

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

NEW INN INFANTS SCHOOL

**Golf Road
New Inn
Pontypool
Torfaen
NP4 0PR**

School Number:678-2279

**Date of Inspection
22-25 November 2004**

by

**Stephanie J James Rgl
W267/78911**

Date: 27 January 2005

Under Estyn contract number: T/87/04P

Contractor:

EPPC/Severn Crossing Ltd
Suite H
Britannic House
Britannic Way
Llandarcy
Neath
SA10 6JQ

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New Inn Infants 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 **New Inn Infants School** took place between 22 and 25 November 2004. An independent team of inspectors, led by **Ms Stephanie James**, 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:

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

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

Contents	Page
Context	1
Summary	2
Recommendations	6
Standards	7
Key question 1: How well do learners achieve?	7
The quality of education and training	
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?	10
Key question 4: How well are learners cared for, guided and supported?	12
Leadership and management	14
Key question 5: How effective are leadership and strategic management?	14
Key question 6: How well do leaders and managers evaluate and improve quality and standards?	15
Key question 7: How efficient are leaders and managers in using resources?	16
Standards achieved in subjects and areas of learning	17
English	17
Welsh second language	18
Mathematics	19
Information technology	19
Design and technology	20
Geography	21
School's response to the inspection	22
Appendices	23
A Basic information about the school	23
B School data and indicators	23
C National Curriculum assessments results 2003	24
D Evidence base of the inspection	24
E Composition and responsibilities of the inspection team	25

Context

The nature of the school

New Inn Infants School lies in the heart of New Inn, a village near the town of Pontypool in Torfaen, South East Wales. The village is in a semi-rural location and has expanded rapidly during the last thirty years. The school is situated in the middle of several housing estates where most of the houses are privately owned, with some council and housing association properties. The school moved from its old split-site accommodation to a new, remodelled and extended building in 1997.

The school caters for pupils from three to seven years of age. There are 210 pupils on roll in the reception, Year (Y) 1 and Y2 classes. A further 58 children attend the nursery class part-time, with two attending full-time. Children are admitted to nursery at the start of the term following their third birthday. Most children in the reception classes have attended the school's nursery. A few have attended other nurseries. Ninety-nine per cent of pupils are of white ethnic origin and come from English speaking homes. No pupils speak Welsh as a first language. Ten per cent of pupils are entitled to free school meals. Twelve per cent of pupils, including two with statements of special educational needs (SEN), are on the school's register of pupils with SEN.

In the main, the school receives children who have good social skills and have been given positive life experiences and opportunities by caring, supportive parents. Information from baseline assessments shows that most children's attainment on entry to nursery is above average.

The school's priorities and targets

The school's main aim is to provide a happy, caring, stimulating environment in which every child can develop intellectually, physically, emotionally, socially, spiritually and morally to his/her full potential in preparation for his/her role in tomorrow's society.

The school's priorities and targets for the academic year 2004/2005 are to:

- audit resources for information and communications technology (ICT) in order to improve the provision of computers for pupils;
- review the use of assessment in the foundation subjects so that each pupil can be given a level at which they are working;
- review the design and technology, art and physical education schemes of work in order to highlight good practice and ensure continuity and progression throughout Key Stage 1 (KS1);
- review and update the Display Policy in order to improve the standard of display, focusing on interactive display;
- review the Attendance Policy in order to improve the attendance and punctuality of pupils and
- prepare for the introduction of the Foundation Phase in Wales.

Summary and Recommendations

1. New Inn Infants is a good school with no important shortcomings. It has improved standards in most subjects since the last inspection. The inspection team's findings agreed overall with the judgements made by the school in its self-evaluation report.

Table of grades awarded

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

Key question	Inspection grade
1 How well do learners achieve?	2
2 How effective are teaching, training and assessment?	2
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?	2
5 How effective are leadership and strategic management?	2
6 How well do leaders and managers evaluate and improve quality and standards?	2
7 How efficient are leaders and managers in using resources?	1

Standards

3. Overall standards are good. Standards in the lessons observed during the inspection are:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
18%	73%	9%	0%	0%

4. Standards in the six subjects that were inspected are:

Subject	Key Stage 1
English	2
Welsh	2
Mathematics	2
Information Technology	2
Design and Technology	2
Geography	2

5. Throughout the school, pupils make good progress in acquiring new knowledge, skills and understanding.
6. 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.

7. Children in nursery and reception classes make good progress in their development of personal, social and learning skills.
8. In KS1, pupils' attitude to learning, the interest they show in their work and their ability to sustain concentration are good. Their awareness of the strengths and weaknesses in their work, and what they need to improve, is developing well.
9. Children under five make good progress in applying the key skills of speaking, listening, reading, writing and numeracy in their work across the curriculum. Their use of ICT is developing and children use computers with increasing confidence.
10. In KS1, pupils achieve very good standards in using their reading skills across the curriculum. They achieve good standards in speaking and listening. Good standards are also achieved in writing and numeracy and pupils use these skills well in other subjects. Pupils' skills in using ICT are developing well but opportunities are often missed for them to use their skills to support learning across the curriculum.
11. Pupils achieve good standards in their bilingual skills. They have a very good understanding of Welsh heritage and culture.
12. Pupils with SEN make good progress and achieve good standards, relative to their ability.
13. At the end of KS1 in 2004, pupils' attainment in the National Curriculum (NC) core subjects of English, mathematics and science was above average in comparison with similar schools, the Local Education Authority (LEA) and Wales by approximately ten percentage points. Trends over the last three years show a similar picture.
14. Despite these good results overall, however, there is a difference in the performance of boys and girls. Trends over time indicate that there is consistently a big gap in the achievement of boys and girls in English, particularly in those achieving the higher level 3.
15. Pupils' behaviour is good. They are well mannered, friendly and have good self-discipline. They are eager to take on class and playtime responsibilities.
16. The average attendance for the three terms before the inspection was 94.1 per cent. The majority of pupils are punctual at the start of the day.

