

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

**Pandy Infant School
Heol Persondy
Aberkenfig
Bridgend
CF32 9RF**

School Number: 672/2205

Date of Inspection: 23 – 26 May 2005

By

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Date: 11 July 2005

Under Estyn contract number: T/242/04P

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Pandy Infant 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 Pandy Infant School took place between 23 and 26 May 2005. An independent team of inspectors, led by Christine Llewellyn 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	Y1	Y2	Y3	Y4	Y5	Y6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

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

The national curriculum covers four key stages as follows:

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

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Context

The nature of the provider

1. Pandy Infant School is a local authority maintained school situated in the village of Aberkenfig near Bridgend. The school comprises a traditional main building housing four classrooms and a free-standing mobile classroom used for whole-school activities, physical education and as a dining hall.
2. Aberkenfig is neither an advantaged nor disadvantaged area. Twenty-six per cent of pupils are entitled to free school meals, which is above the average for Bridgend (20.5 per cent) and for the whole of Wales (18.8 per cent). There are 61 pupils on roll, including 11 nursery age children.
3. Children join the nursery on a full-time basis when they are three years old, and move to the reception class in the September following their fourth birthdays. Teachers' initial assessments indicate that the majority start school with average attainment. There are no pupils with statements of special educational need, but ten pupils have been identified as needing additional support. There are no pupils from Welsh speaking homes and Welsh is taught as a second language. There are two pupils for whom English is an additional language.
4. The acting head teacher and the deputy head teacher have been in post under a one-year secondment from their schools since September 2004. There are two assistant teachers on temporary contracts and two permanent support staff. During the week before the inspection started, the acting head teacher was appointed permanently.
5. The school was last inspected in 1998 and has recently been awarded the Quality Mark for Basic Skills.

The school's priorities and targets

6. The school's main aims and objectives are to:
 - create a safe, ordered environment where children learn to be caring, confident, responsible, independent happy individuals;
 - help children to acquire the skills and attitudes required for effective learning;
 - provide exciting and challenging learning experiences within a broad national curriculum;
 - ensure all children achieve their potential;
 - use key skills effectively
 - nurture attitudes and skills that enable children to thrive in a dynamic multicultural society;
 - foster good relationships between the home and school, working in partnership with parents.

7. The school's priorities for development are to:
- improve standards in maths, especially at level 3;
 - maintain and improve standards in reading, writing and information communication technology (ICT);
 - raise standards of learning through structured play in the Early Years;
 - maintain strong links with parents and the community;
 - evaluate learning and teaching in order to identify priorities for future improvement;
 - improve standards through performance management;
 - provide appropriate resources.

Summary

8. Despite the recent uncertainty of its future and changes to the whole teaching staff, Pandy Infant School provides a good standard of education for its pupils who achieve well overall. The committed and hard-working staff care well for their pupils.
9. The school has made good progress overall in addressing the six key issues from the last inspection.
10. The inspection team agrees with the school's evaluation for all key questions other than key question 3, where the inspection team awarded a higher grade.

Table of grades awarded

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?	3

Standards

11. During the inspection, grades given for pupils' standards of achievement in the subjects inspected during lessons observed were:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0	75%	25%	0	0

Subjects

12. Pupils' standards of achievement in lessons are above the Welsh Assembly Government's targets, which are for 95 per cent of pupils to attain grade 3 and above and, of these, 50 per cent to obtain grade 2 in lessons inspected.

13. Pupils' standards of achievement in the subjects inspected are:

Subject	Key Stage 1
Mathematics	Grade 2
Science	Grade 2
Welsh second language	Grade 3
Information technology (IT)	Grade 2
History	Grade 2
Music	Grade 3

14. Upon entry to Pandy Infant School, pupils' level of ability is broadly average. Pupils, regardless of their backgrounds, achieve good standards overall in their acquisition of knowledge, understanding and skills. Pupils with SEN (special educational needs) achieve good standards relative to their age and ability. Pupils for whom English is an additional language are supported well and achieve appropriate standards. Overall, pupils make good progress as they move through the school and are effectively prepared for the next stage of their learning.
15. Most pupils are considerate and courteous towards each other, to the staff and to visitors. During lessons, these pupils are attentive and responsive and engage themselves with their tasks. However, there is a small core of pupils in each class who frequently find difficulty in concentrating and are less focused on their work, which causes distraction to others and impairs their progress. Pupils generally work together well when required to do so.
16. The educational provision for the under-fives has some weaknesses; but there is evidence that these weaknesses can soon be put right. In the reception class, over-directed teaching and at times a lack of challenge in planned work limit pupils' independent learning skills.
17. Overall, children under five achieve good standards in their key skills. Children in both classes talk about what they are doing and show good progress in their pre-reading skills. Higher achieving children make good attempts to use their phonic knowledge to read new words. They make good progress in writing, numeracy and IT. The children achieve well overall in their personal and social skills, although a few find difficulty in concentrating in some situations such as assembly times. They make good progress towards the Desirable Learning Outcomes.
18. In key stage 1, pupils' achievement in the key skills of reading, writing, mathematics and IT is good. In speaking and listening, pupils' standards have good features that outweigh shortcomings. Writing, mathematics and IT are insufficiently applied across the curriculum.
19. Pupils' bilingual skills have some good features but shortcomings in important areas. Incidental Welsh is used effectively at registration times, but pupils' progress and confidence is hampered by teachers' limited knowledge of the Welsh language.

20. Pupils' good achievements in the core subjects have been sustained over the last three years and the school target to improve the number of pupils gaining a level 3 in mathematics has contributed significantly to the current good standards. In the 2004 end of key stage assessments in English, mathematics and science, all pupils achieved the expected level 2 or above. When the school's results are compared with those in similar schools, (English medium schools with over 24 per cent of pupils entitled to receive free school meals) the school is in the top 25 per cent.
21. There has been a rising trend in pupils' overall attainments since the last inspection. However, as a result of major staff changes, attainment in Welsh as a second language has not been sustained.
22. Pupils' development in problem solving and creative skills has good features that outweigh shortcomings. Most pupils respond well to problem solving activities either working within a group or independently, but there are insufficient opportunities for pupils to work without direct instruction from teachers. This limits the progress they make in developing the skills of independence and in their ability to become more responsible for their own learning.
23. Pupils are keen to attend school and attendance is higher than the all Wales average.

