

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

A Report on the Quality of Education in

**Llanfabon Infants School
Bryncelyn Avenue
Nelson
Treharris
CF46 6HL**

School Number: 6762171

Date of Inspection: 02 July 2007

by

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Llanfabon 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 Llanfabon Infants School took place between 02/07/07 and 04/07/07. An independent team of inspectors, led by David Gareth Evans undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development.

The five-point scale used to represent all inspection judgements in this report is as follows:

| | |
|----------------|---|
| Grade 1 | good with outstanding features |
| Grade 2 | good features and no important shortcomings |
| Grade 3 | good features outweigh shortcomings |
| Grade 4 | some good features, but shortcomings in important areas |
| Grade 5 | many important shortcomings |

There are three types of inspection.

For **all** inspections, there is a written report on seven key questions.

For **short** inspections, there are no subject reports.

For **standard** inspections, there are also reports on six subjects.

For **full** inspections, there are also reports on all subjects.

Estyn decides the kind of inspection that a school receives, mainly on the basis of its past performance. Most schools receive a standard inspection. All nursery schools, special schools, pupil referral units and any new or amalgamated schools receive a full inspection.

This school received a **standard** inspection.

Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and LEAs.

The term 'Reception' (R) refers to the year group of pupils in a primary school who reach the age of 5 during the academic year. Year 1 refers to the year group of pupils who reach the age of 6 during the academic year and so on. Year 13 is the year group of students who reach the age of 18 during the academic year.

Primary phase:

| | | | | | | | |
|------|-----|-----|-----|-----|-----|------|-------|
| Year | R | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
| Ages | 4-5 | 5-6 | 6-7 | 7-8 | 8-9 | 9-10 | 10-11 |

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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Context

The nature of the provider

1. Llanfabon Infants' school is situated in the small town of Nelson, near Treharris, in the Rhymney Valley. The area from which most pupils are drawn is neither economically advantaged nor disadvantaged.
2. Assessment data, including baseline information, confirms that the school receives children from the full range of abilities. There are currently 169 pupils on roll, including 60 children who attend the nursery, and these are organised in six mixed ability classes. At the time of the inspection 16 per cent of the pupils were identified as requiring support for special educational needs, a figure which is below the national average. Two of these pupils have a statement of special educational needs. The spoken language at home for all its pupils is English. There are no pupils for whom English is an additional language. Currently, 16 per cent of the pupils are entitled to free school meals.
3. The school has experienced a period of considerable instability and staffing difficulties over the last two years. It operated without a permanent, full-time head teacher from January 2006 to April 2007. The deputy head was the acting head teacher for much of that time and she was supported for a period by the head teacher of a neighbouring junior school. In April 2007, the present incumbent was seconded from another primary school to become the acting head teacher for the summer term. In May, she was appointed as the new, permanent, full-time head teacher and she will officially commence her duties in September 2007.
4. During the inspection, two teachers were on sick leave, another teacher was taken ill on the second day of the inspection and the deputy head teacher sustained a serious injury early on the final day of the inspection and was admitted to hospital.
5. The school was last inspected in May 2001.

The school's priorities and targets

6. The school's major priorities for improvement as indicated in the school development plan for the summer term 2007 are to:
 - raise standards of achievement in literacy;
 - raise the standard of pupils' behaviour;
 - improve planning and assessment procedures; and
 - further develop teaching and learning strategies.

Summary

7. There are a number of good features to the work of Llanfabon Infants School. It is evident that the seconded, acting head teacher is making a positive impact on re-establishing a sense of direction and is focusing on improving standards and the quality of provision. However, the instabilities of recent years have had a detrimental effect on the school's ability to perform well.
8. In accordance with the Education Act 2005, I am of the opinion, and HMCI agrees, that this school is in need of significant improvement.

Table of grades awarded:

9. The inspection team judged the work of the school, as follows:

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

10. Standards of achievement in the lessons observed during the inspection are as follows:

| Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|----------------|----------------|----------------|----------------|----------------|
| 0% | 23% | 73% | 4% | 0% |

11. These figures do not compare favourably with the Welsh Assembly Government all-Wales targets for 2007 which are that 65 per cent should be grade 2 or better and 98 per cent should be grade 3 or better.
12. The overall quality of the provision for the under-fives has some weaknesses, but there is evidence that these weaknesses can soon be put right.

Standards achieved by the under-fives in the areas of learning are as follows:

| Area of Learning: | Nursery | Reception |
|--|----------------|------------------|
| Language, literacy and communication | Grade 3 | Grade 3 |
| Personal and social development | Grade 3 | Grade 3 |
| Mathematical development | Grade 3 | Grade 3 |
| Knowledge and understanding of the world | Grade 3 | Grade 3 |
| Physical development | Grade 3 | Grade 3 |
| Creative development | Grade 3 | Grade 3 |

Grades for standards in subjects inspected

13. In key stage 1, in the subjects inspected, standards of achievement are as follows:

| Inspection Area | Key Stage 1 |
|------------------------|--------------------|
| English | Grade 3 |
| Information Technology | Grade 2 |
| Design and Technology | Grade 3 |
| Geography | Grade 4 |
| Physical Education | Grade 3 |

14. Standards in English and geography have deteriorated since the last inspection, while those for the under-fives and in design and technology have remained the same. Physical education, which was judged to be unsatisfactory at the last inspection, now has good features that outweigh shortcomings.
15. In the early years and key stage 1, the progress that pupils make in the key skills of information and communications technology and in early reading through the medium of English is good with no important shortcomings. Their progress in the key skills of speaking, listening and writing through the medium of English, in speaking, listening, early reading and writing in Welsh and in overall bilingual competence has good features that outweigh shortcomings. However, pupils display a limited concentration span and, in one class in particular, they are frequently unable to listen appropriately. Their progress in numeracy and in their personal and social education, problem-solving and creative skills also has good features that outweigh shortcomings.
16. In key stage 1 in 2006, the results of the teacher assessments in English were below national and local averages, those in mathematics were marginally above both averages, while those in science were above average. When the key stage 1 results are compared with similar schools (those that have a similar number of pupils entitled to free school meals) results in English were below average, those in mathematics and science were just above average.
17. The core subject indicator, which is the percentage of pupils attaining at least level 2 in the three subjects of English, mathematics and science, was below both national and local averages. These results represent a declining trend at key stage 1. Between 2004 and 2006 the difference in the attainment of boys

compared with girls has increased quite markedly, especially in English, and girls outperformed boys during that period. The number of pupils gaining the higher level 3 in English, mathematics and science has also declined significantly over the same period.

18. Assessment evidence for 2007 shows that there is some improvement in pupils' attainment in English, mathematics and science. However, there is still scope for further improvement.
19. Overall, the development of pupils' personal, social and learning skills has good features that outweigh shortcomings. Many pupils show interest in their work. In some classes throughout the school, however, there are shortcomings in pupils' attitudes towards learning and this has an adverse impact on the ability of others to work productively.
20. Although behaviour throughout the school has good features that outweigh shortcomings, there is a significant minority of pupils with challenging behaviour. On occasions, their lack of self-discipline adversely affects the progress of other pupils in lessons. In the previous school year, one boy was temporarily excluded.
21. The progress pupils make in their spiritual, moral, social, cultural and wider development also has good features that outweigh shortcomings. They show appropriate awareness of equal opportunity issues.
22. At 92.16 per cent the average rate of attendance for the three terms prior to the inspection was above the local and in line with all-Wales average. Most pupils attend school regularly and are punctual. However, the overall rates are adversely affected by the persistent absence of a small number of pupils.