The quality of education and training

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
24%	55%	21%	0%	0%

18. At 79 per cent, the percentage of good and very good teaching is well above the Welsh Assembly Government's target that 50 per cent of lessons should be good or better. In the vast majority of lessons, teaching effectively meets the needs of learners.
19. Throughout the school, teachers establish good relationships with pupils. They successfully use a good variety of approaches and resources to

stimulate pupils' interest in the content of lessons. In the early years there is a good balance between adult-directed activities and those children choose for themselves.

20. Teachers' planning is of a consistently high standard. Activities are well planned to meet the needs of pupils. Support staff understand pupils' needs and are very well deployed to help them tackle their tasks successfully.
21. Teachers' knowledge and understanding of the subjects and areas of learning that they teach are good. Most lessons are conducted at a good pace and cover a good amount of material in the time available.
22. Pupils' bilingual skills are developed effectively through the incidental use of Welsh throughout the school day.
23. Teachers effectively promote good behaviour. There are, however, a few instances where teachers raise their voices in order to manage the class. Occasionally they also encounter difficulty in maintaining pupils' attention when introductions are prolonged.
24. There is usually an appropriate balance between teacher-led question-and-answer sessions and time for pupils to explore ideas, but opportunities are sometimes missed for pupils to develop their speaking skills through paired and group discussions.
25. The quality of assessment is good. Teachers' marking is clearly linked to the learning objective for the lesson, which is shared with pupils. Pupils are beginning to be involved in self-assessment and in identifying targets for improvement. The progress of pupils with SEN is regularly reviewed and new targets set.
26. Although data gained from tests and assessments are analysed, the analysis is not sufficiently rigorous to identify specific areas for further improvement at subject and whole school levels in KS1.
27. Annual reports to parents on pupils' progress are good and meet statutory requirements.
28. The school responds well to pupils' learning needs and provides equality of access and opportunity to a broad and balanced curriculum that meets legal requirements.
29. The overall quality of early years education is good. The planning and provision for stimulating learning experiences and role-play activities in the nursery are outstanding.
30. The quality of long-term curriculum planning is good and supports pupils in developing their knowledge, understanding and key skills. There are a few instances, however, where schemes of work do not ensure progression in certain skills.
31. Visits to places of historical and cultural interest broaden pupils' understanding of their community. Learning experiences effectively promote pupils' spiritual, moral, social and cultural development. Acts of collective worship meet statutory requirements.

32. Pupils' personal and social skills are promoted effectively. The personal and social education (PSE) programme deals very well with issues such as bullying.
33. The emphasis on studying the traditions, history, and culture of Wales is a strength of the school.
34. Another good feature of the life of the school is its partnership with parents and the local community. Parents sign a home-school agreement, which meets statutory requirements, when their children start school. Pupils also benefit from a variety of work-related activities and visits.
35. The school is a happy, caring community where pupils are valued and well supported.
36. The provision for additional learning needs is very good and the school meets statutory requirements. An inclusive approach is taken to the provision for all pupils, including those with SEN, who are well supported. The school recognises and respects diversity.
37. No evidence of bullying was observed during the inspection and the school has effective policies and procedures in place for dealing with such problems if necessary.
38. Good equal opportunities and race equality policies reflect the school's commitment to equality of access and opportunity for all and outline measures to be taken should instances of harassment occur.
39. A health and safety issue was identified and discussed with the governing body.

Leadership and management

40. The headteacher provides strong leadership, effective management and clear direction to the work of the school.
41. The newly formed senior management team and subject leaders are making progress to improve standards. However, their leadership and management roles are under-developed. The school has identified leadership roles as an area to develop in its self-evaluation report.
42. Performance management and staff appraisal procedures are well established and promote professional development for both teachers and non-teaching staff. The school has been accredited with the 'Investor in People' award.
43. The school conducts an analysis of pupils' performance and tracks their progress, but the process is not sufficiently detailed to help plan for improvement.
44. The governing body is supportive and has a good awareness of its responsibilities and fulfils legal requirements. The school prospectus, though informative, does not fully meet statutory requirements.
45. Leaders and managers find out about the school's performance in a variety of ways. However, monitoring arrangements based on first-hand evidence and involving all relevant staff and governors are not yet firmly established as a regular part of the school's programme of self-evaluation.

46. A good feature of the school's self-evaluation process is the way that it takes account of the views of parents and pupils to assist in planning for improvement.
47. The three-year School Strategic Plan (SSP) sets clear priorities for improvement, which are linked to those of the LEA. However, criteria for measuring success are not always clear. Priorities are supported through adequate allocation of resources.
48. The judgements in the school's self-evaluation report match the findings of the inspection team with regard to all key questions.
49. Throughout the school, pupils are well supported by qualified and experienced teaching and non-teaching staff. The caretaker makes an outstanding contribution to the quality of the accommodation. The school clerk performs her responsibilities very conscientiously and ensures that daily routines are managed efficiently.
50. Learning resources are plentiful. In every part of the school, high quality displays create a very attractive and positive learning environment for pupils. The overall quality of the accommodation is outstanding.
51. Spending decisions are matched to the school's priorities and the school achieves good value for money.
52. The school has made good progress overall since the last inspection.

Recommendations

To improve further, the school now needs to:

- R1 address the health and safety issue that has been brought to the attention of the governing body;
- R2 maintain and build on the good standards achieved overall;
- R3 raise the achievement of boys, particularly in English;
- R4 further develop the role of governors, the senior management team and subject leaders to enable them to contribute more fully to the school's self-evaluation process and in order to plan for improvement.