The quality of education and training

24. The quality of teaching is good overall.
25. During the inspection, the grades awarded for teaching are:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	68%	32%	0%	0%

26. Good relationships exist between staff and pupils, which foster learning well. Lessons are planned well and teachers generally use an appropriate variety of resources and methods to match the learning needs of the pupils. With the exception of Welsh, teachers show good knowledge in the subjects and areas of learning that they teach.
27. In sessions where less effective teaching occurs, routines for dealing with less desirable behaviour are not followed, pupils are not encouraged to develop their independent learning skills or tasks are insufficiently challenging to engage and extend some pupils.
28. The school provides a broad, varied and balanced curriculum, which motivates pupils and offers a coherent and well-structured programme of learning. Overall, it meets the needs of all pupils and is accessible to all. The legal requirements are met.

29. Provision for pupils with special educational needs is good and they make good progress towards their learning targets.
30. The quality of assessment is good overall. In key stage 1, there are good assessment procedures in the core subjects of English, mathematics and science, but in the foundation subjects, although useful, the recording of pupils' attainment is time-consuming. The management of procedures is streamlined in under-fives' classes and the assessments help the teacher to identify children's individual needs and plan for their future learning.
31. The planned curriculum for the children under five is interesting, motivating and involves whole class activities. However, insufficient opportunities are provided for the reception children to select and experiment in a practical way through purposeful play.
32. Overall, good features outweigh shortcomings in the provision for the development of pupils' spiritual, moral, social and cultural awareness. The school promotes moral values well through rewards, but these are inconsistently applied across the school and consequently a small number of pupils frequently display unacceptable behaviour. Insufficient opportunities are provided for pupils to reflect and develop spiritually.
33. The school has developed good links with parents, the community and other schools and colleges. Parents value the school's "open door" policy and teachers are available for informal contact at the beginning and end of the school day. The provision of the information for parents is good. There are good links with the local schools, which promotes effective transfer of pupils to their next phase of learning.
34. The school gives high priority to the welfare and guidance of the pupils in its care. Pupils feel safe and well supported by teachers and supervisors. Parents confirm that their children are happy at school.
35. The school successfully identifies and assesses the needs of pupils with SEN. The class teacher and the SENCo (special educational needs co-ordinator) work closely together to ensure that individual programmes closely match the needs of the pupils. When required, the school is quick to seek additional help and guidance from external agencies and ensures that parents and carers are fully involved in discussions about the care of their children. Child protection arrangements are well documented and known to all who work at the school.
36. The school is working on policies and procedures to deal with pupils whose behaviour impedes their own progress and that of others. In discussions, pupils indicated that minor incidents of bullying occur but they felt that teachers deal with any concerns brought to their attention.

Leadership and management

37. School management and leadership are good. Much work has been carried out in difficult circumstances since September when the head teacher and deputy head teacher were seconded to the school for a year. The head is well supported by the deputy, the other members of the staff and the governing body. They work together effectively with the common purpose of improving provision and standards. The head has a clear vision and high aspirations for maintaining standards and developing them still further.
38. Self-evaluation is developing well. The self-evaluation statement in place in September 2004 when the head teacher and deputy were seconded to the school was reviewed and the opinions of staff, parents and pupils taken into account. Subject leaders contributed towards the self-evaluation judgements and a new document was drawn up in the format of the Estyn seven key questions.
39. Several members of the governing body are new to the role; their training and participation in the compilation of the self-evaluation document has given all members a detailed analysis of the school's strengths and shortcomings. They are very supportive of the school. Governors meet regulatory and legal requirements.
40. The provision of learning resources is variable. They are good in science, mathematics and music but unsatisfactory in history. The provision for ICT is appropriate but the hardware and software is out of date. The resources are readily accessible to staff and pupils and are well suited to the age and needs of the pupils.
41. Overall, the school provides adequate accommodation for the number of pupils on roll. However the free-standing mobile classroom is small and has no designated storage space; which limits the variety of physical education activities the teachers can provide.

Recommendations

42. In order to improve further the school should:
- R1 Raise standards in pupils' bilingual competence.
 - R2 Develop a whole-school approach to behaviour management in order to eliminate instances of inappropriate conduct.
 - R3 Provide opportunities for pupils throughout the school to develop the skills of independence.
 - R4 Provide more opportunities for children in the reception year to learn through structured play.
 - R5 Keep pursuing the feasibility of providing accessible storage, which would enable the school to use a greater range of physical education apparatus.

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

43. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
44. Upon entry to Pandy Infant School, pupils' level of ability is broadly average. Pupils, regardless of their backgrounds, achieve good standards in their acquisition of knowledge, understanding and skills. Pupils with SEN achieve good standards relative to their age and ability. Pupils for whom English is an additional language are supported well and achieve appropriate standards. Overall, pupils make good progress as they move through the school and are effectively prepared for the next stage of their learning.
45. Pupils successfully achieve learning targets and goals agreed with the LEA. There is evidence to show that the targets for more pupils to achieve level 3 at the end of this academic year will be met.
46. During the inspection, pupils' standards of achievement in the subjects inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	75%	25%	0%	0%

47. In the subjects inspected, standards of achievement are:

Subject	Key Stage 1
Mathematics	Grade 2
Science	Grade 2
Welsh second language	Grade 3
Information technology	Grade 2
History	Grade 2
Music	Grade 3

48. The educational provision for the under-fives has some weaknesses; but there is evidence that these weaknesses can soon be put right. In the reception class, over-directed teaching and at times a lack of challenge in planned work limit pupils' independent learning skills. Consequently, many of the children lack confidence in making choices in activities.
49. Overall, children under five achieve good standards in their key skills. Children in both classes talk about what they are doing and show good progress in their pre-reading skills. Higher achieving children make good attempts to use their phonic knowledge to read new words. They make good progress in writing and numeracy. The children achieve well overall in their

personal and social skills, although a few find difficulty in concentrating in some situations such as assembly times. They make good progress towards the Desirable Learning Outcomes.