The quality of education and training

Grades for teaching:

23. The quality of teaching in the lessons observed during the inspection was judged as follows:

| Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|----------------|----------------|----------------|----------------|----------------|
| 0% | 42% | 52% | 6% | 0% |

24. This does not compare favourably with the national picture reported by Her Majesty's Chief Inspector in her annual report 2005-2006. Nationally, the quality of teaching is good or better (Grades 1 and 2) in 79 per cent of lessons, with 17 per cent of lessons having outstanding features (Grade 1).
25. Where there are good features to the lessons: tasks are interesting and challenging; there are good working relationships between teachers and pupils; teachers have good subject knowledge; adults have high expectations of pupils' behaviour; and teachers establish effective partnerships with learning assistants, support teachers and other adults.

26. In lessons where there are evident shortcomings, lesson objectives are unclear and the tasks insufficiently challenging; the focus on differentiated work for pupils of different abilities and ages is insufficiently detailed in teachers' plans; lessons do not develop at an appropriate pace; insufficient attention is given to continuity and progression in the skills related to individual subjects; and strategies to manage the challenging behaviour of pupils are not consistently implemented.
27. There are some good features, but also shortcomings in important areas in the school's assessment procedures. Although the school has an assessment policy, it is in its infancy and has not yet impacted on pupils' learning. At present, there is no whole-school approach to assessing pupils' progress and achievement and assessment procedures are insufficiently coherent and manageable. Teachers do not encourage pupils to play an active role in assessment procedures and the process of setting individual targets is at an early stage of development. Samples of pupils' work are available in some areas, but this is at a developmental stage. Assessment procedures in the foundation subjects are underdeveloped.
28. The annual reports to parents issued in 2006 do not comply with statutory requirements and they do not provide parents with sufficient information on the standards that their children achieve in the National Curriculum subjects. The school is aware of this and there are plans in hand to revise the present format.
29. The school has appropriate arrangements to meet the needs and abilities of the range of pupils. Overall, the curriculum has good features that outweigh shortcomings. However, it lacks consistency in building systematically on pupils' existing knowledge, understanding and skills; several schemes of work have not been fully adapted to the needs of the school; and key and basic skills are not developed systematically.
30. The curriculum for the under-fives provides a narrow range of opportunities for the range and ability of the children to work as a whole class, in small teacher-led groups and as individuals. This holds back their standards of achievement in the areas of learning.
31. The provision for promoting bilingual skills and reflecting the language and culture of Wales has good features that outweigh shortcomings. However, there are insufficient opportunities to develop pupils' bilingual knowledge and skills in subjects such as history, geography, art and music.
32. Provision for pupils' spiritual, moral, social and cultural development has good features that outweigh shortcomings. Overall, pupils know the difference between right and wrong, but a significant minority, particularly boys, do not collaborate and co-operate in a way that reflects the school's new ethos of working together in a caring, sensitive and happy environment.

33. The overall provision for the development of sustainable development and global citizenship has good features that outweigh shortcomings. The school responds appropriately to the needs of employers and lifelong learning.
34. The acting head teacher and members of staff have worked hard, in a short period of time, to create a suitable ethos for learning and one where pupils know they are valued and listened to. In the main, they have been successful and the standard of care, support and guidance for the majority of pupils is appropriate.
35. The school makes suitable arrangements to ensure the health, safety and well-being of pupils. However, the school's support for a significant minority of pupils who display challenging behaviour is less effective.
36. Provision for pupils with special educational needs has good features that outweigh shortcomings and conforms to the Code of Practice. Generally, teachers and support staff work well with pupils and enable them to access the curriculum fully. Early intervention is a good and notable feature of the school's philosophy.
37. The acting head is working tirelessly to further develop equal opportunities and to ensure that pupils, whatever their social, ethnic or linguistic background, have equal access to all aspects of school life.

Leadership and management

38. Changes in leadership and management and severe disruption over a significant period of time have posed many challenges to the educational direction, strategic management and work of the school.
39. However, the acting head teacher, who was only seconded to the school in April this year, is a visionary leader and, in a short space of time, she has provided a sound sense of direction for the school. She has refocused efforts on the key tasks of raising standards, improving behaviour and enhancing the quality of teaching and learning. The manner in which the acting head teacher has introduced a considerable number of new initiatives and systems is impressive, though some of these will need more time to impact on standards and on aspects of the provision.
40. A number of purposeful aims and objectives have been established and the acting head teacher has worked hard to create an attitude of trust and co-operation in the school community. Staff, learning support assistants and other adults are responding positively to the new initiatives.
41. The governing body is supportive of the acting head teacher, members of staff, pupils and the aims and objectives of the school. However, it is clear that governors have not been sufficiently rigorous in terms of monitoring standards, the quality of provision and ensuring that all statutory responsibilities are met. There remains considerable scope for present governors to develop these crucial roles further.

42. The acting head teacher is completely committed to improving standards and is striving relentlessly to develop a culture of self-evaluation within the school. She fully acknowledges that the school's policies and procedures for evaluating the quality of standards and provision have major shortcomings and are key priorities for future development.
43. Although curriculum co-ordinators have had some opportunities to monitor their subjects, the practice lacks consistency and the monitoring of standards and quality of provision is not sufficiently developed. Co-ordinators have not developed an analytical and critical approach to self-evaluation and strategic planning.
44. Currently, there is limited evidence to indicate how actions taken have resulted in measurable improvements since the previous inspection. Although the school sets annual targets in the school development plan, there is little evidence of the success of these initiatives in recent years. There has been insufficient progress since the last inspection. Shortcomings exist in relation to such areas as standards of achievement, assessment and the role of curriculum co-ordinators.
45. Members of staff are suitably qualified and experienced to meet the demands of the National Curriculum and the ages of the pupils taught. Teaching assistants are an invaluable resource and, for the most part, they are deployed appropriately in most classes.
46. The school administrator, who has been seconded from the acting head teacher's school, is extremely efficient and she provides very good support for the acting head. The kitchen and midday staff undertake their duties effectively and efficiently.
47. The school has sufficient resources for every age, including children under five. Information Technology resources have been recently updated and there is a good ratio of computers to pupils.
48. The accommodation is good for the number of pupils on roll. The school is well maintained by the site manager and cleaning staff.
49. Although there have been some very recent improvements in standards and provision, these have yet to be sustained. Taking into account insufficient progress and improvement since the last inspection and variable standards of achievement, the school does not provide value for money.