The school has already identified the need to develop leadership roles in its school self-evaluation process.

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 2: Good features and no important shortcomings

53. The school graded this key question as 2/3 in its self-evaluation report. The findings of the inspection team are that standards are good, with no important shortcomings.

54. Overall standards are good. Standards in the lessons observed during the inspection are:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
18%	73%	9%	0%	0%

55. Standards in the six subjects that were inspected are:

Subject	Key Stage 1
English	2
Welsh	2
Mathematics	2
Information Technology	2
Design and Technology	2
Geography	2

56. Throughout the school, pupils make good progress in acquiring new knowledge, skills and understanding.

57. 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.

58. Children in nursery and reception classes make good progress in their development of personal, social and learning skills. Nursery children settle quickly and confidently at the start of the school day.

59. In KS1, pupils' attitude to learning, the interest they show in their work and their ability to sustain concentration are good. Pupils work hard in lessons, listen attentively and are eager to answer questions. They enjoy learning and like their teachers.

60. At the start of lessons, they settle to the task in hand and understand what is expected of them. Pupils' awareness of the strengths and weaknesses in their work, and what they need to improve, is developing well. However, they are only just beginning to understand the purpose of the recently introduced target cards that are intended to provide a focus for improvement.

61. Pupils are generally confident, work well independently and also co-operate well in pairs or groups. They show care and respect for one another. Pupils are considerate and courteous to teaching staff, each other and visitors.

62. Children under five make good progress in applying the key skills of speaking, listening, reading, writing and numeracy in their work across the

- curriculum. Their use of ICT is developing and children use computers with increasing confidence.
63. Pupils in KS1 maintain the good standards achieved in the early years. In reading, pupils achieve very good standards and read for a wide variety of purposes. They achieve good standards in speaking and listening. Pupils listen attentively to their teachers and to each other and speak readily about what they have learnt. Good standards are achieved in writing and numeracy and pupils use these skills well in other subjects such as geography and design and technology.
 64. Pupils' skills in using ICT are developing well and some pupils can present information independently. However, opportunities are often missed to use ICT to support learning across the curriculum.
 65. Pupils achieve good standards in their bilingual skills. Children's experience of Welsh in the early years provides a good foundation and pupils make good progress in Welsh throughout KS1. They have a very good understanding of Welsh heritage and culture.
 66. Pupils with SEN make good progress and achieve good standards, relative to their ability.
 67. At the end of KS1 in 2004, pupils' attainment in the NC core subjects of English, mathematics and science was above average in comparison with similar schools, the LEA and Wales by approximately ten percentage points. Trends in performance over the last three years show a similar picture. The number of pupils achieving level 3 has been maintained in science, raised in English and more than doubled in mathematics since the last inspection in 1998.
 68. Despite these good results overall, however, there is a difference in the performance of boys and girls. The baseline attainment of the cohort of pupils who were assessed in 2004 at the end of KS1 show that the boys had lower prior attainment overall than the girls. Although they did not achieve as well as the girls, they did make good progress in relation to their prior achievement.
 69. Trends over time, however, indicate that there is consistently a big gap in the achievement of boys and girls in English, particularly in those achieving the higher level 3. Girls also achieve higher standards in mathematics, but the gap between the achievement of girls and boys in this subject is less marked. There is no significant difference in the performance of boys and girls in science.
 70. Pupils' behaviour throughout the day is good and the school achieves one of its aims of developing respect, responsibility and confidence in every learner so that they may know their worth and be independent. The school is an orderly community and pupils are well mannered, friendly and ready to support one another. They have good self-discipline and are eager to take on class and playtime responsibilities.
 71. The average attendance for the three terms before the inspection was 94.1 per cent. The majority of pupils are punctual at the start of the day.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

72. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
73. The inspection team observed lessons in a range of NC subjects in KS1, areas of learning for children under five and PSE. In the lessons observed the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
24%	55%	21%	0%	0%

74. At 79 per cent, the percentage of good and very good teaching is well above the Welsh Assembly Government's target that 50 per cent of lessons should be good or better. In the vast majority of lessons, teaching effectively meets the needs of learners.
75. Throughout the school, teachers establish good working relationships with pupils. They successfully use a good variety of approaches and resources to stimulate pupils' interest in the content of lessons. Their planning is of a consistently high standard.
76. Lessons have clear, specific learning objectives which teachers share with pupils so that they understand what they are trying to learn. Activities are well planned to meet the needs of pupils. In the early years there is a good balance between adult-directed activities and those children choose for themselves.
77. Support staff understand pupils' needs and are very well deployed to help them tackle their tasks successfully.
78. Teachers' knowledge of the subjects they teach is good. Most lessons are conducted at a good pace and cover a good amount of material in the time available. Those subject leaders who were observed provide very good role models of how to teach the subjects for which they are responsible.
79. The interactive whiteboard is used well but its shared use and location limits its impact as an effective teaching and learning tool within the classroom.
80. Teachers promote pupils' developing bilingual skills well and take opportunities to use Welsh purposefully throughout the school day.
81. Teachers usually promote good behaviour well using the assertive discipline approach adopted by the school. There are, however, a few instances where this approach is not consistently applied and teachers raise their voices in order to manage the class. Occasionally they encounter difficulty in maintaining pupils' attention when introductory discussions are too prolonged.
82. Although there are examples of effective practice where there is an appropriate balance between teacher-led question-and-answer sessions

and time for pupils to explore ideas, opportunities are sometimes missed for pupils to develop their speaking skills through paired and group discussions. Nevertheless, teachers' questioning skills are good and they show appreciation of pupils' efforts.

