

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

**Lliswerry Infant School  
Nash Road, Newport  
NP19 4NG**

**School Number: 6802016**

**Date of Inspection: 20/11/06**

**by**

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Llswerry Infant 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 Llswerry Infant School took place between 20/11/06 and 22/11/06. An independent team of inspectors, led by Gareth Leighton Williams 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:

<b>Grade 1</b>	good with outstanding features
<b>Grade 2</b>	good features and no important shortcomings
<b>Grade 3</b>	good features outweigh shortcomings
<b>Grade 4</b>	some good features, but shortcomings in important areas
<b>Grade 5</b>	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 short 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	Y 1	Y 2	Y 3	Y 4	Y 5	Y 6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y 7	Y 8	Y 9	Y 10	Y 11	Y 12	Y 13
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. Liswerry Infant School is a Community Maintained Infant School that shares the same site as the junior school and is situated in a residential suburb to the south-east of Newport city centre. Its nursery caters for 39 full-time equivalent children with 228 pupils aged four to seven in the rest of the school. Most children start the nursery in the September following their third birthday. However, if there are any vacancies, children who have reached the age of three during the autumn term are taken in during January.
2. The area is not particularly prosperous and contains pockets of significant socio-economic disadvantage. Twenty-three per cent of pupils are eligible for free school meals which places the school above the national average. The majority of pupils come from homes around the school where English is regarded as the sole or predominant language. A few pupils are from minority ethnic groups with Greek, Portuguese, Turkish, Polish, Bengali and Urdu being the mother tongues represented. Eighteen pupils (nine per cent) are on the school's register of special educational needs (SEN) with one pupil having a statement of SEN. These figures are well below the Local Education Authority (LEA) and national averages. Three children are in the care of the Local Authority.
3. Liswerry Infant School was last inspected between 9<sup>th</sup>–13<sup>th</sup> October 2000. Since the previous inspection significant improvements have been made to the original building resulting in six new classrooms being built. In 2006, a multi-surface, floodlit play area was built on the school's site for use by the community and school.
4. The school gained its third Basic Skills Quality Mark in February 2005.

### The school's priorities and targets

5. The school's mission statement is 'Tomorrow's success begins today.'
6. The school's vision statement describes the school as:
  - a school where children are provided with educational experiences that enable them to reach their full potential;
  - a happy school - one that develops the whole child academically, socially emotionally, physically, intellectually and morally, encouraging self-discipline, independence and individual and community responsibility.

7. The school has six improvement targets. These involve:

- implementing the post inspection action plan;
- developing the 'Building Learning Power' initiative;
- promoting racial harmony and cultural diversity;
- preparing for the Foundation Phase;
- promoting the basic skills of literacy and numeracy; and
- reviewing schemes of work and curricular planning for music.

## Summary

8. Liswerry Infant School is a very good school with many outstanding features.

### Table of grades awarded

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

### Standards

9. Baseline assessments show that the achievement of many children on entry to Liswerry Infant School, particularly in literacy, is below average. The work undertaken by the school to ensure that the majority of pupils leave the school in year 2 (Y2) having achieved very good standards in knowledge, understanding and skills is an outstanding feature.
10. The overall quality of provision for the under-fives is appropriate to their needs and pupils make very good progress towards the Desirable Outcomes for Children's Learning. They enjoy learning and demonstrate a high level of involvement with all learning experiences provided by the school. They make very good progress in their use of communication skills, listening carefully, speaking confidently and taking pleasure from carrying out writing activities. Children make very good progress in mathematical and information and communication technology (ICT) skills. They also have very good personal and social skills. They share, take turns, wait patiently and respond well to instructions.
11. The school is highly successful in ensuring that all pupils with additional learning needs, including those with SEN, make very good progress in relation to their age and ability.
12. The very good progress which children make in the key and basic skills by the time they leave the early years is successfully continued and built upon across

key stage 1 (KS1). At KS1, an outstanding feature of the school is the very good progress made by pupils in speaking and listening, writing, personal and social and creative skills. Pupils' numeracy, ICT and problem-solving skills are also very well developed.

13. Boys and girls achieve equally as well in English, mathematics and science.
14. The school makes an outstanding contribution to ensuring that the vast majority of pupils fulfil their potential relative to age and ability and in a significant number of cases exceed it.
15. Over recent years very good standards have been achieved by pupils in their national teacher assessments at KS1 in all three core subjects. When compared with those schools with a similar proportion of pupils entitled to free school meals, the school has consistently appeared in the top twenty-five per cent for English and mathematics. In 2004, science fell very slightly outside the top 25%. However, this was immediately reversed the following year. These high standards are repeated in relation to those pupils gaining level 2 or above in English, mathematics and science in combination – the core subject indicator (CSI). Over the last three years, the school has featured right at the top of this group of schools. Overall, the performance of the school in consistently reaching such high standards is an outstanding feature.
16. Pupils' behaviour and their attitudes towards learning are outstanding features of the school. These features contribute significantly to the standards pupils achieve and to the quality of life in the school. The headteacher and staff have high expectations of pupils' behaviour and pupils respond positively to their calm, supportive and consistent approach.
17. Good features outweigh shortcomings in the school's overall attendance rates. Much of the absence and lateness is caused by a small group of pupils who are absent persistently. Registration is conducted efficiently but, in a minority of classes, not promptly enough at the start of the school day.
18. Provision for pupils' personal, moral and social development is outstanding. The excellent relationships that pupils enjoy with teaching and support staff, the supportive ethos of the school, the positive contribution of the personal and social education (PSE) programme and the sensitive moral and spiritual content of collective worship, all help pupils to develop a secure set of moral and personal values.
19. The school is highly successful in preparing pupils to take an active role in the life and work of the local community.

