

**INSPECTION UNDER SECTION 10 OF  
THE SCHOOL INSPECTION ACT 1996**

**PENCOED INFANTS SCHOOL  
PENPRYSG ROAD  
PENCOED  
BRIDGEND  
CF35 6RH**

School Number: 672/2214

Date of Inspection: 23-26 February 2004

**By**

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Under Estyn contract number: T/106/03P

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## CURRICULUM NOMENCLATURE AND KEY STAGES

A new nomenclature to describe pupils' progress through school was introduced in 1989. This system of numbering year groups from the start of compulsory schooling to age 18 is intended to ease communication among schools, governing bodies, parents and LEAs and emphasise the importance of continuity.

The term "Reception" (R) is applied to the year group of pupils in a primary school (not a nursery class) who attain the age of 5 during the academic year "Year 1" (Y1) is applied to the year group of pupils who attain the age of 6 during the academic year and so on to Y13 the year group who attain the age of 18 during the academic year:

{PRI VAT E }	R	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Years	4-5	5-6	6-7	7-8	8-9	9-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18

Key stage 1 of the national curriculum consists of Y1 and Y2; KS2 of Y3 to Y6; KS3 of Y7 to Y9; KS4 of Y10 and Y11 (which is the final year of compulsory education).

## GRADE DESCRIPTIONS

The five-point grading scale used to represent the main judgements in this report is as follows:

1. Very good: many good features, some of them outstanding.
2. Good: good features and no major shortcomings.
3. Satisfactory: good features outweigh shortcomings.
4. Unsatisfactory: some satisfactory work but shortcomings in important areas.
5. Poor: many shortcomings.

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## **1. CONTEXT**

### **The school and its priorities**

Pencoed Infants School is a local authority maintained school which serves the small town of Pencoed and the village of Werntarw, near Bridgend. The school caters for pupils aged from three to seven. In addition, there is a special needs observation class for up to eight pupils with Special Educational Needs (SEN) and the Bridgend resource centre for pupils with visual impairment (VI) is located at the school. Children are admitted to the nursery class at the beginning of the school year in which they are four. The numbers of pupils on roll over the last three years have remained constant, although there is frequent movement of families to and from the area. There are 192 pupils on roll, including the full-time equivalent of children who attend the nursery on a part-time basis. Approximately 99 per cent of pupils are from English speaking homes and the remainder are from ethnic minority groups; one pupil is learning English as an additional language. There are no pupils from Welsh speaking homes and Welsh is taught as a second language. The school's mission statement is 'to provide a safe, happy and secure environment, where everyone feels valued, experiences success and is able to achieve his/her full potential'.

The school considers its catchment area to be mainly neither prosperous nor economically disadvantaged. A minority of pupils is drawn from economically disadvantaged areas; 13 per cent of the pupils are registered as being entitled to receive free school meals. The nature of the intake is neither advantaged nor disadvantaged and comprises the full range of ability. There are 84 pupils (44 per cent) on the school's SEN register, including one pupil with a statement of SEN. Seven pupils attend the SEN class and two pupils attend the VI centre. Baseline assessments are undertaken on entry to the nursery class and results indicate a below average attainment for a significant number of children.

The school was last inspected in 1997 and produced a post-inspection action plan to improve curriculum provision and pupils' standards of achievement. Most of the targets in the current School Development Plan (SDP) have been met. The focus for the year will be to:

- raise pupils' standards of achievement in literacy, numeracy, science and information and communications technology (ICT);
- improve the quality of educational provision for pupils with SEN;
- develop systems for monitoring standards towards self-evaluation;
- develop performance management systems;
- improve the quality of assessment, recording and reporting procedures;
- improve the school environment both inside and outside.

The school's analysis of its National Curriculum (NC) Assessment results and comparative data is the basis for target setting to improve standards.

The Basic Skills Agency 'Quality Mark' was awarded to the school in November 2003.

The 'Healthy Schools Award' was presented to the school in 2003.

## 2. MAIN FINDINGS

### The main findings of the report

Pencoed Infants School is a good school and has made outstanding progress since the previous inspection. The school is committed to improving the quality of teaching and learning in order to raise standards. The headteacher provides inspiring, caring leadership and is ably supported by the deputy and the staff who work well as an effective team.

### Educational standards achieved in subjects and areas of learning

- Of the 60 lessons observed, pupils' standards of achievement were very good in 15 per cent, good in 82 per cent and satisfactory in three per cent.
- The educational standards achieved by children under five are good. The overall quality of the educational provision for children under five is appropriate to their needs and they make very good progress towards the Desirable Outcomes for Children's Learning.
- Standards in the six areas of learning are as follows:

	Nursery	Reception
Language, literacy and communication skills	Good	Good
Personal and social development	Very good	Very good
Mathematical development	Good	Good
Knowledge and understanding of the world	Good	Good
Physical development	Very good	Good
Creative development	Very good	Very good

- Pupils' standards of achievement in the NC subjects and religious education in KS1 are as follows:

English	Good
Mathematics	Good
Science	Good
Welsh second language	Good
Design and technology	Very good
Information technology	Very good
History	Good
Geography	Good
Art	Good
Music	Very good
Physical education	Good
Religious education	Good

- Pupils' standards of achievement are good overall in English. They achieve good standards in speaking skills; their listening skills are very good and they listen attentively with interest and concentration. They achieve good standards in reading and satisfactory standards in writing; their skills in extended writing are underdeveloped.
- Standards are good in mathematics. Pupils make good progress in developing competence in number and understanding of mathematical concepts. In science, standards are good and pupils make good progress in developing scientific enquiry and investigative skills.

- The school has made considerable progress since the previous inspection in improving standards in the foundation subjects and religious education. Standards in ICT and music were unsatisfactory and are now very good, as is design and technology. Standards in art have also improved from being unsatisfactory to good. Standards in those subjects which were previously satisfactory have improved and are now good.
- The school's 2003 NC assessment results do not reflect the high standards achieved during the inspection in English and mathematics due to the large proportion of pupils with SEN (49 per cent) who were assessed in the 2003 cohort and were receiving learning support.
- Pupils' standards and progress in key skills across the curriculum are good overall. Children under five make very good progress in developing key skills. In KS1, standards achieved in literacy skills are good overall. Pupils achieve good standards in speaking skills and very good standards in listening skills which are used effectively in all areas of the curriculum. The use of reading skills in different subjects is good; writing skills are satisfactory; the use of extended writing across the curriculum is underdeveloped. Their use of a range of ICT skills for different purposes is very good and succeeds in supporting learning in several subjects.

### **Ethos of the school**

- The provision for pupils' spiritual, moral, social and cultural development is very good. The high standards in values, beliefs and spiritual awareness promoted by the school reflect the caring ethos which is evident in all aspects of school life. Pupils' moral and social development is very good and there is a clear understanding for the need for positive attitudes and mutual respect. Pupils appreciate the culture and heritage of Wales as well as other cultural traditions.
- Pupils' behaviour and their attitudes to learning are very good and have a positive effect on standards achieved and the quality of life in school. There are very good arrangements for promoting good behaviour and social development.
- Levels of attendance are satisfactory; the school is rigorous in monitoring and following up absences. Punctuality at the start of the school day and individual lessons is good.

### **Quality of education**

- The quality of teaching was very good in 23 per cent of lessons observed, good in 72 per cent and satisfactory in five per cent. Teachers have a secure knowledge and understanding of the subjects and areas of learning they teach. They have high expectations of pupils' learning and use a range of teaching techniques and strategies to interest and engage pupils. Lesson planning is very good and identifies clear learning objectives, which are shared with the pupils. Work is very well differentiated to ensure that the needs of each individual pupil are catered for.
- The quality of assessment, recording and reporting is very good. There are very effective systems for assessing and recording pupils' achievements which are used well to plan the next stage of learning. The school analyses assessment data meticulously and identifies areas which need further improvement. The quality of reports to parents is very good; they provide detailed information on pupils' progress and are much appreciated by parents.
- Curriculum provision is very good and is totally inclusive. The quality of the curriculum for children under five is very good and promotes the Desirable Outcomes in all areas of learning. In KS1, the schemes of work in each subject are very effective in providing for progression and continuity in pupils' learning. The quality of whole school planning for the teaching of key skills is good and systems are developing well. Key skills are incorporated at each stage of the planning process. The quality of provision for promoting personal and social education is very good. Pupils experience a very good range of

educational visits and extra-curricular activities, including keep-fit, board games, craft and music clubs.

- The quality of educational support and personal guidance for pupils' welfare is very good. The school ensures that all pupils, including those with SEN, are equally valued and their needs and progress are carefully monitored. There are very good procedures for promoting equality and the well-being, health and safety of pupils. However, despite the best efforts of the school, the condition of the toilets in the KS1 building constitutes a threat to health and safety and a persistent unpleasant odour permeates the building.
- The quality of provision for pupils with SEN is very good in the SEN class, the VI centre and in mainstream school. Pupils make very good progress towards the targets set in their individual education plans (IEPs) and achieve good standards in line with their level of ability. Pupils respond very well to the inclusive nature of the school and to the support provided.
- Partnerships between the school and parents, the community, schools and other institutions are very good. Parents are well informed about the activities of the school and, together with the community, play an important part in promoting high standards. The school's partnership with industry is good and has a positive impact on pupils' standards.