83. The school's assessment policy provides clear guidelines for a variety of procedures that are linked to curricular planning. Marking follows the guidelines of the policy and is clearly and consistently linked to the identified learning objective, which is shared with pupils. Pupils benefit from their understanding of this procedure. There are examples of very good practice where comments are purposeful and indicate how improvements can be made. The marking scheme includes the use of simple symbols that all pupils recognise. Pupils are beginning to be involved in self-assessment and in identifying targets for improvement.
84. The progress of pupils with SEN is regularly reviewed and new targets set. Parents are fully informed about their children's progress. Support staff are involved in assessment and planning and are well briefed regarding the learning objectives.
85. Teachers keep year group portfolios and use photographic and other evidence to record coverage of all curriculum subjects. The examples in the core subjects are useful in helping to arrive at judgements regarding standards of achievement. Teachers demonstrate a good understanding of NC levels in the core subjects and regularly compare and moderate samples of assessed work. This practice is at an early stage of development in the foundation subjects.
86. All pupils are given levels in all subjects as part of the tracking system throughout KS1 and formal tests are used to support the assessments. The system is securely established for the core subjects and is under review for the foundation subjects.
87. Good use is made of information gained from baseline assessment data in the nursery and reception classes in order to plan appropriate activities. However, analysis of data gained from tests and assessments is not sufficiently rigorous to identify specific areas for improvement at subject and whole-school levels in KS1.
88. Regular meetings are held with parents. The quality of annual reports on pupils' progress is good and they meet statutory requirements. They provide clear judgements on pupils' achievements and give good indications of how pupils can improve their work.

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

Grade 2: Good features and no important shortcomings

89. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
90. The school responds well to pupils' learning needs and provides equality of access and opportunity to a broad and balanced curriculum that meets legal requirements.

91. The overall quality of early years education is good. The planning and provision for stimulating learning experiences and role-play activities in the nursery are outstanding.
92. Schemes of work are good and support pupils in developing their knowledge and understanding. However, some schemes do not ensure progression of certain skills, for example, the use of a saw in design and technology.
93. On the whole, teachers' planning for the development of the key skills of speaking and listening, literacy and numeracy is good. There are some good examples where the use of ICT is effective, such as in a geography lesson that was supported through the use of a 'roamer'. However, opportunities are often missed to use ICT across the curriculum.
94. Visits to places of historical and cultural interest broaden pupils' understanding of their community. Teachers encourage people from the locality to speak to pupils about their occupations and interests. People such as the local antique dealer make a positive contribution to pupils' learning and understanding of the world of work.
95. Learning experiences promote pupils' spiritual, moral, social and cultural development. They have a good sense of right and wrong and care for the school and its environment.
96. Collective worship meets statutory requirements and makes a good contribution to pupils' understanding of values, such as the importance of saying 'thank-you'. For example, an assembly dealing with the importance of appreciating one another provided opportunity for prayer and reflection. Visitors regularly undertake assemblies. Pupils learn about other cultures and religions, for example, through their study of an African village and the Hindu festival of 'Divali'.
97. The development of pupils' personal and social skills is promoted effectively. The PSE programme deals very well with issues such as bullying. Pupils are encouraged to talk about their experiences and discuss their opinions.
98. A good feature of the life of the school is the partnership with parents. Parents support a wide range of school activities, including listening to pupils read and helping to prepare classroom resources. The Parent Teacher Association is very active and organises numerous activities throughout the year to supplement school resources.
99. There are good partnership arrangements with the community. Pupils visit and perform in elderly citizens' residences during festivals. A variety of opportunities arise to raise money for charitable causes. The school participates in community life by supporting local ventures such as Schools in Bloom, the Gardening Club and the local Eisteddfod. It also runs a language and play programme to help parents of nursery children support their speaking and listening, literacy and numeracy skills. A good range of public agencies, voluntary groups and local organisations support the school.

100. Effective partnership arrangements exist with the University of Caerleon and Coleg Gwent with regard to student teachers and nursery nurses. Two members of staff have been trained as mentors and students are placed at the school two or three times a year. The placements, mentoring and evaluation arrangements are well organised.
101. Pupils benefit from a variety of work-related activities and visits. There are good examples of local businesses supporting school activities through sponsorship and speaking with pupils.
102. The emphasis on studying the traditions, history, and culture of Wales is a strength of the school. Pupils visit museums and local places of interest, celebrate Saint David's Day and participate in the annual local Eisteddfod and in a Welsh folk dance club. These visits, and work by pupils such as the project on mining families, contribute positively to their understanding of their heritage. The school's history 'museum' and the use of artefacts are particularly effective in bringing Welsh history to life. Pupils are developing an interest in, and knowledge of, Welsh music, artists and historical figures.
103. There is some provision for teaching sustainable development within subjects such as geography and PSE and pupils are involved in some recycling initiatives.

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

Grade 2: Good features and no important shortcomings

104. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
105. The school is a happy, caring community where pupils are valued and well supported. Induction arrangements for nursery children create a welcoming environment for new admissions. The formal arrangements that exist between Y2 and the junior school ensure a consistent and supportive approach for the smooth transition of pupils. The two schools hold a 'moving up day,' with each pupil being assigned a 'buddy'. Curricular links are in place to ensure continuity in pupils' experiences.
106. Relationships with parents are good and positive responses were received at the meeting prior to the inspection. Communication with parents is effective and the school responds positively to suggestions. Parents are very supportive of the school and some of them come in on a regular basis to work with pupils.
107. A range of strategies is in place to include parents in the life of the school, including termly newsletters to ensure that parents are fully informed about school issues. Parents sign a home-school agreement, which meets statutory requirements, when their children start school.
108. The school effectively monitors pupils' punctuality and attendance and takes early and appropriate action where necessary. Registration arrangements meet statutory requirements.

