

**Inspection under Section 10 of the  
Schools Inspections Act 1996**

**Mount Airey Nursery and Infant Community School  
Augustine Way  
Haverfordwest  
Pembrokeshire  
SA61 1PA**

**School Number: 668/2267**

**Date of Inspection: 11 – 14 October 2004**

**by**

**Mr Jeffrey Harries  
WO 78220**

**Date: 13 December 2004**

**Under Estyn contract number: T/58/04P**

© Crown Copyright 2004

This Report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and the source and date thereof are stated.

Copies of this report are available from the school. Under the School Inspections Act 1996, the school must provide copies of the report free of charge to certain categories of people. A charge not exceeding the cost of reproduction may be made to others requesting a copy of the report.

Mount Airey Nursery and Infant Community School was inspected as part of a national programme of school inspection. The purpose 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 more information about their child's school. A copy of this summary is sent to every family with a child at the school. The full report can be obtained from the school.

The inspection of Mount Airey took place between 11-14<sup>th</sup> October 2004. An independent team of inspectors, led by Mr Jeffrey Harries 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. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

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                             |

## Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years 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 attain the age of 5 during the academic year. Year 1 refers to the year group of pupils who attain the age of 6 during the academic year and so on. Year 13 is the year group of students who attain 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 |

| <b>Contents</b>  | <b>Page</b> |
|--|-------------|
| <b>Context</b>   | <b>1</b>    |
| <b>Summary</b>   | <b>2</b>    |
| <b>Recommendations</b>   | <b>6</b>    |
| <b>Standards</b>   | <b>7</b>    |
| Key question 1: How well do learners achieve?  | 7           |
| <b>The quality of education and training</b>   | <b>9</b>    |
| Key question 2: How effective are teaching, training and assessment?   | 9           |
| Key question 3: How well do the learning experiences meet the needs and interests of learners and the wider community? | 11          |
| Key question 4: How well are learners cared for, guided and supported?   | 13          |
| <b>Leadership and management</b>   | <b>15</b>   |
| Key question 5: How effective are leadership and strategic management?   | 15          |
| Key question 6: How well do leaders and managers evaluate and improve quality and standards?                           | 17          |
| Key question 7: How efficient are leaders and managers in using resources?   | 18          |
| <b>Standards achieved in subjects and areas of learning</b>  | <b>19</b>   |
| English  | 19          |
| Mathematics  | 20          |
| Welsh second language  | 20          |
| Design and technology  | 21          |
| History  | 22          |
| Music  | 22          |
| <b>School's response to the inspection</b>   | <b>23</b>   |
| <b>Appendices</b>  | <b>25</b>   |
| A Basic information about the school   | 25          |
| B School data and indicators   | 26          |
| C National Curriculum assessments results  | 27          |
| D Evidence base of the inspection  | 28          |
| E Composition and responsibilities of the inspection team  | 29          |

## Context

### The nature of the provider

1. Mount Airey Nursery and Infant Community School, built in 1956, is situated in Haverfordwest. The school serves a residential area mainly in the Priory Ward of the town. It has 174.5 fte pupils aged three to seven years of age on roll. A minority of pupils, whose parents have expressed a preference for the school, come from other parts of the town and outlying area. The school reports that the area from which pupils are drawn is neither prosperous nor economically disadvantaged, however, entry profiles indicate between 25% to 40%, mainly boys, display early indications of need, predominantly speech and language difficulties. Approximately 19% of pupils are entitled to free school meals, similar to county and national averages. Almost all pupils' home language is English and all except two are of white ethnicity. The entry of children into the nursery is controlled and administered by Pembrokeshire County Council (the local education authority).
2. Around 40% of pupils in mainstream classes have special educational needs (SEN), a figure much higher than county and national averages. Four pupils have statements of SEN. The school also has a Special Needs Assessment Unit covering the whole of the county of Pembrokeshire which caters for 20 pupils. Its purpose is to identify pupils' specific problems and recommend appropriate medium to long term educational placement.
3. The school's aims include:
  - to provide a happy, caring and stimulating environment in which pupils can develop to their full potential;
  - provide quality education, fulfilling the requirements of the National Curriculum (NC);
  - develop pupils' learning, thinking and enquiry skills;
  - encourage the highest standards of behaviour ensuring the growth of respect for themselves, for each other and the environment;
  - forge strong links to ensure a partnership between school, governors, parents and the community.
4. The school's major priorities and targets for 2004-2005 include:
  - introducing the pilot programme for the Foundation Phase in Early Years;
  - developing and enriching the scope of the outdoor curriculum;
  - extending expertise in bilingualism.
5. The school was last inspected in 1999. Since that time the school has had a new reception age teaching block. Outdoors, extensive early years facilities have been developed together with a multi-sensory garden. As from September 2004, the school is piloting the Foundation Phase for three to five year olds. It aims to excite and stimulate children's learning through an appropriate child centred

curriculum, develop their thinking skills and foster positive attitudes towards lifelong learning. The school is about to renew its Investors in People Award for the fourth time and the Basic Skills Quality Mark for the third time.

## Summary

6. Mount Airey Nursery and Infant Community School is a good school with many outstanding features. It has continued to improve since the last inspection. The inspection team agreed with the judgements made by the school about the standards pupils achieve and with the vast majority of the school's judgements in other areas of its work. The quality of leadership and management, the quality of teaching, pupils' standards of achievement, assessment procedures and learners support and guidance are major strengths of the school.