### **The quality of education and training**

20. In the 32 whole or part lessons observed the quality of teaching was judged as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
47%	47%	6%	0%	0%

21. The quality of teaching is consistently high throughout the school and this includes those sessions led by higher level teaching assistants (HLTAs). Ninety-four per cent of lessons observed were graded as being good with no important shortcomings, which is significantly above the 2007 Welsh Assembly Government target of sixty-five per cent to be at grade 2 or better. Forty-seven per cent of lessons observed were judged as good with outstanding features and in the nursery, without exception, teaching is outstanding. The outstanding features associated with the teaching in all these lessons include:

- Very strong pupil-teacher relationships;
- high expectations of pupils of all ages, which result in high levels of motivation and quality of learning;
- teachers who are highly knowledgeable about the subjects and aspects for which they carry a responsibility and committed to increasing their expertise through further professional development;
- detailed planning identifying learning objectives, assessment activities and opportunities to develop key skills;
- a wide range of teaching strategies and good quality resources to stimulate and enhance learning;
- teaching which is conducted at a good pace, questioning techniques and learning activities which enable all pupils to extend their knowledge and understanding;
- teachers who provide a good model when introducing and reinforcing vocabulary and language patterns in both English and Welsh; and
- very effective management of teaching assistants and effective planning of this and other adult support to target resources at pupils who have specific learning needs, including more able pupils.

22. The school's overall assessment procedures are good with no important shortcomings.

23. The school has a very effective system for tracking and monitoring pupils' progress in all subjects and areas of learning. Results are carefully analysed and used to help teachers to focus additional support where it is most needed and to set challenging targets for all pupils.

24. Annual reports to parents are of a high quality. They provide detailed information about pupils' progress in all subjects and in their personal development.

25. Children in the nursery are frequently encouraged to evaluate their own learning by both the teacher and teaching assistants. However, other than in art, opportunities for pupils to evaluate their own learning are at an early stage of development.
26. The curriculum is broad and balanced. It caters successfully for the needs of all pupils equally, including the under-fives, pupils with SEN and looked after children and conforms to statutory requirements.
27. The quality of provision within the early years has outstanding features. These include:
  - the stimulating indoor and outdoor learning environments;
  - the excellent relationships between teachers and teaching assistants.
28. Very good links have been established with the adjacent junior school and these help pupils to make a smooth transition from Y2 to Y3. This is an outstanding feature of the school.
29. The school provides an excellent range of educational visits and extra curricular activities. These activities contribute significantly to raising standards of achievement and to pupils' personal and social development.
30. The school's provision for spiritual, moral, social and cultural development is good with outstanding features. It gives pupils a clear set of values and provides them with a secure understanding of how they can contribute to their school, their community and to the wider world. The daily act of collective worship makes a significant contribution to this provision.
31. The school is highly successful in celebrating cultural diversity and pupils have many opportunities to learn about the social and cultural traditions of other faiths and cultures.
32. The school's partnerships with parents, the local community, other schools and higher education institutions are highly successful and have outstanding features that enrich the life and work of the school.
33. The information provided for parents is of high quality. An outstanding feature is the way in which the school regularly seeks parents' views and opinions and often acts upon their recommendations.
34. The school's commitment to work-related education is consistently good with outstanding features.
35. The school's promotion of Y Cwricwlwm Cymreig is an outstanding feature. This aspect has been well integrated into all schemes of work and is visible in signs and displays around the school. The school adopts positive strategies for the promotion of bilingualism.

36. The standards in, and provision for, education for sustainable development and global citizenship are outstanding and fully integrated into the life and work of the school. Staff and pupils know their community well and understand what is needed for its continued regeneration and success.
37. The quality of care, support and guidance and the attention paid to pupils' welfare throughout the school is outstanding and is enhanced by close and effective working partnerships with parents and carers. The warmth, care and mutual respect between staff and pupils enable pupils to make very good progress in their academic, personal and social development.
38. Pupils have access to a highly effective PSE programme which contributes significantly to the quality of support and guidance offered to pupils. The school enjoys close and effective working partnerships with parents and carers, which contribute significantly to the quality of support and guidance offered to pupils.
39. There are outstanding features in the arrangements for child protection, especially with regard to the sensitive way in which the headteacher handles any issues which arise, and the high priority given to staff training.
40. The school's provision for pupils with SEN is good with outstanding features. It uses effectively the early identification of pupils with SEN to put in place individually targeted programmes of work aimed at bringing about improvement. Pupils are highly motivated in well-planned lessons and frequently achieve the challenging targets set for them.
41. The school's policies and procedures to promote equal opportunities and to tackle social disadvantage and stereotyping are very successful. Pupils succeed regardless of their ability, gender, race or backgrounds. Great care is taken to ensure that all pupils have access to the whole curriculum and all other aspects of school life, including off-site visits and sporting activities. The school's commitment to equality and social inclusion is exemplary.
42. The school is strongly committed to promoting racial equality. It gained the Equality, Diversity and Achievement Award (Level1) in 2006. This recognises the considerable actions the school has taken to promote attitudes to difference and to fostering respect for people of all cultural backgrounds.

### **Leadership and management**

43. The quality of leadership and management provided by the headteacher is outstanding. Her management is purposeful and imaginative and the school has a clear sense of direction. She is ably supported by her recently re-modelled senior management team. The teaching and support staff and governing body are well-informed and committed to making the school's vision a reality.
44. Very good team work and high expectations enable the school to function as a happy and well-organised community. The supportive working relationships and commitment to enabling all pupils achieve success are outstanding features.