109. There is a good range of policies and guidelines to ensure the general safety and well-being of pupils. The headteacher is the trained Child Protection Officer and all staff are briefed on protocols and procedures as outlined in the school's Child Protection Policy.
110. A health and safety issue was identified during the inspection and discussed with the governing body.
111. The provision for additional learning needs is very good and the school meets statutory requirements. The learning needs of individual pupils across the ability range are carefully identified and additional support is very well planned and directed at particular groups of pupils. Support staff know when to intervene to promote learning objectives and encourage independent learning.
112. An inclusive approach is taken to the provision for all pupils, including those with additional learning needs and SEN. Pupils are supported in their own class, ensuring they do not miss any parts of the curriculum. The school recognises and respects diversity and there is good attention paid to monitoring issues of equality and diversity in all subjects of the curriculum.
113. The school has effective and well organised procedures in place for early identification of pupils with SEN. Information gained from baseline assessment identifies initial causes for concern and this is followed up with regular assessment of either a general or specific nature, depending on the degree of need.
114. Individual programmes of work and individual targets are regularly reviewed and parents are involved at each stage. Pupils with SEN are very well supported so that they have equal access to the full curriculum. Targets in their Individual Education Plans are clear and precise and teachers differentiate activities to cater for their needs.
115. Effective use of professional support services provided by the LEA and good quality voluntary help make a positive contribution to the provision for pupils with SEN.
116. The school caters very well for pupils with physical and sensory disabilities and has very good procedures in place. Resources and provision are outstanding.
117. Pupils in Y2 are placed in ability sets for the teaching of English and mathematics. This arrangement ensures that pupils work at a level appropriate to their ability and is effective in promoting pupil achievement.
118. Basic skills initiatives such as 'Let's Think' are effective in developing the skills of pupils.
119. No evidence of bullying was observed during the inspection and the school has effective policies and procedures in place for dealing with such problems if necessary. The 'School Monitors' and 'Buddy Bears' are very effective in supporting pupils and reducing incidents of possible aggressive behaviour.

120. A good equal opportunities policy reflects the school's commitment to equality of access and opportunity for all. Boys and girls engage in a range of activities and responsibilities and show no stereotypical tendencies in their choices. Out of school clubs include both boys and girls and cover a range of interests such as science, library club and folk dancing.
121. A good race equality policy is in place outlining measures to be taken should instances of harassment occur. Staff are aware of their responsibilities and use opportunities within subjects of the curriculum to reinforce the principles outlined in the policy.

Leadership and management

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

Grade 2: Good features and no important shortcomings

122. The school graded this key question as 2/3 in its self-evaluation report. The findings of the inspection team are that leadership and management are good, with no important shortcomings.
123. The headteacher provides strong leadership, effective management and clear direction to the work of the school.
124. The newly formed senior management team is making progress to improve standards. However, opportunities for the senior management team and subject leaders effectively to exercise their leadership and management roles are under-developed. The school has identified leadership roles as an area to develop in its self-evaluation report.
125. Performance management and staff appraisal are well established and promote professional development for both teachers and non-teaching staff. Individual members of staff are set clear objectives towards improved performance, are well-supported, provided with appropriate training and receive feedback on their performance.
126. A well-defined three-year SSP is supported by annual school development planning. Strategic planning takes good account of national and LEA priorities. Annual plans are agreed with staff and governors after an evaluation of the extent to which the school has achieved the previous year's agreed priorities.
127. The school conducts an analysis of pupils' performance and tracks their progress, but the process is not sufficiently detailed to help plan for improvement. Outcomes of analyses by the senior management team and subject leaders do not feed sufficiently into the annual school improvement process and criteria for measuring success are not always clear.
128. The school has been accredited with the 'Investor in People' award. Weekly team briefings for all staff support clear communication throughout the school.
129. The governing body is supportive and has a good awareness of its responsibilities. It fulfils its legal requirements and pays due attention to

National Assembly for Wales guidelines with regard to the annual report to parents.

130. The school prospectus, though informative, does not fully meet statutory requirements because there are a few omissions regarding charging and admissions policies, attendance data and NC results. However, parents receive this information through other communications from the school such as newsletters, the nursery prospectus and in governors' annual reports to parents.
131. Governors contribute to the strategic direction of the school and targets for improvement. They have some involvement in monitoring pupils' progress and the quality of provision. They have good oversight of the budget and supervise expenditure, securing best value for money.

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

Grade 2: Good features and no important shortcomings

132. The findings of the inspection team match, on balance, the judgement made by the school in its self-evaluation report.
133. Leaders and managers find out about the school's performance in a variety of ways, including classroom observations and examination of pupils' work. However, monitoring arrangements based on first-hand evidence and involving all relevant staff and governors are not yet firmly established as a regular part of the school's programme of self-evaluation.
134. Core subject leaders use evidence from discussions with colleagues, inspection findings, pupils' results in tests at the end of KS1 and occasional surveys of pupils' work to identify strengths and areas for improvement in the subjects for which they are responsible. The evaluation of foundation subjects is at an early stage of development.
135. Subject leaders use limited opportunities to monitor the quality of teaching and learning and write useful self-evaluation reports. The best examples are generally well informed, but do not identify as precisely as they could where and how pupils' standards of achievement could be further improved.
136. Two governors have received training on the self-evaluation process from the LEA. The governing body as a whole discuss and comment on the school's self-evaluation report but not all are actively involved in monitoring the school's performance.
137. A good feature of the school's evaluation process is the way that it takes account of the views of parents and pupils to assist planning for improvement. Parents' responses to questionnaires on a range of issues have helped the school improve its provision. Similarly, results of a questionnaire to pupils, and discussions with the School Council, have enabled the school effectively to address some of the issues they raised.
138. The SSP includes clear priorities, proposed time-scales and resource implications. Priorities are costed and supported well through adequate allocation of resources.