50. In key stage 1, pupils' achievement in the key skills of reading, writing, mathematics and ICT is good. In speaking and listening, pupils' standards have good features that outweigh shortcomings. Most pupils listen carefully to adults and to each other, but a small number in each class do not always listen intently and follow instructions. When responding, many pupils speak in incomplete sentences and do not fully extend their ideas or accounts. The use of writing, mathematics and ICT across the curriculum is insufficiently developed.
51. Pupils' bilingual skills have some good features but shortcomings in important areas. Incidental Welsh is used effectively at registration times, but pupils' progress and confidence is hampered by teachers' limited knowledge of the Welsh language. Pupils' response to questions is often in single words and they instigate conversations in English rather than Welsh unless prompted. Pupils do not demonstrate their ability to switch from one language to another effortlessly.
52. In the 2004 end of key stage assessments in English, mathematics and science, all pupils achieved the expected level 2 or above. A substantial percentage of pupils achieved above national and local averages at level 3 in English and science. In mathematics a considerable percentage achieved below the average at level 3. When the school's results are compared with those of similar schools, (English medium schools with over 24 per cent of pupils entitled to receive free school meals) the school is in the top 25 per cent.
53. Pupils' good achievements in the core subjects have been sustained over the last three years and the school target to improve the number of pupils gaining a level 3 in mathematics has contributed significantly to the current good standards. There has been a rising trend in pupils' overall attainments since the last inspection. However as a result of major staff changes, attainment in Welsh as a second language has not been sustained.
54. Pupils are involved with setting their individual targets in English, mathematics and science. Pupils in year 1 are familiar with their targets, but in year 2 they are less sure of them. During lessons, pupils understand what they are doing and how they are progressing because teachers share the learning objectives with pupils at the start of each lesson.
55. Good features outweigh shortcomings in pupils' development and progress in personal and social skills. Although most pupils demonstrate good attitudes towards their work and engage with the given tasks, there is a small core of pupils in each class that is less focused and at times causes low-level disruption within lessons, especially during whole-class teaching. Pupils generally work together well when required to do so.

56. Most pupils are considerate and courteous towards each other, to the staff and to visitors. During lessons, these pupils are attentive and responsive and busy themselves with their tasks. However, a few pupils across all age groups sometimes find difficulty in concentrating and are less focused on their work, which causes distraction to others and impairs their progress.
57. In discussions with pupils, some have reported that bullying in one form or another has occurred. However they understand the necessity to report such incidents immediately, and confirm that any reported incidents are quickly and effectively dealt with. There have been no exclusions in the last 12 months.
58. On the playground, pupils usually interact well. The 'buddy system' and the 'friendship stop' ensures no child is left alone for long before being befriended and welcomed into a circle of play.
59. Pupils are keen to attend school and are generally punctual. Attendance of compulsory school age pupils during the three terms preceding the inspection was 96 per cent, which is higher than the national average in Wales. Sickness accounts for most authorised absences, although a growing number of holidays are being taken during school time. Unauthorised absence is minimal.
60. Pupils' development in problem solving and creative skills has good features that outweigh shortcomings. Given the opportunity, most pupils respond well to problem solving activities either working within a group or independently. However, insufficient opportunities for pupils to work without direct instruction from teachers limits the progress they make in these skills and in the ability to become more responsible for their own learning.
61. Pupils willingly take on additional responsibilities. They enjoy helping teachers prepare the classroom for lessons and running errands. Children successfully take turns to be 'Helpwr yr dydd', others act as playground 'buddies'.
62. Most pupils are developing a responsible approach to life in school and the wider community. They are developing a sound awareness of equal opportunity issues through the good role models provided by adults who treat all pupils equally. However, pupils' spiritual development and awareness of diversity within society is less well developed.
63. Pupils' involvement in the local community and visits to places linked to the workplace make a valuable contribution towards their good development and understanding of the community and the world of work.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

64. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
65. The quality of teaching is good overall. Good relationships exist between staff and pupils, which foster learning. Learning intentions are made clear to pupils and lessons build well on their prior learning. Lessons are planned well and teachers generally use an appropriate variety of resources and methods to match the learning needs of the pupils. With the exception of Welsh, teachers show good knowledge in the subjects and areas of learning that they teach.
66. During the inspection, the grades awarded for teaching in the lessons observed are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	68%	32%	0%	0%

67. The proportion of lessons seen that have good features that outweigh shortcomings is above the Welsh Assembly Government (WAG) target of 95 per cent. The number of lessons seen where the teaching was good with no important shortcomings is above the WAG target of 50 per cent.
68. In lessons that have no important shortcomings, the good features include:
- clear learning objectives in purposeful planning, which are shared with the pupils at the start of the lessons;
 - activities matched to the needs of all levels of abilities that are challenging but achievable;
 - skilled, focused questioning when revising previous work or when evaluating to reinforce learning;
 - feedback within the lesson with explanations to show pupils how they can improve.
69. In lessons where less effective teaching occurs, the shortcomings are:
- teachers do not consistently follow routines for dealing with less desirable behaviour
 - tasks are insufficiently challenging to engage and extend some pupils
 - presentations are too long and the pace of lessons is too slow;
 - over direction of pupils or over-use of worksheets does not enable pupils to apply their knowledge in new situations or develop their independent learning skills.

70. Adults in the school ensure that every pupil, irrespective of their gender or background, receive equal opportunities to participate in all aspects of school life.
71. Shortcomings outweigh good features in the way in which teachers meet pupils' bilingual needs in Welsh and English. Despite the teachers' limited knowledge of the language they are continuously striving to improve standards. The work of the head teacher is valued and she models lessons well; consequently, teachers' confidence in the subject is growing. In the classes, teachers are sometimes too quick to translate into English an instruction or question first given in Welsh. As a result, pupils tend to answer in English rather than Welsh. The support given to two pupils where English is not their first language is good.
72. Pupils' achievements are recorded according to statutory requirements.
73. The quality of assessment is good with no important shortcomings. There is an appropriate policy that offers suitable guidelines for teachers. The management of procedures is streamlined in under-fives' classes by the use of a pre-printed assessment-recording book for each child. These assessments help the teacher to identify children's individual needs and plan for their future learning.
74. In key stage 1, there are good assessment procedures in the core subjects of English, mathematics and science, but in the foundation subjects, the recording of pupils' attainment is time-consuming and less helpful in identifying what pupils need to learn next.
75. Appropriate end of key stage targets are set using information from a range of sources, including baseline scores and school-based reviews. In key stage 1, the recording of assessments in the core subjects is effective, and used to help pupils to set targets this academic year. Individual targets in English, mathematics and science have been discussed and set with pupils and shared with their parents during consultation meetings. Pupils in year 1 are more familiar with their personal targets than pupils in year 2.
76. Annual reports to parents give a clear picture of their children's progress in all subjects or areas of learning and also their personal development. They do not, however, consistently indicate areas for improvement. There are suitable termly opportunities available for parents to meet with staff to discuss their children's progress and achievements and an opportunity for them to discuss their children's reports.