45. The school takes very good account of national priorities in its planning.
46. Target setting procedures are very well established. There is a good balance between realism and challenge in the targets set.
47. The school has a well-established and effective programme of self-evaluation. The detailed analysis of strengths and areas for development contained within the school's current self-evaluation report make it outstanding.
48. The supportive role played by the governing body in helping to set the strategic direction of the school is an outstanding feature. Governors are fully committed to the vision and aims of the school. They undertake regular termly monitoring and evaluation visits and produce very good evaluation reports. Governors are exceptionally well informed about the strengths and shortcomings of the school.
49. The governing body fulfils regulatory and legal requirements.
50. Two key issues were identified in the school's last inspection. These included:
  - Ensuring that standards of achievement are sustained and further improved; and
  - improving the provision for information technology, links with industry and accommodation within the school.

Very good progress has been made in respect of both key issues.

51. The school is very well staffed for the number of pupils on roll. All members of staff are suitably qualified to teach every aspect of the curriculum and subject responsibilities generally match initial qualifications and interests.
52. The provision of skilled support staff and their deployment to enrich and develop learning are outstanding features. These staff provide extremely effective support both in class and in withdrawal groups and are very knowledgeable about the needs of pupils in their care.
53. The innovative use of HLTAs and the very good quality work produced by pupils in sessions when the class teacher is involved in planning, preparation and assessment is an outstanding feature.
54. The allocation of resources is well matched to the school's priorities. The quality and range of learning resources are good in KS1 and outstanding in the nursery and reception.
55. The quality of accommodation is very good with the building accommodation for the nursery and reception an outstanding feature. Displays in classrooms and corridors make a positive contribution to the quality of the education and to the learning environment.

56. The budget is well managed. Major programmes and priorities are carefully costed and linked closely to school improvement planning.
57. The school provides very good value for money.

## Recommendations

**R1:** Further extend the involvement of pupils in evaluating their own learning in all subject areas.

**R2:** Continue the robust measures already in place to improve attendance.

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 1: Good with outstanding features

58. The findings of the inspection team matched the judgement made by the school in its self-evaluation report.
59. Baseline assessments show that the achievement of many children on entry to Liswerry Infant School, particularly in literacy, is below average. The work undertaken by the school to ensure that the majority of pupils leave in Y2 having achieved very good standards in knowledge, understanding and skills and is an outstanding feature.
60. The overall quality of provision for the under-fives is appropriate to their needs and pupils make very good progress towards the Desirable Outcomes for Childrens' Learning. They enjoy learning and demonstrate a high level of involvement with all learning experiences provided by the school. They make very good progress in their use of communication skills, listening carefully, speaking confidently and taking pleasure from carrying out writing activities. Children's progress in mathematical skills is good. A range of exciting learning activities allows them to develop their mathematical vocabulary and understanding. They have very good personal and social skills. They share, taking turns, wait patiently and respond well to instructions. Children achieve very good standards in their ICT skills. Most use computers with confidence. They enjoy taking photographs using digital cameras to record their activities.
61. The school is highly successful in ensuring that all pupils with additional learning needs, including those with SEN, make very good progress in relation to their age and ability.
62. The very good progress which children make in the key and basic skills by the time they leave the early years is successfully continued and built upon across KS1. At KS1, an outstanding feature of the school is the very good progress made by pupils in speaking and listening, writing, personal and social and creative skills. Pupils' numeracy, IT and problem-solving skills are also very well developed.
63. Pupils respond well to commands, instructions and questions in both Welsh and English. They use Welsh in informal situations and in assemblies and are beginning to use Welsh in other lessons such as those in mathematics and physical education. They listen well in whole-class and paired situations and speak with good pronunciation. They read simple Welsh books and their own work with confidence and write words and sentences linked to the class topic.
64. Over recent years, very good standards have been achieved in national teacher assessments at KS1 in all three core subjects. Standards have continued to rise in English and mathematics and have remained at a high level in science. In

2006, 92% of pupils were assessed at level 2 or above in English, mathematics and science in combination - the CSI - continuing a year on year improvement since 2002. Overall, the performance of the school in consistently reaching such high standards is an outstanding feature.

65. Boys and girls achieve equally as well in English, mathematics and science.
66. When compared with those schools with a similar proportion of pupils entitled to free school meals, the school has consistently appeared in the top 25 per cent for English and mathematics. In 2004, science fell very slightly outside the top 25%. However, this was immediately reversed the following year. These high standards are repeated in relation to those pupils assessed at the CSI where the school, over the last three years, has featured right at the top of this group of schools.
67. Children under five are able to talk with enthusiasm about what they are doing when involved in different activities. Pupils in KS1 are very clear about their teacher's expectations of them. Their responses are of a high standard.
68. The school makes an outstanding contribution to ensuring that the vast majority of pupils fulfil their potential relative to age and ability and in a significant number of cases exceed it.
69. The school has taken effective steps to ensure all pupils are well prepared for their eventual transfer to the junior school.
70. Pupils' behaviour and their attitudes towards learning are outstanding features of the school. These features contribute significantly to the standards pupils achieve and to the quality of life in the school. The headteacher and staff have high expectations of pupils' behaviour and pupils respond positively to their calm, supportive and consistent approach.
71. Pupils are well motivated, enthusiastic and enjoy their learning. They listen attentively to their teachers, engage readily in discussion, co-operate willingly with adults and their peers and settle quickly to their tasks. They are able to sustain concentration, often for extended periods, and are keen to do their best.
72. Pupils' good behaviour is evident not only in lessons but also in morning worship, in their playground games, at meal times and in their orderly movement around the school. Respect, care and concern for others are notable features of pupils' behaviour and attitudes, and they welcome visitors warmly and politely.
73. Good features outweigh shortcomings in the school's overall attendance rates. Attendance for the past three terms averages 92%. Most pupils are punctual and keen to attend school.
74. Much of the absence and lateness is caused by a small group of pupils who are absent persistently. This has an adverse impact on the continuity of their education and the standards they achieve. The school works closely with the

education welfare service to support children and their families, and pupils are well supported when they return to school after a period of absence.