139. Prior to the production of its self-evaluation report, staff discussed the school's performance in relation to the seven key questions. The report identifies progress made and strengths and areas to develop. It explains what the school does to track progress, but does not indicate the extent to which pupils achieve agreed goals or focus sufficiently on standards achieved in NC subjects and key skills.
140. The judgements in the school's self-evaluation report broadly match the findings of the inspection team with regard to all key questions.
141. The school has made good progress overall since the last inspection.

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

Grade 1: Good with outstanding features
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142. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
143. Throughout the school, pupils are well supported by qualified and experienced teaching and non-teaching staff. During the inspection one full-time member of staff was absent due to illness. Her class was effectively covered by a supply teacher who is well known to the school.
144. The school has a carefully planned and targeted in-service training programme, which complements the aims and priorities of the school as recorded in the SSP. In-service training also takes into account the personal and professional development needs of individual members of staff.
145. In every part of the school, high quality displays create a very attractive and positive learning environment for pupils. This is an outstanding feature.
146. Learning resources are plentiful and easily accessible for all pupils. They include a well-stocked library, which provides a very good selection of fiction and non-fiction books, mathematics and literacy 'walls' and well-labelled classroom equipment. The quality of nursery accommodation and resources is outstanding.
147. The school has twenty computers and there is a listening centre in each classroom. A well-used interactive whiteboard is situated in the audio-visual room. Its location does, however, limit its availability to support teaching and learning in the classroom. The school has broadband provision and information technology is networked to the LEA to access further software support.
148. Attractive, spacious grounds provide very good facilities for pupils' physical development. An interesting conservation area promotes pupils' care for their environment and their understanding of the need for sustainable development.
149. The KS1 playground has a number square and compass points to enhance the quality of pupils' play. The nursery and reception playgrounds

have a good range of large outdoor equipment that provide stimulating play opportunities for children under five.

150. The hall is large and has a CD sound system, piano, and a good range of physical education equipment. The school has very well equipped specialist music and art rooms.
151. The caretaker provides outstanding support through his care of, and contribution to, the school environment. He also constructs resources, such as a life size model of an old cooking range for inclusion in the school's 'museum.' The school clerk performs her responsibilities conscientiously and ensures that daily routines are managed very efficiently.
152. Spending decisions are matched to the school's priorities and overall the school achieves good value for money.

Standards achieved in subjects and areas of learning

English

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

Good and outstanding features

153. Pupils' listening skills are very good. Pupils of all abilities enjoy listening to stories read aloud to them by their teachers and make relevant comments in response to questions about the text. They also listen appreciatively when other pupils read their work aloud to the class. They listen well to instructions and respond appropriately.
154. In discussions, most pupils speak clearly and use varied and interesting vocabulary. For example, a lower ability class in Y2 suggested the adjectives 'juicy', 'refreshing' and 'tropical' to describe a pineapple. Higher ability pupils understand and use terms such as 'ellipsis', 'simile' and 'alliteration' when discussing ways to improve their writing.
155. Pupils make very good progress in their reading skills and enjoy reading for a wide range of purposes and from a rich variety of literature. Most pupils demonstrate good recall of the content of their reading and use effective strategies to tackle unfamiliar words and texts. More able pupils read fluently, accurately and with good expression. Less able pupils effectively apply their knowledge of letters and sounds in their reading.
156. By Y2, pupils enjoy being 'book detectives. They know how to locate a book in the non-fiction library and, with well-directed support, can retrieve information by using the contents and index and scanning the relevant page. They respond positively to opportunities to engage with reading material of their own choice.
157. Pupils write for a range of purposes such as stories, poems, letters and instructions and show increasing control of a variety of forms. Higher ability pupils understand the features that make a good story. Some of them write pieces of increasing length and enliven them with imaginative

choices of image and vocabulary. Lower ability pupils use a writing frame well to construct a good number of simple sentences.

158. Regular spelling practice enables pupils to develop good strategies for remembering how to spell words. They also make good progress in using capital letters and full stops. More able pupils include question, exclamation and speech marks in their writing. They sometimes use the computer to assemble their ideas and present their work.

Shortcomings

159. Less able readers do not use the full range of reading strategies available to them.
160. Some pupils have an awkward pencil grip and do not practise handwriting often enough to develop a fluent, easy hand and regularity in the size and formation of letters.
161. There is a big gap between the achievement of boys and girls in reading and writing.

Welsh Second Language

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

Good and outstanding features

162. Throughout the school, pupils' speaking and listening skills develop well. They enjoy taking opportunities to practise their language skills in all classes.
163. They use Welsh quite naturally in many aspects of their daily routines and in other subjects. They are keen to participate and enjoy a wide range of Welsh songs, rhymes and prayers.
164. They listen to adults and to each other, working collaboratively when playing games and can engage in simple dialogues with a partner.
165. Pupils write sentences and captions, attempting their own spellings of some words. They enjoy reading their own work presented in the many class books that are prominently displayed. They also enjoy reading from the large selection of Welsh books available in all classrooms.
166. They use ICT effectively to support their learning in Welsh.
167. By the end of KS1, pupils understand instructions, have good pronunciation, can write simple sentences and read with increasing skill.

Shortcomings

168. Some pupils' recollection of words and phrases is insecure because prior learning is not consistently reinforced in new situations.

