

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

**Neyland Infant & Nursery Community School  
Charles Street  
Neyland  
Pembrokeshire  
SA73 1SA**

**School Number: 6682277**

**Date of Inspection: 6-8<sup>th</sup> March 2006**

**by**

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- \* special schools;
- \* pupil referral units;
- \* independent schools;
- \* further education;
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- \* work-based learning;
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Neyland C.P. Infant & Nursery was inspected as part of a national programme of school inspection. The purpose of inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents information about the performance of their child's school.

The inspection of Neyland Infant & Nursery School took place between 06/03/06 and 08/03/06. An independent team of inspectors, led by 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.

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

<b>Grade 1</b>	good with outstanding features
<b>Grade 2</b>	good features and no important shortcomings
<b>Grade 3</b>	good features outweigh shortcomings
<b>Grade 4</b>	some good features, but shortcomings in important areas
<b>Grade 5</b>	many important shortcomings

"There are three types of inspection.

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

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

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

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

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

This school received a **short** inspection.

## Year groups and key stages

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

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

Primary phase:

Year	R	Y 1	Y 2	Y 3	Y 4	Y 5	Y 6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y 7	Y 8	Y 9	Y 10	Y 11	Y 12	Y 13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The National Curriculum covers four key stages as follows:

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

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## Context

### The nature of the provider

1. Neyland Infant and Nursery Community School is situated in the town of Neyland, overlooking the Milford Haven waterway in Pembrokeshire. The school, built in 1976, is semi open-plan. It consists of a self-contained nursery unit, five classrooms with shared practical resource areas, a library, hall and administration area. Outdoors, there is a large communal playground bordered by large grassed areas. An outdoor classroom has recently been established for pupils to study the natural environment.
2. The school states that approximately a quarter of the area from which the pupils are drawn is economically disadvantaged and the remainder neither prosperous nor economically disadvantaged. Around 11% of the pupils are entitled to free school meals, a figure much lower than the Pembrokeshire average of 16% and all-Wales average of 18.8%. The vast majority of children start school with average levels of personal and social, literacy and numeracy skills. Around 99% of pupils are of white ethnicity with English as the predominant language spoken at home. Approximately 21% of pupils are identified by the school as having some degree of special educational needs (SEN), with no pupils having a statement of SEN.
3. The school is placed in category `C` of the Pembrokeshire Local Education Authority's (LEA) language policy where Welsh is taught as a second language. The school has set up a breakfast club and hosts an after school club.
4. Education is provided for pupils between the ages of three and seven. There are currently 111 full-time pupils on roll together with 38 part-time and 26 full time (45 fte) nursery age children. Pupil numbers are slightly lower than during the last inspection; however, numbers of nursery age children indicate a reversal of this trend. The acting head was recently appointed on a one year contract, pending the amalgamation of the school with Neyland Junior School in September 2006. She is supported by two acting deputy heads. There are also three full-time teachers, two of whom are on a temporary contract and three part-time teachers, two of whom share the responsibility for a reception, Y1 class. There are two nursery nurses (NNEBs) and eight learning support assistants (LSA). Pupils are taught in six classes of mixed and single-age groups.

### The school's priorities and targets

5. The general aims of the school are to:
  - help each pupil achieve his/her individual potential, intellectually, physically and socially;
  - achieve the above in a secure environment where all pupils feel safe and valued;

- help pupils develop sound moral and religious values, and make them aware of other cultures and beliefs;
- develop pupils' basic skills;
- gain the co-operation of parents in the task of educating their children.

6. The school's main priorities and targets for 2005-2006 include:

- improving the educational provision for children in the early years;
- maintaining and improving standards of teaching, learning and assessment in all National Curriculum (NC) subjects
- developing pupils' investigative skills;
- maintaining and improving provision for pupils with SEN;
- ensuring the governing body (GB) and headteacher provide clear direction to the school;
- ensuring the training needs of all staff are met;
- enhancing partnerships with the community.

7. The school was last inspected in May, 2000. After a very long period of stability, there has been considerable changes recently in staffing with the retirement of the headteacher, deputy head and other senior staff. The school attained the Basic Skills Quality Mark Award for the third time in 2005 as well as the Health Promotion Award.

## Summary

8. Neyland Infant and Nursery School provides a good standard of education for its pupils in a happy and caring environment. The acting head, staff and supportive governing body work conscientiously to ensure the school's aims and objectives are achieved. Standards have been maintained since the last inspection. The inspection team agreed with five of the judgements made by school about areas of its work and downgraded the other two.

### Table of grades awarded

9. 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?	3
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?	2

### Standards

10. 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 average on entry.
11. Pupils with SEN make good progress and achieve targets set for them.
12. In nursery and reception, children listen attentively to their teacher and support staff. Their speaking skills are good and their reading and writing skills develop well. They identify and explain events illustrated in pictures and understand that written symbols have sound and meaning. They use marking implements for a good range of purposes and access computers confidently to support their learning.
13. In KS1, pupils' standards and progress in the key skills of speaking and reading are good. In lessons, pupils think carefully and express themselves confidently and clearly commensurate with age and ability. They read with developing confidence with more able pupils having good awareness of index and contents pages; they enjoy discussing their favourite authors.