75. The governing body is rightly concerned about the number of parents who take their children on holiday during term time. This has an adverse impact on the continuity of pupils' formal education and on overall rates of attendance for the school.
76. Registration is conducted efficiently but, in a minority of classes, not promptly enough at the start of the school day. In all other respects, the school complies with attendance requirements set out in the National Assembly for Wales Circular 3/99, *Pupil Support and Social Inclusion*.
77. Pupils' ability to work independently, in pairs and as part of a group is very well developed. They organise group activities fairly, share responsibilities and ensure everyone contributes. Pupils' problem-solving and decision-making skills are good, and the mutual help and support they offer to each other through work and play are particularly strong features of their learning.
78. Provision for pupils' personal, moral and social development is outstanding. The excellent relationships that pupils enjoy with teaching and support staff, the supportive ethos of the school, the positive contribution of the PSE programme and the sensitive moral and spiritual content of collective worship all help pupils to develop a secure set of moral and personal values. Pupils demonstrate honesty, fairness and consideration for others in their work and play.
79. In discussion with pupils, they demonstrate mature attitudes, relative to their young age and they have a very good awareness of equal opportunities. They feel strongly that everyone should be treated fairly and without favouritism and they appreciate the way in which teaching and support staff treat all pupils with consideration and kindness. Pupils display a growing respect for the diversity of beliefs, attitudes and cultural traditions within their locality and the wider world.
80. The school is highly successful in preparing pupils to take an active role in the life and work of the local community. Exemplary use is made of the community as a learning resource and pupils regularly serve the community by supporting cultural, environmental and charitable projects.

## The quality of education and training

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

#### Grade 1: Good with outstanding features

81. The judgement of the inspection team is one grade higher than the judgement made by the school in its self-evaluation report. The school was over-cautious and underestimated the high quality of the teaching and its effect on learning.

82. In the lessons observed the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
47%	47%	6%	0%	0%

83. The quality of teaching is consistently high throughout the school and this includes those sessions led by HLTAs.

84. Ninety-four per cent of lessons observed were graded as being good with no important shortcomings, which is significantly above the Welsh Assembly Government's target that sixty-five per cent should be grade 2 or better by 2007. Forty-seven per cent of lessons observed were judged as good with outstanding features and in the nursery, without exception, teaching is outstanding. The outstanding features associated with the teaching in the lessons judged at grade 1 include:

- very strong pupil-teacher relationships;
- high expectations of pupils of all ages which result in high levels of motivation and quality of learning;
- teachers who are highly knowledgeable about the subjects and aspects for which they carry a responsibility and committed to increasing their expertise through further professional development;
- detailed planning identifying learning objectives, assessment activities and opportunities to develop key skills;
- a wide range of teaching strategies and good quality resources to stimulate and enhance learning, such as the use of digital photographs which are immediately uploaded and used to stimulate reflective discussion;
- teaching which is conducted at a good pace, questioning techniques and learning activities which enable all pupils to extend their knowledge and understanding;

- teachers who provide a good model when introducing and reinforcing vocabulary and language patterns in both English and Welsh; and
  - very effective management of teaching assistants together with effective planning of this and other adult support to target resources at pupils who have specific learning needs, including more able pupils.
85. Where there are shortcomings these include:
- a lack of pace to the teaching resulting in overly long explanations with a few pupils becoming inattentive and time available for the learning activity significantly reduced as a result; and
  - learning activities not sufficiently challenging for the more able learners.
86. The school's overall assessment procedures are good with no important shortcomings.
87. Assessment and recording in the early years are of very high quality. Assessment booklets contain notes based upon direct observation and discussion and provide a comprehensive picture of children's progress at nursery and reception levels in all areas of learning.
88. The school has a very effective system for tracking and monitoring pupils' progress in all subjects and areas of learning. Results are carefully analysed and used to help teachers to focus additional support where it is most needed and to set challenging targets for all pupils.
89. Annual reports to parents are of a high quality. They provide detailed information about pupils' progress in all subjects and in their personal development. They indicate clearly the next steps that pupils will need to take to bring about improvement. Attendance at termly parental consultations is very good. Parents of pupils with SEN who attend these sessions have opportunities to review their child's Individual Education Plan (IEP) and, where necessary, to be involved in the setting of new targets. All statutory assessment and reporting requirements are met.
90. Children in the nursery are frequently encouraged to evaluate their own learning by both the teacher and teaching assistants. However, other than in art, opportunities for pupils to evaluate their own learning are at an early stage of development.
91. At KS1, clear learning objectives are shared with pupils at the start of a lesson. This ensures that all pupils are aware of what they should have learned by the end of the lesson. They are appropriately referred to again during the end-of-lesson review session where the teacher assesses pupils' progress in relation to the learning objective. In many instances, marking is clearly linked to the learning objective as the criterion against which pupils' achievement can be assessed.

**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**

92. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
93. The curriculum is broad and balanced. It caters successfully for the needs of all pupils equally, including the under-fives, pupils with SEN and looked after children and conforms to statutory requirements.
94. Through the implementation of well-managed and organised curricular planning, between and across year groups, learning experiences for pupils are well connected to previous lessons.
95. The quality of provision within the early years has outstanding features. These include:
- the wide range of strategies used to extend the learning opportunities for all children;
  - the well-managed and organised way in which children are actively involved in their learning;
  - the opportunity for children to think for themselves and make their own choices;
  - the stimulating indoor and outdoor learning environments; and
  - the excellent relationships between teachers and teaching assistants.
96. The transition from early years to Y1 and Y2 is supported by very good schemes of work. The effective work undertaken by the school in this area ensures that all pupils make good progress in developing knowledge, skills and understanding.
97. The school makes very good provision for the development and improvement of pupils' basic and key skills. An outstanding feature is the way in which writing and creative skills are developed across all subject areas. A highly effective monitoring and evaluation programme ensures that areas for further improvement are readily identified.
98. The school provides an excellent range of educational visits and extra curricular activities, which broaden and enrich pupils' learning experiences. These activities contribute significantly to raising standards of achievement and to pupils' personal and social development. In discussion, pupils' recall of their visits is very good and their enthusiasm for after-school clubs is evident.