### Table of grades awarded

7. The inspection team judged the school's work as follows:

| 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? | 2                |
| 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

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

### Pupils' standards of achievement

| Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|---------|---------|---------|---------|---------|
| 37%     | 54%     | 9%      | 0%      | 0%      |

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

10. Pupils with special educational needs make consistently good and often outstanding progress towards achieving the targets set for them.
11. Pupils' standards of achievement in lessons are well above the Welsh Assembly Government's all-Wales targets.
12. In key stage one, in the subjects inspected, the standards of achievement are as follows:

| <b>Subject</b>        | <b>Key Stage 1</b> |
|-----------------------|--------------------|
| English               | 1                  |
| Mathematics           | 1                  |
| Welsh second language | 2                  |
| Design and Technology | 1                  |
| History               | 2                  |
| Music                 | 1                  |

13. In the early years, nursery and reception age children listen attentively to their teachers and support staff. Reception age children's skills in speaking, reading and writing develop appropriately. In KS1, pupils' standards and progress in the key skills of speaking, listening and reading are good with outstanding features. In lessons, pupils think and express themselves confidently and clearly and listen carefully to other's points of view. Standards and progress in numeracy and information and communications technology (ICT) are good. The progressive development of pupils' problem solving and creative skills are a strong feature. In the best practice, when writing and recording across the curriculum, pupils do not use worksheets but write extendedly showing a wide understanding, using ICT as an integral tool for learning. Pupils' skills in bilingual competence show progress from a low base on entry to the school; it is mainly confined to registration periods. This has been recognised as a priority for development.
14. At the end of key stage one, in 2004, inclusive of pupils in the Assessment Unit, pupils' attainment in the National Curriculum core subjects of English, mathematics and science was well above local and national averages. When compared with similar schools across Wales, results are well above in all core subjects, placing it in the top 25% of schools. Over the past four years there has been no significant difference in the performance of boys and girls.
15. Almost without exception, pupils are enthusiastic learners and enjoy their work and play. They listen carefully to their teachers, co-operate willingly with adults and their fellow pupils, settle quickly to task and sustain concentration. Children in both nursery and reception age classes plan aspects of their learning, and display an eager willingness to participate in the activities.
16. Pupils' understanding of equal opportunities issues is developing well. In discussion with older pupils, they display a growing respect for the diversity of beliefs, attitudes and cultural traditions within society. The school successfully prepares pupils to play an active role within their local community.

17. Pupils' behaviour and their attitudes towards learning are consistently good with outstanding features. This contributes significantly to the standards pupils achieve and to the quality of life in the school. The school is a very happy, caring and orderly community where pupils of all ages are courteous, polite and relate well to each other, to staff and to visitors.
18. Attendance rates are satisfactory, averaging 93% for the past 12 months. There is no significant variation between attendance levels in the early years when compared with key stage 1. Most pupils are punctual and keen to attend school but, despite the school's efforts, a minority of pupils arrive late for the start of the school day. This often disrupts the class and these pupils miss important parts of the first lesson of the day.

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

#### **The quality of teaching in the subjects and areas of learning inspected**

| <b>Grade 1</b> | <b>Grade 2</b> | <b>Grade 3</b> | <b>Grade 4</b> | <b>Grade 5</b> |
|----------------|----------------|----------------|----------------|----------------|
| 42%            | 54%            | 4%             | 0%             | 0%             |

19. The quality of teaching is a strength of the school with the percentage of good lessons above the Welsh average. Witnessed in all classes, the percentage of very good lessons is very high and well above the Welsh average.
20. In all classes, lessons are well planned with clear learning objectives shared with pupils. Continuity and progression and the development of key skills are an outstanding feature. However, planning for pupils to develop and apply their bilingual skills in subjects across the curriculum is insufficiently developed. Planning for the under-fives is appropriate with active learning becoming a stronger feature.
21. Teachers have good subject knowledge and use a good range of teaching strategies and resources, with good use made of interactive whiteboards. Teachers use very effective strategies to help pupils who do not succeed at the first attempt. Well-organised direct teaching is conducted at a brisk pace and good quality questioning encourages pupils to make appropriate responses. Challenging tasks are set for pupils of all abilities, and relevant conclusions to lessons reinforce new learning.
22. Established assessment procedures are a strength of the school. They ensure all pupils' progress is diagnosed from an early age and that appropriate action is taken to provide support. The quality of marking of pupils' work is consistently good. Annual reports to parents on their child's progress are good and meet statutory requirements; parents are given sound advice to help with their child's learning at home.
23. The school responds well to pupils' needs and provides equal access to a broad and balanced curriculum. The curriculum for the under-fives gives children access to a wide and varied programme of experiences and opportunities. Subject policies and schemes of work fully comply with requirements. The

learning experiences for promoting pupils' bilingual skills are insufficiently developed. Pupils benefit from opportunities to participate in a wide range of extra-curricular activities.

24. Provision for pupils' spiritual, moral, social and cultural development gives pupils a good set of values and provides for an understanding of how they can contribute to their community. Pupils understand how to behave and know right from wrong. They have a clear sense of ownership and responsibility to the school and its environment. Collective worship, of a broadly Christian nature, helps pupils to understand moral issues and to respect truth and justice; however, opportunities for them to reflect on spiritual issues that directly affect their own personal circumstances is underdeveloped. The Cwricwlwm Cymreig is well promoted across a range of curricular areas.
25. The school's planning and provision for personal and social education is good with outstanding features. The programme is very well co-ordinated and, working together, making choices and being aware of others prepares them to play an active role as citizens. The curriculum includes the promotion of a healthy, safer lifestyle and learning how to develop good relationships and respect the differences between people. Pupils also have a good knowledge of how they can care for their school environment.
26. The school's partnerships with parents, the local community, the receiving junior school and higher education institutions are highly successful and have outstanding features. Parents are very supportive of the school and express high levels of satisfaction with the standards their children achieve within a caring, secure and happy environment. They are kept well informed about school activities, however, the school prospectus does not fully meet statutory requirements.
27. The school has clear, well-documented policies and procedures for assuring pupils' well-being and health and safety when in the school's care, however, the gaps between the barriers which border the key stage one playground and drive allow easy access for children onto the main school drive. Despite repeated requests to the local authority for rectification, this remains a health and safety issue.