### **Management**

- The quality of self-evaluation and planning for improvement is very good. There is an effective culture of self-evaluation, ranging from pupils' involvement in setting their own targets for improvement, to staff and governors' evaluation of the quality of teaching and learning in order to raise standards. There are effective procedures for evaluating and monitoring progress towards agreed targets for improvement.
- The quality of leadership and management of the school is very good. The school's aims and values promote a caring ethos and include a commitment to equality of opportunity for all which is reflected in its work. The headteacher provides inspiring, caring leadership and ensures a clear sense of purpose and direction for the school.
- The governing body is very supportive of the school and effectively fulfils its statutory obligations. The governors are fully involved in the work of the school and have formal curricular links with subject co-ordinators in order to monitor provision and standards of achievement.
- The school manages its resources extremely efficiently and budget planning reinforces the aims of the school, ensuring very good value for money. The school's monitoring and self-evaluation procedures are effective in identifying areas for development and training needs of staff. Targets for improvement are set and are incorporated into the SDP which is an effective working document for prioritising areas for improvement over a three year period.
- The overall provision for staffing, accommodation and learning resources is good. There are an appropriate number of teachers and support staff who are very well deployed. Support staff are highly committed and provide very good support, especially for pupils with SEN. The provision and quality of resources are good and staff and pupils make effective use of all available books, materials and equipment.
- The school has suitable accommodation for the number of pupils on roll. The quality of the accommodation is good and is enhanced by good quality displays. Good use is made of all available space to provide an attractive working environment for pupils. However, there are concerns about the unsanitary condition of the KS1 toilet block.

- Since the last inspection, the school has made very good progress and has met the targets set in the action plan, which addresses the key issues from the previous inspection report. The school has successfully:-
  - improved standards in ICT, art and music;
  - improved resources and staff development;
  - improved monitoring procedures in order to raise standards;
  - improved systems of assessment and recording;
  - improved quality of planning for all pupils, including IEPs for those with SEN;
  - improved the SDP to include measurable targets for improvement;
  - addressed most of the health and safety issues; a safety barrier outside the school gates has not been erected and the toilets issues require attention.

### **3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS**

#### **3.1 Standards achieved in subjects and areas of learning**

Pupils' standards of achievement were very good in 15 per cent of lessons observed, good in 82 per cent and satisfactory in the remaining three per cent.

- Standards of achievement of children under five are good overall and they make very good progress in all the areas of learning. Children in the nursery achieve very good standards in personal and social development, physical and creative development. They achieve good standards in language, literacy and communication skills, mathematical development and knowledge and understanding of the world.
- Children in the reception classes achieve very good standards in personal and social development and creative development. They achieve good standards in language, literacy and communication skills, knowledge and understanding of the world, mathematical and physical development. By the age of five, the majority of children meet, and some exceed, the Desirable Outcomes for Children's Learning.
- In KS1, standards are good overall in English. Pupils achieve good standards in speaking skills and are gaining confidence to speak clearly and coherently. Their listening skills are very good and they listen attentively with interest and concentration. They achieve good standards in reading and benefit from the home/school reading system whereby parents support their children's reading. Standards in writing are satisfactory; pupils' use of extended writing is underdeveloped. Pupils make good attempts to spell unknown words but their spelling of simple words is not always accurate by the end of the key stage.
- Standards are good in mathematics. Pupils make good progress in developing their competence in number and understanding of concepts. In science, standards are good. Pupils make good use of their scientific enquiry and investigative skills during practical sessions in order to improve their understanding of scientific concepts.
- When compared with similar schools in Wales, the 2003 NC assessment results in mainstream KS1 are below the average in English and mathematics and above in science. These results do not reflect the high standards achieved during the inspection in English and mathematics due to the large proportion of pupils with SEN (49 per cent) who were assessed in the 2003 cohort and were receiving learning support.
- In the 2003 NC assessment results, 75 per cent of pupils attained at least level 2 in the core subjects, which was below the national average score of 79 per cent. In English, 81 per cent of pupils achieved level 2 or above, which slightly below the national average

(83 per cent), with 23 per cent achieving level 3, which was above the national average (20 per cent). In mathematics, 83 per cent of pupils achieved level 2 or above which was below the national average (87 per cent), with 21 per cent achieving level 3, which was below the national average (24 per cent). Teacher assessment in science indicated that pupils' achievements were above the national average (88 per cent), with 90 per cent achieving level 2 and above and, of those, 29 per cent achieved level 3 which is above the national average of 22 per cent.

- When compared with other schools nationally, where up to 16 per cent of pupils are entitled to free school meals, the results are between the lower and median quartile. Girls performed considerably better than boys. The school is carefully monitoring performance by boys especially since the number of boys on roll greatly exceeds that of girls.
- The school has made considerable progress since the previous inspection in improving standards in the foundation subjects and religious education. Standards in ICT and music were unsatisfactory and are now very good, as is design and technology. Standards in art have also improved from being unsatisfactory to good. Standards in those subjects which were previously satisfactory have improved and are now good. Pupils make good progress in improving their skills, knowledge and understanding in these subjects.
- All pupils make good progress towards the targets for improvement set by the school in relation to national criteria. The targets are based on the effective assessment of pupils' achievements as well as the results of baseline and NC assessments. The school has identified borderline pupils who benefit from the extra support provided in their 'Basic Skills Group'.
- The one pupil who is learning English as an additional language (EAL) is well supported and is making good progress. Those pupils with SEN make very good progress towards the targets set in their IEPs and achieve good standards, relative to their ability.

### **3.2 Standards achieved in key skills across the curriculum**

Pupils' standards and progress in key skills across the curriculum are good overall. Standards achieved in literacy skills are very good in listening and good in speaking and reading; they are satisfactory in writing. The use of numeracy skills in different subjects is good and pupils' use of a range of ICT for different purposes is very good.

- Children under five make good use of key skills in activities within the areas of learning. They make good progress in developing language skills through a range of creative play activities. They develop their knowledge of mathematics through counting, ordering and matching activities as well as through scientific and technological investigations. They use computer equipment confidently in order to enhance their learning.
- In KS1, pupils use their speaking skills well in both English and Welsh. Pupils speak clearly when responding to questions, describing events and taking part in discussion. Their listening skills are very good; they listen carefully and with concentration, responding appropriately to what they have heard.
- Pupils enjoy reading a variety of books and confidently take part in class and group reading of Big Books. They make good use of the school library to increase their reading skills, to follow instructions and find information. By the end of the key stage, many are beginning to read accurately with an understanding of a variety of texts in different subjects.
- Pupils achieve satisfactory standards in writing; they write in a variety of forms, including reports, stories, poems and letters. Pupils' use of extended writing across the curriculum

is underdeveloped. Standards in spelling and handwriting skills are inconsistent. Pupils make limited use of word processing skills to draft and edit their work.

- Pupils' standards in numeracy across the curriculum are good. They make good use of their numerical skills and knowledge of shapes and measures to calculate accurately in science and design and technology. They use data handling skills well to gather information and present it in a variety of forms, particularly in science and geography. They confidently handle numbers in mental, oral and written tasks.
- Standards in ICT to support learning across the curriculum are very good with some outstanding features. Pupils use ICT equipment and software confidently to support their learning and develop basic computer skills systematically through the school. They make very good use of ICT to record data in subjects such as mathematics and science. They enjoy exploring artwork and develop skills, such as drawing, painting and design work, that they use to good effect.
- Very good use is made of CD-ROMS, the Internet, the e-mail facility and the interactive whiteboard to support pupils' learning. Pupils make good use of tape recorders, video recorders and digital cameras to record their work and to improve their own standards in all areas of the curriculum.
- Pupils with SEN make good progress in improving basic language skills in line with the targets set in their IEPs and make very good use of ICT, especially the interactive whiteboard, to support their learning.

## **4. ETHOS OF THE SCHOOL**

### **4.1 Pupils' spiritual, moral, social and cultural development**

The school's provision for the spiritual, moral, social and cultural development of its pupils is very good overall and reflects the positive and caring ethos of the school. Provision for spiritual, moral and social development is very good and for pupils' cultural development it is good.

- Pupils' response to the provision is very good, which makes a vital contribution to the school being a happy, caring community that they enjoy attending.
- The policy for equality is a detailed document that explains the school's philosophy and practice. The school aims to ensure equal opportunities for every pupil and is extremely successful in carrying this out. All pupils, regardless of gender, race or disability, are treated equally in all aspects of school life.
- The quality of relationships between all members of the school is good. Adults are good role models for the pupils who learn to show respect to all.
- Parents are positive about the attitudes and values promoted within the school.
- Pupils are well behaved at all times. They know the difference between right and wrong and understand that unacceptable behaviour has its consequences. They show respect for property of others and for the environment.
- Daily acts of worship make a good contribution to pupils' spiritual development. A policy for Collective Worship is in place and assembly themes for the year are outlined and content of each assembly is tabled. The soothing music upon entry, the worship table, good quality singing and opportunities for prayer and silent reflection make a significant contribution to the ethos of the school.
- Throughout the school, pupils work happily alongside each other and collaborate in pairs or small groups as required. During lessons, pupils can be relied upon to carry out tasks without direct adult supervision. Pupils are given many opportunities to undertake

responsibilities and do so in a mature and confident manner. Of particular note, is the Red Caps scheme, where Year 2 pupils are trained in mediation techniques to help resolve conflict and support their peers when troubled.