Recommendations

50. In order to improve, the school needs to:
- R1 raise standards in subjects where shortcomings are identified and improve pupils' basic and key skills across the curriculum;
 - R2 raise the standard of pupils' behaviour and develop pupils' capacity to work productively;
 - R3 eradicate the shortcomings identified in the quality of teaching;
 - R4 establish coherent and manageable assessment procedures to assist teachers in making effective use of assessment information;
 - R5 improve the curriculum for the Under-Fives;
 - R6 establish effective, systematic self-evaluation arrangements linked to the school's priorities;
 - R7 develop the role of subject leaders, with particular emphasis on monitoring the quality of teaching and learning; and
 - R8 continue to develop the role of the governing body and ensure that governors become more pro-active in matters of monitoring standards and the quality of provision and ensuring that all statutory requirements are met.

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

51. The findings of the inspection team match the judgement made by the school in its self-evaluation report. In determining the judgement that good features outweigh shortcomings, the inspection team identified good features in pupils' progress and achievement and some improvements in pupils' standards of attainment in the current teacher assessments. However, the team judged that standards of achievement are in need of sustained improvement.
52. The judgement made in relation to key question 1 is different from that awarded to key question 7. This is because much of the improvement observed by the inspection team has been made over a recent three-month period. It is yet to impact fully on provision and be sustained, for example in improving standards. As a consequence, this impacts on the value for money provided by the school.
53. Standards of achievement in the lessons observed are as follows:

| Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|---------|---------|---------|---------|---------|
| 0% | 23% | 73% | 4% | 0% |

54. These figures do not compare favourably with the Welsh Assembly Government all-Wales targets for 2007 which are that 65 per cent of standards should be grade 2 or better and 98 per cent should be grade 3 or better.
55. The overall quality of the provision for the under-fives has some weaknesses, but there is evidence that these weaknesses can soon be put right. Baseline assessments show that pupils' attainment as they start the school is about average.

Standards achieved by the under-fives in the areas of learning are as follows:

| Area of Learning: | Nursery | Reception |
|--|---------|-----------|
| Language, literacy and communication | Grade 3 | Grade 3 |
| Personal and social development | Grade 3 | Grade 3 |
| Mathematical development | Grade 3 | Grade 3 |
| Knowledge and understanding of the world | Grade 3 | Grade 3 |
| Physical development | Grade 3 | Grade 3 |
| Creative development | Grade 3 | Grade 3 |

Grades for standards in subjects inspected

56. In key stage 1, in the subjects inspected, standards of achievement are as follows:

| Inspection Area | Key Stage 1 |
|------------------------|-------------|
| English | Grade 3 |
| Information Technology | Grade 2 |
| Design and Technology | Grade 3 |
| Geography | Grade 4 |
| Physical Education | Grade 3 |

57. Standards in English and geography have deteriorated since the last inspection, while those for the under-fives and in design and technology have remained the same. Physical education, which was judged to be unsatisfactory at the last inspection, now has good features that outweigh shortcomings.
58. In the early years and key stage 1, the progress that pupils make in the key skills of information and communications technology and in early reading through the medium of English is good with no important shortcomings. Their progress in the key skills of speaking, listening and writing through the medium of English, in speaking, listening, early reading and writing in Welsh and in overall bilingual competence has good features that outweigh shortcomings. However, pupils display a limited concentration span and, in one class in particular, they are frequently unable to listen appropriately. Their progress in numeracy and their personal and social education, problem-solving and creative skills also has good features that outweigh shortcomings.
59. In key stage 1 in 2006, the results of the teacher assessments in English were below national and local averages, those in mathematics were marginally above both averages, while those in science were above average. When the key stage 1 results are compared with similar schools (those that have a similar number of pupils entitled to free school meals), results in English were below average, those in mathematics and science were just above average.
60. The core subject indicator, which is the percentage of pupils attaining at least level 2 in the three subjects of English, mathematics and science, was below both national and local averages. These results represent a declining trend at key stage 1. Between 2004 and 2006 the difference in the attainment of boys compared with girls has increased quite markedly, especially in English, and girls outperformed boys during that period. The number of pupils gaining the higher level 3 in English, mathematics and science has also declined significantly over the same period.
61. Assessment evidence for 2007 shows that there are some improvements in pupils' attainment in English, mathematics and science. However, there is still scope for further improvement.

62. Pupils with additional learning difficulties, including those with special educational needs, make steady progress in relation to their age and capabilities and they benefit from the appropriate support and intervention strategies recently provided.
63. Overall, the development of pupils' personal, social and learning skills has good features that outweigh shortcomings. Many pupils show interest in their work. In some classes throughout the school, however, there are shortcomings in pupils' attitudes towards learning and this has an adverse impact on the ability of others to work productively. A significant minority of pupils find it difficult to listen and concentrate for any length of time. They become restless, lose interest and sometimes disturb the learning of others. Teachers and support staff spend an undue amount of time dealing with these pupils to the detriment of those who are trying to complete their work without interruption.
64. Although behaviour throughout the school has good features that outweigh shortcomings, there is a significant minority of pupils with challenging behaviour, particularly in one mixed-age class. On occasions, their lack of self-discipline adversely affects the progress of other pupils in lessons. In the previous school year, one boy was temporarily excluded.
65. On occasions, pupils demonstrate a good capacity to collaborate with others and to work with appropriate independence. However, pupils' study skills and their ability to work with others are seldom fully developed across the school. Most pupils do not know how well they are progressing and they do not know what they need to do to improve; this is an important shortcoming.
66. Good features outweigh shortcomings in relation to the progress that pupils make towards fulfilling their potential and moving on to the next stage of learning.
67. The progress pupils make in their spiritual, moral, social, cultural and wider development also has good features that outweigh shortcomings. They show appropriate awareness of equal opportunity issues. However, they have very little understanding of the diversity of beliefs and cultural traditions, including *Y Cwricwlwm Cymreig*, the Welsh cultural heritage.
68. Learners prepare appropriately for effective participation in the workplace and the community.
69. At 92.16 per cent the average rate of attendance for the three terms prior to the inspection was above the local and in line with all-Wales average. Absences are caused mainly by the illnesses of very young children and an increasing number of family holidays taken during term time. There is also a small number of pupils who are persistently absent. Although the school regularly reminds parents of the need for regular and punctual attendance, a small number of families are slow to respond and a small minority frequently arrive late at the start of the day. As a result pupils miss the important introduction to lessons: this disrupts lessons and has an adverse effect on their education.

The quality of education and training

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

Grade 3: Good features outweigh shortcomings

70. The findings of the inspection team match the judgement of the school in its self-evaluation report. In determining the judgement that good features outweigh shortcomings, the inspection team gave weighting to the strengths observed in the majority of lessons and the positive impact these are having on pupils' achievements. However, the team judged that the quality of teaching is in need of improvement.

71. During the inspection, the quality of teaching was judged as follows:

| Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|---------|---------|---------|---------|---------|
| 0% | 42% | 52% | 6% | 0% |

72. This does not compare favourably with the national picture reported by Her Majesty's Chief Inspector in her annual report 2005-2006. Nationally, the quality of teaching is good or better (Grades 1 and 2) in 79 per cent of lessons, with 17 per cent of lessons having outstanding features (Grade 1).

73. Where there are good features to the lessons:

- tasks are interesting and challenging and pupils respond well;
- there are good working relationships between teachers and pupils that foster learning;
- the teachers have good subject knowledge and are familiar with recent developments in their various fields;
- adults have high expectations of pupils' behaviour;
- learning experiences are appropriately planned and structured and well matched to pupils' individual needs; and
- teachers establish good partnerships with learning assistants, support teachers and other adults.

