants. When planting pansies, for example, they learn what is needed for them to grow. They also understand that some foods are better for keeping them healthy than others. Most can discuss how they have changed since they were babies. In their role play they show a good awareness of how to use items in the kitchen and the actions needed to do household chores. Many understand that castles are places where people used to live and they become familiar with the sort of clothes the occupants wore. All realise that some objects float on water while others sink. Most are able to use the computer to play games and to produce computer art. All begin to realise that Christmas celebrates the birth of a special baby.
201. Older children develop a good understanding of the different qualities of materials. All realise that they can build a house from bricks, sticks and stones. They can identify the homes of different animals and many talk about the fish which live in the sea and the problem for birds if trees are cut down. All can describe what a postman wears and understand what has to be done to a letter before it is posted. They know about the role of the plumber and that water is carried round the house through a system of pipes. They have a good knowledge of weather patterns and understand that people's choice of clothing depends on the weather. Most know that the landscape changes with the seasons. Many use a digital camera and interactive whiteboard confidently. All understand the significance of religious occasions such as harvest and Christmas.

Shortcomings

202. There are no important shortcomings.

Physical development

Grade 2: Good features and no important shortcomings

Good features

203. Younger children confidently use wheeled vehicles in the outdoor classroom. They have an appropriate awareness of space and display good control when steering a range of bicycles and pushing toys. Many show good balancing skills when pedalling their way along a path. Most confidently climb up and down a slide unaided and can work out how to travel round an obstacle course while changing methods of travel, such as walking, hopping and running. Many fetch and carry water carefully in containers and can wriggle successfully through a tunnel. The majority understand the importance of exercising the body. Most use small tools adeptly when engaged in painting and cooking activities. In their

small worlds and table top games they handle small objects and construction toys well.

204. Older children show a clear development in their physical skills when steering bicycles, scooters and pushchairs. They develop an awareness of their own bodies and can appreciate the differences between running, walking, skipping, jumping, climbing and hopping. They can copy and emulate a series of body movements confidently. They handle materials well when building a tent from sticks and use blocks of various sizes effectively in their construction activities. They can manipulate table top toys, such as jigsaws, and use glue and scissors effectively.

Shortcomings

205. There are no important shortcomings.

Creative development

Grade 2: Good features and no important shortcomings

Good features

206. Younger children enjoy their creative activities when making cakes and decorating them. They work well with malleable materials to make party food. They realise that they can mix, shape and combine materials in a range of practical activities. All produce random patterns effectively when creating attractive wrapping paper. They begin to understand that they can use recyclable materials to make new objects. They use cotton reels successfully for printing. They enjoy using a range of percussion instruments to explore sounds. Many can keep a steady beat and understand that the rhythm played can be fast or slow and the sounds can be high or low. All begin to move rhythmically and join in with familiar rhymes and songs.
207. Older children know and can perform a range of songs linked to special occasions such as harvest and Christmas. They sing them tunefully giving appropriate attention to beat and tempo. They role play very effectively in the building site set up in the outside classroom and in the house of the 'Three Little Pigs'. They use chalk effectively to draw round each others' bodies. They use their hands and feet to produce effective prints and undertake rubbing activities successfully both inside and outside the classroom. They produce effective computer pictures establishing a good awareness of line and colour. Many can talk about how mixing some colours can produce different colours and shades.

Shortcomings

208. There are no important shortcomings.

Welsh second language

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

Good features

209. All pupils across the key stage have a very positive attitude towards learning Welsh and are eager to use their newly acquired vocabulary and language patterns with peers and adults.
210. In registration sessions all pupils understand and respond correctly to a range of questions and opportunities to share personal information.
211. Nearly all pupils across the key stage can give the correct form of the positive and negative response to a variety of questions.
212. In Y1 pupils respond to and use a number of commands and greetings. They use question forms such as 'Ga i?' to obtain something, ask for an introduction to a friend using 'Pwy wyt ti?' and use 'Ble mae?' linked to a range of situations and objects.
213. In Y1 pupils' knowledge of the Welsh words for high numbers is good and this enables them to engage in problem solving activities linked to number on a daily basis.
214. Younger pupils can also convey their feelings, identify colours correctly, describe weather patterns and name many fruits. This knowledge enables them to conduct interesting extended dialogues in pairs.
215. In Y2 pupils show progression in their skills. They make good use of previously learnt vocabulary and language patterns in a wide range of contexts. They enunciate well when describing weather patterns, feelings, shapes and food and can describe effectively their likes and dislikes. They often voluntarily make extended comments in Welsh during class routines.
216. Across the key stage, pupils can read the Welsh they see around them on display. They also read a range of simple books and browse in the collection of Welsh books in the library. The majority are able to complete simple written tasks successfully.
217. Pupils respond well to the weekly Welsh assembly where they show a good recall of Welsh songs and hymns. They enunciate a range of traditional and repetitive language songs well.