- The school ensures that pupils learn about others less fortunate than themselves, and they respond generously by raising funds for a variety of causes, including Save the Children, Marie Curie Fund and Comic Relief.
- The curriculum is successful in promoting the language, culture and heritage of Wales. For example, they learn about life in Wales, famous people of the past, a range of music and their own and other localities. Pupils have many opportunities to develop their cultural understanding through visits they make and from visitors, such as a Welsh harpist. They express relevant and spiritual comments regarding the feelings the music evokes in them. St David's day is celebrated in the traditional manner.
- Through a variety of subjects, pupils have many opportunities to learn of cultures other than their own. For example, they hear stories, learn phrases of languages from around the world and learn of customs at appropriate times of the year, such as Chinese New Year. The school makes a considerable effort to develop pupils' understanding of other cultures and frequently invites visitors, including 'India Dance Wales', which was enjoyed by all.

## **4.2 Behaviour and attitudes**

Pupils' behaviour and their attitudes to learning are very good and make a positive contribution to the quality of life in school.

- Pupils are polite and friendly, both in lessons and at play outside. They respect teachers, visitors and each other, working very collaboratively.
- In lessons, the great majority works diligently, maintaining concentration well and eagerly engaging with the set tasks.
- Teachers plan an appropriate range of tasks and very good use is made of classroom assistance to help the less able pupils to maintain interest.
- The school has high expectations and pupils are well aware of the clear code of conduct; strategies for promoting good behaviour are effective.
- The school makes very good use of opportunities for pupils to exercise responsibility, such as the Red Caps scheme, as reward for good behaviour and effort. These schemes have a powerful moderating effect on behaviour as pupils are very keen to be chosen.
- No bullying or any other form of discrimination was seen during the inspection and the school has explicit policies and procedures for dealing with instances that might occur.

## **4.3 Attendance**

Attendance at school is satisfactory. Pupils are also punctual arriving in the morning and in reconvening for lessons after break and lunchtime.

- Pupils are keen to come to school and overall attendance is routinely around 92 per cent.
- Although there is occasional taking of holidays in term time, the great majority of absence is due to sickness.
- Unauthorised absence is generally low with elevated levels usually associated with outbreaks of sickness. The school has good, rigorous procedures for pursuing reasons for absence.

- The school is making good progress towards targets of high attendance and low unauthorised absence through a welcoming and encouraging attitude to pupils and a thorough involvement of parents.
- Should attendance issues arise, the school has appropriate links in place with Educational Support Services and access to the Educational Welfare Officer.
- Registers are properly kept. Daily attendance is recorded in the morning and afternoon, overall statistics are collated by an administrative assistant and returns made to the appropriate authorities in full accordance with NAW Circular 3/99.

## **5. QUALITY OF EDUCATION**

### **5.1 Teaching**

The quality of teaching was very good in 23 per cent of lessons observed, good in 72 per cent and satisfactory in five per cent.

- The quality of teaching of children under five is good and staff have a secure knowledge and understanding of the Desirable Outcomes for Children’s Learning. A wide range of experiences are planned within the six areas of learning and these succeed in promoting children’s skills, knowledge and understanding.
- In KS1, teachers show a good command of the subjects they teach and they make good use of professional training to improve their expertise.
- The quality of lesson planning is very good and identifies clear learning objectives which are focused on acquiring new skills and knowledge and increasing pupils’ understanding. Support assistants are involved in the planning process and have their own lesson plans. They write detailed evaluations of their support work and the progress made by pupils; these provide invaluable input to the school’s assessment systems.
- In lessons, work is very well matched to the needs of all pupils with appropriately differentiated tasks set for them as individuals, pairs or groups. All pupils are provided with appropriate support, especially those with SEN who are very well supported by support staff and voluntary classroom assistants.
- Lessons are well structured and organised; teachers manage their pupils well and have high expectations of learning. The oral introductions to lessons often consolidate previous learning and encourage pupils to participate in discussions. A good range of teaching techniques and organisational strategies is used effectively for different activities and purposes. Good use is made of plenary sessions at the end of lessons to consolidate skills and knowledge, to assess understanding and to evaluate progress.

### **5.2 Assessment, recording and reporting**

The quality of assessment, recording and reporting is very good and effectively supports pupils’ progress and standards.

- The school has a comprehensive whole-school policy which states the principles and purposes of assessment, recording and reporting, and gives clear guidelines for the adopted practice in the school. It is implemented accurately and consistently across the school, resulting in improved teaching and learning.
- The baseline screening undertaken in the nursery is effective for those children starting school and provides useful information for the planning of the future teaching programme.

The Four Counties Profile is used to keep on-going records and, at the beginning of the reception class, children are assessed using the Four Counties Baseline Assessment.

- Overall, the quality of teacher assessments is very good for all pupils, including those with SEN. Teachers make weekly evaluation comments on their planning sheets and support staff make written evaluations of the progress demonstrated by groups or individual pupils. Using this information, teachers provide pupils with targets and tasks that are suited to their ability.
- A wide range of teacher assessments and standardised tests are used. All relevant assessment data is used to prepare quantitative targets. Results are analysed and used to set individual targets that pupils keep in special books. A pupil tracking system is in place to ensure that a careful overview of the individual's progress is assured.
- The school is carefully monitoring performance by boys especially since the number of boys on roll greatly exceeds that of girls; 64 per cent of the pupils are boys. NC assessments indicate that girls perform considerably better than boys.
- Portfolios of annotated and sometimes levelled examples of pupils' work have been developed by subject co-ordinators, helping staff to come to a common agreement of standards. They show clear progression of the subjects throughout the school.
- There is a whole school policy for marking, with the emphasis on pupils knowing what they have done well and where they need to improve. The policy includes guidance for marking work by pupils with visual impairment. Pupils' work is marked regularly and includes assessment or contextual comments which provide a good record of pupils' achievement.
- Annual reports to parents are of a very good quality. They contain detailed comments of coverage and achievement, and identify targets for future learning. Parents are invited to discuss their children's progress with their teachers at consultation meetings in the autumn and summer terms.

### **5.3 Curriculum**

The overall quality of the curriculum provided by the school is very good.

- The curriculum for children under five is appropriate to their needs and successfully promotes the Desirable Outcomes for Children's Learning. The schemes of work in the six areas of learning are effective in ensuring progression and continuity for the development of skills, knowledge and understanding in each area. Children experience a good range of activities, ensuring that they gain confidence to learn.
- In KS1, the curriculum is broad, balanced and relevant; it is accessible to all pupils, including those with SEN. It complies with statutory requirements, including the teaching of religious education and a daily act of collective worship. Its organisation is very good, with sufficient time allocated to all subjects. Curriculum provision for all pupils, including those with SEN, is very good.
- There are appropriate policies and schemes of work for all subjects; they provide continuity and progression in the NC programmes of study across the key stage. They are well supported by a range of other policies such as the equal opportunities policy, which ensure that all pupils enjoy full access to all areas of the curriculum.
- Curriculum planning is detailed and is clearly focused on learning objectives and the development of pupils' skills, knowledge and understanding. Work is carefully planned and very well differentiated to ensure that pupils work at a suitable level of ability and challenge, as individuals or as part of a group.

- The planning of key skills across the curriculum is developing well and is clearly focused in the planning on promoting pupils' use of literacy, numeracy and ICT skills and on problem solving skills in a range of activities.
- Curricular planning to ensure access to the breadth of the NC for all pupils with SEN is very good. Pupils' IEPs contain clear and concise targets which provide class teachers and support assistants with sound guidance in the planning of work for pupils.
- Opportunities for pupils in the SEN class to learn alongside their peers and to share the richness of many mainstream learning experiences are carefully planned and incremental. In addition, pupils with SEN in mainstream classes join pupils in the SEN class in order to benefit from specific teaching skills. These arrangements are extremely successful and are a strength of the school.
- The school makes good use of home/school tasks to consolidate and extend pupils' learning. It is effective in enlisting the support of parents, especially in monitoring and supporting their children's progress in reading.
- The school successfully promotes *Y Cwricwlwm Cymreig* through a range of activities and events, such as St.David's Day celebrations. Pupils respond well to incidental Welsh spoken through the day and very good opportunities are provided for pupils to learn about their Welsh heritage and culture and that of the local area. Visitors to school, such as the Welsh Brass Trio and a harpist, together with opportunities for pupils to undertake educational visits, extend pupils' knowledge and understanding of Wales and its heritage.
- Pupils' educational development is further enhanced by extra-curricular provision, including clubs for keep-fit, craft, board games and recorders; these are offered at lunch-times as well as after school.
- The school makes very good provision for personal and social education which is integrated through the curriculum themes and complies with the ACCAC 2000 PSE framework. It includes provision for health and hygiene education, sex education, cultural diversity and community and environmental understanding. Events such as 'Community Week' and 'Health Week' have succeeded in raising awareness of these issues.
- The 'Greenlink' project has provided pupils with a good understanding of issues related to sustainable development.

#### **5.4 Support, guidance and pupils' welfare**

The quality of support, guidance and pupils' welfare is very good.