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

77. The findings of the inspection team do not match the judgement made by the school in its self-evaluation report. The inspection team awarded a higher grade.
78. The school provides a broad, varied and balanced curriculum, which motivates pupils and offers a coherent and well-structured programme of learning. Overall, it meets the needs of all pupils and is accessible to all. Legal requirements are met.
79. The educational provision for the under fives has some weaknesses, but there is evidence that these weaknesses can soon be put right. The planned curriculum for the under fives is interesting, motivating and involves a good mix of whole-class, group and individual activities. However, insufficient opportunities are provided for the reception children to select and experiment in a practical way.
80. Teachers effectively plan together from agreed schemes of work and with the support of subject leaders. But the school's provision for the development of key skills is not systematic enough. There are missed opportunities for pupils to apply their writing, mathematical and ICT skills across the curriculum.
81. Pupils benefit from good opportunities to take part in a range of extra-curricular activities such as a science club and recorder club. Visits and visitors enhance the curriculum.
82. Overall, good features outweigh shortcomings in the provision for the development of pupils' spiritual, moral, social and cultural awareness. The school promotes moral values well through rewards, but these are inconsistently applied across the school and consequently a small number of pupils frequently display unacceptable behaviour. Circle time activities are becoming more established and the school sees this as an important way to further raise pupils' self-esteem and to improve behaviour. Insufficient opportunities are provided for pupils to reflect and develop spiritually. Acts of Collective worship do not maximise on this opportunity.
83. There are frequent short activities that effectively promote pupils' awareness of their environment. The school provides appropriately for pupils' awareness of safety including bullying, substance misuse issues and sex education appropriate to their age.
84. The school meets the requirements for *Y Cwricwlwm Cymreig* through the curriculum, including some incidental Welsh, geography and history studies. The provision for the teaching of Welsh second language, undertaken by the head teacher, is good but, due to teachers' lack of expertise and confidence,

shortcomings outweigh good features in provision for pupils to develop bilingual skills.

85. The school has developed good links with parents, the community and other schools and colleges. Parents value the school's "open door" policy. The provision of information for parents is good. Developing links with parents are having a positive effect and are benefiting the pupils. Parents' responses to the pre-inspection questionnaire indicate their satisfaction with the information provided by the school.
86. The school involves itself well with activities within the community. It organises a number of social and fund-raising events throughout the year, which are very well supported by parents and the community. Money raised benefits the school financially. The school has also established good links with local places of worship.
87. Visits to the local community and beyond successfully broaden the pupils' curriculum experiences and enhances their personal development. All pupils have an equal opportunity to participate in these experiences. The school promotes good awareness of sustainable development. It participates in the Eco-Schools Project recycling paper and supporting specific initiatives such as the collection of Easter egg boxes. Outside there is an increasing awareness of the environment with pupils growing plants and providing for wildlife through the provision of bird boxes. The school has recently started raising awareness in healthy eating. Several initiatives are underway, such as the provision of cooled water and the encouragement of healthy snacks.
88. Industrial partnerships are effective. Regular visitors talk to children about their work and help them understand their place in the community and of the world of work. The school benefits materially from its partnership with local businesses.
89. Staff development has benefited through the school's links with the Education in Business Partnership (EBP). The development of pupils' entrepreneurial and life long learning skills has good features that outweigh shortcomings. From an early stage, children 'buy and sell' items in the classroom shop and begin to understand coinage and value. There are limited opportunities at key stage 1 to ensure pupils build effectively upon this good start.
90. Pupils have some suitable opportunities to take on responsibility by undertaking tasks to help their teachers, but there are too few opportunities for pupils to develop life long learning skills such as those which encourage them to take responsibility for their own learning. The arrangements for transferring year 2 pupils to the local primary school are good and ensure a smooth transition.

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

Grade 2: Good features and no important shortcomings

91. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
92. The school gives high priority to the welfare and guidance of the pupils in its care. Pupils feel safe and well supported by teachers and supervisors. Parents confirm that their children are happy at school. When required, the school is quick to seek additional help and guidance from external agencies and ensures that parents and carers are fully involved in discussions about the care of their children.
93. The arrangements for introducing children into the nursery are good. Children soon settle into the school's routines. Many of the new children are familiar with the school having attended the weekly "link-up" group. Arrangements to settle pupils in who join at a later stage are good.
94. A good personal and social education programme is implemented throughout the school. Pupils can freely discuss issues of concern in circle time and in lessons. Teachers have the confidence of pupils and they are sympathetic to individual needs.
95. Attendance, punctuality and pupil's behaviour are monitored closely. Registers are completed in accordance with statutory requirements.
96. The school takes appropriate action should a child be absent without notice. The Education Welfare Officer (EWO) is involved should there be concerns. Good attendance is acknowledged and rewarded.
97. The school is working on policies and procedures to deal with pupils whose behaviour impedes their own progress and that of others. However, the process has not been formalised and is not consistently followed by all staff, which results in a few pupils sometimes causing distraction to others and impairing their progress.
98. Health and safety issues are properly addressed. A whole school risk assessment and Health and Safety audit is carried out each year. Risk assessments are suitably carried out before visits are made. There are clear procedures to ensure everyone's health, safety and welfare. Teachers are first-aid trained.
99. Child protection arrangements are well documented and known to all who work at the school. The head teacher is the designated member of staff with responsibility for child protection and she ensures staff receive regular training.
100. The school successfully identifies and assesses the needs of pupils with SEN. They are well supported by dedicated and effective staff. Both classroom and

external support are of a high standard and are managed very well by the SENCo. The class teacher and the SENCo work closely together to ensure that individual programmes closely match the needs of the pupils. Individual provision is appropriately matched to pupils' needs and abilities and each pupil's progress is well tracked. The school makes effective use of specialist services and maintains close links with the parents.

101. The school is at an early stage of formally promoting diversity, but has an appropriate policy and makes suitable provision for the development of pupils' understanding and the contribution made by others from a range of backgrounds and cultures.
102. Respect and tolerance for all is emphasised in the day-to-day activities. All pupils are treated equally, with dignity and respect. Pupils who are identified as having special needs are fully included in the life and work of the school. The school knows its pupils well.
103. Teachers deal with any issues related to bullying quickly and effectively. The school's arrangements to deal with any oppressive behaviour, bullying and harassment are well organised and where necessary involve the parents.
104. The school is aware of the statutory requirements regarding provision for disabled pupils and adults. The school has a suitable Accessibility Plan but lacks any written policy for the provision for the disabled.