14. In KS1, standards and progress in listening and writing have good features which outweigh some shortcomings. Pupils listen attentively and pay attention in lessons when the whiteboard is used appropriately to support new learning. However, pupils do not always listen well when lesson introductions are overlong and are not called to explain their thinking. Pupils' creative writing skills are underdeveloped.
15. In KS1, pupils' ICT and bilingual skills have good features which outweigh some shortcomings. Pupils use computers intermittently to support their learning; use made of their skills in word processing is limited. Their bilingual skills show some progress from a low base on entry to the school. Pupils' creative skills are good particularly evident in their work in art. However, investigative skills, particularly in science, are less well developed.
16. At the end of KS1, in 2005, when compared with local and national averages, pupils' attainment according to teacher assessment was slightly below in English and above in mathematics and science. The percentage of pupils attaining level three was below local and national levels. Girls significantly outperformed boys. The school states that there was a predominance of boys in this cohort, many of whom had emotional, behavioural and social difficulties. When compared with all and similar schools across Wales, school performance is in the bottom 50% but above the lowest performing 25%. School performance was in the top 50% and below the best performing 25% in the previous two years.
17. Pupils are generally enthusiastic learners and enjoy their work and play. They are interested in their work and keen to do their best. Pupils make good progress towards fulfilling their potential and moving on to the next stage of learning.
18. Overall, pupils' behaviour and their attitudes towards learning are good with no important shortcomings.
19. Attendance rates achieved by the school are good with some shortcomings. The school has set itself the target of achieving a 95% attendance rate but is hampered by the number of parents who take their children on holiday during term time.

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

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

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<b>9%</b>	<b>55%</b>	<b>33%</b>	<b>3%</b>	<b>0%</b>

21. The percentage of grade one and grade two lessons is slightly below the Welsh Assembly Government's (WAG) target by 2007. However, good teaching was witnessed in all classes.
22. Teachers have a very good relationship with pupils and know their backgrounds very well. This is an outstanding feature. Lessons are generally well planned with clear learning objectives although they are rarely shared with pupils. Planning for the under-fives and for the development of key skills is good.

23. In the best lessons, teachers use a good range of teaching strategies and resources. Direct teaching is conducted at a brisk pace and good quality questioning encourages pupils to make appropriate responses. Teachers promote equality of opportunity and actively address the needs of specific groups of pupils, including those with SEN.
24. In lessons judged to be grade 3 and 4, tasks are not sufficiently differentiated to cater for the needs of abler pupils and those with SEN. Some lessons include too many learning objectives resulting in unsuitable time limits for pupils to complete their tasks. Pupils are not always brought to task when they do not listen attentively and conclusions to lessons do not reinforce new learning in all classes.
25. The school's assessment, recording and reporting procedures have good features which outweigh shortcomings. Strategies have been put in place to enable the use of evidence gained from on-going assessment to inform future planning. These procedures are, for the most part, beginning to develop in an appropriate manner. The school uses a range of standardised tests for assessing the progress of pupils in KS1 and a tracking system to record pupils' progress through the school has been established. Assessment and recording procedures for foundation subjects are at a very early stage of development and are mainly informal in nature. Teachers mark work regularly. Comments made however do not, for the most part, focus on clear ways forward for pupils. Annual reports to parents do not fully comply with statutory requirements, as attendance figures are not included.
26. The school responds well to the vast majority of pupils' learning needs, and provides equal access to a broad and balanced curriculum that meets legal requirements. Provision for the under-fives is appropriate to their needs; however, planning does not ensure that all children of reception age receive similar learning experiences.
27. Schemes of work in most subject areas help provide continuity and progression in pupils' learning experiences. In information technology and geography, however, they have not been sufficiently revised.
28. Overall, opportunities for pupils to develop and apply the key skills of speaking, listening, reading, and applying mathematics are good. There are, however, missed opportunities for pupils to write creatively and use a range of ICT skills in their work across the curriculum. Opportunities to develop pupils' creative skills are good.
29. The range of extra-curricular activities offered by the school is good. These activities are well attended and cater very well for pupils' individual talents and interests. Homework, however, including the taking home of reading books is optional. Visitors to the school and visits to places of interest in the locality and further afield enrich pupils' learning.
30. The Personal and Social Education (PSE) programme is generally well planned. The health promoting project is developing well and includes a particularly good focus on healthy eating. The school's provision for sustainable development is

good and pupils' understanding of global citizenship is developing well. The Welsh dimension to the curriculum is good; however, planning for the progressive development of bilingual skills including the use of incidental Welsh is insufficiently rigorous and focused. There is an appropriate focus on multiculturalism.