99. The school's provision for spiritual, moral, social and cultural development is good with outstanding features. It gives pupils a clear set of values and provides them with a secure understanding of how they can contribute to their school, their community and to the wider world.
100. The daily act of collective worship makes a significant contribution to this provision. Assemblies are well-planned and meaningful occasions where pupils are encouraged to reflect on their experiences and consider the values and beliefs of others. A strong sense of community is evident. Throughout the school day, pupils display a sense of awe and curiosity through their learning. This is particularly evident in their love of the natural world in their outdoor classroom and in their environmental and conservation work.
101. The aims of the school encourage and promote positive values and attitudes. The quality of relationships throughout the school is excellent and contributes significantly to developing pupils' confidence, self-esteem and very good behaviour. The headteacher, teaching and support staff provide very good role models for pupils in their care and they ensure pupils have a good understanding of right and wrong.
102. Pupils have many opportunities to volunteer for and accept responsibility. For example, pupils are encouraged to become actively involved in decision-making within the school. The School Council is an impressive forum where pupils' concerns, ideas and opinions are sought. Younger pupils take delight in acting as monitors within the classroom and undertake their duties sensibly and cheerfully. The school also provides a rich programme of extra-curricular activities and educational visits that contribute well to pupils' social development.
103. The school is highly successful in celebrating cultural diversity and pupils have many opportunities to learn about the social and cultural traditions of other faiths and cultures.
104. The school's partnerships with parents, the local community, other schools and higher education institutions are highly successful and have outstanding features that enrich the life and work of the school.
105. Parents are very supportive of the school and express high levels of satisfaction with the education their children receive within a caring, secure and happy environment. Parents and friends make a valuable contribution to the life and work of the school. Many give freely of their time helping out in the classroom, accompanying pupils on educational visits, supporting school activities and in fund-raising for the school. Parental involvement in a wide range of family learning projects is highly successful and benefits both parents and children.
106. The information provided for parents is of high quality. A comprehensive prospectus and annual report of the governing body, parental handbooks for each year group, curriculum information and regular newsletters keep parents fully informed of the life and work of the school. An outstanding feature is the way in which the school regularly seeks parents' views and opinions and often

acts upon their recommendations. A constructive home/school agreement is in place, which has been accepted readily by parents.

107. The school enjoys productive links with other schools in the area, especially with the junior school to which the pupils transfer. These links, particularly those involving work in the different subjects, contribute significantly to the continuity and progression of education from KS1 to KS2. Arrangements for the transfer of pupils are highly effective and an outstanding feature. The initiative where Y2 pupils have their lunch in the junior school is very successful and ensures pupils become familiar with their new school before transfer.
108. The school has established successful partnerships with several institutes of higher and further education and provides training facilities for student teachers and students undertaking childcare and vocational qualifications. Students from local secondary schools regularly undertake work-experience placements at the school. All students are well supported by staff and they make a positive contribution to the life of the school.
109. The many positive links with the local community are very effective and contribute significantly to pupils' learning in a number of curriculum areas.
110. The school's curriculum complies fully with legal requirements. The policy for PSE follows closely national recommendations and provides pupils with a wide range of rich learning opportunities. External visitors make a good contribution to the delivery of the programme and topics such as sex education and health education are handled in an appropriate and sensitive manner.
111. The school's commitment to work-related education is consistently good with outstanding features. Pupils' learning is enriched by a range of productive partnerships with local employers and relevant agencies. Teachers address successfully the vocational aspect of the PSE programme and a range of well-planned visits to commercial, industrial and retail sites enhances pupils' understanding of the world of work.
112. Local employers are very supportive of the school and considerable sponsorship has been received, in particular to develop the outdoor environment. Several teachers have undertaken relevant industrial placements, which have contributed to their professional development and enhanced curriculum provision for pupils.
113. The school adopts positive strategies for the promotion of bilingualism. Appropriate time is allocated to the teaching of Welsh as a subject and incidentally throughout the day. Training has been provided for all support staff including midday supervisors. There is an effective reward system for the use of incidental Welsh and the school provides simple Welsh greetings and phrases for parents in the weekly newsletter.
114. The school's promotion of the Y Cwricwlwm Cymreig is an outstanding feature. This aspect has been well integrated into all schemes of work. Learning experiences in the nursery are enhanced by a 'Bag Cymreig.' In reception and

KS1 the curriculum is enhanced by regular opportunities for all pupils to visit museums, listen to music from Wales and visit Welsh places of heritage such as Tredegar House. Pupils study the local environment, visit the Gwent Wetlands and enjoy visits from Welsh celebrities, authors, illustrators, fishermen and a harpist. The school's interactive museum also supports effectively pupils in their understanding of Welsh culture and heritage.