Leadership and management

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

Grade 2: Good features and no important shortcomings

105. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
106. School management and leadership are good. Much work has been carried out in difficult circumstances since September when the head teacher and deputy head teacher were seconded to the school for a year. The head teacher is well supported by the deputy, the other members of the staff and the governing body. They work together effectively with the common purpose of improving provision and standards. The head has a clear vision and high aspirations for maintaining standards and developing them still further. Parents feel comfortable in approaching the school with any concerns they may have.
107. The values, aims and targets have been reviewed and are known to all. They provide a clear direction for sustaining and improving standards and effective structures are in place to implement them. The aims and values of the school support equality for all and this is evident in practice.
108. The senior management team work closely together in order to move the school forward and make a significant contribution to the overall quality of leadership and management. Management and administration is organised efficiently and gives a clear sense of direction to the school's work on a day-to-day basis.
109. The school has taken appropriate account of national priorities and recent initiatives such as literacy and numeracy projects, and has recently taken account of the Healthy Schools initiative and education for sustainable development.
110. Good assessment procedures ensure individual and school targets for pupils are realistic but challenging. Whole school targets and priorities for development are suitable and focus appropriately on the improvement of provision and standards.
111. Clear target-setting is in place to sustain and promote quality and standards. This is linked efficiently to performance management and professional development and supported by suitable staff training. Subject leaders are developing their role well and are knowledgeable about their areas of responsibility.
112. The governing body is enthusiastic in its support of the school and works well with the head teacher in setting the strategic direction. Several members are new to their role, but have undertaken training to help them to understand

their responsibilities. They are well informed about the school's strengths and areas for development and are committed to further developing their role in relation to strategic planning.

113. The governing body meets all statutory requirements. They regularly monitor the quality of provision, acting effectively as a critical friend to the school.

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

Grade 2: Good features and no important shortcomings

114. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
115. Senior managers and subject leaders have gained a good understanding of provision and pupils' performance through the development of an effective self-evaluation process. The self-evaluation statement in place in September 2004 was reviewed and the opinions of staff, parents and pupils taken into account when evaluating its provision and outcomes. Subject leaders wrote reports that effectively contributed towards the self-evaluation judgements and a new detailed document was drawn up in the format of the Estyn seven key questions.
116. Despite the short time the current staff have been at the school, all have contributed well towards the accurate and honest overview of the school's strengths and shortcomings in the comprehensive document. The overall grades matched those made during the inspection in six of the seven key questions.
117. Subject leadership is good in the core subjects and a good start has been made to monitor provision and standards. Realistic and challenging targets are set and monitored effectively. In the foundation subjects, monitoring is less formal, but leaders generally have a good understanding of provision and standards.
118. Several members of the governing body are new to the role, but their training for and participation in the compilation of the self-evaluation document has given all members a detailed analysis of the school's strengths and shortcomings. They value this involvement.
119. The school development plan is an effective working document. It outlines suitable priorities over a three-year timescale and is suitably detailed for this academic year. It is prioritised, costed and regularly evaluated. The governing body is consulted before the document is finalised and ensures the priorities are fully supported through the allocation of available resources.
120. The school's self-evaluation and plans for improvement are effective in bringing about measurable improvement in provision and standards. For

example, in the short term, higher achieving pupils have made considerable progress in their mathematical knowledge and understanding. Since the last inspection the school has made good progress overall in addressing the six key issues.

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

Grade 3: Good features outweigh shortcomings

121. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
122. The school is well staffed by sufficient and suitably qualified and experienced teachers and support staff. Staff have a good knowledge of the curriculum and the ways in which young children learn. Support Staff work well with teachers in supporting children and recording pupil's progress.
123. The provision of learning resources is variable. They are good in Science, mathematics and music but insufficient in history. The provision for ICT is appropriate but the hardware and software are not sufficiently up to date. The resources are readily accessible to staff and pupils and are well suited to the age and needs of the pupils.
124. The school provides adequate accommodation for the number of pupils on roll. However, the free-standing demountable classroom is small and lacks storage space for large PE equipment. As a result, the teaching of PE is limited.
125. Carpeted floors in the classrooms help to keep the noise levels down. The school is maintained to a high standard and neatly presented and colourful displays celebrate pupil's work. Internally the school is well decorated, bright and airy and provides a pleasant learning environment. Toilets and cloakrooms for pupils are well maintained.
126. Staff are well deployed and managed. The school makes effective arrangements for the professional development of staff whenever possible. Performance Management for teachers is established and priorities are identified. The administration of the school is good and routines are well established. The school is well served by its catering staff, lunchtime supervisors and caretaker.
127. The school makes efficient use of its finances to support teaching and learning. The school development plan is costed and spending is in line with the school's priorities. The Governing Body is committed to achieving "best value" in its spending.
128. The school provides good value for money.

Standards achieved in subjects and areas of learning

Subject 1: MATHEMATICS

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

Good features

129. Pupils develop good skills in problem solving, showing an increasing ability to select the mathematical operations needed to carry out simple investigations.
130. Pupils acquire good numeracy skills in responding orally in mathematics. The younger pupils count forwards and backwards to and from 20 in ones and recognise the multiples of 5 and 10.
131. Older pupils fully understand the concept of zero and can identify odd and even numbers.
132. Pupils in year 2 are familiar with fractions such as half and quarter. They carefully compare, order, sort and classify objects according to different criteria.
133. Pupils recognise and name regular two and three-dimensional shapes and models. They can spot similarities and differences when making comparisons, using correct vocabulary to describe the features.
134. Pupils understand the concept of time and successfully sequence the time of different activities in the day and can match them to the time on the clock. Year 1 pupils can sequence artefacts when using time lines during their history lesson.
135. Pupils carry out practical mathematical tasks with enthusiasm and they make effective use of relevant resources to reinforce learning and add interest to the lessons.
136. Pupils collect data from a variety of sources and display this accurately using tally charts, pictograms and block graphs. Computer programs are used effectively to process data and to add to the pupils' understanding.
137. Pupils use a range of standard and non-standard measures accurately and recognise the importance of standardisation.