31. While daily assemblies comply with statutory requirements, whole-school acts of collective worship are, for the most part, too short; this limits the quality of the experiences provided. While there is an appropriate focus on moral and social features, the focus on spiritual development is less evident. Pupils are given insufficient opportunities for quiet reflection and for promoting experiences of awe and wonder.
32. Pupils are given good opportunities to become aware of their own and other people's feelings and consider the difference between right and wrong. They adopt roles of responsibility through school and class councils, the eco club and class and playground monitors.
33. Overall, the school's partnerships with parents, other providers and all interested parties are good and enrich the life and work of the school. A constructive home/school agreement has readily been accepted by most parents and the recently formed parents and teachers association (PTA) is working hard to organise social and fundraising events. Many parents are supportive of the school and are satisfied with the aims and values the school promotes. A minority of parents expressed dissatisfaction with some aspects of the school and are concerned that recent changes have had a detrimental impact. The inspection team found no evidence to support these views.
34. The school provides high quality personal guidance for its pupils. The attitude of pupils towards the school is positive; pupils state that their school is a caring and happy community. Planning and management of care arrangements and support services is an outstanding feature. The school has clear, well-documented procedures to promote health and safety. The promotion of healthy eating and a healthy lifestyle is an important aspect of school life.
35. Procedures for pupils with additional learning needs meet the requirements of the SEN Code of Practice and the programme has a number of good features. Pupils' Individual Education Plans (IEPs) are of good quality. In KS1, setting of pupils in mathematics is not sufficiently well organised to meet the needs of pupils with SEN. However, the Special Education Needs Co-ordinator (SENCo) manages the provision very well.

### **Leadership and management**

36. The quality of leadership shown by the acting head is good. Since her recent appointment, she has instigated many new initiatives and has a clear 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, wider community and the vast majority of parents.

37. The governing body is well informed and supportive of the school. Governors have a good oversight of the budget and supervise expenditure well. Decisions on expenditure are closely linked to priorities identified in the School Development Plan (SDP) and they make good efforts to secure best value for money. Governors are successfully guiding the school through the challenges presented by the many, recent changes of staff. Their role in monitoring the quality of provision is less well developed but monitoring visits to the school has been identified as an area for development in the SDP; many governors are keen to extend their role.
38. The quality of self-evaluation and planning for improvement is good. Since her recent appointment, the acting head has established a sound culture of self-evaluation. This has resulted in a formal self-evaluation report outlining and analysing the school's current strengths and areas for development. Subject co-ordinators undertake effective monitoring and evaluation of their areas of responsibility by visiting classes. With changes in staff, further development of this process is planned in some foundation subjects. The SDP is an effective working document for developing the school both in the short and longer term.
39. Good progress has been made in addressing the action plan since the last inspection. Key issues have been addressed well.
40. The school has a good complement of teachers who have an appropriate range of qualifications to deliver the NC and religious education. The newly qualified teachers (NQTs) are appropriately mentored by senior colleagues and supported by the LEA. There is a good complement of suitably qualified support staff who are engaged in a range of activities and who work very well with the teachers. Procedures to develop staff are effective.
41. A good range of resources supports the NC subjects; resources for the under-fives are in good supply.
42. Overall, the general quality of the accommodation is good. The designated area for nursery age children is of high quality and the outside play and learning areas are well developed. Recent internal decoration contributes to the quality of the learning environment, which is enhanced by well focused displays.
43. Spending decisions are well matched to the school's priorities. Efficient and effective use is made of existing resources with teaching and support staff appropriately deployed. The school meets its statutory obligations in organising and implementing planning, preparation and assessment (PPA) time efficiently.
44. The school runs effectively and efficiently on a day-to-day basis. The part-time administrative officer carries out her duties very efficiently and conscientiously. Overall, the school achieves good value for money.

## Recommendations

In order to move the school forward, the governors and staff need to:

R1. further enhance KS1 pupils' skills in

- listening
- creative writing
- investigation
- information and communications technology  
and all pupils' bilingual skills;

R2. address shortcomings identified in the quality of teaching;

R3. develop assessment procedures further;

R4. develop further the role of curriculum co-ordinators in monitoring standards of achievement.

R5. ensure reports to parents fully comply with WAG requirements.

The school is addressing recommendations two and three and aspects of recommendation one in its current school development plan.

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

45. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
46. 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 average on entry.
47. Pupils with SEN make good progress and achieve targets set for them.
48. In nursery and reception, children listen attentively to their teacher and support staff. Their skills in speaking are good. They communicate their needs, ask questions and listen to responses. Children's reading and writing skills develop well. They identify and explain events illustrated in pictures and understand that written symbols have sound and meaning. They use marking implements for a good range of purposes and access computers confidently to support their learning.
49. In KS1, pupils' standards and progress in the key skills of speaking and reading are good. In lessons, pupils think carefully and express themselves confidently and clearly commensurate with age and ability. They read with developing confidence with more able pupils having good awareness of index and contents pages; they enjoy discussing their favourite authors.
50. In KS1, standards and progress in listening and writing have good features which outweigh shortcomings. Pupils listen attentively and pay attention in lessons when the whiteboard is used appropriately to support new learning. However, pupils do not always listen well when lesson introductions are overlong and are not called to explain their thinking. Pupils' creative writing skills are underdeveloped.
51. In KS1, pupils' ICT and bilingual skills have good features which outweigh some shortcomings. Pupils use computers intermittently to support their learning; use made of their skills in word processing is limited. Their bilingual skills show some progress from a low base on entry to the school. Pupils respond well to teachers' questions answering with basic greetings and simply structured phrases. Discussion is mainly confined to registration periods with limited use of Welsh across the curriculum.
52. Pupils' creative skills are good particularly in their work in art. Their progress in problem solving and investigative skills, particularly in science, is less well developed. The school has identified this area for development.
53. At the end of KS1, in 2005, when compared with local and national averages, pupils' attainment according to teacher assessment was slightly below in English and above in mathematics and science. The percentage of pupils attaining level three was below local and national levels. Girls significantly outperformed boys.