### **Leadership and management**

28. The quality of leadership shown by the head teacher is very good. She has clarity of vision for improving and developing the school. The school's ethos supports a good quality of life reflected in the confidence, trust and mutual co-operation between staff, pupils, governors, parents and the wider community. The school takes very good account of national priorities, for example, the school has recently been nominated to pilot the Foundation Phase for early years children.
29. The governing body is very supportive of the headteacher, staff and pupils and is actively involved in the daily life and work of the school, ensuring the school's

aims and objectives are fully realised. They take an active role in the strategic direction of the school and have a clear long-term vision for the school's future.

30. In judging success, the school uses a wide range of strategies, informed by a broad range of data and qualitative evidence, for evaluating their own performance. Early years and subject co-ordinators undertake effective monitoring and evaluation of their areas of responsibility.
31. The school has made very good progress since the last inspection with all the key issues having been successfully addressed.
32. The overall provision of staffing, accommodation and resources is good with outstanding features. Teachers, together with the support staff, are all suitably qualified and effectively deployed. The accommodation is spacious and well maintained. Outdoor provision for early years children is outstanding. Overall, resources for the under fives and for all subjects in key stage one are of good quantity and quality.
33. The school manages its resources efficiently. Spending decisions are well matched to the school's priorities. Overall, the school achieves very good value for money.

## **Recommendations**

34. The school needs to:
  1. maintain the current high standards of achievement;
  2. maintain the current high quality educational provision;
  3. further develop pupils' bilingual skills as set out in the school development plan;
  4. ensure the school prospectus meets Welsh Assembly Government's requirements;
  5. address the health and safety issue as set out in the school development plan.
35. 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

36. Overall, the findings of the inspection team match the judgements made by the school in the self-evaluation report.

#### Pupils' standards of achievement

| Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|---------|---------|---------|---------|---------|
| 37%     | 54%     | 9%      | 0%      | 0%      |

37. The overall quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning. Baseline assessments indicate attainment is below average on entry with between 25% to 40%, mainly boys, displaying early indications of need, predominately speech and language difficulties.
38. In key stage 1, in the subjects inspected, the standards of achievement are as follows:

| Subject               | Key Stage 1 |
|-----------------------|-------------|
| English               | 1           |
| Mathematics           | 1           |
| Welsh second language | 2           |
| Design and Technology | 1           |
| History               | 2           |
| Music                 | 1           |

39. Pupils with special educational needs make consistently good and often outstanding progress towards achieving the targets set for them.
40. In the early years, nursery and reception age children listen attentively to their teachers and support staff. Reception age children's skills in speaking, reading and writing develop appropriately. In KS1, pupils' standards and progress in the key skills of speaking, listening and reading are good with outstanding features. In lessons, pupils think and express themselves confidently and clearly and listen carefully to other's points of view. Standards and progress in numeracy and information and communications technology (ICT) are good. The progressive development of pupils' problem solving and creative skills are a strong feature. In the best practice, when writing and recording across the curriculum, pupils do not use worksheets but write extendedly showing a wide understanding, using ICT as an integral tool for learning. Pupils' skills in bilingual competence show progress from a low base on entry to the school; it is mainly confined to registration periods. This has been recognised as a priority for development.

41. At the end of key stage 1, in 2004, inclusive of pupils in the Assessment Unit, pupils' attainment in the National Curriculum core subjects of English, mathematics and science was well above local and national averages. When compared with similar schools across Wales, results are well above in all core subjects, placing it in the top 25% of schools. Over the past four years there has been no significant difference in the performance of boys and girls.
42. Almost without exception, pupils are enthusiastic learners and enjoy their work and play. They listen carefully to their teachers, co-operate willingly with adults and their fellow pupils, settle quickly to task and sustain concentration. They are interested in their work, are keen to do their best and they take pride in their achievements which they readily share with others.
43. Pupils make very good progress towards fulfilling their potential and moving on to the next stage of learning. They acquire and apply new knowledge well. Children in both nursery and reception age classes are beginning to plan aspects of their learning and display an eager willingness to participate in the activities. Key stage 1 pupils have a developing perception of what are the major factors that determine the standards they currently achieve.
44. Pupils' behaviour and their attitudes towards learning are consistently good, with outstanding features. This contributes significantly to the standards pupils achieve and to the quality of life in the school. The school is a very happy, caring and orderly community where pupils of all ages are courteous, polite and relate well to each other, to staff and to visitors. They are confident, act responsibly and display a high degree of self-discipline, relative to their young age. Pupils are involved in setting their own golden rules for good behaviour and they have a clear understanding of what is expected of them.
45. Pupils' understanding of equal opportunities issues is developing well. In discussion with older pupils, they display a growing respect for the diversity of beliefs, attitudes and cultural traditions within society.
46. Attendance rates are satisfactory, averaging 93% for the past 12 months. There is no significant variation between attendance levels in early years when compared with key stage 1. There are no instances of unauthorised absence and most absence is due to childhood illnesses. Most pupils are punctual and keen to attend school but, despite the school's efforts, a minority of pupils arrive late for the start of the school day. This often disrupts the class and these pupils miss important parts of the first lesson of the day.
47. The school successfully prepares pupils to play an active role within their local community, and good use is made of the locality as a learning resource. Educational visits and the expertise of members of the local community make a positive contribution to pupils' learning. Pupils regularly serve the community by supporting a range of civic, 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