74. In lessons where there are evident shortcomings:

- lesson objectives are unclear and the tasks insufficiently challenging;
- the focus on differentiated work for pupils of different abilities and ages is insufficiently detailed in teachers' plans;
- lessons do not develop at an appropriate pace;
- introductions are too long;
- insufficient attention is given to continuity and progression in the skills related to individual subjects; and
- strategies to manage the challenging behaviour of pupils are not consistently implemented.

75. There are some good features, but also shortcomings in important areas in the school's assessment procedures. Although the school has an assessment

policy, it is in its infancy and has not yet impacted on pupils' learning. Assessment opportunities are identified in teachers' short-term planning, but the assessment information gathered does not enable the school to identify pupils' strengths nor to highlight areas for development.

76. There are effective arrangements across the school for the use of standardised tests in English, but these are not consistently applied. Appropriate procedures are in place for baseline assessments for the under-fives. However, at present, there is no whole-school approach to assessing pupils' progress and achievement and assessment procedures are insufficiently coherent and manageable. Test results are not analysed or used effectively to inform teaching and planning.
77. Teachers do not encourage pupils to play an active role in assessment procedures and the process of setting individual targets is at an early stage of development. As a result, pupils do not know how well they are doing or what they need to do to improve their work. Although the school does not have a marking policy, teachers mark pupils' work regularly and conscientiously. However, there is inconsistency in the standard of marking across the school: in the best practice, teachers offer comments and guidance to pupils on how to improve their work.
78. Samples of pupils' work are available in some areas, but these are at a developmental stage and the effectiveness of the existing procedure is limited because the work is not consistently assessed using National Curriculum criteria. Assessment procedures in the foundation subjects are underdeveloped.
79. The annual reports to parents issued in 2006 do not comply with statutory requirements and they do not provide parents with sufficient information on the standards that their children achieve in the National Curriculum subjects. Neither do they offer suggestions for improving children's work. The school is aware of this and there are plans in hand to revise the present format.

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

Grade 3: Good features outweigh shortcomings

80. The findings of the inspection team do not match the judgement of grade 2 made by the school in its self-evaluation report. This is because there are shortcomings in several areas of the school's curricular provision and especially in the school's arrangements to develop pupils' basic and key skills.
81. The school provides pupils with access to a broad curriculum that meets the requirements of the National Curriculum and the locally agreed syllabus for religious education. The school has appropriate arrangements to meet the needs and abilities of the range of pupils.

82. The overall quality of the provision for the under-fives has some weaknesses, but there is evidence that these weaknesses can soon be put right. The curriculum for the under-fives provides a narrow range of opportunities for the range and ability of the children to work as a whole class, in small teacher-led groups and as individuals. This holds back their standards of achievement in the areas of learning.
83. Curriculum planning has good features that outweigh shortcomings. Overall, it lacks consistency in building systematically on pupils' existing knowledge, understanding and skills. There are appropriate policies and schemes of work in place for all subjects. However, several schemes are largely a collection of local and commercial programmes, which have not been fully adapted and made relevant to the needs of the school.
84. Whilst teachers are aware of the need to include key and basic skills in their short-term curricular planning, there is no means of ensuring their development across the curriculum in a systematic and meaningful way; this is an important shortcoming.
85. The provision for promoting bilingual skills and reflecting the language and culture of Wales has good features that outweigh shortcomings. Appropriate attention is given to the *Cwricwlwm Cymreig* and pupils are given opportunities to acquire knowledge and understanding of the traditions, cultures and history of Wales. Pupils visit appropriate places of interest and celebrate St David's Day, with the 'Eisteddfod' being a notable feature of school life. However, there are insufficient opportunities to develop pupils' bilingual knowledge and skills in subjects such as history, geography, art and music.
86. The school provides a good range of extra-curricular and out-of-school activities for pupils, which enriches their experiences and raises their self-esteem and confidence. The variety of after-school clubs, particularly the folk dancing, science, sport and Eco clubs, provides pupils with opportunities to improve and extend their talents. Visitors from the community such as police officers, the fire service and representatives from the local church, make pupils aware of community life and civic responsibilities.
87. The school has introduced an appropriate personal and social education programme for the under-fives children, which contributes to the care, support and guidance provided for them. In key stage 1, however, the lack of a coherent scheme of work limits the success of the programme and thus continuity and progression in learning are not consistently assured.
88. Provision for pupils' spiritual, moral, social and cultural development has good features that outweigh shortcomings. Acts of collective worship help to reinforce the school's values and a sense of community and they fulfil statutory requirements. However, insufficient opportunities are provided for pupils to reflect on the wonders of the world in assemblies and lessons. Overall, pupils know the difference between right and wrong, but a significant minority, particularly boys, do not collaborate and co-operate in a way that

reflects the school's new ethos of working together in a caring, sensitive and happy environment.

89. Learning experiences promote pupils' cultural awareness appropriately, for example, the school has participated in the *Comenius* project to develop links with schools in Italy and the Gambia. These opportunities and experiences help to increase pupils' knowledge and understanding of diversity and global citizenship. However, pupils' knowledge and understanding of world religions are less secure.
90. The partnership with the community, other schools and institutions is good. Communication with parents is effective and regular newsletters and other forms of communication keep parents informed about school life. Since her appointment in April, the acting head teacher has re-established positive relationships with parents in a very short space of time. She has responded quickly and positively to parents' requests for information about topics and subjects being taught and parents now receive detailed, curriculum maps which give them clear information about their children's topics and areas of learning. Notice boards provide clear information. The small, but very effective, *Friends of the School Association* organises fundraising and social events and provides generous financial support for the school.
91. Pupils are frequently encouraged to visit the community. They participate in Welsh Folk dancing festivals at Caerphilly Castle and in carol singing at the nearby chapel. They are also regularly involved in community events. There are well-established links with the receiving junior school but, as yet, pupils are not engaged in cross-phase curricular links.
92. The school is in partnership with an initial teacher training university and there are strong links with surrounding colleges of further education and two comprehensive schools. The school is involved in the joint Physical Education and School Sport project with Lewis Girls' School and teachers have received training in gymnastics.
93. The partnership with industry and the development of enterprise skills are good. Across the school, pupils are introduced to the world of work in a positive fashion. A planned programme of educational visits and visitors from the community helps to raise pupils' awareness of the world of work both past and present and further strengthens links with the community.
94. The overall provision for the development of sustainable development and global citizenship has good features that outweigh shortcomings. The school operates in a sustainable way. It was the first in the local authority to be awarded the prestigious Eco School Green Flag status and has now gained the award on two occasions. Pupils are encouraged to be involved in recycling, energy and water conservation schemes. As part of their work on the environment, pupils have planted trees in the community, herbs and vegetables in a garden area and they have been involved in the 'Walk to School' week that supports the school's healthy school policy. However, there

are shortcomings in relation to the geography curriculum and the development of global citizenship.

95. The school makes appropriate provision to reflect national priorities for lifelong learning and community regeneration, but this is not a strong feature of its work.
96. Older pupils are encouraged to become involved in the science club and several have achieved their first investigator award for scientific investigations.