The school states that there was a predominance of boys in this cohort, many of whom had emotional, behavioural and social difficulties. When compared with similar schools across Wales, school performance is in the bottom 50% but above the lowest performing 25%. School performance was in the top 50% and below the best performing 25% in the previous two years.

54. Pupils are generally enthusiastic learners and enjoy their work and play. They co-operate willingly with adults and their fellow pupils, and sustain concentration for appropriate periods. They are interested in their work and keen to do their best. Overall, pupils make good progress towards fulfilling their potential and moving on to the next stage of learning. Individual targets are set in literacy and numeracy to address their shortcomings.
55. Overall, pupils' behaviour and their attitudes towards learning are good with no important shortcomings; most pupils have positive attitudes towards learning, are interested in their work and play and want to do their best. They settle to the tasks set them, concentrate to the best of their abilities and take pride in their achievements.
56. Pupils' have a clear understanding of the school's 'golden rules' and make good efforts to be kind and considerate towards others. On a few occasions and in a small number of sessions, some pupils become restless and interrupt their teachers. This happens when the pace of lessons is too slow, when they are required to sit still for too long a period, and when teachers' expectations of behaviour are not high enough.
57. Attendance rates achieved by the school are good with some shortcomings. For the past three terms they average 93%; most pupils are punctual and keen to attend school. There are no instances of unauthorised absence and parents keep the school well informed of the reasons for their children's absence.
58. The school has set itself the target of achieving a 95% attendance rate but is hampered by the number of parents who take their children on holiday during term time. This has an adverse impact on the continuity of pupils' formal education and on overall rates of attendance for the school.
59. Registration is undertaken efficiently but in some classes not promptly enough at the start of the morning session. Registers are correctly marked and teachers categorise absence appropriately. Overall, the school takes appropriate account of attendance requirements set out in the National Assembly for Wales Circular 3/99, *Pupil Support and Social Inclusion*.
60. Pupils are well prepared for effective participation in the life and work of the community. Governors, staff and pupils work in close partnership with the local community and support a range of community initiatives. The school and its various activities are well supported and valued by the local community.

## The quality of education and training

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

#### Grade 3: Good features outweigh shortcomings

61. The findings of the inspection team do not match the grade 2 judgement made by the school in its self-evaluation report. There are some shortcomings in the quality of teaching and assessment procedures.

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
9%	55%	33%	3%	0%

63. The percentage of grade one and grade two lessons is slightly below the WAG's target by 2007, however, good teaching was witnessed in all classes.

64. Teachers have a very good relationship with pupils and know their backgrounds very well. This is an outstanding feature. Pupils' efforts and good work are praised and consistent encouragement ensures good progress. Lessons are generally well planned with clear learning objectives although they are rarely shared with pupils. Planning for the development of key skills is good. Planning for the under-fives is appropriate.

65. Teachers co-operate well together. They regularly have discussions, plan, share ideas, and work as a team, ensuring parity of provision for all pupils including those with SEN.

66. Overall, teachers have good subject knowledge; they use a good range of teaching strategies and resources. Use of the interactive whiteboard significantly maintains pupils' interest in all classes where it is installed. Well-organised direct teaching is conducted at a brisk pace and good quality questioning encourages pupils to make appropriate responses. Teachers promote equality of opportunity and actively address the needs of specific groups of pupils, including those with SEN.

67. In lessons judged to be grade 3 and 4, tasks are not sufficiently differentiated to challenge abler pupils and address the needs of pupils with SEN. Some lessons include too many learning objectives resulting in unsuitable time limits for the completion of tasks in relation to the pupils' abilities and understanding. On a few occasions and in a small number of sessions, some pupils become restless and interrupt their teachers when the pace of lessons is too slow and when they are required to sit still for too long a period. Pupils are not always brought to task when they do not listen attentively. Conclusions to lessons do not reinforce new learning in all classes.

68. The school's assessment, recording and reporting procedures have good features which outweigh some shortcomings. There is a revised and comprehensive policy which is beginning to have an impact on further developing assessment and recording procedures. Strategies have been put in

place to enable use to be made of evidence gained from on-going assessment to inform future planning. These procedures are, for the most part, beginning to develop in an appropriate manner.