115. The school's policies and procedures to promote equal opportunities and to tackle social disadvantage and stereotyping are very successful, and pupils succeed regardless of their ability, gender, race or backgrounds. The school's commitment to equal opportunities and social inclusion is exemplary.
116. The commitment of the school in celebrating diversity and in promoting equal opportunities for everyone is reflected in pupils' understanding of global citizenship and the economic and social inequalities that exist throughout the world. Through a national aid charity, pupils support a young child in India and they have a good understanding of the differences in lifestyles of children on different continents.
117. As part of the *Eco Schools Award Scheme*, the school has received the bronze and silver awards in recognition of its commitment to conservation and the environment.
118. The standards in, and provision for, education for sustainable development and global citizenship are outstanding and fully integrated into the life and work of the school.
119. The whole school community actively promotes sustainable development through its commitment to reduce energy and water consumption. Pupils understand the problems of litter and pollution and are involved in re-cycling and composting schemes and in the development of the outdoor environment.
120. Pupils' entrepreneurial skills are developing well. Mini-enterprise projects where pupils design, produce, finance and market their goods for sale give pupils good insight into the running of a profitable business.
121. Pupils have many opportunities to develop their problem-solving skills and contribute to decision-making through their involvement in competitions, the playground friends initiative, the School Council and eco committee and in their fund raising for local and national charities.
122. The school is successfully laying the foundations for lifelong learning and community regeneration, and national priorities are well reflected in the life and work of the school.
123. Staff and pupils know their community well and understand what is needed for its continued regeneration and success. They recognise that through partnership, citizenship and care for the environment they can make a real contribution to their community.

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

<b>Grade 1: Good with outstanding features</b>
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124. The findings of the inspection team differ from the judgement made by the school in its self-evaluation report, in which the school judged this key question at grade 2. The inspection team considered that the school under-estimated the high quality of pastoral care offered to pupils.
125. The quality of care, support and guidance and the attention paid to pupils' welfare throughout the school is outstanding. The warmth, care and mutual respect between staff and pupils are outstanding features and enable pupils to make very good progress in their academic, personal and social development.
126. The school works in a very productive partnership with a wide range of agencies and support services to ensure pupils' needs are carefully assessed and provided for. This is particularly beneficial for those children in challenging circumstances.
127. The school enjoys close and effective working partnerships with parents and carers. These contribute significantly to the quality of support and guidance offered to pupils. The school listens carefully to parents and carers and takes into consideration their views.
128. All adults in the school provide very good support for children when they enter school for the first time. Children settle quickly and confidently into their new school.
129. Pupils readily turn to adults for help and support and are listened to and treated with respect.
130. Pupils have access to a highly effective PSE programme which contributes significantly to the quality of support and guidance offered to pupils. Circle time, in particular, is having a positive impact on pupils' emotional, personal and social development.
131. The school's use of specialist agencies including health professionals, welfare agencies, psychological and social services is exemplary.
132. The headteacher monitors attendance, punctuality, behaviour and performance very carefully. The school's policies and procedures to promote good behaviour are very effective. The school's 'golden rules' are simple, relevant and understood clearly by everyone. Pupils whose behaviour is giving cause for concern are counselled, parents are involved and support is sought from external agencies and the behaviour support unit of the LEA when necessary. These arrangements work well and with support, pupils' behaviour usually improves.

133. The quality of support and guidance concerning pupils' progress in their learning is well established. However, the role of pupils in evaluating their own learning and planning their next steps is at an early stage of development.
134. The school has clear policies and procedures in place to promote health and safety. Every reasonable measure is taken to ensure staff and pupils work in a safe and secure environment. Pupils are well supervised during break times and well-established arrangements are in place to deal with any accidents and emergencies.
135. As part of the *Welsh Network of Healthy Schools*, the school is successful in promoting a healthy diet and lifestyle. Fresh water and fruit are readily available, and even the youngest pupils understand that eating a healthy diet and exercising regularly are good for their health and well being.
136. Duty of care is fundamental to the school's ethos. Consequently the school works in pupils' best interests to nurture their welfare and to protect them from harm. There are outstanding features to the arrangements for child protection, especially with regard to the sensitive way in which the headteacher handles issues and the high priority given to staff training.
137. The school works in close partnership with social services and a range of external welfare agencies to secure pupils' welfare.
138. The school's provision for pupils with SEN is good with outstanding features. It uses effectively the early identification of pupils with SEN to put in place individually targeted programmes of work aimed at bringing about improvement.
139. The effective process of assessment, target setting and review, for pupils with SEN, includes both pupils and parents at all stages. Each pupil with SEN has a detailed IEP or individual behaviour plan (IBP). These have specific, well-focused and achievable short term targets. The IEPs and IBPs are accessible in all classrooms where teachers and support staff display a high awareness of the nature of the programmes of support for each pupil. Careful monitoring of IEPs and IBPs by teachers and teaching assistants ensures that pupils are on track to make appropriate progress relative to their age and ability.
140. Provision is well managed by the Special Educational Needs Coordinator (SENCo), who is relatively new to the role. She works closely with class teachers to ensure the IEPs and IBPs closely match the needs of individual pupils. She effectively manages the SEN register, liaising with external agencies when outside professional advice and guidance are required.
141. A register of more able and talented pupils is also kept. These pupils' needs are met appropriately through, for example, the use of extension activities in mathematics.
142. The specialist provision targeted at pupils with additional learning needs is outstanding. The teacher and skilled team of teaching assistants provide well-

planned literacy sessions for small groups and individual pupils. Pupils are highly motivated and frequently achieve the challenging targets set for them.

143. The school has in place an effective behaviour management policy and programme of training. All staff, including midday supervisors, have received training in assertive and positive discipline procedures. This helps ensure that a consistent approach to behaviour management is in place throughout the school. Local authority behaviour support service staff regularly visit the school to provide a programme of support for pupils and parents. It is evident from pupils' very good behaviour that this initiative has been successful.
144. There are no pupils with physical disabilities currently attending the school. However, there is an up-to-date accessibility plan and suitable arrangements are available for disabled pupils, parents and visitors to the school.