48. Overall, the findings of the inspection team match the judgements made by the school in the self-evaluation report.
49. In the lessons observed, the quality of teaching was judged as follows:

| Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|---------|---------|---------|---------|---------|
| 42%     | 54%     | 4%      | 0%      | 0%      |

50. The quality of teaching is a strength of the school with the percentage of good lessons above the Welsh average. Witnessed in all classes, the percentage of very good lessons is very high and well above the Welsh average.
51. Teachers have a very good relationship with pupils and they know their backgrounds very well. Pupils' efforts and good work are praised and consistent encouragement ensures very good progress. Teachers use very effective strategies to help pupils who do not succeed at the first attempt.
52. In all classes, lessons are well planned with clear learning objectives shared with pupils. Continuity and progression and the development of key skills are an outstanding feature. Teachers in parallel classes work closely to plan equal provision. However, planning for pupils to develop and apply their bilingual skills in subjects across the curriculum is underdeveloped. Planning for the under-fives is appropriate with active learning becoming a stronger feature.
53. Teachers have good subject knowledge and use a good range of teaching strategies and resources, with good use made of interactive whiteboards which significantly maintains pupils' interest, and ensure that equal opportunities are offered to all. Well-organised direct teaching is conducted at a brisk pace and good quality questioning encourages pupils to make appropriate responses. Challenging tasks are set for pupils of all abilities, and relevant conclusions to lessons reinforce new learning.
54. The celebration of pupils' achievements contributes to the culture of positive learning at the school. During lessons, both oral and written feedback give pupils an understanding of what they have to do next to progress. The quality of marking of work is good and gives an achievable target for further learning.
55. In the Assessment Unit and in English in key stage one, pupils are beginning to become fully involved in their own learning by contributing to the setting of their own short term targets for improvement. Where this practice is embedded, pupils

become focussed on higher standards and evaluate their own progress over a short period.

56. Established assessment procedures ensure all pupils' progress is diagnosed from an early age and that appropriate action is taken to provide support. On-going assessment particularly of nursery and reception age children, directly informs the planning of the curriculum.
57. The school's tracking system is used constructively to promote high standards. Comprehensively annotated and accurately levelled individual portfolios of pupils' work enable teachers to be fully informed of their pupils' standards and needs as they progress through the school and transfer to key stage two.
58. Parents are fully informed about their child's progress through planned meetings which take place three times during the school year. Annual reports on their child's progress are good and meet statutory requirements; parents are given sound advice to help with their child's learning at home.

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

|   |
|---|
| <b>Grade 2: Good features and no important shortcomings</b> |
|---|

59. Overall, the findings of the inspection team match the judgements made by the school in the self-evaluation report.
60. The school responds well to pupils' needs and provides equal access to a broad and balanced curriculum. The curriculum for the under-fives gives children access to a wide and varied programme of experiences and opportunities, both indoors and outdoors, for which they plan in part. In key stage one, the curriculum is planned on a thematic approach encompassing all areas of the NC programmes of study.
61. Subject policies and schemes of work fully comply with requirements. Y Cwricwlwm Cymreig is well promoted across a range of curricular areas. The learning experiences for promoting pupils' bilingual skills are insufficiently developed.
62. The planning for pupils' acquisition of the necessary basic and key skills is well developed and co-ordinated through the school's schemes of work and evaluation procedures. The headteacher and class teachers monitor this provision, arrange visits to cultural and other places of interest and visiting speakers are invited to the school; these provide a valuable addition to the classroom curriculum for the development of the whole child.
63. The school has policies and established procedures for ensuring that equal opportunities are available for all pupils. The wide participation in the many extra-curricular clubs and activities, which include the choir, recorder, library, mathematics, Welsh, folk dancing and gardening clubs, provide a valuable addition to the pupils' learning experiences.
64. Provision for pupils' spiritual, moral, social and cultural development gives pupils a good set of values and provide for an understanding of how they can contribute to their community. Pupils understand how to behave and know right from wrong. They have a clear sense of ownership and responsibility to the school and its environment. Collective worship, of a broadly Christian nature, helps pupils to understand moral issues and to respect truth and justice; however, opportunities for them to reflect on spiritual issues that directly affect their own personal circumstances are underdeveloped.
65. The school's planning and provision for personal and social education are good with outstanding features. The programme is very well co-ordinated and, from the nursery to the end of key stage one, pupils develop confidence and are given opportunities and responsibilities to make the most of their abilities.

Working together, making choices and being aware of others prepares them to play an active role as citizens. The curriculum includes the promotion of a healthy, safer lifestyle and learn how to develop good relationships and respect the differences between people.

66. Pupils have a good knowledge of how they can care for their school environment. The school gained a Tir-a-Môr award and is classified as an Eco-school as a result of the pupils' work on sustainable development. Pupils consider how much water the school is using and how they can be more efficient; they complete projects to find out how they can save electricity and energy and present their findings to an audience at County Hall.
67. The school's partnerships with parents, the local community, the receiving junior school and higher education institutions are highly successful and have outstanding features. Good pastoral, administrative and curricular links have been developed with the receiving junior school. Regular liaison meetings, an exchange of information and ideas and teacher exchanges help to promote continuity of education for pupils. The school has established successful partnerships with several institutes of higher education and regularly provides training facilities for student teachers and students undertaking vocational qualifications.
68. Very good home-school links are fostered prior to the child's entry to school. Parents are very supportive of the school and express high levels of satisfaction with the standards their children achieve within a caring, secure and happy environment. Parents and friends make a valuable contribution to the life and work of the school. Parents are kept well informed through regular newsletters, curriculum topic information, an informative annual report of the governing body and by regular meetings with teachers to discuss their child's work and progress. The school prospectus is a useful document, providing parents with valuable information but, does not include all statutory information.
69. The school is successful in raising pupils' awareness of the world of work. Through their visits to a variety of retail, commercial and industrial sites, pupils are gaining first-hand knowledge of different working environments and an understanding of the variety of work undertaken in their immediate area and further afield. For example, the early years play house has been developed in partnership with a local college.
70. Good links have been developed with local employers, and several teachers have undertaken relevant industrial placements, which have contributed to their professional development and enhanced curriculum provision for pupils.