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

Grade 3: Good features outweigh shortcomings

97. The findings of the inspection team do not match the judgement of grade 2 made by the school in its self-evaluation report because the inspection team judged that there are shortcomings in several areas of the school's work, especially in the quality of support that it provides for those pupils whose behaviour impedes their progress and that of others.
98. The acting head teacher and members of staff have worked hard, in a short period of time, to create an appropriate ethos for learning and one where pupils know they are valued and listened to. In the main, they have been successful and the standard of care, support and guidance for the majority of pupils is effective. However, the school's support for a significant minority of pupils who display challenging behaviour is less effective. This is because teachers and support staff, despite some recent training, still lack the confidence and expertise to deal successfully with these pupils. This is an important shortcoming.
99. The provision for pupils' personal guidance and support has several good features, including the good links with outside, specialist support services. The acting head teacher and deputy head work closely together to ensure that the progress of pupils, who have been identified as having learning or other difficulties, is now carefully monitored.
100. The school is actively seeking to develop its links with parents. Since her appointment the acting head teacher has held two meetings with parents and has responded very positively to their concerns. In the recent past, however, not all parents have had the opportunity to share their views with the school. This is a shortcoming in the provision.
101. There are well-established and appropriate strategies to help new children settle quickly into school. Transition arrangements from home to school are flexible and the vast majority of children adjust well to their new surroundings. As yet, however, there is no provision for pre-school basic skills courses, such as language, number and play, to help children become familiar with the school and its routines. There are suitable arrangements for pupils moving from Year 1 to Year 2 and for others who join the school at a later date.

102. There are appropriate policies and procedures in place to monitor pupils' attendance and punctuality. The school operates a first-day response to absence and it works closely with the Education Welfare Officer and social services. The school sets clear targets for attendance and pupils with good attendance records are rewarded termly. Those with a 100 per cent record of attendance receive a Gold Award at the end of the school year. In the previous school year, one boy was temporarily excluded and the proper procedures were followed. Procedures to monitor learners' performance are not well developed.
103. Pupils' behaviour is now monitored closely and arrangements to encourage all pupils to behave appropriately are at the early stage of development. In their responses at the pre-inspection meetings and in questionnaires parents and governors expressed some concerns about the behaviour of a significant minority of pupils throughout the school.
104. Most policies and arrangements relating to the health, safety and welfare of pupils are appropriate and pupils understand the importance of healthy eating and a balanced diet. Play equipment at break times helps to promote active playtimes, health, well-being and fitness. Although there is a comprehensive health and safety policy, this has not been reviewed since 2002. Adults in school are well aware of pupils with particular needs and are knowledgeable about procedures in the event of accidents and emergencies. Risk assessments for educational visits include information about pupils with medical conditions and those with behavioural difficulties. Members of staff are alert to issues relating to the well-being of pupils. There are two named first-aiders.
105. There is an appropriate policy and effective procedures for child protection. The acting head teacher and the deputy are the designated persons. Teachers, support staff and mid-day supervisors are fully aware of their responsibilities. The policy for helpers in school includes a statement on child protection procedures and all volunteers and new members of staff have up-to-date child protection checks.
106. The School Council, which is well established, is effective in enabling pupils to be fully involved in making decisions and having a sense of responsibility. Members of the School Council value the role they play in the life of the school.
107. Provision for pupils with special educational needs has good features that outweigh shortcomings and conforms to the Code of Practice. Generally, teachers and support staff work well with pupils and enable them to access the curriculum fully. The school also works well with the parents of those pupils who have been identified as having special needs and with outside agencies. The efforts of support staff are well focused on meeting pupils' additional learning needs.
108. Early intervention is a good and notable feature of the school's philosophy. The progress of pupils with special needs is regularly assessed, carefully

monitored, and recorded meticulously. Assessment data shows that, by the end of Year 2, many pupils with additional learning needs achieve as well as their peers. A number of pupils with serious medical and other disabilities, such as visual impairment, are successfully integrated into the school and provided with good quality support and guidance

109. The acting head teacher plays a significant role in providing support and guidance for those pupils who display emotional and behaviour difficulties, acknowledging that this aspect of the school's provision has some shortcomings. She has devised a suitable action plan for the school and a number of pupils have behaviour support plans which contain relevant and specific targets. Both teaching and non-teaching members of staff enthusiastically support the acting head teacher as she implements strategies to promote more acceptable behaviour. Despite some recent training, however, members of staff still lack confidence in dealing consistently with these pupils. This is an important shortcoming.
110. The acting head is working tirelessly to further develop equal opportunities and to ensure that pupils, whatever their social, ethnic or linguistic background, have equal access to all aspects of school life. However, she recognises that much still needs to be done, particularly in challenging stereotypes and eradicating gender differences in pupils' achievement.
111. There are appropriate policies and an action plan in place to promote equal opportunities and race equality. The school promotes race relations well. Diversity and difference are often celebrated in lessons, assemblies and other school events.
112. Currently, no pupils attend the school with disabilities related to mobility. The school ensures that disabled pupils are treated equally and do not suffer from less favourable provision. There is a disabled toilet, the school's disability access plan is well implemented and every effort is made to ensure that all pupils have full access to the buildings.

Leadership and management

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

Grade 3: Good features outweigh shortcomings

113. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
114. The judgement made in relation to key question 5 is different from that awarded to key question 7. This is because much of the improvement observed by the inspection team has been made over a recent three-month period. It is yet to impact fully on provision and be sustained, for example in improving standards. As a consequence, this impacts on the value for money provided by the school.
115. Changes in leadership and management and severe disruption over a significant period of time have posed many challenges to the educational direction, strategic management and work of the school. However, the acting head teacher, who was only seconded to the school in April this year, is a visionary leader and, in a short space of time, she has provided a sound sense of direction for the school. She has refocused efforts on the key tasks of raising standards, improving behaviour and enhancing the quality of teaching and learning.
116. The manner in which the acting head teacher has introduced a considerable number of new initiatives and systems is impressive, though some of these will need more time to impact on standards and some aspects of the provision. Although the school had set whole-school targets in its previous, annual school development plans, there is very limited evidence to demonstrate the consistent success of these initiatives in recent years.
117. However, within the limited time available, the acting head teacher produced a development plan for the summer term and set specific targets for improvement in relation to the promotion of teaching and learning and standards of behaviour. She has already reviewed the progress of these targets, secured the assistance of specialist agencies and individuals and taken further action to promote further improvements in the quality of provision and standards.
118. A number of purposeful aims and objectives have been established; these are reflected well both in documentation and the work of the school. The acting head teacher has worked hard to create an attitude of trust and co-operation among all members of staff. Staff, learning support assistants and other adults are responding positively to training opportunities, working hard to assimilate 'new' teaching strategies and tackling fundamental issues linked to underachievement and disruptive behaviour.