## Leadership and management

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

#### Grade 1: Good with outstanding features

145. The findings of the inspection team are different from the judgement made by the school in its self-evaluation report. The school was too modest in its judgement of the high quality of strategic leadership and management present at all levels within the school.
146. The quality of leadership and management provided by the headteacher is outstanding. Her management is purposeful and imaginative and the school has a clear sense of direction. She is ably supported by her recently re-modelled senior management team. The teaching and support staff and governing body are well-informed and committed to making the school's vision a reality.
147. Very good team work and high expectations enable the school to function as a happy and well-organised community. The school is characterised by supportive working relationships and a commitment to ensuring all pupils achieve success. These are outstanding features.
148. The school's policies and procedures provide clear guidance and are implemented consistently.
149. The school takes very good account of local and national priorities and these are integrated successfully into the school's strategic development planning. The school is making good progress towards implementing the proposed Foundation Phase. Funding for continuing professional development from the General Teaching Council for Wales has been used effectively to improve the quality of learning.
150. Target-setting procedures are very well established. There is a good balance between realism and challenge in the targets set.
151. Effective systems are in place to monitor pupils' progress against the targets set with individual teachers as part of the school's performance management cycle.
152. The school has a very strong commitment to developing the expertise of both teaching and support staff. Its very effective performance management system for teachers and the appraisal system for support staff promote the professional development of all staff. These are outstanding features.
153. Sound links are made between teachers' personal objectives arising from performance management and priorities in the school development plan. This process has led to a measurable improvement in standards of achievement particularly, for example, in literacy.

154. Arrangements for inducting both teaching and non-teaching staff, and for those assuming new roles, are well developed. The quality of provision for the induction of newly qualified teachers and the early professional development of teachers in their second and third years are very good.
155. Governors meet regularly and have well-established and effective committee structures, all of which have suitable terms of reference. The governing body fulfils its regulatory and legal requirements.
156. The highly developed role played by the governing body in helping to set the strategic direction of the school is an outstanding feature.
157. Governors undertake termly monitoring and evaluation visits with curriculum co-ordinators. During these visits, governors observe lessons, listen to learners and become familiar with relevant curriculum documentation. Very good evaluation reports are produced which are shared with other governors. To ensure feedback to the full governing body, there is a standing item on the governing body agenda for receiving reports.
158. Regular detailed and comprehensive reports from the headteacher further assist governors in gaining a clear view on the work of the school.

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

**Grade 1: Good with outstanding features**

159. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
160. The school has a well established and outstanding programme of self-evaluation that involves all parties with an interest in the future development and improvement of the school. The school's current self-evaluation report is outstanding. It is under-pinned by a wide ranging evidence base which provides credible support for the judgements reached. In four out of the seven key questions the school's grade matched that of the inspection team. In key questions two, four and five, the inspection team allocated a higher grade than the school.
161. The headteacher, senior managers and governors have an in-depth knowledge of the school and its work. The headteacher's overall command and use of the rich source of assessment data available to the school is an outstanding feature.
162. The role played by the school's curriculum co-ordinators in the process of self-evaluation is outstanding. They are very well informed about the standards achieved and the quality of planning and resources within the subject areas for which they are responsible. They acquire this very good overview of performance through a carefully planned and systematic whole-school approach to self-evaluation. Curriculum co-ordinators produce very good subject self-

evaluation reports that result in detailed action plans aimed at improving standards and the quality of teaching and learning.

163. A School Council enables pupils to make suggestions as to how the school might be improved. The pupils involved are articulate and have a very clear understanding of their role and responsibilities.
164. The use of questionnaires and satisfaction surveys with teachers and parents extend effectively the opportunities for interested parties to contribute to helping the school improve on previous best. The 'Parent Helpers Club' provides the school with volunteer helpers and fund-raising to improve resources. It is an effective channel of information and opinion that is used effectively by the school to inform its school improvement work.
165. The priorities identified within the school development plan are strongly linked to the outcomes of subject self-evaluations. Appropriate attention is paid to the identification of realistic targets, necessary resources and measurable success criteria within a manageable time frame. The plan provides the school with a clear sense of direction and purpose.
166. Two key issues were identified in the school's last inspection. These included:
- Ensuring that standards of achievement are sustained and further improved; and
  - improving provision for information technology, links with industry and accommodation within the school.

Very good progress has been made in respect of both key issues.

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

<b>Grade 1:</b> Good with outstanding features
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167. The findings of the inspection team match the judgement of the school in its self-evaluation report.
168. The school is very well staffed for the number of pupils on roll. All members of staff are suitably qualified to teach every aspect of the curriculum and subject responsibilities generally match initial qualifications and interests.
169. All members of staff are committed to their professional development and an effective in service training programme ensures that all teachers are aware of new initiatives.
170. The provision of skilled support staff and their deployment to enrich and develop learning are outstanding features. Teaching assistants work very effectively with class teachers in planning, supporting pupils and recording their progress. They provide effective in-class and withdrawal support and are knowledgeable about

the needs of pupils in their care. They succeed very well in promoting their progress.

171. The arrangements for teachers' planning, preparation and assessment (PPA) time are very effective. As part of the national strategy for remodelling the school workforce, the school has appointed two highly trained HLTAs. These assistants provide PPA cover for teachers and are responsible for the teaching of art and design and technology in reception and KS 1. This innovative use of HLTAs and the quality of work produced by pupils in these sessions are outstanding features.
172. The school uses its administrative staff and a range of volunteers to very good effect. The increased use of part-time administrative support is successful in reducing teachers' workload. Canteen staff and lunchtime supervisors contribute well to pupils' development.
173. The quality and range of learning resources are good in KS1 and outstanding in the nursery and reception. Regular and effective use is made of a range of resources in lessons. Resources are sited centrally and in classrooms and are accessible to all. They are well matched to the school's priorities with the recent significant expenditure on literacy and ICT. All classrooms have two computers and internet access and effective use is made of the wall-mounted interactive whiteboards to enhance the quality of education across the curriculum.
174. The library is well stocked with a comprehensive range of reading and research materials. These reflect pupils' interests and meet the needs of the curriculum. The school uses also local museums and central resource providers to enhance provision.
175. The school buildings and grounds are very well maintained and provide a safe and secure environment for pupils.
176. The quality of accommodation is very good with the building accommodation for nursery and reception children an outstanding feature. Rooms are spacious and light and have outdoor access. Displays in classrooms and corridors provide a stimulating and interesting learning environment and make a positive contribution to the quality of the education provided.
177. Reception children, through the use of a daily rota, are able to have access to the facilities of the nursery garden. A new outdoor classroom has recently been established and this is used effectively to enhance the quality of the children's learning experiences. Good use is made of the local area in subjects such as geography and religious education to enrich pupils' learning experiences.
178. The governing body regularly undertakes reviews of the premises. Recent adaptations include the installation of ramps, disabled parking and disabled toilet facilities.
179. The school makes very efficient and economic use of its resources. The detailed annual self-evaluation of financial management enables the school to target