- The school provides a welcoming, caring and attractive environment for its pupils who come to school happily. There are good transition links from home to school and between the infant and junior schools. All adults are considerate for the well being of the pupils and good quality, clear policies are in place to ensure that oppressive behaviour, including bullying, is eliminated.
- There are good relationships between pupils and adults. Staff members know the pupils very well and provide for the needs of the individuals in all areas of the curriculum. Forty per cent of pupils have SEN and all, including higher attaining pupils, have appropriate IEPs. They are all given good support and provided with activities suited to their needs.
- Staff do their best to follow the guidance provided in the extensive policy related to the health and safety of all within the school. However, despite their best efforts, the pupils' toilet block in the main building is unsanitary and poses a possible risk to the health and safety of pupils.

- Three very busy roads surround the school. At the start and end of the day they are extremely congested and, with no barrier to the main entrance to the school, pupils have direct access to the road. This is a cause for concern.
- Parents are happy with the level of care, support and guidance that the school provides for their children. A ‘pastoral care’ statement in the school brochure assures parents that the safety and welfare of their children is a priority. All staff working in the school have received training in emergency first aid.
- There is a very good system for the assessment and recording of pupils’ achievements. The assessment information is used effectively to provide targets for individual pupils and diagnostic assessments are undertaken to ascertain who needs extra support. There is early identification of pupils with difficulties and help is quickly sought from relevant outside agencies. The VI centre and the SEN unit have good links with external agencies and this is widened to support other staff.
- Policies that are incorporated into the daily life of the school ensure all pupils, whatever their gender, race or ability, have equality of access to every aspect of school life. The high priority given to the social inclusion of all pupils is exemplary.
- The school has suitable arrangements for issues relating to Child Protection. All staff have received appropriate training. The headteacher is the designated member of staff and is aware of the correct procedures to deal with any concerns.

## **5.5 Provision for pupils with special educational needs (SEN)**

The quality of provision for pupils with SEN is very good in the SEN observation class, the VI centre and in mainstream school. Pupils make very good progress towards the targets in their IEPs and achieve good standards in line with their level of ability.

- There are 84 pupils on the school’s SEN register of whom seven receive the majority of their education in the SEN class and two pupils with visual impairment receive specialist support in the VI centre. One pupil has a statement of SEN. Of those pupils who have been identified as having special needs, nine are at Early Years Action and 13 are at Early Years Action Plus; 19 are on the School Action stage and 43 are on School Action Plus.
- Provision for meeting the needs of pupils with SEN is very good and support for pupils with learning difficulties and behaviour problems is very positive. Pupils are very well integrated into all aspects of school life and are making very good progress.
- The policy for SEN is comprehensive and complies with the requirements of the Code of Practice and the Disability and Discrimination Acts. It gives clear guidance to all those involved in SEN procedures. There are three named governors for SEN and all provide good support to the special education needs co-ordinator (SENCO) and successfully monitor the implementation of the policy and pupils’ progress.
- The SENCO, in consultation with the teachers, is responsible for overseeing all SEN provision according to the Code of Practice. She provides sound advice and support for all staff and ensures effective liaison between class teachers, the VI teacher, specialist support staff and the language support teacher.
- The language support teacher is employed for two half sessions a week and withdraws groups of pupils for extra support in language skills. All pupils are well supported and make good progress, especially in literacy skills. Pupils make good use of ICT to support their learning.
- Systems for identifying and assessing the needs of pupils with SEN are very good, especially in the early years where baseline assessments provide information for early intervention. Record keeping is thorough, well organised and up to date.

- The quality of IEPs is very good and realistic targets are set for pupils to achieve; they make very good progress in line with targets set. The targets provide good guidance for teachers and support staff in planning work to help overcome difficulties and present a suitable level of challenge. At Early Years Action and School Action stages of the graduated approach, the SENCO prepares targets in the IEPs, in consultation with the class teachers and support staff. Pupils' progress is reviewed termly and the IEPs are modified as required. Detailed records are kept of pupils' progress.
- Parents are informed of developments and are encouraged to be involved in supporting their children. They make appropriate contributions to the termly reviews of IEPs and to the review meetings, which meet statutory requirements.
- The detailed lesson planning and good relationships between staff and pupils in the SEN class underpin the good quality teaching by all staff which ensures that the complex needs of individual pupils are met consistently throughout the day.
- Pupils who attend the VI centre receive very good specialist teaching and support. They make good use of a range of materials and equipment, including Braille and tactile resources which are made especially by the staff to support pupils' learning in mainstream classes. Pupils also benefit from the well maintained sensory garden especially constructed to enhance learning opportunities for those with visual impairment.
- All pupils with SEN, including those with disabilities, are provided with equal access to the curriculum through well differentiated tasks which ensure that pupils work at the appropriate level of ability. Incremental levels of integration into mainstream classes are carefully planned for all pupils in the SEN class and those with visual impairment, so that they experience learning with their peers. Detailed consideration is given to meeting individual needs. The high quality support which pupils receive from mainstream class teachers and support assistants ensures that all pupils in the school benefit from this inclusion and is a model of good practice.
- A 'Motor Development' initiative has been introduced to support pupils' learning and improve co-ordination through a range of physical activities. These take place at lunch times and are led by a nursery nurse who has been especially trained. These sessions are very beneficial to those pupils who need to improve their co-ordination and physical skills.
- Liaison between the SENCO, class teachers, SEN support staff and outside agencies is very effective. The school works closely with the LEA's Access and Inclusion Service and other agencies. There are close links with the junior school and the SENCOs from each school communicate regularly to ensure continuity in provision.

## **5.6 Partnership with parents and community, schools and other institutions**

Partnerships with parents and community, schools and other institutions are very good.

- Parents are well informed about school organisation through a clearly written prospectus; they are given a good review of the schools' management, achievements and aspirations in a comprehensive Annual Report from the Governors.
- Easy access to teachers and constructive parent evenings ensure that parents can monitor and discuss their children's progress and/or social concerns.
- Parents readily accept, and abide by, the Home/School agreement.
- There is an active PTA providing good support to the school.
- Family members provide support for reading, classroom assistance, supervision on school trips and help with school maintenance and decoration.

- Very good use is made of the local community with visits to local sites and enterprises, such as shops, a garden centre, the Mayor's Parlour and Council Chambers. Pupils benefit from opportunities to take part in mathematical trails in the locality when they explore direction, shape, colour and number, providing support and relevance to the curriculum.
- Visitors to school inform pupils about local community services and health and safety matters.
- The school has very constructive links with local nurseries, play-groups and junior or primary schools. Cluster meetings are regular; reciprocal visits of teachers foster understanding and help establish common practices and resolve mutual concerns.
- Pupils use the facilities of the adjoining junior school for ICT and take their lunch in that schools' canteen. They thus become very familiar with the school, its teachers and pupils, and look forward eagerly to transition to KS2.
- There are well established links with two initial teacher training institutes and the school benefits from the regular deployment of trainees who bring a range of different perspectives and expertise to the classroom.

## **5.7 Partnership with industry**

There are good links with industry which provide good support for the school and help pupils gain an understanding of the relationship between learning and the workplace.

- Although the school has neither a declared policy nor whole-school strategies for work related education, there is good provision for promoting pupils' knowledge and understanding of the world of work.
- Pupils learn about different jobs through stories analysed in lessons and through comparison of tasks at different times in history.
- Pupils become aware of the nature of the workplace and how it meets the needs of people through visits to local shops, garden centres, a pottery and industries such as Rockwool and Sony.
- The school benefits from sponsorship from many local companies and other organisations such as a local prison. These have helped provide and maintain the sensory garden, Braille materials for the Centre for the Visually Impaired and support for sports and charity work.
- The school makes good use of an Education Business Partnership to broker the contacts underlying these links and occasionally to provide beneficial training for teachers.
- Pupils' understanding of the world around them is usefully enhanced through these links.

<h2><b>6. MANAGEMENT</b></h2>
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### **6.1 Quality of self-evaluation and planning for improvement**

The quality of self-evaluation and planning for improvement is very good. The school has successfully created a culture of self-evaluation which involves the headteacher, staff, pupils, governors and parents.

- There is an effective self-evaluation process which is linked to the school's monitoring and evaluation systems and the performance management policy. It succeeds in evaluating performance and quality in order to plan future developments. Key areas for improvement are identified from performance indicators and are built into the SDP, giving a clear focus for self-evaluation towards school improvement.

- The headteacher, governors and staff are committed to improving standards. They make good use of assessment data, information from monitoring procedures and the action plan from the previous inspection to evaluate standards and plan for improvement. A detailed analysis is made of pupils' assessment results, including the results of baseline and NC assessments.
- All staff are involved in the self-evaluation process as part of the school's self-assessment system. This is effective in raising the quality of professional expertise and identifying priorities for improving standards of teaching and learning. Staff development needs are closely linked to school improvement priorities. The work of support staff is highly valued and is effective in supporting pupils' learning and raising standards.
- The main targets in the SDP are to improve pupils' standards of achievement in literacy, numeracy, science and ICT and improve the quality of educational provision for pupils with SEN. The targets are realistic and appropriate and have been incorporated into the SDP as a result of the self-evaluation process.
- The SDP is a well used working document; it includes initiatives as a result of the self-evaluation process and clearly identifies targets for improvement. Each action plan has specific targets, strategies, responsibilities, planned expenditure, time schedules and success criteria. The headteacher's reports to governors contain detailed evaluations of progress towards achieving the targets. Curriculum co-ordinators review and evaluate their subjects and produce useful development plans; information from these is fed into the SDP. Staff and governors, in order to improve the quality of provision and to raise the standard of pupils' achievements, review the plans regularly.
- The school evaluates the progress made towards achieving the targets through monitoring pupils' work, teachers' planning and the quality of teaching and learning. Very good progress has been made since the last inspection and the school has met the targets in the action plan to improve curriculum provision and the quality of teaching.