119. The recently formed senior management team has not yet made a significant impact on school development. However, it does have a clear overview of the strengths and areas for development and it fully supports the acting head teacher's calm determination to drive up standards and improve the quality of provision.
120. The school takes good account of national and local initiatives. There is an established School Council that meets regularly and makes appropriate decisions. The school has worked hard to achieve recognition for its strategies in relation to sustainable development and it actively promotes healthy eating.
121. The arrangements for performance management are in line with requirements and the process is increasingly being used to help focus the work of members of staff in meeting the school's priority needs. However, the process has often been disrupted by staff absences. Similarly, the effective management of the staff's professional development has been frequently interrupted.
122. The governing body is supportive of the acting head teacher, members of staff, pupils and the aims and objectives of the school. Governors meet regularly and are supplied with information about the life and work of the school by the acting head teacher.
123. Since the last inspection, however, it is clear that governors have not been sufficiently rigorous in terms of monitoring standards and the quality of provision. There remains considerable scope for present governors to develop these crucial roles further. The governing body meet almost all of their statutory responsibilities, with the exception of the provision of information in the annual end-of-year reports to parents.

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

Grade 4: Some good features, but shortcomings in important areas

124. The inspection team's findings do not match the judgement of grade 3 made by the school in its self-evaluation report. This is because the inspection team identified important shortcomings in the effectiveness of planning for improvement.
125. The acting head teacher is completely committed to improving standards and is striving relentlessly to develop a culture of self-evaluation within the school. She fully acknowledges that the school's policies and procedures for evaluating the quality of standards and provision have major shortcomings and are key priorities for future development.
126. The self-evaluation report produced by the acting head teacher makes a reasonable attempt to identify strengths and areas for development. On being appointed in April, the acting head teacher embarked on a rigorous

programme of monitoring standards and provision within classes. In general, however, she had insufficient information and knowledge of the school to produce a fully accurate picture in the short space of time available to her. In addition, there has been insufficient time for her to consult with other stakeholders. The inspection team agreed with the judgements of the acting head teacher in four of the seven key questions.

127. There is very little evidence of robust and well-established arrangements whereby senior managers draw together the findings of self-evaluation systematically in order to prioritise and make meaningful plans for the future development of the school. At a whole-school level, the evaluation process is underdeveloped and does not inform future targets for the school.
128. Although curriculum co-ordinators have had some opportunities to monitor their subjects, the practice lacks consistency and the monitoring of standards and quality of provision is not sufficiently developed. Co-ordinators have not developed an analytical and critical approach to self-evaluation and strategic planning. Members of staff discuss aspects of the curriculum and review pupils' progress, but there is no systematic, whole-school approach to promote improvement.
129. There are no formal arrangements to ascertain the views of the governing body, parents, the community or support staff in terms of self-evaluation. The governors of the school are supportive and some are linked to curriculum subjects. However, their role in self-evaluation is not fully developed.
130. The school's development plan was drawn up by the acting head teacher soon after she commenced her duties in April 2007. It is limited in terms of breadth and depth and only includes priorities for the summer term. It does not set specific, quantitative targets that would help to measure the success of the work in relation to pupils' standards of achievement and the quality of provision.
131. Currently, there is limited evidence to indicate how actions taken have resulted in measurable improvements since the previous inspection. There has been insufficient progress since the last inspection. Shortcomings exist in relation to such areas as standards of achievement, assessment and the role of curriculum co-ordinators.

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

Grade 4: Some good features, but shortcomings in important areas

132. The findings of the inspection team do not match the judgement of grade 3 made by the school in its self-evaluation report. The inspection team judged that the school does not provide value for money. The judgement made in relation to key question 7 is different from that awarded to key question 1. This is because much of the improvement observed by the inspection team

has been made over a recent three-month period. It is yet to impact fully on provision and be sustained, for example in improving standards.

133. Members of staff are generally suitably qualified and experienced to meet the demands of the National Curriculum and the ages of the pupils taught. Teaching assistants are an invaluable resource and, for the most part, they are deployed appropriately in most classes.
134. The arrangements to provide teachers with the required planning, preparation and assessment time have variable impact. In some cases, where insufficiently qualified members of staff manage lessons this has a negative impact on standards. The acting head teacher, who will become the permanent head in September, is aware of this and has clear plans to revise job descriptions and to make more suitable arrangements for workforce remodelling.
135. Members of staff have attended some appropriate training courses, and these are increasingly being used to help focus their work in meeting the school's priority needs. However, there is little evidence to indicate that these have been well managed and even less evidence to show that they have had a positive impact on the quality of provision.
136. The school administrator, who has been seconded from the acting head teacher's school, is extremely efficient and she provides very good support for the acting head. The kitchen and midday staff undertake their duties effectively and efficiently.
137. The school has sufficient resources for every age, including children under five. Information Technology resources have been recently updated and there is a good ratio of computers to pupils.
138. The accommodation is good for the number of pupils on roll. The school is well maintained by the site manager and cleaning staff. Colourful displays of the school's work in the corridors and classrooms contribute to the stimulating environment which the acting head teacher and members of staff have recently created.
139. The accommodation for the under-fives provides an appropriate learning environment. A separate building for the nursery children is safe and secure and there are good, spacious outdoor play areas for the early years children.
140. Current planning clearly matches key resources to the main priorities for improvement in the new, short-term school development plan. Arrangements to prioritise expenditure in allocating finance to subjects lacks clarity.
141. The most recent auditors' report judged the overall quality of financial control to be good and minor recommendations have been implemented.
142. Procedures to review the use of resources in order to ensure value for money lack sufficient rigour. Although there have been some very recent

improvements in standards and provision, these have yet to be sustained. Taking into account insufficient progress and improvement since the last inspection and variable standards of achievement, the school does not provide value for money.

Standards achieved in subjects and areas of learning

Under 5s

143. The overall quality of the provision for the under-fives has some weaknesses, but there is evidence that these weaknesses can soon be put right. Baseline assessments show that pupils' attainment as they start the school is average.

Language, literacy and communication skills

Grade 3: Good features outweigh shortcomings

Good features

144. Nursery children learn and recall a variety of songs, nursery rhymes, poems and jingles. The majority listen to stories for limited periods of time. A few more able children answer questions based on the story they have heard. They enjoy mark making and some are already beginning to grip a pencil and paintbrush correctly.
145. In reception, children talk about their experiences and enjoy basic writing activities, using pencil and crayons. The majority of children in the reception class listen to stories for a limited period of time. They join in with poems, rhymes and familiar story lines and the more able talk appropriately about recent activities they have been involved in. Older pupils know the initial sounds of most letters, recognise some high frequency words and the names of characters in the reading scheme.

Shortcomings

146. Many children in the nursery and reception classes have under developed listening skills.
147. Children's vocabulary is limited and many children in both the nursery and reception classes have difficulty expressing themselves. Responses are often limited to simple phrases.
148. Children of reception age have limited writing skills.

Personal and social development

Grade 3: Good features outweigh shortcomings

Good features

149. Children in the nursery class are beginning to form relationships with other children and with adults. Most are confident enough to ask for help when needed. Most take turns and share equipment and materials. Many are able to work independently and recognise the need to wash their hands after using the toilet or after painting activities.

150. Most children of reception age show affection for other children and enjoy each other's company. Older and more able children of reception age are confident with visitors and converse appropriately with them. They concentrate on tasks for appropriate periods of time, such as when reading.