Mathematics

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

Good and outstanding features

169. Pupils in KS1 develop an appropriate range of mathematical approaches, including investigative work. They respond well to questioning, and discuss their work in mathematical language. They give reasons for an answer being correct.
170. Younger pupils can add and subtract money problems to 10p. They also estimate and count reliably to 20p. Pupils can make a money domino game requiring the correct choice of coins to match totals such as 7p, 11p and 15p. Some pupils know that five 20p coins equal £1 and that two 50p coins also equal £1.
171. Older pupils can identify 5p, 10p, 50p and £1 coins and use various combinations of coins to add up to different amounts.
172. Most pupils understand sets and what a simple Venn diagram is and talk confidently about a pictogram.
173. Pupils can sort three-dimensional shapes from the shortest to the tallest. Most of them know squares and rectangles and some recognise the difference between cubes and cuboids. They measure the height of cubes and cuboids using non-standard measures and record these accurately in a table. They explain to each other what they have discovered using appropriate mathematical language.
174. Pupils identify patterns in numbers, such as counting in twos and tens and identify how square numbers are made. They are also able to identify patterns of sequences from an investigation involving sets of coloured circles.
175. Younger pupils recall addition and subtraction facts to 10 and many confidently recall numbers to 30. Older and more able pupils recognise and use numbers to 100 and are beginning to understand the place value of digits. They recognise odd and even numbers and can count on from different numbers.
176. Older pupils in KS1 give reasons for answers being correct and more able pupils try different approaches when solving problems.

Shortcomings:

177. Younger pupils in KS1 are often unsure of correct number formation.

Information Technology

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

Good and outstanding features

178. Pupils in KS1 use information technology equipment confidently and competently. Pupils work independently or in pairs using a desktop and laptop computer. They can use a 'pointer' to sequence days of the week and share this information with other pupils using an interactive

whiteboard. They know how to use the 'shift key' to form capital letters when using a word processor and that 'enter' creates a new line.

179. When using a program that controls the movement of a pointer on screen, pupils use simple instructions to programme movement. They confidently use forward and backwards to move the pointer. They understand how to make the pointer turn 90 degrees and are able to estimate distances between points when programming the pointer to move. Away from the computer, pupils can write simple programs that will instruct the pointer to move on screen.
180. Older pupils use a programmable vehicle to see the consequences of their decisions and programme a sequence of commands. Pupils are able to use these controls accurately when estimating the distance and turns the vehicle is required to make.
181. Pupils can collect, save and store data about 'Pets' and print out a pictogram showing which pets are the most and least favourite. Displays show that pupils are able to generate and present their ideas in different forms, for example creating pictures.
182. Tape recorders are located in each class and pupils use these effectively to support their listening skills.

Shortcomings

183. There are no significant shortcomings.

Design and Technology

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

Good and outstanding features

184. Pupils use a range of appropriate materials and tools as they progress through the school and they realise the importance of paying attention to health and safety.
185. They have a good understanding of suitable materials for their purpose and they make good quality models from a wide range of resources. The examples made by groups for entry in the local Eisteddfod are outstanding.
186. Pupils can talk about their designs and explain the process involved. They discuss and evaluate the finished product in a manner appropriate to their age and stage of development.
187. There are good links with art, history and with topics in other subjects. For example, pupils make their own castle and use it purposefully for imaginative play. They also make different houses seen on their visit to the Museum of Welsh Life at St Fagan's. Puppets of good quality are made to link with work on fairytales and pupils enjoy making good mobiles of 'minibeasts' linked to their learning in science.
188. Pupils are developing their use of ICT skills and are beginning to understand and incorporate control technology into some of their projects.

Shortcomings

189. In some classes, pupils' creativity is constrained and their choices limited because design briefs are over-prescriptive and there is too much direction by teachers during the making process.

Geography

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

Good and outstanding features

190. Pupils make good progress in using geographical enquiry skills. In Y1, they observe the view they can see from different vantage points around the school and identify key geographical features. In Y2, they use secondary sources of information, such as photographs, to observe and compare the geographical features of different places.
191. Pupils use geographical terms increasingly accurately to describe features such as rivers, hills and houses.
192. Throughout the key stage, they collect information in the field and record their findings in a variety of ways, including discussion, drawing, tally charts, checklists and writing. They sometimes use ICT to present information.
193. Pupils develop a good understanding of their own neighbourhood and how it compares with contrasting localities such as a village in Africa and a seaside town in Wales. More able pupils in Y2 are beginning to ask relevant questions about the lives and experiences of people who live in a village in Africa.
194. They make good progress in using plans, maps and aerial photographs. Pupils in Y1 understand that maps 'help you find your way' and can explain what a 'bird's eye view' is. Pupils in Y2 use simple co-ordinates competently to locate specific places on a map.
195. Through good links with their work in history, they are beginning to be aware of how their locality has changed over time. Pupils' work in geography makes a very good contribution to their appreciation of Welsh heritage and culture. They are beginning to express preferences and give reasons for their choices.
196. Pupils' geographical understanding is enhanced effectively by visitors to the school. For example, they learned a great deal about the geography of Africa, and how it differs from Wales, from a visitor who came to talk to them about his experiences of living there.

Shortcomings

197. There are no significant shortcomings.

The school's response to the inspection

We are pleased that in this first round of inspections through self-evaluation, the findings of the inspection team matched the school's self-evaluation report. To be recognised as a 'good' school is an accolade for both the school and parents. The fact that the inspection team found that 91 per cent of standards in lessons were good or better is testament to the hard work, effort and commitment of all pupils, staff, governors and headteacher.

The recognition that our pupils behave well and develop respect, responsibility and confidence in order to become independent supports the school's aim to create a friendly, supportive community of well-mannered, self-reliant citizens of tomorrow.

Seventy-nine per cent of the quality of teaching observed was good or better, which is an acknowledgement of the high standard of teachers' subject knowledge, thorough planning, good pupil/teacher relationships and clear lesson objectives. The good parent/school working partnership was recognised, which enhances the life of the school. This, coupled with the recognition of our happy, caring community where pupils are valued and supported, creates firm foundations on which New Inn Infant pupils may widen their skills, experiences and learning.