## **6.2 Leadership and efficiency**

The quality of leadership and management of the school is very good and ensures a clear direction to the work of the school and promotes high standards.

- The school has explicit aims and values, including social inclusion and a commitment to equality of opportunity for all, which are reflected in its work. These promote a caring ethos and high standards which are successfully promoted by staff and governors. The school achieves its aims of providing a safe, happy and secure environment where everyone is valued and all pupils are able to develop to their full potential.
- The headteacher provides very good leadership and is ably supported by the deputy and staff who work well as an effective team. Since the previous inspection, the headteacher has shown inspirational leadership in supporting the staff to improve the educational provision and standards of achievement.
- Teachers and support staff work closely together as a team and are totally focused on improving educational provision and standards of achievement. Teachers share the responsibility for aspects of the curriculum and are very effective in providing leadership in those areas and in monitoring provision and standards. Subject co-ordinators manage resources efficiently; they carefully monitor teaching and learning and make regular audits of their subjects to identify areas for development and staff training needs. This information is effectively utilised to create subject development plans which feed into the SDP.

- The governing body is supportive of the school and effectively fulfils all its statutory obligations. The governors are well informed through regular reports from the headteacher and understand their roles and responsibilities. There is a well organised committee structure for managing school aspects; the whole governing body is involved in financial management. Governors make regular visits to the school and have formal curriculum links with subject co-ordinators in order to monitor the quality of education and pupils' standards of achievement.
- The school has made outstanding progress since the previous inspection and succeeds in improving standards of achievement and the quality of educational provision by setting targets in the SDP and through the process of self-evaluation.
- Monitoring procedures are effective in identifying areas for improvement. The headteacher monitors teachers' planning and the quality of teaching and learning. Curriculum co-ordinators monitor their subjects and aspects through monitoring the provision and standards. They are also developing useful portfolios of pupils' work as evidence of progress.
- The governing body ensures that budget-setting relates efficiently to the school's educational priorities in the SDP over a three year period. The delegated budget is very efficiently administered and the LEA finance department provides appropriate advice and support. The governing body monitors spending and evaluates progress towards targets in the SDP before setting the budget.
- The school's recent financial audit found most procedures to be well managed and the recommendations made in the report have been addressed. The school manages its resources very efficiently and ensures very good value for money.
- There is a full-time clerk who manages the financial administration very efficiently and undertakes administrative tasks to ensure the smooth day-to-day running of the school.

### **6.3 Staffing, accommodation and learning resources**

The overall provision of staffing, accommodation and learning resources is good and has a beneficial effect on the standard of pupils' achievement.

- There is an appropriate number of suitably qualified and highly experienced teachers to match the demands of the curriculum and meet the needs of the pupils attending the school. Pupils and teachers receive valuable assistance from a range of very well deployed support staff. All staff members have job descriptions, which clearly define responsibilities and curriculum roles.
- The induction of new members of staff is effective. Teachers joining the school are allocated a mentor from whom they receive invaluable support as they settle into their new roles. They receive appropriate professional guidance and support from the school management who arrange for classroom observations and attendance on local authority courses.
- Good arrangements are in place for staff to discuss their professional performance and to identify personal professional needs on a regular basis.
- The system in place for continuing professional development is very good. Training is linked to the SDP. Opportunities for personal professional development exist within the limitations of available funds. Whole school training, such as the two-year training for the 'European Driving Licence' for ICT has been particularly effective in raising the standards of pupil achievement.

- Funding through bursaries from the General Teaching Council has given teachers the opportunity to further their work as co-ordinators and has had a beneficial effect upon educational standards and the development of subject leadership roles.
- The school is situated in two Victorian buildings on a small site which is shared with the junior school. A great deal of work has been undertaken on the school buildings since the last inspection and all areas of the school have been redecorated. There is a new attractive and spacious extension, which provides a nursery, two classrooms and staff offices. However, with only one toilet in each building, there are insufficient toilets for the many adults who may be in the school at any one time.
- The old buildings are in relatively good condition, but the hall still shows signs of damp and the surface of the playground is in need of attention. This has been identified as an area of focus in the current SDP.
- Despite the best efforts of the school, the pupils' toilet block in the KS1 building is unsanitary and gives cause for concern. Girls and boys have separate identified cubicles, but they are all situated in the same block. The open drain system from the hand basins is a potential health and safety hazard, and when the floor becomes wet it is extremely slippery. During the day, an increasingly offensive and persistent odour permeates the corridor and two classrooms at the lower end of the building.
- Colourful wall and table displays in the classrooms and common areas are of a high standard and make a valuable contribution in the provision of a cheerful environment. The displays are informative and some celebrate pupils' achievements.
- The quantity and quality of resources has been greatly improved since the last inspection. There are ample resources of a very good quality for the teaching of most subjects. Although there are some shortages for the teaching of history, the school overcomes this situation by borrowing artefacts from members of the community. Very good use is made of all available resources. They are easily accessible, with a good balance between those available in the classrooms and those held centrally.
- The quantity and quality of resources for the teaching of the required curriculum is good overall.
- There are at least two computers in each classroom which are used very effectively to support learning across the curriculum. Staff make very good use of the interactive whiteboard to support their teaching and to enhance pupils' knowledge and understanding.

## **7. SUBJECTS AND AREAS OF LEARNING**

### **Standards achieved by pupils**

#### **Provision for the under-fives**

The education provision for children under five, taken overall, is appropriate to their needs and they make very good progress towards the Desirable Outcomes for Children's Learning. Children enter the nursery [three-four year olds] on a part-time basis for either morning or afternoon sessions. They start the nursery showing a full range of ability overall, but baseline assessments on entry indicate that a significant number have below average attainment especially in literacy and communication skills and personal and social skills. Children make good progress in the Early Years and by the time they leave the reception classes [four-five year olds] they have made very good progress in all areas of learning. Overall, standards of

achievement are very good in personal and social development and creative development and good in language, literacy and communication, mathematical development, knowledge and understanding of the world and physical development. By the age of five, the majority of children meet, and some exceed, the Desirable Outcomes for Children's Learning.

### **Good features**

#### **Language, literacy and communications skills**

- In the nursery, children make good progress in developing language skills. Many children talk confidently with one another during their play activities and communicate their needs clearly. They take part enthusiastically in role-play situations, such as in the house and post office areas and confidently use their language skills. During group and whole class activities, children listen carefully and are happy to contribute their own thoughts and ideas, as was seen when they investigated movements of balloons. The children are making good progress in their understanding of the purpose of books and the written word. They listen to a story with good concentration and follow its progress through the pictures.
- Overall, children in the reception classes achieve good standards in language, literacy and communications skills. They are developing their language skills with confidence, playing with imagination during role-play activities. They initiate and take part in conversations and explain with clarity the work being undertaken. They listen well and make meaningful contributions during discussions, taking turns and speaking clearly. Children make good progress in the development of reading skills; they enjoy sharing books with others and are becoming familiar with related vocabulary, such as author, illustrator and cover. They have a good knowledge of phonics and many are starting to read from their own reading books. Children respond with enthusiasm to oral activities in Welsh. They respond to simple questions and repeat new words and phrases with good pronunciation. They make good progress in developing pre-writing skills in play situations and begin to write sentences using known letters and words.

#### **Personal and social development**

- In the nursery, children make very good progress in their personal and social development and achieve very good standards. They settle well into their new school routines, come to school happily and form effective relationships with adults and other children. Through a good variety of well-structured opportunities to work, play and co-operate with others, children learn to be engaged alongside others and to be aware of those around them in a group situation. They are responsive, interested in the activities provided and show a good level of concentration and perseverance for their age. At tidying up time, they help to put things away and enjoy the social occasion of snack time. They manage dressing and undressing with increasing independence.
- In the reception classes, children continue to make good progress and achieve very good standards. They demonstrate very positive attitudes towards their learning and are eager and confident in their work and play. Many children show increasing independence in undertaking their activities and work for considerably long periods at chosen and directed activities. Many children co-operate in pairs or small groups and help each other when difficulties arise. They take turns and share resources happily. Children are well behaved and respond well to the school's expectations of kindness and consideration for others.

#### **Mathematical development**

- Children in the nursery are making good progress and achieve good standards in their mathematical development. A good variety of practical activities ensures they develop a

good understanding of comparative language. They use terms such as big and small, long and short, taller and shorter correctly. Some are able to name familiar two-dimensional shapes and use them correctly to make identifiable pictures. Children make good progress in their understanding and use of number. Several recite numbers to five or beyond and begin to count objects accurately. Some children are starting to recognise the written numbers and look eagerly around the school to find them. During play and when tidying up, children sort by colour and shape and correctly name primary colours; some identify less well known colours. Children respond well to role-play activities in the class post office where they learn about the purpose of money.

- In the reception classes, children achieve good standards in their mathematical development. They copy patterns with beads and are able to continue the sequence, explaining what will come next. As a class, they join in enthusiastically with number rhymes and count to fifty or beyond. Some children are able to add together two numbers and are developing a suitable understanding of the concept of subtraction. They recognise numbers to twenty and replace the numerals that are missing from the number line. Children become familiar with the properties of three-dimensional shapes through play and some are starting to identify and name the familiar shapes correctly.