Shortcomings

151. Many children in the nursery and reception classes have limited personal and social skills. They interrupt their teachers and seek attention at inappropriate times.

Mathematical development

Grade 3: Good features outweigh shortcomings

Good features

152. Most of the nursery children recall a range of number stories, rhymes and songs and they are beginning to understand the order of numbers. Most are developing early mathematical concepts and vocabulary appropriately. They sort and match correctly, continue a simple repeating pattern and use basic language of measure.
153. Most of the reception children recognise numerals beyond 10 and some count beyond 20. They understand and use ordinal numbers to 10 and have a simple understanding of addition and subtraction. They correctly name basic two-dimensional shapes.

Shortcomings

154. In both the nursery and reception classes, a significant number of children lack confidence to talk about mathematics or to use mathematical language appropriately, for example when describing small and big things or when sequencing different lengths.
155. In both the nursery and reception classes, a significant minority of children have an insecure understanding of money.

Knowledge and understanding of the world

Grade 3: Good features outweigh shortcomings

Good features

156. In the nursery, children show curiosity and interest in the world around them. They have a basic understanding of the seasons and know that the weather changes. They are beginning to understand the concept of time through talking about the routines of the day at home and in school. They use the computer competently and most use the mouse to select, click and drag items across the screen.

157. Reception children have an awareness of the passing of time as they celebrate birthdays and learn the days of the week. They know that the weather changes in the different seasons and talk about some of the signs of each season. They work confidently on the computer, using the mouse with increasing control. They create realistic pictures and move objects on the screen. Older reception children have good observational skills.

Shortcomings

158. In both the nursery and reception classes, children's ability to investigate and to find out why things happen is limited.

Physical development

Grade 3: Good features outweigh shortcomings

Good features

159. Children in the nursery class use a range of small equipment safely. They use a range of tools, including writing implements and paintbrushes, with increasing control. They successfully manipulate toys and construction blocks.
160. Reception children move across apparatus showing appropriate control and co-ordination. Many co-operate sensibly, taking turns and improving their decision-making skills.

Shortcomings

161. Some children's inappropriate behaviour and listening skills adversely affect their physical skills and development, for example when they run, jump or dance.

Creative development

Grade 3: Good features outweigh shortcomings

Good features

162. Nursery children name and select colours when painting and understand that colours can be mixed to produce different shades of colour. They enjoy singing a variety of songs and rhymes in English and Welsh. Through role-play, several of the more able children display imagination and creativity.
163. A number of reception children are imaginative and use creative skills well in art. They successfully communicate their ideas, using a range of materials and paint in two- and three-dimensions. Older reception children have a good understanding of the work of Van Gogh and produce colourful paintings in his style.

Shortcomings

164. In both the nursery and reception classes, a number of children have underdeveloped artistic, dramatic and manipulative skills.

| |
|----------------|
| English |
|----------------|

Key stage 1: Grade 3: Good features outweigh shortcomings

Good features

165. The majority of pupils make appropriate progress in speaking and listening. By the end of Year 2 the majority listen attentively and with interest to the teacher, classroom assistants and other pupils. They listen appropriately to stories, showing good recall of plot and characters.
166. The majority of pupils speak clearly and are eager to take part in class discussions. They are enthusiastic when answering teachers' questions and offer their own comments and observations. They participate positively in role-play situations. The more able make good use of opportunities to develop their expressive and reasoning skills as they discuss their experiences with visitors.
167. Pupils develop positive attitudes to reading and the majority make steady, and often good, progress. They possess a number of strategies to de-code new words by looking at patterns or by using phonic skills. The more able correctly identify grammatical conventions such as capital letters, speech marks and exclamation marks. They read with increasing accuracy and expression and they show preferences for different authors such as Sue Bentley and Roald Dahl. They distinguish between fiction and non-fiction texts whilst explaining the purpose of a dictionary, an index and glossary.
168. The majority of pupils in key stage 1 make steady progress in writing and they write for different purposes and audiences. Pupils record personal experiences, compose stories and poems and use persuasive writing to explain the dangers to the environment caused by pollution. They are beginning to use capital letters and full stops accurately. The more able pupils effectively record the story of Bishop William Morgan translating the Welsh Bible and they take great care and pride when presenting their work. By the end of Year 2, the majority of pupils produce neat and legible handwriting and make effective use of computers to develop their English skills.

Shortcomings

169. The listening and speaking skills of a significant minority of pupils are underdeveloped.
170. The creative, writing skills of a number of pupils lack structure and are insufficiently developed.
171. Many pupils do not take sufficient care in the development of their handwriting or the presentation of their work.

Information technology

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

172. No lessons were observed during the inspection. However, discussions with pupils and observation of pupils using their skills during short sessions indicate they make good progress in this subject.

Good features

173. All pupils develop a good understanding of the importance of information technology in their lives. They list equipment in the home and gain invaluable experiences using tape recorders and digital cameras.

174. Key stage 1 pupils are confident in their use of computers. From an early age, pupils open and close programmes effectively and show a good level of independence when moving through them.

175. Pupils in key stage 1 show good control of the tools of information technology, for example, when using a computer mouse they can drag and drop successfully. Pupils use the interactive whiteboards adeptly.

176. They are confident operating a programmable, robotic machine to follow a set of instructions along a given path. They understand the importance of giving accurate instructions to the machine.

177. Throughout the key stage, pupils develop good rudimentary skills in producing bar and pie graphs to support their mathematical and scientific work.

178. All pupils make good progress in developing their word-processing skills and many know how to change font size, style and colour successfully.

179. In key stage 1, pupils make good use of computers to search for additional sources of information in relation to their subjects and class topics. They investigate and explore various educational sites and confidently explain their strategies to adults.

Shortcomings

180. There are no important shortcomings.

Design technology

Key stage 1: Grade 3: Good features outweigh shortcomings

Good features

181. Pupils in Years 1 and 2 carefully plan and record the designs of their models and they explain the making process appropriately. Their finished designs are often detailed and interesting and they demonstrate some good ideas. Most pupils translate their designs into suitable models.

182. Pupils use a good range of tools, techniques and materials to help them carry out their ideas successfully. They test their models appropriately to see whether they work efficiently or not.
183. When making a beach buggy from their own designs, younger pupils confidently record the materials they need. They assemble the materials carefully, adding wheels and axles. When designing and building a castle from a large construction kit, they assemble and arrange the materials independently and describe in simple terms what they have made.
184. After working with an engineer to construct a Bailey bridge, older pupils display an appropriate range of skills when designing and building their own different types of bridges. After testing them carefully, they conclude that an arch bridge is the strongest.

Shortcomings

185. Pupils do not evaluate effectively the quality and success of their finished models. This means that they are often unsure as to what they might do to improve the quality of their models.
186. Many pupils have a limited understanding of how simple moving products work; for example, they do not have a good enough understanding of how to take objects apart and to re-assemble them.

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|------------------|
| Geography |
|------------------|

Key stage 1: Grade 4: Some good features, but shortcomings in important areas

187. There is very little evidence of geographical work in pupils' books and only one lesson was observed during the inspection. However, scrutiny of pupils' books and talking to pupils show that they have very little understanding of the subject.