69. The quality of the baseline assessment undertaken in the nursery class, and after children have commenced full-time education in the reception class, is good. Teachers use the evidence produced from assessment effectively and general assessment procedures for the under fives are good.
70. The school uses a range of standardised tests for assessing the progress of pupils in key stage 1 and a tracking system to record pupils' progress through the school has been set up. Analysis made of evidence gained from tests, including NC tests, to inform teaching and learning is becoming more rigorous. Procedures for assessing pupils with SEN are good.
71. Arrangements for recording progress in English, mathematics and science each term are appropriate. Levelled examples of pupils' work in these subjects are kept in pupils' individual record folders which also contain test results. Assessment and recording procedures for the foundation subjects are at a very early stage of development and are mainly informal in nature. There are portfolios of levelled work for core subjects which help teachers assess pupils' progress and development. Foundation subject portfolios are not levelled and only give an indication of progress across the year groups.
72. Teachers mark work regularly; comments made however do not, for the most part, focus on clear ways forward for pupils. Teachers work with pupils to set their own targets for improvement in mathematics and English; this process is becoming more established
73. Annual reports to parents do not fully comply with statutory requirements, as attendance figures are not included. Reports provide information on all Desirable Outcomes or curriculum areas. In the best examples, they identify pupils' achievements in a concise and clear manner. Parent consultation evenings are held twice yearly.

**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
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74. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
75. The school responds well to the vast majority of pupils' learning needs, and provides equal access to a broad and balanced curriculum that meets legal requirements. Provision for the under-fives is appropriate to their needs; however, planning does not ensure that all children of reception age receive similar learning experiences.
76. A number of curriculum policy documents have recently been revised. These are well focused and comprehensive. In KS1, schemes of work in most subjects have been revised and help continuity and progression in pupils' learning

experiences around six themes. However, in information technology, there is insufficient development of pupils' skills, and the link between medium and short-term planning is unclear in geography.

77. On the whole, opportunities for pupils to develop and apply the key skills of speaking, listening, reading, and applying mathematics are good. There are, however, missed opportunities for pupils to write creatively and in a more extended manner and to use a range of ICT skills in their work across the curriculum. Opportunities to develop pupils' creative skills are good.
78. The range of extra-curricular activities offered by the school is good. These include a focus on reading, singing, health promotion, eco activities and art. They are well attended and cater very well for pupils' individual talents and interests. Homework however, including the taking home of reading books is optional. Visitors to the school and visits to places of interest in the locality and further afield enrich pupils' learning.
79. The PSE programme is generally well planned. It is promoted through 'Circle Time', science and religious education lessons, visits and specialist speakers from the police service, the fire brigade and health authority. The health promoting project is developing well and includes a particularly good focus on healthy eating.
80. While daily acts of collective worship comply with statutory requirements, they are for the most part, too short and this limits the quality of the experiences provided. While there is an appropriate focus on moral and social development, the focus on spiritual development, however, is less evident. Pupils are given insufficient opportunities for quiet reflection and for promoting experiences of awe and wonder. Good opportunities are provided for pupils to become aware of their own and other people's feelings and consider the difference between right and wrong.
81. Pupils are given good opportunities to become aware of their own and other people's feelings and consider the difference between right and wrong. They have good opportunities to adopt roles of responsibility through school and class councils, the eco club and class and playground monitors.
82. Overall, the school's partnerships with parents, other providers and all interested parties are good and enrich the life and work of the school. Many parents are supportive of the school and are satisfied with the aims and values the school promotes. A minority of parents expressed dissatisfaction with some aspects of the school and are concerned that recent changes have had a detrimental impact. The inspection team could not find evidence to support these views.
83. Parents are kept well informed about the school. A constructive home/school agreement is in place. A small number of parents and friends help out in the school on a regular basis, and the recently formed PTA is working hard to organise social and fundraising events to benefit the school. The acting head and staff value the commitment of parents and friends and are keen to involve more in the life and work of the school as identified in the SDP.

84. The school enjoys positive partnerships with the junior school to which pupils transfer. Regular liaison meetings, an exchange of information and ideas, joint in-service training, shared policies and transition units that span the two key stages help to promote continuity of education for pupils as they move from KS1 to KS2.
85. The school has developed an effective partnership with an initial teacher training college which has been enriched through enrolment of the school with the college as part of the 'Children's University' programme. Students from local colleges and secondary schools also undertake placements at the school.
86. The school makes good provision for work-related education. The vocational aspect of the PSE programme is well addressed by staff, and visits from health professionals and personnel from the emergency services have enhanced pupils' understanding of jobs and professions. Local employers are supportive of the school and significant sponsorship has been received.
87. No teachers have recently undertaken a relevant industrial placement with a view to enhancing professional development and enriching curriculum provision for pupils. Three members of staff are currently enrolled in a professional development courses.
88. The school promotes a positive Welsh ethos and good use is made of wall displays to reinforce pupils' learning. Planning for the progressive development of bilingual skills including the use of incidental Welsh is, however, insufficiently rigorous and focused. Provision for the development of Y Cwricwlwm Cymreig is good and forms an integral part of a number of learning experiences. There is an appropriate focus on multiculturalism.
89. Staff know pupils well and are successful in tackling social disadvantage and challenging stereotypes. All pupils are treated equally and valued as individuals.
90. The school's provision for sustainable development is good and the recently developed policy underpins good practice. The school demonstrates a respect for the environment and makes commendable efforts to act in a sustainable way. Pupils' understanding of global citizenship is developing well. Pupils have participated with agencies and the local community to celebrate 'One World' week and they are beginning to understand the challenges faced by children in the developing world.
91. Pupils' entrepreneurial skills are good; they help run the school's fruit tuck shop. They have opportunities to become involved in decision-making through the class and school councils and they develop problem-solving skills in their work as 'playground buddies'. They undertake these duties conscientiously, act responsibly and approach them with a degree of maturity, relative to their young age.
92. The school is committed to the national priority for lifelong learning and provides 'wrap around' care with its provision of a breakfast club and its hosting of an