### **Knowledge and understanding of the world**

- In the nursery, children make good progress and achieve good standards in their knowledge and understanding of the world. A sense of belonging is encouraged by children identifying and drawing members of their family and by comparing the differences in what they achieved as babies and now; they are learning to compare the past with the present. Children develop their knowledge of design and technology by choosing from given ingredients to design and make sandwiches. Regular trips around the school help children to develop their sense of geography and they move confidently and with purpose. They develop an understanding of the natural world by taking an autumn walk and learning about the birds in the area. Children use a computer with increasing control of the mouse to support other areas of learning. They experiment with a paint package, controlling the mouse to make patterns, and have accurate control of the cursor to click and drag objects across the screen.
- Through a wealth of practical experiences, children in the reception classes are developing a good understanding of the world around them. They build upon their knowledge of the school by taking walks in the village to look carefully at the buildings and to show the community their Easter Bonnets. They make visits further afield to visit Father Christmas in Brecon and to travel on the mountain railway. Children are starting to recognise the differences between materials and describe them using the correct language. They make simple observations about the properties of the materials and sort them into sets according to given criteria. Children develop an awareness of the past by comparing, for example, school life in the past with their own school experiences. They consider changes over time by looking at artefacts such as old and new teddy bears. Building upon their earlier experiences, children show developing control of the computer mouse to manipulate the cursor and become familiar with the layout of the keyboard.

### **Physical development**

- In the nursery, children achieve very good standards in their physical development. During a dance session, they listen carefully, follow instructions and respond well to the mood and speed of the accompanying music. They demonstrate a growing understanding of the capabilities of their bodies, moving in a variety of ways and directions and showing a very good sense of space. Children ride a range of wheeled vehicles demonstrating good

co-ordination. They climb and slide on large apparatus confidently. They make very good progress in developing fine motor skills. They enjoy using dough and manipulate tools effectively to push, pull, roll and cut it into shapes or make models. Throughout their sessions, they handle a good range of tools, objects, construction equipment and materials safely and with increasing control.

- In the reception classes, children make good progress in developing physical skills. They show confidence in their physical education lessons. They demonstrate a good awareness of the need for exercise and the effect it has on their bodies and well-being. They move around the hall using space effectively, listening to and following instructions as they move. They move confidently in a variety of different ways and at different speeds, jumping, running and sliding with due regard for others. Children's co-ordination skills are developing well. They use a variety of tools with increasing control. They thread beads accurately and use small tools to shape and decorate clay.

### **Shortcomings**

- Children in the reception classes do not receive their daily entitlement to planned outdoor activities aimed at increasing their gross motor skills.

### **Creative development**

- In the nursery, children achieve very good standards and use a wide range of media and techniques to produce good quality artwork. Children look at existing products, such as 'Thank You' cards to help them to make decisions about their own cards. They experience different mark making techniques such as finger painting, printing, collage and comb patterns before using them in new contexts. During a dance session, children move about appropriately, with some producing creative gestures with their bodies as they wave scarves in time to the speed and mood of the accompanying music. Children are starting to learn the names of percussion instruments and use them to make suitable sound effects for their number rhymes.
- In the reception classes, children achieve very good standards. They make collage pictures from a variety of textured materials and embellish basic painted or printed backgrounds, by adding pencil lines, glitter and over-printing, to produce effective pictures. They look carefully at the work of famous artists, such as Monet, and make a good attempt to discuss the painting and the colours used. They make effective pictures of poppies, emulating his style, using pastels and painted brush strokes on a black background. Children successfully incorporate their use of the computer into their art sessions, using it to draw pictures of a poppy field and then printing them. Children sing a range of songs tunefully and with enthusiasm. In music making, they use a variety of sound sources and instruments to create sounds to accompany favourite stories.

## **English**

Standards of achievement in KS1 are good overall and pupils, including those with SEN, make good progress. Standards are very good in listening and good in speaking and reading; in writing they are satisfactory. Standards have improved since the previous inspection.

### **Good Features**

- Pupils' listening skills are very good and they respond eagerly to questions and instructions. They listen attentively with interest and concentration to adults and each other's contributions. They respond well to instructions and questions showing a good level of understanding.

- Pupils achieve good standards in speaking skills. They speak clearly and confidently in lessons, using an appropriate range of vocabulary. They enjoy taking part in drama and role-play activities when they speak confidently and coherently.
- By the end of the key stage, pupils contribute confidently to discussion and respond well to questions during oral sessions; they are keen to voice their opinions and give articulate answers to questions.
- Standards in reading are good and pupils use a range of methods and strategies, including phonics, to read new words. They make good progress towards improving their fluency and accuracy, supported by class reading of Big Books and shared reading activities. Pupils are encouraged to take books home to share with their parents. There is a useful home/school reading system which succeeds in encouraging parents to support their children's reading.
- By the end of the key stage, many pupils are reading fluently from a range of texts. They explain clearly the roles of the author, the illustrator and the publisher. They are able to discuss the contents of their books, re-tell the main events of stories and predict how stories will end. Pupils make good use of the school library reference books, CD-ROMs and the Internet to consolidate skills and find information about various subjects.
- The standard of pupils' writing is satisfactory. There are good examples of stories, poems, lists, instructions, sequential writing and reports. Pupils use a range of strategies to learn new vocabulary, identify word patterns, sentence patterns and punctuation in text, which they use in their own writing.
- Year 1 pupils write a list of animals, which were swallowed by the old lady in the poem, in the correct order. Year 2 pupils have a good understanding of sentence and story structures and know that stories require a beginning, a middle and an end. They make good attempts to write the story of *Korky Paul* and make good use of their knowledge of phonics to spell unfamiliar words.
- Pupils with SEN and make good progress in developing their language and literacy skills in line with the targets set in their IEPs.

### **Shortcomings**

- Pupils' use of independent, extended writing across the curriculum is underdeveloped.
- Pupils have limited skills in planning, drafting and improving their writing, including the use of word processing.
- Towards the end of KS1, pupils do not often use dictionaries to aid spelling or correct inaccurate spellings in their own writing.
- Pupils' handwriting and presentation skills are underdeveloped.

### **Mathematics**

Standards of achievement in KS1 are good and pupils, including those with SEN, make good progress. Standards have improved since the previous inspection.

### **Good features**

- During numeracy sessions there is an emphasis on mental calculation and pupils respond well to questions, using a range of strategies to calculate and show answers. Pupils in Year 1 confidently count in twos and tens. They show a good understanding of the order of numbers to 100. They understand the concept of ordinal numbers through the use of role-play activities and real-life situations. In their written work, pupils record simple addition and subtraction using numbers to 10 or beyond and are becoming familiar with

the concept of halving and doubling numbers. They recognise number patterns and begin to understand odd and even numbers.

- In Year 2, pupils recognise number patterns on the hundred board and confidently add and subtract numbers. They understand place value in two digit numbers and accurately use apparatus and money to demonstrate their value. They know multiples of two, five and 10 and can record the patterns. They know doubles of numbers and apply them to calculations.
- When working with money, younger pupils use coins to make given amounts. Year 2 pupils exchange coins for those of different values. They count combinations of coins to make 50p and to make £1; they competently use three or four coins for values up to 65p.
- Pupils have a good knowledge and understanding of shape and use correct vocabulary associated with two and three-dimensional shapes. Younger pupils name simple 2-D shapes and older pupils are starting to recognise less familiar shapes such as pentagon, hexagon and octagon. They successfully sort shapes according to given criteria and use a Carroll Diagram to record information. When working with 3-D shapes, pupils correctly name them and describe their properties. They use terms such as face, edge and corners accurately.
- Pupils understand the concept of time and successfully sequence the times of different activities in the day and match them to the correct times on a clock. Older pupils can tell the time on the hour and half-past the hour and know the difference between digital and analogue time.
- When measuring, pupils use a range of non-standard units to develop their understanding of measuring length and mass. Older pupils use metres and centimetres with confidence during practical investigations. They understand and use vocabulary related to mass; they know how to use a balance to compare weights and explain which are heavier or lighter.
- All pupils make good use of data handling skills. They collect information, such as birthdays and eye colour and present their findings on a variety of graphs, charts and tables. Year 2 pupils are familiar with Venn Diagrams and Carroll Diagrams and confidently use them to sort and record information according to two criteria. Pupils make very good use of their computer skills to support their use of handling data. They enter data and represent the information as tables, charts and graphs.
- Pupils with SEN make good progress in developing numeracy skills and achieve well in line with their level of ability.
- Pupils use and apply mathematical skills well as an integral part of practical tasks, such as scientific and technological investigations. They present their work in a variety of forms and make very effective use of ICT skills to support their learning.

### **Shortcomings**

- There are no significant shortcomings.

### **Science**

Standards of achievement in KS1 are good and pupils, including those with SEN, make good progress. Standards have been maintained since the previous inspection.

### **Good features**

- Pupils make good progress in their knowledge and understanding and in their development of the skills of scientific investigation.