An action plan will be put in place to address the recommendations in the report. The health and safety issue was accepted by the governing body and will be addressed during the spring term. Maintaining and building on the good standards achieved overall will be a constant thread running through all aspects of school life. Every teacher will be conscious of maintaining these good standards in her practice, in the classroom and in her monitoring of her subject area. The gender issue of the under achievement of boys in English at level 3 will be written into next year's School Strategic Plan and given a high priority. As identified in the report, the school has already highlighted the need to develop leadership roles in the self-evaluation process. In-service training and Training Days will be allocated to address this important issue.

The staff appreciated the professionalism, sensitivity and positive approach of the inspection team, who helped to minimise the stress of the inspection. The staff feel that by taking on board the inspectors' sound advice, the outcome of the inspection and further developing the process of self-evaluation, the school is guaranteed to move forward.

Appendix A

Basic information about the school

Name of school	New Inn Infants
School type	Community
Age-range of pupils	3-7
Address of school	Golf Road New Inn Pontypool Torfaen
Post-code	NP4 OPR
Telephone number	01495 757649

Headteacher	Mrs H Margaret Vidler
Date of appointment	1 May 1991
Chair of governors	Mr Maldwyn Osborne
Reporting inspector	Ms Stephanie J James
Dates of inspection	22-25 November 2004

Appendix B

School data and indicators

Number of pupils in each year group					
Year group	N (fte)	R	Y1	Y2	Total
Number of pupils	29	60	80	70	239

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	9	2	10.2

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	26:1
Pupil: adult (fte) ratio in nursery classes	13:1
Average class size, excluding nursery and special classes	26
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	R	KS1	Whole School
Autumn 2003	94	94	94
Spring 2004	94	96	95
Summer 2004	92	94	93

Percentage of pupils entitled to free school meals	10
Number of pupils excluded during 12 months prior to inspection	0

Appendix C

National Curriculum Assessment Results

End of Key Stage 1:

National Curriculum Assessment KS1 Results 2004			Number of pupils in Y2:					82
Percentage of pupils at each level								
			D	W	1	2	3	4
English:	TA	School	0	1.2	7.3	67.0	20.8	2.4
		National	0.3	3.5	13.3	63.0	19.9	0
En: reading	TA	School	0	1.2	5.0	51.2	40.2	2.4
		National	0.3	2.5	11.2	62.9	23.0	0
En: writing	TA	School	0	2.4	6.0	72.0	18.2	2.4
		National	0.3	5.1	14.4	68.8	11.3	0
En: speaking and listening	TA	School	0	1.2	9.8	68.3	19.5	1.2
		National	0.3	3.8	14.0	55.3	26.5	0.1
Mathematics	TA	School	0	1.2	4.8	67.1	26.8	0
		National	0.3	2.2	10.5	62.5	24.4	0
Science	TA	School	0	0	1.2	64.7	34.1	0
		National	0.3	1.6	9.5	65.2	23.4	0

Percentage of pupils attaining at least level 2 in mathematics, science and English according to teacher assessment

In school	89%	In Wales	80.1%
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D Pupils who have been disapplied from the statutory arrangements
W Pupils who are working towards level 1 TA Teacher Assessment

Appendix D

Evidence base of the inspection

- A team of four inspectors was present in the school for twelve inspector days.
- Pre-inspection meetings were held with parents and the governing body to discuss the life and work of the school.
- Responses to questionnaires completed by parents were analysed.
- Discussions were held with the headteacher, staff with specific responsibilities and support staff.
- School policies, schemes of work and other documentation were examined.
- Thirty-three lessons or parts of lessons were observed.
- Samples of pupils' work from across the ability range and from each year group were examined.
- Discussions were held with pupils about their work and life in school.
- Pupils' behaviour was observed during playtimes, lunchtimes and at the beginning and end of sessions.
- Inspectors attended assemblies and observed extra-curricular activities.
- Inspectors attended post-inspection meetings with the staff and governing body.

Appendix E

Composition and responsibilities of the inspection team

Team member	Responsibilities
Stephanie James Registered Inspector	Context; Summary; Recommendations Key Question 1 Pupils' success in attaining agreed learning goals Their progress in learning Overall proportions of standards achieved at each grade The performance of pupils in NC assessments The overall standards and progress of children under five Key Question 2 How well teaching meets pupils' needs and curricular requirements Key Question 6 How effectively the school's performance is monitored and evaluated The effectiveness of planning for improvement The quality of the school's self-evaluation process The quality of the school's self-evaluation report The extent to which the overall findings of the self-evaluation report match those of the inspection team English; Geography
Helen Adams Lay Inspector	Key Question 1 Attendance; Behaviour Key Question 3 The extent to which learning experiences respond to the needs of employers and the wider community Key Question 4 The quality of care, support and guidance; Child protection Key Question 5 How well governors meet their responsibilities
Stuart Herbert Team Inspector	Key Question 1 The development of pupils' personal, social and learning skills Key Question 3 The extent to which learning experiences meet learners' aspirations Provision for spiritual, moral, social and cultural development Provision for personal and social education Key Question 5 How well leaders and managers provide clear direction and promote higher standards Key Question 7 The adequacy, suitability and use made of staffing, learning resources and accommodation How efficiently resources are managed to achieve value for money Mathematics; Information Technology
Alyson Roberts Team Inspector	Key Question 1 Pupils' key skills, including their bilingual competence Key Question 2 Assessment and its use in planning and improving learning Key Question 3 Provision for developing pupils' bilingual skills in Welsh and English Education for sustainable development and global citizenship Key Question 4 The provision for additional learning needs The quality of provision for equal opportunities Provision for pupils with special educational needs Race equality; Disability Welsh; Design and Technology

Acknowledgement

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