spending on the learning needs of its pupils. This is an outstanding feature. Governors are well informed and actively involved in the management of the school's budget and there is a very effective balance between the responsibilities undertaken by the governors and those delegated to the headteacher and staff.

180. The budget is well managed and major programmes and priorities are carefully costed and linked to priorities in the school development plan.

181. The school provides very good value for money.

## **School's response to the inspection**

The Governors and staff have considered the outcomes of the inspection and are delighted that the findings acknowledge that Lliswerry Infant School is a very good school with many outstanding features.

We are pleased that the inspection team found that the quality of teaching and standards of achievement are above the Welsh Assembly all Wales targets. This is a reflection of the hard work of pupils, staff and governors of Lliswerry Infant School.

Inspectors reported that “the warmth, care and mutual respect between staff and pupils enable pupils to make very good progress in their academic, personal and social development”. The quality of relationships throughout the school was regarded as contributing significantly to developing children’s confidence, self esteem and very good behaviour.

We are particularly pleased that the inspectors considered the school successful in providing a caring, secure and happy environment for pupils and that its partnerships with parents and the local community have outstanding features that enrich the life of the school.

The school would like to thank the inspection team for the professional and courteous manner in which the inspection was conducted. Their opinions are valued and recommendations will be acted upon in the school’s current and future development plans.

## Appendix 1

### Basic information about the school

Name of school	Liswerry Infant School
School type	Community
Age-range of pupils	3 to 7
Address of school	Nash Road, Newport
Postcode	NP19 4NG
Telephone number	01633 277018

Headteacher	Mrs Christina Davies
Date of appointment	April 2002
Chair of governors/ Appropriate authority	Councillor Allan Morris
Registered inspector	Mr Gareth Leighton Williams
Dates of inspection	20 <sup>th</sup> – 22 <sup>nd</sup> November 2006

## 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	39	68	82	78					267

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	12	3	13.1

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	19:1
Pupil: adult (fte) ratio in nursery classes	13:1
Pupil: adult (fte) ratio in special classes	
Average class size, excluding nursery and special classes	25
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of School
Autumn 2005	89.9	91.9	93.2
Spring 2006	86.6	90.2	91.4
Summer 2006	86.9	89.9	91.4

Percentage of pupils entitled to free school meals	23%
Number of pupils excluded during 12 months prior to inspection	0

## Appendix 3

### National Curriculum Assessment Results End of Key Stage 1:

National Curriculum Assessment KS1 Results 2006			Number of pupils in Y2:		79		
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher assessment	School	0	1	6	71	22
		National	0	3	13	63	20
En: reading	Teacher assessment	School	0	1	9	49	41
		National	0	4	14	55	27
En: writing	Teacher assessment	School	0	4	4	85	8
		National	0	5	14	68	12
En: speaking and listening	Teacher assessment	School	0	1	5	71	23
		National	0	2	10	63	24
Mathematics	Teacher assessment	School	0	1	0	63	35
		National	0	2	10	64	23
Science	Teacher assessment	School	0	1	4	58	37
		National	0	2	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	92	In Wales	81

D Pupils who have been disapplied from the statutory arrangements  
W Pupils who are working towards level 1

## Appendix 4

### Evidence base of the inspection

- A team of four inspectors and one peer assessor spent a total of 9 inspector days at the school.
- Pre-inspection meetings were held with the headteacher, staff, governing body and parents.
- One hundred and forty-one questionnaires were returned by parents and analysed.
- The headteacher acted as nominee and provided additional information as required.
- Thirty-two lessons or part lessons were observed.
- Samples of pupils' work from across the age and ability ranges were examined.
- As well as visiting the School Council, inspectors at various times during the day took the opportunity to talk with pupils, listen to their reading and discuss their work.
- All documentation submitted by the school was analysed and discussed.
- Inspectors attended daily acts of collective worship.
- Pupils were observed as they arrived and departed from school and during the midday and other breaks.
- Post-inspection meetings were held with the staff and the governing body.

## Appendix 5

### Composition and responsibilities of the inspection team

Team member	Type	Responsibilities
Mr Gareth Leighton Williams	Registered Inspector	Summary, context, recommendations and appendices Contributions to: Key Question 1 Key Question 2 Key Question 3 Key Question 5 Key Question 6
Mrs Anne Roberts	Team Inspector	Contributions to: Key Question 1 Key Question 2 Key Question 4 Key Question 5
Mrs Nerys Snowball	Team Inspector	Contributions to: Key Question 1 Key Question 7
Mrs Janet Warr	Lay Inspector	Contributions to: Key Question 1 Key Question 3 Key Question 4
Mrs Christina Davies	Nominee	Attending team meetings and supplying information
Mrs Mari Rhiannon Vaughan	Peer Assessor	Observing in classrooms, listening to readers and contributing to team meetings

### Inspection Contractor:

Cardiff LEA Inspection Department  
County Hall  
Atlantic Wharf  
Cardiff  
CF10 4UW

### Acknowledgement

The visiting inspectors would like to thank the head teacher, the governors, staff and pupils for their co-operation and courtesy they received during the inspection.