Shortcomings

218. There are no important shortcomings.

Science

Key Stage 1: Grade 3: Good features outweigh shortcomings

Good features

219. In both key stages pupils undertake a range of scientific activities with interest and enthusiasm that are matched to the national curriculum programmes of study. They develop a reasonable understanding of various scientific topics and processes.
220. In Y1 pupils can distinguish between healthy and unhealthy foods and they are able to select appropriate food items to fill a healthy lunch box. They know that processed foods and those containing fats are less healthy to eat than fruit and vegetables. They understand the reasons why brown bread, for example, is better for a person's diet than white bread. A few of the more able know that fruit contains vitamins and why these are needed for healthy growth and fitness.
221. Pupils in Y1 can identify different parts of the body and their purposes and are familiar with the skeleton and different types of bones.
222. In Y2 pupils understand why medicines need to be kept secure and they are aware of the dangers of not keeping to the prescribed dose. They can sort types of foods into categories according to whether they provide energy, promote growth or ensure health. They know that exercise and a good diet help to maintain a healthy heart.
223. Across the key stage pupils use appropriate scientific language and terminology related to the topic they are studying. They have a growing awareness of the application of science to everyday life.

Shortcomings

224. Particularly in older KS1, pupils lack simple investigatory skills based on the scientific process of raising questions, planning out their own experiments, making predictions, testing out their ideas and evaluating their results.
225. Pupils' understanding of fair testing is relatively underdeveloped.
226. Pupils only use a narrow range of methods for presenting their results, which often rely too heavily on drawing and colouring in.

Geography

Key Stage 1: Grade 3: Good features outweigh shortcomings

Good features

227. Across the key stage all pupils know that they live in Wales. Many can identify it on a map of the British Isles and are aware of the location of Pontypool on a map of Wales. A few can confidently name the countries that make up the British Isles.

228. Younger pupils in the key stage interpret simple maps confidently and show an understanding of how the land and sea are represented on maps and atlases. All can draw simple plans of their houses and label them correctly.
229. All pupils across the key stage develop a good understanding of their local area. Many can describe in detail their journey to school and identify features such as local shops and supermarkets. A few can remember their full address and describe the features of the street where they live.
230. In Y1 the majority of pupils use simple co-ordinates in relation to the stacking of fruit in a supermarket and understand the journey an apple makes before getting to the shop shelf.
231. All pupils have a good understanding of weather patterns. They can identify a range of them and in Y2 they have a good knowledge of how the weather is conveyed by means of symbols, for example in forecasts.
232. Across the key stage pupils have a basic understanding that not all places are the same. They use photographs to identify why Tenby is different from Pontypool and establish a basic awareness that the landscape in locations like Kenya is very different from Wales. They show an awareness that places such as Australia are a very long way away.
233. All pupils have a good understanding of the how man is affecting the environment. They understand what actions they can take to help the situation.
234. Many pupils make appropriate use of geographical terminology.

Shortcomings

235. The geographical knowledge and enquiry skills of older pupils are underdeveloped, as they seldom study geographical topics in sufficient depth.
236. Across the key stage pupils' awareness of contrasting localities is insecure.

Physical education

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

237. Three physical education lessons were observed, covering all three strands of the national curriculum for KS1.

Good features

238. In both Y1 and Y2 pupils are suitably attired for physical education lessons and they warm up and cool down appropriately. They participate enthusiastically and show interest and enjoyment in the activities they undertake. They are familiar with the importance of exercise for their health and welfare.
239. In games lessons Y1 pupils are able to work independently and skilfully with small equipment, such as bean bags, balls and rubber rings. Nearly all show

good control over their movements and can throw, bounce and catch a ball appropriately for their age. Most are able to control a ball with their feet when dribbling and stopping it.