after school club. Governors, staff and pupils work closely with local groups and agencies to ensure the continued regeneration and success of the local community.

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

Grade 2: Good features and no important shortcomings
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93. The findings of the inspection team do not match the judgement of grade 1 made by the school in its self-evaluation report. The inspection team judged that a number of well focused new initiatives and procedures, which are in place, have in some instances not had sufficient time to be fully embedded.
94. The school provides high quality personal guidance to its pupils. The attitude of the pupils towards the school is positive and they state that their school is a caring and happy community. The vast majority of them feel confident in turning to staff if they have any problems or worries.
95. All staff know pupils well and are aware of their backgrounds. Personal and pastoral care arrangements are effective and are a strength of the school's provision. Early intervention is provided for pupils in need of support and parental review meetings are well structured. Planning and management of care arrangements and support services is an outstanding feature.
96. Partnership and communication with parents and carers is good overall. A recent parental survey has been carried out on a number of issues. The school's open door policy allows parents daily opportunities to discuss issues. More formal arrangements exist for parents and carers to attend the school twice a year for dialogue with teachers on their child's progress.
97. Good arrangements exist for introducing the school to prospective new pupils and their parents or carers. Links with the local playgroup are good and make an important contribution to the process.
98. Pupils' behaviour, attendance, punctuality and performance are monitored carefully; the school takes appropriate action to deal with any issues that arise.
99. The acting head monitors attendance and punctuality carefully and follow-up procedures are well established. Regular and effective liaison takes place with the Pupil Support Officer (PSO) from the Education Welfare Service.
100. The school has clear, well-documented procedures for promoting health and safety, including risk assessment, which are monitored carefully by the acting head, staff and the GB. The promotion of healthy eating and a healthy lifestyle is an important aspect of school life. Pupils have access to fresh water, fruit and milk and even the youngest ones understand that eating a sensible diet and exercising regularly is good for their health and well being.
101. The duty of care is fundamental to the school's ethos and consequently the school works in children's best interests to nurture their welfare and to protect

them. The school's policy and procedures to deal with child protection issues are clearly understood by all staff. The acting head is the designated member of staff with responsibility and good working relationships have been established with social services and other external welfare agencies. Whilst procedures are secure, training for some staff has not been up-dated recently.

102. The revised policy document and procedures for pupils with additional learning needs meet the requirements of the SEN Code of Practice. The school has good procedures for early identification of pupils with SEN and works closely with outside agencies.
103. The recently appointed SENCo makes a valuable contribution by ensuring that a number of well focused initiatives and procedures are in place, some of which have not had time to be fully embedded. The quality of her monitoring role is of a high order; this is evident in the good links with parents and in particular with relevant outside agencies. The link governor for SEN is very well informed and works closely with the school.
104. Pupils' IEPs are of good quality; they are reviewed regularly and annotated with useful comments and reminders. Pupils' targets are clear and specific and adjusted as they are achieved. Careful and detailed assessments of pupils' progress are recorded in individual record folders. Overall, pupils with SEN make good progress and achieve the targets set for them.
105. Provision on a one-to-one basis for pupils with SEN is good. Withdrawal sessions, for other pupils, focus almost exclusively on linguistic needs. While teachers and LSA's also offer support within classroom situations, teachers' planning does not consistently focus on differentiation of tasks in a sufficiently rigorous manner. In KS1, setting of pupils in mathematics is not sufficiently well organised in meeting the needs of pupils with SEN.
106. Links with a range of support services are good; it is particularly good from the speech and language support service which not only focuses on supporting pupils but also on providing training for an LSA who will take over the role of the visiting speech and language therapy assistant.
107. The school has identified a group of more able pupils who frequent the "Buzz Club" initiative to provide more extended and challenging activities.
108. Procedures to ensure support is given to learners whose behaviour impedes their progress and that of others is appropriate. The school's behaviour policy works well. 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 well.
109. The school recognises the diversity of pupils' backgrounds and all pupils are treated equally and with dignity and respect. The school ensures that all have equal opportunities to participate in school activities. On occasions, particularly in KS1, teachers are not sufficiently pro-active in challenging pupils' own stereotypical choices. For example, when working and playing in pairs and

groups, pupils frequently choose to work with pupils of the same gender; this is not always challenged by staff.