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

|  |
|--|
| <b>Grade 1: Good with outstanding features</b> |
|--|

71. Overall, the findings of the inspection team match the judgement made by the school in the self-evaluation report.
72. The quality of the school's provision for learners has many outstanding features. Learners are well cared for and the support programmes ensure that their needs are carefully considered, planned programmes drawn up and co-ordinated by teachers and support staff who also liaise effectively with a wide rang of support services.
73. The provision for learners with special educational needs is a particular strength of the school. Planning for and identifying children's needs starts prior to their entry to school. Support for pupils both in the Assessment Unit and mainstream is identified early to meet their needs, and their Individual Education Programmes (IEPs) are well planned and have achievable objectives; parents and outside agencies liaise closely with the school to achieve success and to meet the planned objectives. All staff plan and evaluate together to provide the programme of work for pupils. Progress for individual pupils is tracked, suitable diagnostic tests are regularly administered and provide information for the planning of work.
74. Pupils with additional learning needs are withdrawn for support on a planned basis in order for them to access the full curriculum in accordance with the equal opportunities policy. Support staff receive training which enables them to keep diagnostic records and engage in meaningful liaison with the class teacher. This effectively contributes to the raising of pupils' standards of achievement. The school's policy for gifted pupils is implemented and appropriate support provided for their needs.
75. The induction procedures for pupils entering the school, moving up classes and transferring to key stage two are an outstanding feature of the work of the school. Parents, staff and outside agencies meet to implement the results of questionnaires that the headteacher sends out regularly.
76. The school has developed highly effective working partnerships with parents and carers, which contribute significantly to the high quality support and guidance offered to pupils. These partnerships help pupils to feel safe and secure when they settle to the school. The procedures for support and guidance for the pupils are of a high order and strengthened by the involvement of the pupils through the school council, and a policy of regularly seeking their views on school routines and practices.
77. There are clear, well-documented policies and procedures for assuring pupils' well-being and health and safety when in the school's care. Procedures for first

aid, medical support and for contacting parents in emergencies are well known to all staff. The headteacher, staff and governors regularly carry out risk assessments, and their results are well documented. The gaps between the barriers which border the key stage one playground and drive allow easy access for children onto the main school drive. Despite repeated requests to the local authority for rectification, this remains a health and safety issue.

78. Pupils' behaviour and punctuality are monitored rigorously. The school's policies and procedures to promote good behaviour are very effective. Pupils whose behaviour is giving cause for concern are counselled, parents are involved and support is sought from external agencies and the LEA when necessary. These arrangements work very well.
79. Effective procedures are in place to encourage good attendance and punctuality, to ensure pupils' absence is adequately explained and to follow up situations where necessary. The high priority given to attendance and punctuality is frequently made known to pupils and parents. The school meets all statutory requirements with reference to attendance.
80. The curriculum is planned to raise pupils' awareness and build their confidence so that pupils have a range of contacts in school and strategies for their own protection and for caring for others. The headteacher is the named person for child protection, appropriate records are kept and all staff are aware of the procedures for the safety of pupils.
81. The measures taken by the school to eliminate oppressive behaviour including racial discrimination, bullying and all forms of harassment are very effective. Staff, parents and pupils are involved in the setting of standards of behaviour and all concerned know the procedures to take when any form of misbehaviour occurs.
82. The school has up to date policies for equal opportunities, disability and racial awareness. The school promotes racial equality and values diversity through its positive ethos and is manifested in the planning and delivery of the curriculum. All activities are open to all children and all pupils' contributions and efforts are valued and respected by the staff and other pupils.

## Leadership and management

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

#### Grade 1: Good with outstanding features

83. Overall, the findings of the inspection team match the judgements made by the school in the self-evaluation report.
84. The quality of leadership shown by the head teacher is very good. She has clarity of vision for improving and developing the school. The school ethos supports a good quality of life reflected in the confidence, trust and mutual co-operation between staff, pupils, governors, parents and the wider community.
85. The school takes very good account of national priorities, for example, the school has recently been nominated to pilot the Foundation Phase for early years children. The development of a school council is helping pupils to contribute to and influence directly the decisions that affect them. Pupils are more involved in wider aspects of school life as well as contributing to their understanding of citizenship.
86. Detailed analysis is undertaken of performance data, from baseline assessments through to the end of key stage one. Benchmark information is used to compare the school's performance with that of other schools in the county and in Wales. Whole-school quantitative targets are set which are both challenging and realistic.
87. In judging success and evaluating its own performance, the school uses a wide range of strategies, informed by a broad range of data and qualitative evidence. Subject co-ordinators undertake effective monitoring and evaluation of their areas of responsibility by visiting classes, regularly sampling pupils' work and gathering comprehensive portfolios of pupils' levelled work. They share the outcomes from evaluation and act upon findings.
88. The effective staff appraisal system promotes teachers' continuous professional development. The school has been credited with 'The Investors in People award.' The newly appointed deputy head teacher is undertaking her role effectively.
89. The governing body is very supportive of the headteacher, staff and pupils and is actively involved in the daily life and work of the school, ensuring the school's aims and objectives are fully realised. They take an active role in the strategic direction of the school and have a clear long-term vision for the school's future.