Good features

188. Pupils in key stage 1 have an emerging understanding of their locality. They identify some rudimentary human and physical features on simple maps.
189. Pupils have a basic understanding of how a compass is used and they identify the points of the compass with some hesitation.
190. Most pupils know that they live in Wales and they talk about some places near to their school.

Shortcomings

191. Pupils have an insecure knowledge of places and features outside their own locality.

192. They have minimal knowledge of how people live in other parts of the world and how their area differs from other regions.
193. Their use and understanding of basic geographical terms are limited.
194. Pupils' geographical and enquiry skills are underdeveloped.

Physical education

Key stage 1: Grade 3: Good features outweigh shortcomings

Good features

195. Pupils are suitably dressed for physical education activities and enter the hall sensibly and quietly. They know the reasons for a warm up at the start of a lesson and for a cool down at the end. They are aware of health and safety issues and the need for regular exercise to maintain their well-being and a healthy lifestyle.
196. Pupils show a good awareness of space and devise their own ways of travelling around the hall, taking effective action to avoid colliding with each other.
197. The more able pupils react imaginatively to instructions and transfer a range of movements into a sequence, linking their actions smoothly and displaying good body control.
198. Pupils know that they need to balance for a set period of time and creatively use a range of body parts, transferring weight appropriately.
199. Many pupils make good progress in developing their ball skills. They have good hand-eye co-ordination and make appropriate progress in the skills of catching and throwing. They understand the importance of concentration and perseverance.

Shortcomings

200. In gymnastics, pupils have a limited range of skills and techniques.
201. A number of pupils do not develop their ball skills well enough.
202. The ability of pupils to evaluate their own work is underdeveloped.

School's response to the inspection

The inspection was conducted in a courteous and professional manner. Inspectors, under the careful direction of the Registered Inspector, used the inspection framework and applied its related criteria very efficiently when evaluating the work of the school. Their judgements were accurate and based on a wide range of evidence. The initial findings were communicated to staff and governors in a very helpful manner.

The published report is comprehensive and clearly expressed. The content of the report, its recommendations and the information inspectors shared with teachers and support staff during the inspection, provide a solid basis on which the school can plan for further improvement.

Appendix 1

Basic information about the school

| | |
|---|--|
| Name of school | Llanfabon Infants School |
| School type | Nursery and Primary |
| Age-range of pupils | 3-7 |
| Address of school | Bryncelyn Avenue, Nelson, Treharris. |
| Postcode | CF46 6HL |
| Telephone number | 01443 450275 |
| Head teacher | Mrs P Wood, Acting Head Teacher |
| Date of appointment | 16-04-07 |
| Chair of governors/ Appropriate authority | Mrs A Gray |
| Registered inspector | Dr David G Evans |
| Dates of inspection | 2-4 th July, 2007 |

Appendix 2

School data and indicators

| Number of pupils in each year group | | | | | | | | | |
|-------------------------------------|---------|----|----|----|----|----|----|----|-------|
| Year group | N (fte) | R | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 | Total |
| Number of pupils | 30 | 43 | 51 | 45 | 0 | 0 | 0 | 0 | 169 |

| Total number of teachers | | | |
|--------------------------|-----------|-----------|----------------------------|
| | Full-time | Part-time | Full-time equivalent (fte) |
| Number of teachers | 6 | 4 | 8 |

| Staffing information | |
|--|------|
| Pupil: teacher (fte) ratio (excluding nursery and special classes) | 25:1 |
| Pupil: adult (fte) ratio in nursery classes | 1:8 |
| Pupil: adult (fte) ratio in special classes | N/A |
| Average class size, excluding nursery and special classes | 27.6 |
| Teacher (fte): class ratio | 25:1 |

| Percentage attendance for three complete terms prior to inspection | | | |
|--|------|------|----------------|
| Term | N | R | Rest of school |
| Spring 2007 | 93.5 | 86.9 | 92.7 |
| Autumn 2006 | 85.8 | 92.7 | 93 |
| Summer 2006 | 88.2 | 91.1 | 90.8 |

| | |
|--|-------------|
| Percentage of pupils entitled to free school meals | 16% |
| Number of pupils excluded during 12 months prior to inspection | 1 temporary |

Appendix 3

National Curriculum Assessment Results End of key stage 1:

| National Curriculum Assessment KS1 Results 2006 | | | Number of pupils in Y2: | | 45 | | |
|---|--------------------|----------|-------------------------|---|----|----|----|
| Percentage of pupils at each level | | | | | | | |
| | | | D | W | 1 | 2 | 3 |
| English: | Teacher assessment | School | 3 | 0 | 22 | 62 | 13 |
| | | National | 1 | 3 | 13 | 63 | 20 |
| En: reading | Teacher assessment | School | 4 | 0 | 16 | 60 | 20 |
| | | National | 0 | 4 | 14 | 55 | 27 |
| En: writing | Teacher assessment | School | 2 | 0 | 27 | 71 | 0 |
| | | National | 1 | 5 | 14 | 68 | 12 |
| En: speaking and listening | Teacher assessment | School | 0 | 0 | 16 | 53 | 31 |
| | | National | 0 | 2 | 10 | 64 | 24 |
| Mathematics | Teacher assessment | School | 0 | 0 | 11 | 71 | 18 |
| | | National | 1 | 2 | 10 | 64 | 23 |
| Science | Teacher assessment | School | 0 | 0 | 7 | 69 | 24 |
| | | National | 0 | 1 | 9 | 66 | 24 |

| Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment | | | |
|---|-------|----------|-------|
| In the school | 75.6% | In Wales | 80.6% |

- D Pupils who are excepted under statutory arrangements from part or all of the National Curriculum
- A Pupils who have failed to register a level because of absence
- F Pupils who have failed to register a level for reasons other than absence
- W Pupils who are working towards level 1

Appendix 4

Evidence base of the inspection

Four inspectors spent a total of eight inspector days in the school. A team meeting was held prior to the inspection. The school accepted the invitation to appoint a nominee, and there was a peer assessor present for this inspection.

The inspection team visited:

- 31 lessons or part-lessons;
- all classes;
- acts of collective worship; and
- a range of extra-curricular activities.

The inspection team held meetings with:

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

The inspection team also considered:

- the school's self-evaluation report;
- 43 responses to the parents'/ carers' questionnaires; 84.77 per cent per cent of these were positive;
- a comprehensive range of documentation provided by the school before and during the inspection; and
- a variety of pupils' current and past work.

Appendix 5

Composition and responsibilities of the inspection team

| Team member | Responsibilities |
|--|--|
| Dr D G Evans, Registered Inspector | Context, Summary and Recommendations Key Questions 1, 2, 5 and 7 Under Fives, Information Technology and Geography |
| Mrs C Lewis, Lay Inspector | Contributions to Key Questions 1, 3, 4, and 7 |
| Mr R O Phillips, Team Inspector | Key Questions 3 and 6 English and Physical Education |
| Mrs K Andrews, Team Inspector | Key Question 4 Design and Technology |
| Ms J Saville, Peer Assessor | Contributions to all the Key Questions |
| Mrs P Wood, Acting Head Teacher, Nominee | Attending meetings and supplying information |

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