110. Good race relations are promoted successfully and the school values and celebrates diversity. Clear, effective documentation underpins good practice and the acting head and GB monitors and evaluates the school's work in this area.
111. Measures taken by the school to eliminate oppressive behaviour including racial discrimination, bullying and all other forms of harassment are effective. Such incidents are infrequent and the school functions well as a caring community where all pupils are valued equally.
112. Staff and governors take all reasonable action to ensure that disabled pupils are not discriminated against and an accessibility plan has been drawn up in line with statutory requirements.

## **Leadership and management**

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

#### **Grade 2: Good features and no important shortcomings**

113. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
114. The quality of leadership shown by the acting head is good. Since her recent appointment, she has instigated many new initiatives and has a clear 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, wider community and the vast majority of parents.
115. The school takes account of national priorities, for example, providing wrap around care with breakfast and after school clubs and developing pupils' awareness and understanding of sustainable development and global citizenship.
116. Evaluation is undertaken of performance data, from baseline assessment through to the end of KS1, resulting in appropriate whole-school quantitative targets being set.
117. The staff appraisal system promotes teachers' continuous professional development. In-house training has been undertaken recently to enhance teachers' bilingual skills.
118. The GB is well informed and supportive of the school. Governors know the local community very well and appreciate and value the contribution the school makes to it. A number of them are actively involved in the daily life and work of the school and ensuring that the school's aims and objectives are fully realised.

119. Governors meet regularly and are supplied with comprehensive information about the life and work of the school through the acting head's reports. They have a good oversight of the budget and supervise expenditure well. Decisions on expenditure are closely linked to priorities identified in the SDP and they make good efforts to secure best value for money. The latest audit of finances by the local authority in May 2005 reported good budgetary control.
120. Governors are successfully guiding the school through the challenges presented by the many, recent changes in staffing and take an active role in setting the strategic direction of the school. Their role in monitoring the quality of provision is less well developed but monitoring visits to the school have been identified as an area for development in the SDP; many governors are keen to extend their role.
121. The GB meets regularly throughout the school year and fulfils regulatory and legal requirements. Appropriate policies are in place to meet statutory requirements and these are monitored and reviewed on a regular basis.

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

Grade 2: Good features and no important shortcomings
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122. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
123. The quality of self-evaluation and planning for improvement is good. Since her recent appointment, the acting head has established a sound culture of self-evaluation. She has undertaken an evaluation of recent progress with the views of all stakeholders taken into consideration. Supported by the staff and governors, she is actively engaged in processes to evaluate the school's strengths and weaknesses. This has resulted in a formal self-evaluation report outlining and analysing the school's current strengths and areas for development. Overall, the inspection team agreed with the judgements made by the school in five of the seven key questions.
124. In judging success and evaluating its own performance, the school uses a developing range of strategies. In core subjects, co-ordinators undertake effective monitoring and evaluation of their areas of responsibility by visiting classes. With changes in staff, further development of this process is planned in some foundation subjects. Samples of pupils' work are included in good quality portfolios for subjects and in the six areas of learning in early years. Work is levelled and annotated in core subjects but not in the foundation subjects.
125. The SDP is an effective working document for developing the school both in the short and longer term. It contains references to strategies for improvement, clear criteria for evaluating progress and ambitious timescales for action, and it has been costed effectively within the budget. The school is at an early stage of monitoring the progress made towards achieving set targets.

126. Staff and governors are clear on the present aims for improvement as outlined in the SDP. Current priorities include improving the educational provision for children in the early years, maintaining and improving standards of teaching, learning and assessment in all NC subjects and developing pupils' investigative skills.
127. Good progress has been made in addressing the action plan following the last inspection. Key issues have been addressed well.

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

Grade 2: Good features and no important shortcomings
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128. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
129. The school has a good complement of teachers who have an appropriate range of qualifications to deliver the curriculum. Two teachers have been in post since September 2005 and a further two, one of whom job shares with a more experienced teacher, are newly qualified teachers (NQTs). These are appropriately mentored by senior colleagues and supported by the LEA. There is a good complement of suitably qualified support staff who are engaged in a range of activities and who work very well with the teachers. All staff have job descriptions; they give a clear outline of their responsibilities. Procedures to develop staff through in-service training and the on-going Investor in People training are effective.
130. Overall, the range of resources to support the curriculum which are appropriate for pupils' different needs is good. Resources for the under-fives are in good supply. Although there are computers in every class and in the corridor area, they are not used on a sufficiently regular basis. The school has two interactive whiteboards which are effectively used to support teaching and learning.
131. Overall, the general quality of the accommodation is good. The hall is suitably spacious for whole school gatherings and for physical education lessons. The library is well stocked. There is a very good designated area for nursery age children and well developed outside play and learning areas. In KS1, while there are good opportunities for group activities in classroom overspill areas, the size of classrooms has a constraining impact on whole-class teaching, particularly in a reception/Y1 class and in KS1 classes. The school grounds project provides a stimulating environment.
132. Internal decoration undertaken since September 2005 contributes to the quality of the learning environment, which is enhanced by well focused displays. During the inspection it was noted that the caretaker and cleaners maintain the accommodation at a good level of cleanliness.
133. Spending decisions are well matched to the school's priorities. Efficient and effective use is made of existing resources with teaching and support staff appropriately deployed. The school meets its statutory obligations in organising and implementing planning, preparation and assessment (PPA) time efficiently; it effectively uses the expertise of a specialist teacher for half the week.