90. Governors have, over many years, been fully involved in monitoring the quality of provision and have a clear understanding of the strengths of the school and the priorities to be implemented through the school development plan ( SDP). They are fully involved in the financial management of the school, evaluate spending decisions and make every effort to ensure best value for money. The latest audit of finances by the local authority in July 2004 reported satisfactory budgetary control.

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

|  |
|--|
| <b>Grade 1: Good with outstanding features</b> |
|--|

91. The findings of the inspection team do not match the judgement of grade 2 made by the school in the self-evaluation report.
92. The headteacher, governors and staff are committed to maintaining and further improving standards. All staff are involved in the self-evaluation process. The views of governors, parents and learners have all been taken into account. Governors have, over many years, been fully involved in monitoring the quality of provision and have a clear understanding of the strengths of the school and the priorities to be implemented through the SDP. The role of early years and subject co-ordinators in monitoring and evaluating work is an outstanding feature.
93. The SDP is a comprehensive plan clearly setting out the school's priorities. In order to achieve success, the school plans well in advance, agrees time schedules and success criteria and ensures full discussion with all interested parties.
94. A detailed analysis is made of a wide range of assessment and test results including baseline tests in reception and teacher assessment at the end of key stage one. The school makes good use of this analysis to identify strengths and weaknesses.
95. Performance management procedures are impacting well on staff development. Annual interviews undertaken by senior managers contribute effectively to the identification of professional needs of all staff.
96. The self-evaluation report, produced by the school before the inspection, is concise and clear. It identifies strengths and areas for improvement supported by a wide range of documented evidence. Overall, the inspection team agreed with the school's identification of its strengths and areas for improvement and agreed with the judgements made by the school in six of the seven key questions.
97. The school has made very good progress since the last inspection with all the key issues having been successfully addressed.

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

|  |
|--|
| <b>Grade 1: Good with outstanding features</b> |
|--|

98. Overall, the findings of the inspection team match the judgements made by the school in the self-evaluation report.
99. The teachers, together with the support staff, are all suitably qualified and effectively deployed. All have job descriptions and their roles and responsibilities are clearly defined. All staff collaborate to plan the curriculum, assess pupils' work and record their progress. The full-time school administrator ensures that daily routines and office responsibilities are carried out effectively and efficiently. Staffing levels for the early years Foundation Phase satisfy requirements.
100. Lunchtime supervisory staff are well trained and they encourage constructive play with the pupils during the lunch break. The caretaker and cleaning staff work hard to keep the school clean and tidy.
101. The accommodation provided is well maintained and of suitable size for the number of pupils on roll. The school has an adequately sized hard surfaced play area and field. Outdoor provision for early years children is outstanding, equipped with extensive outdoor play areas, 'Airey Plane' play ground, play house and sensory garden. The school community has made a considerable effort to raise money to provide good quality equipment for these areas. The older key stage one pupils are currently engaged on a project to create an outdoor musical area.
102. Overall, resources for the under fives and for all subjects are of good quantity and quality. The resources available to support the curriculum in ICT, music and the library are good and help to support learning and contribute to the raising of standards of achievement. Pupils regularly visit places of interest to enrich the curriculum.
103. Spending decisions are well matched to the school's priorities. Efficient and effective use are made of existing resources with teaching and support staff appropriately deployed, well managed and developed very effectively. Overall, the school achieves very good value for money.

## Standards achieved in subjects and areas of learning

### English

**Key Stage 1:            Grade 1:**    good with outstanding features

#### Good and outstanding features

104. Pupils speak clearly and confidently. They participate well in class discussions, evaluate their work and justify personal points of view coherently, using an appropriate range of vocabulary. They listen attentively and respect other pupils' responses.
105. Throughout the wider curriculum, pupils express themselves well when evaluating their work and contributing to group and class discussions. At the end of the key stage, the great majority of pupils speak in clearly demarcated sentences, with expression and good diction. Pupils' progress in developing their oracy skills is an outstanding feature of the school.
106. Pupils gain confidence in reading a variety of texts, respond and explain what they read, and the greater majority know how to self-correct when decoding unfamiliar words. Pupils' understanding of literacy including text is strengthened through the use of 'Big Books' which provide a focus for whole class discussion.
107. The school's programme of individual and group reading activities makes a significant contribution to the standards of reading; pupils make rapid progress with their reading as they progress through the school. By the end of the key stage, they read accurately and with expression.
108. Most pupils make good progress with their writing skills. By the end of the key stage, pupils write for a variety of purposes with the great majority organising their writing well and using appropriate punctuation. Able pupils produce a wide variety of written work, including prose and poetry. The teaching programme gives older pupils the skills to differentiate between formal and informal language.

#### Shortcomings

109. There are no significant shortcomings but pupils do not fully exploit ICT to develop their writing skills, and some writing is often confined to a narrow focus through restrictions imposed by worksheets.

## Mathematics

**Key Stage 1:**      **Grade 1:**      good with outstanding features

### Good and outstanding features

110. Pupils very quickly become familiar with number sequences, identify and use patterns, including odd and even numbers. They use a good range of mathematical terms.
111. By year two, pupils develop quick mental agility. They answer a range of questions quickly and with developing accuracy, using a range of strategies to reach solutions.
112. Year one pupils reliably count collections of objects and count orally up to 20 and beyond. Abler pupils have a very good understanding of sharing equally. Year one pupils' knowledge and understanding of clock times are developing appropriately as is their practical use of money.
113. All pupils use a variety of practical resources very well to help them develop understanding of number and solve simple problems. They record their work in a variety of ways.
114. Year two pupils confidently count and record collections of coins. They sequence times of the day and accurately add and subtract 10 and 20 from given totals. They collect, record and interpret data from an area of interest, making appropriate use of ICT.
115. Pupils in year two use measuring instruments, read and interpret numbers and scales with developing accuracy. Abler pupils' skills of estimation are developing well. They use Venn diagrams to classify numbers using a range of criteria.