Shortcomings

138. There are no significant shortcomings.

Subject 2: SCIENCE

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

Good features

139. Pupils are confident and have an enthusiasm for science; they work well with partners and in small groups.
140. They make good progress in their skills of scientific enquiry. They readily make reasoned suggestions and refer to the five senses when explaining observations. During lessons and discussions, most pupils use scientific vocabulary correctly.
141. During discussion, older pupils show a good understanding of fair testing. They make good suggestions and predictions when, for example, trying to find out if water travels to a flower. They present scientific information in a variety of suitable ways. For example, pupils in year 1 draw, write and use a good variety of pictorial methods while year 2 pupils complete tables, make lists and produce drawings with labels.
142. Older pupils use appropriate standard units of measure such as centimetres, grams and degrees with a good degree of accuracy in their investigations.
143. Pupils demonstrate good knowledge of work related to life processes and living things. They sort living things into categories, such as mammal, reptile or insect, and are able to distinguish between healthy and unhealthy foods.
144. By the end of the key stage, pupils have a good understanding of the properties of a wide range of familiar materials and correctly identify whether they twist, bend or stretch. Good knowledge is also demonstrated when pupils talk about reversible and non-reversible changes in heated materials.
145. In year 1, pupils recognise light sources and compare the different types. In year 2, pupils identify dangers of electricity and make circuits, which they draw accurately. Their knowledge of forces is good. Pupils describe the movement of familiar things, identifying which force makes a toy move and name the forces used in their physical education lessons.
146. Almost all year 2 pupils attend the lunchtime science club, which makes a considerable impact upon their knowledge and understanding in all aspects of science.

Shortcomings

147. Higher ability pupils do not draw on their knowledge and understanding to try to explain what they find out.
148. Pupils make insufficient use of their good IT skills in their science work.

Subject 3: WELSH SECOND LANGUAGE

Key Stage 1 – Grade 3: Good features outweigh shortcomings

Good features

149. Pupils are starting to develop their use of incidental Welsh.
150. Pupils understand a variety of familiar phrases and reply appropriately in short phrases or simple words. They are able to greet one another in Welsh and all answer the register in Welsh.
151. Pupils are increasing their vocabulary and the majority are able to count in Welsh and know their colours and shapes. Pupils' diction is good.
152. Year 2 pupils are able to discuss the weather by using single words and the more able pupils when prompted, are able to discuss their likes and dislikes of various weather conditions.
153. Throughout the school, pupils, when prompted, are eager to share their knowledge of Welsh.
154. Pupils respond appropriately to the vocabulary used by the teacher and language patterns are developed systematically.
155. Pupils read, understand and make an appropriate response to the display work clearly labelled in Welsh.
156. Pupils' writing shows suitable development from single words in year 1 to year 2 pupils attempting to write simple sentences.
157. The older pupils are developing appropriate reading skills. They attempt to use their knowledge of syllables to read words effectively and make an effort to correct themselves. The more able pupils endeavour to read with expression and enthusiasm. They talk about the characters knowledgeably.

Shortcomings

158. Pupils' confidence and progress in the use of incidental Welsh is restricted.
159. Pupils are reluctant to speak Welsh other than during the specific Welsh lesson.
160. More able pupils do not have sufficient knowledge of Welsh vocabulary to extend their conversation to more than one word or simple sentences.
161. Pupils in year 2 make insufficient progress in their ability to write independently in Welsh.

Subject 4: INFORMATION TECHNOLOGY

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

Good features

162. Pupils show a good understanding of a variety of information and communications technology hardware and software that is used in school and in the wider world.
163. In year 1, they control the mouse well to perform a variety of operations including *click and drag* and to choose operational icons. Pupils use select buttons confidently and, with support, save their work into individual files. They use the computer to make tally sheets and represent the information in block and pictorial graphs, watching the changes as they update the data. When making Christmas cards, pupils *cut and paste* images and then write suitable messages beneath the pictures.
164. When visitors came to help them, pupils in year 1 created outstanding short animations using resources they had previously prepared.
165. In year 2, pupils demonstrate good knowledge and understanding of how to alter the font, size and colour of their text when writing on screen. They use basic punctuation in their word processing and confidently explain how to use tools such as *space bar, shift, return* and *new line* in their work. They confidently open their own files and save their work with minimal help.
166. Using an art package, pupils correctly identify tools that produce various results, such as *splatter, flood fill* and *line painting* and apply them effectively when making greeting cards.
167. Pupils know how to access information from a CD-ROM and are starting to use the Internet to help with their information gathering. They print pages readily and, in many instances, without assistance. They program a floor turtle to move forwards, backwards and turn to make letter shapes.

Shortcomings

168. Pupils make insufficient use of their good ICT skills to develop ideas and record their work across the curriculum.

Subject 5: HISTORY

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

Good features

169. Pupils are developing good chronological awareness. They sequence pictures, events and lives, and use familiar words and phrases, such as today,

a long time ago and a very long time ago, in correct contexts. Older pupils are beginning to make reasonable guesses about the number of years they link to these phrases.

170. Pupils have a good recall of stories about Florence Nightingale and Betsi Cadwaladr and make comparisons between them. Pupils can recognise and compare changes in nursing and life in hospitals of the past and present. When sorting and ordering sentences related to a nursing day, higher attaining pupils can, with a little help, distinguish between direct facts and inference.
171. Pupils recall with clarity the effect a visit to St Fagans had upon their knowledge and understanding of life in the past. They explain what they saw and how aspects of life have changed, especially the impact of the invention of electricity.
172. Pupils in year 2 know that information about life in the past can be found in a variety of sources, including books, the Internet, buildings and museums. When looking at old pictures, pupils correctly describe the differences of a variety of aspects and explain how they distinguish the past and present.
173. Pupils understand that information about the past can be obtained from relatives and other adults. They ask questions of visitors and give questionnaires to relatives to help with their studies.

Shortcomings

174. Pupils do not extend their writing sufficiently when presenting information.

Subject 6: MUSIC

Key Stage 1 – Grade 3: Good features outweigh shortcomings

Good features

175. Pupils sing tunefully and follow an accompaniment effectively. They listen to instructions given by the teacher and the recorded accompaniment.
176. All pupils in key stage 1 are able to name simple percussion instruments and know how to use them correctly.
177. The majority of pupils are able to use a steady beat when playing the instruments to accompany pre-recorded music.
178. Pupils in year 1 are familiar with introductions, and conductor's instructions. Pupils conducting skills are developing well.
179. Pupils are motivated to work creatively and imaginatively and to develop their powers of expression.