- They use appropriate vocabulary and correctly use measurements, such as temperature, time and length. During investigations, pupils make sensible predictions and older pupils demonstrate a growing understanding of fair testing; they begin to explain their findings.
- They record their observations and findings in a variety of suitable ways, including tables, drawing, diaries and lists. Good use is made of their skills in ICT and numeracy. Tally sheets and graphs show the results of their enquiries into, for example, pupils' favourite foods and types of exercise.
- When learning about life processes and living things, younger pupils explore the environment to see where different plants grow and learn the names of parts of a plant. Older pupils learn about the different variety of habitats. They follow the life cycle of the butterfly in the classroom before releasing the imagos when developed. Pupils have a good understanding of the effects of exercise on their bodies, such as rates of heartbeat.
- In their study of materials and their properties, pupils sort materials according to their properties and look for these materials around the school. They investigate which materials are attracted to magnets. They understand terms such as opaque and transparent and sort materials accordingly. When heating and cooling materials, such as wood, jelly and butter, they observe what happens and understand that the process cannot be reversed to return materials to their original state.
- Pupils learn about the dangers of electricity and how to make simple circuits with bulbs, buzzers or motors; they then test materials to discover whether they are conductors or insulators. They use their knowledge of circuits to provide illumination in a lighthouse made from a construction kit. An understanding of forces is fostered through practical activities aimed at helping pupils to identify whether we pull or push when carrying out everyday activities and investigate whether the angle of a slope affects the distance a toy car will travel.

### **Shortcomings**

- At times, pupils' written recordings are untidy and insufficiently detailed.

## **Welsh second language**

Standards of achievement in KS1 are good in speaking and listening, reading and writing. Pupils, including those with SEN, make good progress. Standards have improved since the previous inspection.

### **Good features**

- Pupils develop their use of incidental spoken Welsh and respond well to commands at specific times during the day. They greet each other in Welsh and respond well to questions. They confidently discuss the weather and express feelings, likes, dislikes and needs. They know the words of poems and songs, which they recite and sing with good pronunciation.
- Pupils are familiar with a range of vocabulary; they know colours, can count to 10 and name different foods, clothes, pets and everyday objects. Older pupils know the vocabulary associated with the weather, and can name parts of the body, members of the family and the rooms in a house. Pupils respond well to questions about themselves and make good attempts to answer in complete sentences, using known language patterns. They take an active and enthusiastic part in role play activities as they become more familiar with sentence patterns.

- Pupils enjoy stories in Big Books and simple reading books and make good attempts to read the texts. They listen carefully to questions and instructions, focusing on known sentence patterns and respond appropriately, showing an understanding of vocabulary. Year 1 pupils recognise and name colours and numbers using the electronic whiteboard and count correctly to 10. They respond well to familiar language patterns to ask and answer questions. They record their answers to questions correctly and write names of colours accurately.
- Year 2 pupils are familiar with vocabulary associated with food and correctly recognise and name a range of food labels. They use the words in known question and answer patterns when engaged in role-play shopping activities. They make good attempts to write about their likes and dislikes for different foods using known sentence patterns. They enjoy the story 'Bwyd' and read the text aloud with good pronunciation and understanding.
- Pupils make good use of picture dictionaries to find new vocabulary and use computer programs and videos to consolidate knowledge and record their use of Welsh.
- All pupils show a positive attitude to learning Welsh and teachers make it an enjoyable experience. Pupils' awareness of *Y Cwricwlwm Cymreig* is good and it promotes a sense of pride and belonging in the community. Some pupils join their parents in the weekly 'Twf' Welsh language play scheme class and benefit from being involved in a variety of activities to promote the language.

### **Shortcomings**

- There are no significant shortcomings.

### **Design and technology**

Standards of achievement in KS1 are very good and pupils make very good progress, including those with SEN. Standards have improved since the previous inspection.

### **Good features**

- Pupils make very good progress in their skills and understanding of techniques. They apply the skills and knowledge to make good quality products from their original designs, using a range of materials, and applying appropriate finishing techniques.
- Pupils learn and practise skills and mechanisms and then apply them in a meaningful context. For example, younger pupils make pictures with moving mechanisms, such as sliding aeroplanes and hinged swings, while older pupils investigate the force of pneumatics and apply it to make model parts move. Older pupils practise the joining of components by making a 'caterpillar' which has each section joined to the next in a different way.
- Pupils make good use of construction kits to model ideas before final designs are made.
- Evaluation of existing products helps pupils to make designs based upon understanding. For example, before designing and making their own muesli and boxes, pupils identify what they like about the appearance of packaging and contents prior to disassembling the cereal and weighing the constituent parts.
- Pupils make very good progress in their understanding of the design, make and review sequence. Throughout the key stage, pupils draw plans of their designs, and as they move through the school, they start to identify the materials and tools they will use. Having made their model, pupils evaluate them, stating whether they are pleased with the outcome before making suggestions for further improvement.

- Pupils test fitness for purpose before undertaking an evaluation of their products. Following a home task, where pupils made boats and after making vehicles, they decided to use nets as a basis for the cabs.
- Good use is made of ICT in design and technology. For example, when learning about bridges, pupils searched the Internet to find various images and printed them out; they made good use of the ideas to help with the design phase. A drawing package helps pupils to design a well. Pie charts and line graphs show which types of puppets pupils in Year 2 chose to make.
- The properties of textiles are investigated through the making of puppets and tablemats. Pupils examine the structure of hessian fabric, pulling the threads apart and fringing the edges or applying glue to stop the fabric from fraying.

### **Shortcomings**

- There are no significant shortcomings.

### **Information technology**

Standards of achievement in KS1 are very good and pupils, including those with SEN, make very good progress. Standards have improved considerably since the previous inspection.

### **Good features**

- Pupils in KS1 have a very good understanding of the function and use of a range of technology. They know that technology surrounds us and household appliances often require us to provide information in order that they may be controlled. They use technology, including computers, listening centres and digital cameras regularly and with confidence.
- Pupils use a word processing package in a variety of different ways. They start by selecting words from lists provided and build on this until, in Year 2, they are able to use suitable punctuation, highlight words and make lists.
- Throughout the key stage, pupils develop their on-screen picture-making from simple patterns to making choices about which tool to use for outline, the size of the 'brush', and how to colour it, using flood fill, spray can or paintbrush. This knowledge is used effectively as an integral part of several subject areas, including their design and technology and art lessons. Older pupils add text to their pictures. Most save and retrieve their work with little or no assistance.
- Pupils are starting to manipulate images. They select, insert and resize clip-art images to make effective self-portraits.
- Data handling is used successfully to enhance the recording of information in several subjects. For example, younger pupils click and drag blocks to make a simple graph and older pupils make graphs to represent the findings of their investigation into eye colour. They enter the information and print the results.
- Pupils in Year 1 successfully programme directions for a floor robot to tow 'mobile homes' they have made as home tasks.
- Pupils are becoming increasingly aware that the computer is a source of information. They use a CD ROM to compare transport of the past with today and, with adult supervision, learn to access the Internet. E-mail is used to communicate with pupils who left the school and went to live in Canada.

### **Shortcomings**

- Pupils make insufficient use of word processing to draft and edit their work.

### **History**

Standards of achievement in KS1 are good and pupils, including those with SEN, make good progress. Standards have improved since the previous inspection.

#### **Good Features**

- Pupils make good progress in their chronological awareness and understanding of the passing of time through their studies of familiar objects, historical events and stories about famous people of the past.
- Younger pupils compare homes from the past with houses today and arrange pictures in chronological order. Pupils in Year 2 compare appliances used by people in the past with those used now, such as lamps and irons, and understand that although they have changed in design and operation, their use has not changed.
- Pupils make appropriate progress in their understanding of Welsh history through the study of a range of people, such as St David, David Evans of Patagonia and Laura Ashley.
- Pupils communicate through a variety of suitable ways. They draw, write, sequence and make 'diaries' from others' points of view.
- Pupils are developing a good understanding of why events happened and why people behaved in certain ways. When learning about the Rebecca Riots, pupils in Year 2 give carefully considered reasons for supporting the opposing sides of the argument.
- Pupils know that questions about the past can be answered and information can be obtained from a wide variety of sources, including people, books, museums and the Internet. Some pupils are becoming aware that information from different sources may be factually inconsistent and suggest reasons for this.
- Visits to places of historical interest, such as the Museum of Welsh Life at St Fagan's, where they learn about homes and school in the past, make a valuable contribution to pupils' knowledge and understanding of life in the past.

### **Shortcomings**

- Pupils' use of extended writing in history is very limited.

### **Geography**

Standards of achievement in KS1 are good and pupils, including those with SEN, make good progress. Standards have improved since the previous inspection.

#### **Good features**

- Pupils have a good understanding and knowledge of place, direction and their locality. They list natural and human features in the school grounds and the local area and record these carefully using drawings, maps symbols and labels. They recognise places in photographs and clearly explain their uses.
- Pupils identify Wales on a map of the United Kingdom and accurately show Bridgend on a map of Wales. They draw simple maps of their journey to school, showing a good sense of scale and position, and describe the geographical features they pass on the way. They investigate different modes of transport used by pupils to travel to school and use a

computer program tally chart to record their findings. They develop this by drawing graphs to show how many pupils walk to school.