### Shortcomings

116. There are no significant shortcomings.

## Welsh second language

**Key Stage 1:**      **Grade 2:**      good features and no important shortcomings

### Good and outstanding features

117. Pupils listen and respond well to oral stimuli and follow simple commands. They participate enthusiastically in lessons, engage in grouped oral activities with enjoyment and sing a developing range of Welsh songs.

118. Pupils display good oral skills when asking and answering questions about the weather, animals, where they live and how they feel. They use a developing range of vocabulary and sentence patterns. Pupils display good pronunciation and appropriate intonation when presenting simple information.
119. Year one pupils confidently count to 20 and know a good range of colours. Year two pupils confidently take part in simple dialogues and role-play activities imitating the characters in a story. Able pupils confidently use a good range of prepositions to specifically identify the location of various objects.
120. Pupils display good reading skills when reading from a text with the teacher. They read printed resources within their environment and text on whiteboard with developing confidence.

### **Shortcomings**

121. There are no significant shortcomings but pupils do not write sufficiently about themselves, their families and friends, their interests and news.

## **Design and Technology**

**Key Stage 1:**        **Grade 1:**    good with outstanding features

### **Good and outstanding features**

122. Pupils make good quality models using a wide variety of materials incorporating simple mechanisms such as wheels, axles and joints that allow for movement. As pupils progress through the key stage, they understand the importance of paying attention to health and safety.
123. Pupils design their models after discussion on the need for and purpose of the model. They draw out the design, make lists of materials and write instructions for the making stage. Throughout the process, pupils measure, mark out, cut and shape their materials, exercising care and refining their design through evaluation.
124. When construction a lighthouse as part of a conservation project, pupils designed and constructed an effective simple electrical circuit with a switch to operate the light.
125. Pupils build on their skills as they progress through the school; the contribution made to this progress through evaluation is an outstanding feature. Ongoing and final evaluation are of a very high order. Pupils engage in constructive discussion, learning to examine critically and with respect, learning from their own and from the experiences of others.

## Shortcomings

126. There are no significant shortcomings but pupils do not utilise ICT fully in the designing, making and evaluation stages of design and technology.

## History

**Key Stage 1:**      **Grade 2:**      good features and no important shortcomings

### Good and outstanding features

127. Pupils develop a good historical vocabulary. They have a good understanding of how things change over time.
128. Pupils' knowledge and understanding of the past are enhanced through studies of famous people and events, for example, Grace Darling, Betsi Cadwaladr, Mari Jones and the Gunpowder Plot. Pupils communicate their findings through good quality extended accounts, making good use of their writing skills.
129. Pupils' chronological awareness is developing appropriately. They sequence toys through the ages and compare life at the seaside, then and now.
130. Pupils in year one have a developing knowledge of early flight and inventors through their study of the Wright Brothers. They use the internet and other sources to gather information.
131. Following a visit to Scolton Manor, year two pupils use a range of sources to develop their enquiry skills. They study pictures and photographs of foxhunting in the locality, share their points of view on the topic and respect the diversity of beliefs.

## Shortcomings

132. There are no significant shortcomings.

## Music

**Key Stage 1:**      **Grade 1:**      good with outstanding features

### Good and outstanding features

133. Pupils sing a variety of songs from Wales and around the world exercising very good control of breathing, posture, diction, dynamics and pitch.
134. Year one pupils play simple melodies and accompaniments on a variety of untuned percussion instruments, keeping a steady beat with other performers.

135. Year two pupils explore a variety of sound sources including tuned and untuned percussion instruments to represent different situations and creatures. They combine their composition very effectively to produce a musical story. Throughout the process, pupils talk purposefully about their work and evaluate the quality of their performance very well.
136. Year two pupils create simple graphic notations to record their compositions. They work in groups to reflect on and discuss their work, and plan how to improve it.
137. Pupils take part in a wide range of extra-curricular activities which enhance their musical skills. The equal opportunities policy enables all pupils to participate in the choir, recorder groups and lessons from peripatetic teachers. All pupils compose, perform and appraise to a high standard in their music lessons.
138. Year two pupils are currently engaged on a project which involves using a variety of sound sources from unusual objects to create an outdoor musical garden.

### **Shortcomings**

139. There are no significant shortcomings.

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

140. Both the governors and the staff are delighted with the findings of our inspection report. The inspection was carried out with meticulous attention to detail, and the team was wholly professional in its approach. We were particularly pleased with the team's skill in making such young children comfortable with them.
141. It is always a joy for a school when its qualities and values are recognised and commended, and we have in our report an affirmation of the standards we achieve in teaching and learning, in our care and support, and in our leadership and management. It gives us particular pleasure that the contribution of all members of our community is recognised.
142. Of course, there is always room for improvement and the inspectors identified bilingualism as a key area to develop. We agree with their findings. Being a new aspect of the Foundation curriculum, we are beginning a whole new adventure in learning. We have already planned to extend our expertise and our daily usage in a wide variety of contexts.
143. We understand that the Welsh Assembly Government is about to release new requirements for school prospectuses and we will restructure ours to fully comply. With regard to the health and safety issue, we plan to consult further with the Local Education Authority to have this danger removed.
144. The real challenge will be to maintain our standards of excellence. We are a self generating school and continually push our own boundaries in an effort to enrich the provision for our pupils. Piloting the Foundation curriculum is our main focus

at present, however, as with all our initiatives, rigorous evaluation and assessment will be undertaken to monitor its impact effectively.