180. All pupils are given opportunities to perform at school concerts and they communicate with the audience effectively, showing a sense of occasion.
181. Year 2 pupils are given the opportunity to learn to play a recorder and many are becoming proficient.

Shortcomings

182. Pupils do not make sufficient use of ICT to help them develop and refine their compositions.
183. Pupils are not sufficiently aware of the music of their own culture.
184. Pupils are not aware of the works of famous composers and many are unable to recall any information at all.

School's response to the inspection

The staff and Governors of Pandy Infants School are delighted with the inspection report. Despite recent uncertainties and changes, the report recognises the hard work and commitment of the staff and the overall maintenance of the good standards achieved by the pupils.

We agree with the judgements made by the inspection team and are pleased that almost all judgements confirm those of the school's self evaluation. In the one where they differed the inspection team awarded a higher grade.

We are pleased that the report identifies that pupils at Pandy achieve good standards overall in their acquisition of knowledge, understanding and skills regardless of their backgrounds. In addition the findings celebrate our good links with the parents and community and the high priority the school gives to the welfare and guidance of our pupils.

As a school we are constantly seeking to improve. We fully accept the recommendations of the inspection team, which will become the focus of our action plan.

A copy of the school's action plan in response to the inspection's recommendation will be sent to parents. The governor's annual report to parents will report on its progress.

Appendix A

Basic information about the school

Name of School	Pandy Infant School
School type	Community
Age-range of pupils	3 – 7 years
Address of School	Heol Persondy Aberkenfig Bridgend
Post-code	CF32 9RF
Telephone number	01656 720339
Head teacher	Mrs T Emanuel (Acting head teacher)
Date of appointment	1 September 2004
Chair of governors/ Appropriate authority	Mr P Harris
Registered inspector	Mrs C Llewellyn
Dates of inspection	23 – 26 May 2005

Appendix B

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	5.5	16	17	17					61

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	4	1	4.2

Staffing information	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	16.6 : 1
Pupil : adult (fte) ratio in nursery classes	13.5 : 1
Pupil : adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	17
Teacher (fte) : class ratio	1.4 : 1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Whole School
Spring 2005	97.60	98.1	98.54
Autumn 2004	97.8	98.3	98
Summer 2004	95.3	96.5	95.9

Percentage of pupils entitled to free school meals	26%
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					17	
Percentage of pupils at each level									
			D	W	1	2	3	4	
English:	Teacher Assessment	School	0	0	0	59	41	0	
		National	0	3	12	64	21	0	
En: reading	Teacher Assessment	School	0	0	0	53	47	0	
		National	0	3	13	56	27	0	
En: writing	Teacher Assessment	School	0	0	0	82	18	0	
		National	0	4	14	69	13	0	
En: speaking and listening	Teacher Assessment	School	0	0	0	29	71	0	
		National	0	2	11	64	23	0	
Mathematics	Teacher Assessment	School	0	0	0	94	6	0	
		National	0	2	10	60	28	0	
Science	Teacher Assessment	School	0	0	0	53	47	0	
		National	0	2	9	61	28	0	

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	100	In Wales	80

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

Appendix D

Evidence base of the inspection

- A team of three inspectors were present at the school for six inspector days. The head teacher was the nominee.
- Pre-inspection meetings were held with parents and the governing body to discuss the life and work of the school.
- Thirteen questionnaires were completed by parents and analysed.
- Discussions were held with the head and staff.
- Nineteen lessons or part lessons were observed.
- School documentation and samples of pupils' work from across the ability range in each year group were examined.
- Inspectors listened to a sample of pupils reading.
- Discussions were held with pupils about their work and life in school.
- Pupils' behaviour was observed during break periods, at lunchtimes and at the beginning and end of the school sessions.
- Inspectors attended assemblies and observed extra-curricular activities.
- Post-inspection meetings were held with the staff and the governing body.

Appendix E

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mrs C Llewellyn Registered Inspector	Context, summary and recommendations, science, information technology and history, Key Questions 1, 2, 5 and 6.
Mrs C Thomas Team Inspector	Mathematics, Welsh second language and music, Key questions 3 and 7, Contributions to Key question 1, 3 and 4.
Mr C Brentnall Lay Inspector	Key question 4, Contributions to Key Questions 1 and 3.

The contractor was:

Evenlode Education Ltd
6 Abbey Close
Alcester
Warwickshire
B49 5QW

Acknowledgement

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

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

**Pandy Infant School
Heol Persondy
Aberkenfig
Bridgend
CF32 9RF**

Summary for Parents

School Number: 672/2205

Date of Inspection: 23 – 26 May 2005

by

**Christine Llewellyn
78272**

Date: 11 July 2005

Under Estyn contract number: T/242/04P

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	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	4	1	4.2

A SUMMARY REPORT FOR PARENTS

Pandy Infant 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 Pandy Infant School took place between 23 and 26 May 2005. An independent team of inspectors, led by Christine Llewellyn undertook the inspection.

Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

Summary

Despite the recent uncertainty of its future and changes to the whole teaching staff, Pandy Infant School provides a good standard of education for its pupils who achieve well overall. The committed and hard-working staff care well for their pupils.

The school has made good progress overall in addressing the six key issues from the last inspection.

The inspection team agrees with the school's evaluation for all key questions other than key question 3, where the inspection team awarded a higher grade.

Table of grades awarded

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?	3

Standards

During the inspection, grades given for pupils' standards of achievement in the subjects inspected during lessons observed were:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0	75%	25%	0	0

Subjects

Pupils' standards of achievement in lessons are above the Welsh Assembly Government's targets, which are for 95 per cent of pupils to attain grade 3 and above and, of these, 50 per cent to obtain grade 2 in lessons inspected.

Pupils' standards of achievement in the subjects inspected are:

Subject	Key Stage 1
Mathematics	Grade 2
Science	Grade 2
Welsh second language	Grade 3
Information technology (IT)	Grade 2
History	Grade 2
Music	Grade 3

Upon entry to Pandy Infant School, pupils' level of ability is broadly average. Pupils, regardless of their backgrounds, achieve good standards overall in their acquisition of knowledge, understanding and skills. Pupils with SEN achieve good standards relative to their age and ability. Pupils for whom English is an additional language are supported well and achieve appropriate standards. Overall, pupils make good progress as they move through the school and are effectively prepared for the next stage of their learning.

Most pupils are considerate and courteous towards each other, to the staff and to visitors. During lessons, these pupils are attentive and responsive and engage themselves with their tasks. However, there is a small core of pupils in each class who frequently find difficulty in concentrating and are less focused on their work, which causes distraction to others and impairs their progress. Pupils generally work together well when required to do so.