134. The school runs effectively and efficiently on a day-to-day basis. The part-time administrative officer carries out her duties very efficiently and conscientiously. Overall, the school achieves good value for money.

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

The governors and staff of Neyland Infants and Nursery School are pleased that the inspection findings recognise that the school provides a good standard of education for its pupils, in a happy and caring community.

We are also pleased that the inspection highlighted that standards have been maintained since the last inspection in KS1, and that planning of key skills for the under-fives is good.

The report acknowledges that the quality of leadership shown by the acting head is good and that she has a clear vision for improving and developing the school. Governors feel that this is vital for a school if it is to move forward with everyone involved in the process.

We are delighted that the report recognised that personal and pastoral care arrangements for the pupils are an outstanding feature of the school. The report identifies the good provision for pupils with SEN and the monitoring role of the SENCo is of a high order. Behaviour and attitudes of pupils to learning are good.

We appreciate the report recognises the good partnership with parents and the local community which enriches the life and work of the school.

As a school we are constantly seeking to improve. We fully accept the recommendations identified in the report which will be the focus of our forthcoming action plan. The school is addressing recommendations two and three and aspects of recommendation one in its current SDP.

A copy of the school's action plan will be sent to all parents and the governors' annual report to parents will report on progress.

The governors and staff of the school would like to thank the inspectors for the professional and courteous manner in which they carried out their duties.

## Appendix 1

### Basic information about the school

Name of school	Neyland Infant & Nursery School
School type	Community
Age-range of pupils	3-7 years
Address of school	Charles Street Neyland Pembrokeshire
Postcode	SA73 1SA
Telephone number	01646 600882

Acting Headteacher	Mrs Deborah Rainer
Date of appointment	01-09-2005
Chair of governors	Mr David Western
Registered inspector	Mr Jeffrey Harries
Dates of inspection	6-8 <sup>th</sup> March 2006

## Appendix 2

### School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	45	35	35	41					156

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	6	3	7.6

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	19:1
Pupil: adult (fte) ratio in nursery classes	10.5:1
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	27
Teacher (fte): class ratio	1.3:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of School
Autumn 2005	90.6%	90.9%	92.1%
Summer 2005	87.1%	87.6%	93.9%
Spring 2005	82.2%	85.5%	92.1%

Percentage of pupils entitled to free school meals	11%
Number of pupils excluded during 12 months prior to inspection	0

## Appendix 3

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

National Curriculum Assessment KS1 Results 2005__			Number of pupils in Y2:		42		
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher Assessment	School	0	10	10	74	6
		National	0	4	13	63	20
En: reading	Teacher Assessment	School	0	10	10	74	6
		National	0	3	11	63	23
En:writing	Teacher Assessment	School	0	10	10	74	6
		National	0	5	15	69	11
En: speaking and listening	Teacher Assessment	School	0	10	10	74	6
		National	0	4	14	55	27
Mathematics	Teacher Assessment	School	0	0	7	74	19
		National	0	2	11	63	24
Science	Teacher Assessment	School	0	0	5	90	5
		National	0	2	10	65	23

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	79	In Wales	80.1

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

## Appendix 4

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

The inspection was carried out by a team of three inspectors who spent a total of six inspector days at the school. A deputy head joined the team as a nominee. There was also a peer assessor.

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

- a meeting was held with the acting head to discuss the school's self-evaluation report
- meetings were held with the staff, the governing body and 20 parents who attended the pre-inspection meeting;
- questionnaires were distributed to all parents and the 39 completed questionnaires were analysed and the inspection team took note of the results; 92% of the responses were positive;
- school documentation was examined.

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

- evidence based on the inspection of classes in a total of 36 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 acting head, staff and the governing body.

## Appendix 5

### Composition and responsibilities of the inspection team

<b>Team member</b>	<b>Responsibilities</b>
Mr Jeffrey Harries, Registered Inspector	Context Summary and recommendations Key questions 1, 2, 5 and 6
Mr Brinley W Jones, Team Inspector	Key questions 3, 4 and 7
Mrs Janet Warr, Lay Inspector	Contributions to key questions 1, 3, 4 and 5
Mrs Angela Thomas, Acting Deputy Head, Nominee	Observing lessons and supplying information
Mrs Julie Saville, Peer Assessor	Observing lessons and assisting with judgements

### *Acknowledgement*

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

### **Contractor**

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