240. In gymnastics Y1 pupils use space well, carefully avoiding each other as they move quickly around the hall. Many produce good shapes and movements based on the PESS concepts and nearly all show good co-ordination and agility when putting their actions and ideas into a sequence; a few perform to a very high standard. All are able to choose their own sequence of movements and try hard to improve their performance.
241. In dance Y2 pupils display a developing ability to move in time and in different ways and at varying levels to recorded music and a tambourine. They plan successfully together and all perform fluently and enthusiastically; they show appropriate co-ordination and agility for their age. A minority produce a variety of creative and original actions.
242. Pupils in both Y1 and Y2 follow instructions carefully and know the rules and routines regarding behaviour and safety when moving around the hall and using apparatus. They help to set up and put away apparatus quickly and efficiently.
243. Pupils in both Y1 and Y2 perform confidently in front of their peers when asked to demonstrate their achievements. In Y1, in particular, they make sensible suggestions about how to improve their own performance and that of others.

Shortcomings

244. There are no important shortcomings, but pupils' performance tends to deteriorate when sections of a lesson are over long and when they are unsure of how to refine and improve their work.

Religious education

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

Good features

245. Pupils in both Y1 and Y2 realise through stories and various activities that people from their own society and different parts of the world hold varying beliefs and are often less fortunate than themselves. They learn the importance of giving thanks and following rules and they know a few basic stories from the Bible. They understand the concept of being special and why such events as Harvest and Remembrance Day are important.
246. Pupils in Y1 have a good knowledge and understanding of some of the fundamental practices and festivals of the Jewish religion and the artefacts associated with these, such as the Torah. They know about the festival of Sukkot and the purpose and use of the Sukkah, which they help to construct in the classroom for their play activities. They also create menorahs and kippahs as part of their studies.

247. In Y2 pupils have a good knowledge of the areas and facilities of a church, based on their visit to the parish church. They are familiar with the names of various parts, such as aisle, pulpit, lectern and pew. They produce some effective prayers, pictures and stained glass windows, which reinforce their learning.
248. A minority of Y2 pupils display a good understanding of some basic concepts of faith and belief. They know, for example, that the purpose of a church is to worship God and that, even though God cannot be seen, it is still possible to believe in Him.

Shortcomings

249. There are no important shortcomings, but pupils' independent investigatory skills to enable them to pursue their own lines of enquiry are generally underdeveloped.

School's response to the inspection

250. The school is pleased that the inspection report's four recommendations are already part of its current SIP and so these will continue to be vigorously pursued.
251. The staff and GB would like to thank the team for the smooth running of the inspection and for providing a fair and accurate picture of the school at this time.

Appendix 1

Basic information about the school

Name of school	Kemys Fawr Infants School
School type	Infant including Foundation Phase
Age-range of pupils	3 to 7
Address of school	Elm Grove, Sebastopol, Pontypool, Torfaen
Postcode	NP4 5DD
Telephone number	01495 763175

Acting headteacher	Mrs. Vicki Young
Date of appointment	1 st February 2009
Chair of governors / Appropriate authority	Mr. Allan Peploe
Registered inspector	Dr. P. David Ellis
Dates of inspection	30 th November to 2 nd December 2009

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	15	24	27	28	-	-	-	-	94

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

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	20:1
Pupil: adult (fte) ratio in nursery classes	8:1
Pupil: adult (fte) ratio in special classes	-
Average class size, excluding nursery and special classes	26
Teacher (fte): class ratio	1.25:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Autumn 2008	89.4%	93.5%	94.7%
Spring 2009	88.6%	97.5%	95.5%
Summer 2009	90.9%	93.6%	93.9%

Percentage of pupils entitled to free school meals	11%
Number of pupils excluded during 12 months prior to inspection	Nil