The educational provision for the under-fives has some weaknesses; but there is evidence that these weaknesses can soon be put right. In the reception class, over-directed teaching and at times a lack of challenge in planned work limit pupils' independent learning skills.

Overall, children under five achieve good standards in their key skills. Children in both classes talk about what they are doing and show good progress in their pre-reading skills. Higher achieving children make good attempts to use their phonic knowledge to read new words. They make good progress in writing, numeracy and IT. The children achieve well overall in their personal and social skills, although a few find difficulty in concentrating in some situations such as assembly times. They make good progress towards the Desirable Learning Outcomes.

In key stage 1, pupils' achievement in the key skills of reading, writing, mathematics and IT is good. In speaking and listening, pupils' standards have good features that outweigh shortcomings. Writing, mathematics and IT are insufficiently applied across the curriculum.

Pupils' bilingual skills have some good features but shortcomings in important areas. Incidental Welsh is used effectively at registration times, but pupils' progress and confidence is hampered by teachers' limited knowledge of the Welsh language.

Pupils' good achievements in the core subjects have been sustained over the last three years and the school target to improve the number of pupils gaining a level 3 in mathematics has contributed significantly to the current good standards. In the 2004 end of key stage assessments in English, mathematics and science, all pupils achieved the expected level 2 or above. When the school's results are compared with those in similar schools, (English medium schools with over 24 per cent of pupils entitled to receive free school meals) the school is in the top 25 per cent.

There has been a rising trend in pupils' overall attainments since the last inspection. However, as a result of major staff changes, attainment in Welsh as a second language has not been sustained.

Pupils' development in problem solving and creative skills has good features that outweigh shortcomings. Most pupils respond well to problem solving activities either working within a group or independently, but there are insufficient opportunities for pupils to work without direct instruction from teachers. This limits the progress they make in developing the skills of independence and in their ability to become more responsible for their own learning.

Pupils are keen to attend school and attendance is higher than the all Wales average.

The quality of education and training

The quality of teaching is good overall.

During the inspection, the grades awarded for teaching are:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	68%	32%	0%	0%

Good relationships exist between staff and pupils, which foster learning well. Lessons are planned well and teachers generally use an appropriate variety of resources and methods to match the learning needs of the pupils. With the exception of Welsh, teachers show good knowledge in the subjects and areas of learning that they teach.

In sessions where less effective teaching occurs, routines for dealing with less desirable behaviour are not followed, pupils are not encouraged to develop their independent learning skills or tasks are insufficiently challenging to engage and extend some pupils.

The school provides a broad, varied and balanced curriculum, which motivates pupils and offers a coherent and well-structured programme of learning. Overall, it meets the needs of all pupils and is accessible to all. The legal requirements are met.

Provision for pupils with special educational needs is good and they make good progress towards their learning targets.

The quality of assessment is good overall. In key stage 1, there are good assessment procedures in the core subjects of English, mathematics and science, but in the foundation subjects, although useful, the recording of pupils' attainment is time-consuming. The management of procedures is streamlined in under-fives' classes and the assessments help the teacher to identify children's individual needs and plan for their future learning.

The planned curriculum for the children under five is interesting, motivating and involves whole class activities. However, insufficient opportunities are provided for the reception children to select and experiment in a practical way through purposeful play.

Overall, good features outweigh shortcomings in the provision for the development of pupils' spiritual, moral, social and cultural awareness. The school promotes moral values well through rewards, but these are inconsistently applied across the school and consequently a small number of pupils frequently display unacceptable behaviour. Insufficient opportunities are provided for pupils to reflect and develop spiritually.

The school has developed good links with parents, the community and other schools and colleges. Parents value the school's "open door" policy and teachers are available for informal contact at the beginning and end of the school day. The provision of the information for parents is good. There are good links with the local schools, which promotes effective transfer of pupils to their next phase of learning.

The school gives high priority to the welfare and guidance of the pupils in its care. Pupils feel safe and well supported by teachers and supervisors. Parents confirm that their children are happy at school.

The school successfully identifies and assesses the needs of pupils with SEN (special educational needs). The class teacher and the SENCo (special educational needs co-ordinator) work closely together to ensure that individual programmes closely match the needs of the pupils. When required, the school is quick to seek additional help and guidance from external agencies and ensures that parents and carers are fully involved in discussions about the care of their children. Child protection arrangements are well documented and known to all who work at the school.

The school is working on policies and procedures to deal with pupils whose behaviour impedes their own progress and that of others. In discussions, pupils indicated that minor incidents of bullying occur but they felt that teachers deal with any concerns brought to their attention.

Leadership and management

School management and leadership are good. Much work has been carried out in difficult circumstances since September when the head teacher and deputy head teacher were seconded to the school for a year. The head is well supported by the deputy, the other members of the staff and the governing body. They work together effectively with the common purpose of improving provision and standards. The head has a clear vision and high aspirations for maintaining standards and developing them still further.

Self-evaluation is developing well. The self-evaluation statement in place in September 2004 when the head teacher and deputy were seconded to the school was reviewed and the opinions of staff, parents and pupils taken into account. Subject leaders contributed towards the self-evaluation judgements and a new document was drawn up in the format of the Estyn seven key questions.

Several members of the governing body are new to the role; their training and participation in the compilation of the self-evaluation document has given all members a detailed analysis of the school's strengths and shortcomings. They are very supportive of the school. Governors meet regulatory and legal requirements.

The provision of learning resources is variable. They are good in science, mathematics and music but unsatisfactory in history. The provision for ICT is appropriate but the hardware and software is out of date. The resources are readily accessible to staff and pupils and are well suited to the age and needs of the pupils.

Overall, the school provides adequate accommodation for the number of pupils on roll. However the free-standing mobile classroom is small and has no designated storage space; which limits the variety of physical education activities the teachers can provide.

Recommendations

In order to improve further the school should:

- R1 Raise standards in pupils' bilingual competence.
- R2 Develop a whole-school approach to behaviour management in order to eliminate instances of inappropriate conduct.
- R3 Provide opportunities for pupils throughout the school to develop the skills of independence.
- R4 Provide more opportunities for children in the reception year to learn through structured play.
- R5 Keep pursuing the feasibility of providing accessible storage, which would enable the school to use a greater range of physical education apparatus.

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.

Acknowledgement

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