145. We are grateful to the inspection team for its insight and perception and we will give of our best in addressing its recommendations.
146. A copy of the school's action plan in response to the inspection recommendations will be sent to all parents. The governors' annual report to parents will report on the process we are making on the inspection recommendations.

## Appendix A

### Basic information about the school

|                     |   |
|---------------------|---|
| Name of school      | Mount Airey Nursery and Infant Community School |
| School type         | Community                                       |
| Age-range of pupils | 3-7 years of age                                |
| Address of school   | Augustine Way<br>Haverfordwest<br>Pembrokeshire |
| Post-code           | SA61 1PA  |
| Telephone number    | 01437 765376                                    |

|  |                                  |
|--|----------------------------------|
| Headteacher                                  | Mrs Sally Francis                |
| Date of appointment                          | September 1991                   |
| Chair of governors/<br>Appropriate authority | Mrs Caroline Wheeler             |
| Registered inspector                         | Mr Jeffrey Harries               |
| Dates of inspection                          | 11-14 <sup>th</sup> October 2004 |

## Appendix B

### 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                    | 16.5    | 63 | 43 | 52 |    |    |    |    | 174.5 |

| Total number of teachers |           |           |                            |
|--------------------------|-----------|-----------|----------------------------|
|                          | Full-time | Part-time | Full-time equivalent (fte) |
| Number of teachers       | 10        | 0         | 10                         |

| Staffing information   |        |
|--|--------|
| Pupil: teacher (fte) ratio (excluding nursery and special classes) | 20:1   |
| Pupil: adult (fte) ratio in nursery classes                        | 8:1    |
| Pupil: adult (fte) ratio in special classes                        | 2.5:1  |
| Average class size, excluding nursery and special classes          | 20:1   |
| Teacher (fte): class ratio   | 1.25:1 |

| Percentage attendance for three complete terms prior to inspection |      |      |     |              |
|--|------|------|-----|--------------|
| Term   | R    | KS1  | KS2 | Whole School |
| Spring 04  | 92.5 | 95.2 |     | 93.8         |
| Autumn 03  | 90.3 | 94.7 |     | 92.5         |
| Summer 03  | 94.4 | 92.8 |     | 93.6         |

|  |     |
|--|-----|
| Percentage of pupils entitled to free school meals             | 19% |
| Number of pupils excluded during 12 months prior to inspection | 0   |

## Appendix C

### National Curriculum Assessment Results (inclusive of pupils in Assessment Unit)

#### End of Key Stage 1:

| National Curriculum Assessment KS1 Results 2004 |                    |          | Number of pupils in Y2: |   |    |    | 49 |   |
|---|--------------------|----------|-------------------------|---|----|----|----|---|
| Percentage of pupils at each level              |                    |          |                         |   |    |    |    |   |
|   |                    |          | D                       | W | 1  | 2  | 3  | 4 |
| English:  | Teacher Assessment | School   | 0                       | 6 | 6  | 57 | 31 | 0 |
|   |                    | National | 0                       | 4 | 14 | 63 | 20 | 0 |
| En: reading                                     | Teacher Assessment | School   | 0                       | 8 | 10 | 45 | 37 | 0 |
|   |                    | National | 0                       | 4 | 14 | 55 | 27 | 0 |
| En: writing                                     | Teacher Assessment | School   | 0                       | 6 | 4  | 71 | 18 | 0 |
|   |                    | National | 0                       | 5 | 14 | 69 | 11 | 0 |
| En: speaking and listening                      | Teacher Assessment | School   | 0                       | 2 | 10 | 51 | 37 | 0 |
|   |                    | National | 0                       | 3 | 12 | 63 | 22 | 0 |
| Mathematics                                     | Teacher Assessment | School   | 0                       | 2 | 10 | 59 | 29 | 0 |
|   |                    | National | 0                       | 2 | 11 | 63 | 24 | 0 |
| Science   | Teacher Assessment | School   | 0                       | 2 | 8  | 45 | 45 | 0 |
|   |                    | National | 0                       | 2 | 10 | 66 | 22 | 0 |

#### Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment

|               |     |          |     |
|---------------|-----|----------|-----|
| In the school | 86% | In Wales | 79% |
|---------------|-----|----------|-----|

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

## Appendix D

### **Evidence base of the inspection**

The inspection was carried out by a team of three inspectors who spent a total of 10 inspector days at the school.

#### **Before the inspection:**

- meetings were held with the headteacher and staff, the governing body and nine parents who attended the pre-inspection meeting;
- questionnaires were distributed to all parents and the 80 completed questionnaires were analysed and the inspection team took note of the results; 97% of the responses were positive.
- school documentation was examined.

#### **During the inspection:**

- evidence based on the inspection of classes in a total of 50 lessons or sessions across the age groups;
- other observations included assemblies, registration, playtimes and lunch-times;
- discussions were held with pupils about aspects of their life and work in the school;
- inspectors listened to a representative sample of pupils read;
- inspectors undertook a scrutiny of pupils' work from each year group, as well as work in the classrooms and on display around the school;
- post-inspection meetings were held with the headteacher, staff and the governing body.

## Appendix E

### Composition and responsibilities of the inspection team

| Team member                          | Responsibilities   |
|--------------------------------------|--|
| Mr J Harries<br>Registered Inspector | Context<br>Summary and recommendations<br>Key Questions 1,2,3,5 and 6<br>Mathematics<br>Welsh second language<br>History |
| Mr C Brace<br>Team Inspector         | Key Questions 4 and 7<br>English<br>Design and technology<br>Music   |
| Mrs J Warr<br>Lay Inspector          | Contributions to key questions<br>1,2,3,4 and 5  |

Contractor: Atlantes Educational Services  
Technology House  
Lissadel Street  
Salford  
M6 6AP

### Acknowledgement

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