Appendix 3

This report uses data for 2009 for LEA and Wales comparative information

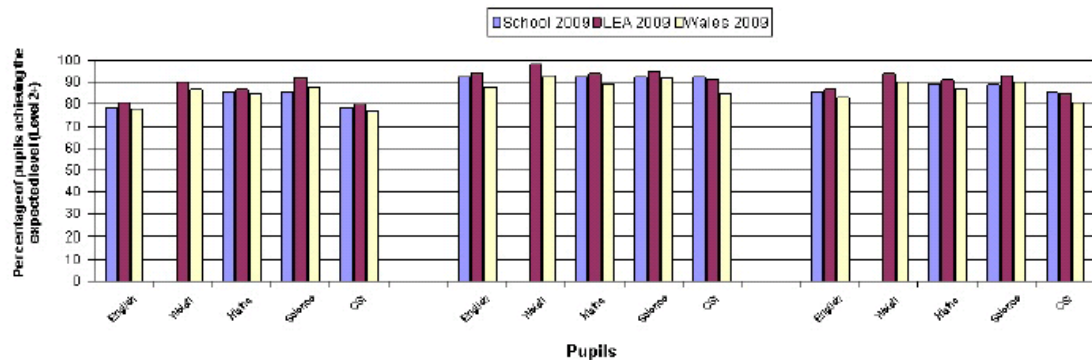
Kemys Fawr Infants School
Torfaen

LEA/School no: 678/2199

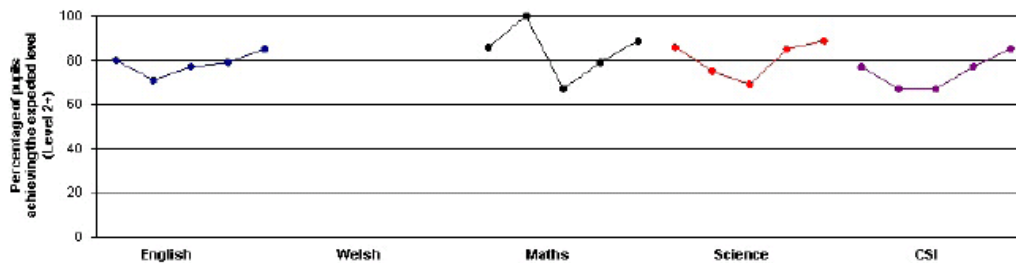
School comparative information: National Curriculum Assessments 2009 with benchmarking Key Stage 1

Percentage of boys, girls, and pupils achieving at least the expected level (Level 2+):

	Boys			Girls			Pupils		
	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009
English	79	81	78	92	94	88	85	87	83
Welsh	.	90	87	.	98	93	.	94	90
Maths	86	87	85	92	94	89	89	91	87
Science	86	92	88	92	95	92	89	93	90
CSI	79	80	77	92	91	85	85	85	81



School Performance over time (2005 - 2009)



Contextual Information

Benchmarked against schools with a similar percentage of pupils eligible for free school meals.

School's results shown in greyed boxes. Column headings refer to...

Quartile 1 School is in the top 25 per cent.

Quartile 2 School is in the top 50 per cent but not the top 25 per cent.

Quartile 3 School is in the bottom 50 per cent but not the bottom 25 per cent.

Quartile 4 School is in the bottom 25 per cent.

Free School Meal Group

More than or equal to 8 per cent and up to 16 per cent eligible for FSM

	Quartile 4	Lower Quartile Boundary	Quartile 3	Median Boundary	Quartile 2	Upper Quartile Boundary	Quartile 1
English		80	85	88		93	
Welsh		84		92		100	
Maths		84	89	90		96	
Science		87	89	94		100	
CSI		76		85		92	

Notes:

1. Figures for Welsh refer to attainment in Welsh first language only.

2. CSI = Core Subject Indicator. To achieve the CSI a pupil must achieve at least the expected level 2 in both Mathematics and Science and either English or Welsh first language.

3. If there were no pupils eligible for assessment in a subject for a particular year the graph will discontinue and show a gap for that year.

Appendix 4

Evidence base of the inspection

Three inspectors spent a total of eight inspector days in the school. There was also a peer assessor on the team, who spent three days in the school, and a nominee, who was the acting headteacher.

The inspection team visited:

- twenty-four lessons or part-lessons;
- all four classes at least five times; and
- three acts of collective worship.

The inspection team held meetings with:

- staff, governors and parents before the inspection;
- managers, teachers and support, ancillary and administrative staff during the inspection;
- groups of learners during the inspection; and
- staff and governors after the inspection.

The inspection team also considered:

- the school's self-evaluation report;
- ten responses to the parents'/carers' questionnaire; 98% of answers were positive;
- a comprehensive range of documentation provided by the school before and during the inspection; and
- a variety of learners' current and past work.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Dr. P. David Ellis Registered Inspector	Context Summary Key Question 1 Key Question 4 (SEN) Key Question 5 Key Question 6 Science, physical education, religious education Appendices
Mrs. Eleri Betts Team Inspector	Key Question 2 Key Question 3 Key Question 7 Foundation Phase, Welsh second language, geography
Mr. Rhiannon Boardman Lay Inspector	Key Question 4 (except SEN) Contributions to Key Questions 1, 3 and 7
Mrs. Val Simpson Peer assessor	Observing lessons and attending meetings
Mrs. Vicki Young Acting headteacher and nominee	Nominee

Acknowledgement

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

Contractor:

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