- Year 2 pupils are familiar with a globe and clearly explain the features of planet Earth, identifying its physical features including seas and land. They correctly identify Japan on the globe and a map of the world; they know that Japan is a long way from Wales and investigate routes on the world map.
- Year 1 pupils have a good knowledge and understanding of direction and use the correct vocabulary to describe directions on a map. They understand the use of a key to explain symbols on a map. They follow instructions correctly to find routes around a plan of the classroom and program a floor robot to move in specified directions, including a right angled turn.
- Year 2 pupils identify a range of physical and human features of a park. They know the difference between a picture and a plan and successfully use grid references to locate features on the plan, using a key to identify them.
- Year 2 pupils study the coastal area of Porthcawl and successfully compare the geographical features with those of Pencoed. They investigate the physical and human features of the sea-side and compare them with those of their locality.
- Pupils have good awareness of the wider world. They can recognise cold and hot countries from photographs and books. Through their study of Japan, pupils describe similarities and differences between features of their own country with those in Japan, such as climate, homes, schools and physical features, including volcanoes.
- Good use is made of ICT to create maps, charts and graphs, following directions on plans, programming a floor robot to follow directions and the use CD-ROMs and the Internet to find information.

### **Shortcomings**

- There are no significant shortcomings.

### **Art**

Standards of achievement in KS1 are good and pupils, including those with special needs make good progress. Very good progress has been made since the previous inspection.

### **Good features**

- Pupils confidently explore the elements of line, colour, shape, pattern, texture and form and experiment with different art techniques including drawing, printing, batik, collage and clay work.
- Pupils explore paint and confidently use different brushes and techniques to paint and print effective patterns, self-portraits and paintings of fantastic creatures. They investigate paint mixing techniques with powder paint and name the primary colours; they explain clearly how they mix paint to produce secondary colours.
- Pupils explore printing using a variety of techniques with natural and man-made objects. Year 1 pupils investigate the work of William Morris and make close observations of repeated patterns in fabrics and wallpaper. They create their own designs to make patterns in preparation for printing their own wallpaper.
- Year 2 pupils investigate colour, shape and texture in a variety of fruit and observe patterns in cross sections of the fruit. They explore printing techniques and paint colours using the cross sections of fruit to print attractive borders. They confidently explore colour and pattern using a computer art program.

- Pupils make good progress in developing their observational drawing skills and produce good quality, detailed drawings of teddies, flowers, driftwood, pebbles and fruits using pencil, pencil crayon, pastel and paint. Year 1 pupils discuss the work of Van Gogh in preparation for drawing self-portraits. They use a computer toolkit to create self-portraits and they develop the theme by producing effective collage and clay models of faces.
- Pupils appreciate the work of famous artists from different times and cultures. Year 2 pupils study the work of Cezanne, in particular still-life paintings of fruit, and explore shapes and colours in a variety of fruit. They confidently use powder paints to mix colours which closely resemble the fruit colours. They make good observational drawings of cross sections of fruits using pencil and added pencil crayon colours with detailed marks and patterns. They make close observations of a still-life arrangement and make good, detailed drawings.
- In Year 1, pupils investigate Indian art with a visiting Indian artist, in particular batik wax resist and dye techniques. They carefully use a tjanting batik tool and melted wax to draw patterns on fabric flags which they subsequently place in different coloured dyes; they remove the wax with a hot iron to reveal the patterns. Pupils are proud of their attractive flags and display them around the classrooms and corridors.
- Year 2 pupils explore a printing technique whereby an image is drawn on sandpaper with wax crayon and ironed onto fabric to make interesting print designs.
- Pupils make good use of a sketch book to record observations, experiment with techniques and develop ideas.
- All pupils in the school contribute to the ‘community tree’ made of clay leaves which is displayed in the front entrance. Each pupil makes a leaf out of clay with their name written in the clay which is then glazed and fired at the local Ewenny Pottery.
- All pupils make very good use of drawing and graphic design computer systems to create designs and art work.

### **Shortcomings**

- There are no significant shortcomings.

### **Music**

Standards of achievement in KS1 are very good and pupils, including those with SEN, make very good progress. Standards have improved considerably since the previous inspection.

### **Good features**

- Pupils appreciate music and have a well balanced range of skills in composing, performing and appraising music.
- They confidently sing a wide variety of songs, hymns and rhymes in English and in Welsh, singing loudly or quietly as directed. They sing in tune with clear diction and appropriate attention to the quality of sounds. Pupils successfully sing in groups and some confidently sing solo parts.
- Pupils follow clapping patterns and body sounds and repeat them correctly, adapting to different rhythms. They can clap and play a range of instruments in time with the music, keeping a steady beat.
- Year 1 pupils have a very good understanding of pulse and rhythm and explain clearly the difference between the two elements. They listen carefully to taped music and know the difference between fast and slow sounds and march in time with the music. They choose appropriate instruments to accompany their singing and play them confidently, keeping a

steady beat. They listen attentively to ‘Hush-a-bye baby’ and ‘The grand old duke of York’; they join in with the singing, clap the rhythms in each song and explain clearly the differences in the rhythms. When performing chants, they clap the rhythms in the words and recognise repeating patterns.

- Year 2 pupils listen carefully to live harp music performed by a professional harpist. They learn how musical instruments were invented, leading to the history of the harp, how it is made and its link with Wales. They learn to sing the traditional Welsh song ‘Migildi Magildi’ to the harp’s accompaniment and successfully play a range of instruments in time with the music. They listen with much appreciation to a range of music played on the harp and watch with fascination as the instrument is played; they each enjoy their turn to play the strings. They appraise the music and clearly express their thoughts as to how the music makes them feel and the pictures it conjures up in their minds.
- Pupils make very good progress in developing their composition skills through the school. Year 1 pupils create, select and organise sounds in response to poems and stories. Year 2 pupils create sound stories and explore sound sources to illustrate traditional stories, such as ‘The three little pigs’. They use different methods of notation, including symbols and drawings, to record their compositions and follow these when performing. They record their performances on tape and evaluate the effectiveness of their own compositions.
- Pupils have very good listening and appraisal skills. Year 1 pupils listen to contrasting pieces of music and clearly express their thoughts as to whether the music makes them feel happy or sad. They appreciate the music played in assemblies, in the front entrance and in other part of the school. They particularly enjoy listening to live performances, including the visiting harpist and the Welsh Brass Trio.
- Pupils successfully perform at eisteddfodau and musical performances enhance assemblies, church services, community events and school productions. The extra-curricular recorder club succeeds in enhancing pupils’ musical skills.

### **Shortcomings**

- There are no significant shortcomings.

### **Physical education**

Standards of achievement in KS1 are good and pupils, including those with SEN, make good progress. Standards have improved since the previous inspection.

### **Good features**

- All pupils understand the necessity for warm-up activities and explain clearly the beneficial effects of exercise on body fitness and general health. They understand the changes in the rate of their heartbeat and the reasons for the warming up and cooling down elements of lessons.
- Pupils have a good awareness of space, moving at different levels and directions. They listen attentively and follow instructions appropriately. They listen carefully to the beats on an instrument to perform movements. They move in a variety of ways, such as running, skipping, jumping and hopping at different levels and varying directions of travel.
- Year 1 pupils listen carefully to the animal songs on tape and mime animal movements at different levels, such as a snake, tortoise and stork. They develop their movements to

perform a sequence, changing from low, to medium, to high levels. They evaluate each other's movements and offer suggestions for improving them.

- Year 2 pupils explore balancing skills. They find different ways of balancing on one or two parts of the body. They have good body awareness and demonstrate different balancing postures. Working in pairs, pupils successfully mirror each other's balances. They demonstrate their balances to the class and evaluate them. Pupils develop these balances, use them in a sequence of movements and confidently transfer the sequence to work on the apparatus
- During dance, pupils move with confidence in time to music and create dance sequences and movement patterns. Year 2 pupils listen with appreciation to the taped song 'Singing in the rain' and create movements to illustrate the song. They use different pathways, turns and various ways of travelling, such as strolling, walking, leaping and jumping in and around imaginary puddles. They move appropriately to the beat of a tambourine showing good use of space. Pupils in half the class at a time perform their movements whilst the other half make sensible evaluations of their work and offer suggestions for improvement.
- Good opportunities are provided for pupils to develop physical skills through outside games and taking part in extra-curricular clubs such as keep-fit.

### **Shortcomings**

- There are no significant shortcomings.

## **Religious education**

Standards of achievement in KS1 are good and pupils, including those with SEN, make good progress. Standards have improved since the previous inspection. The school follows the locally agreed syllabus.

### **Good features**

- During collective worship pupils sing tunefully, with enthusiasm and meaning. They respond appropriately to opportunities for silent reflection and prayers and write their own simple prayers of celebration.
- Pupils are developing appropriate knowledge and understanding about aspects of religious belief, practice and lifestyle. They have an increasing understanding of Christian festivals with special reference to worship and celebration.
- Visits to local places of worship make a significant contribution to pupils' understanding of differences in people's beliefs. They make visits to a chapel and a church in the village and to the Synagogue in Cardiff, then compare the buildings and associated artefacts.
- Opportunities for role-play in a Christening and Wedding give pupils an in-depth understanding of the different aspects of the ceremonies in the Christian church.
- In studying aspects of another religion, including their ceremonies and festivals, pupils are learning to respect and understand the similarities and differences between cultures. They are aware that the Christian and Jewish faiths have their own special books, stories, ceremonies and festivals.
- In the development of awareness of life experiences, pupils are able to talk about aspects of their own lives that are important to them. They develop a sense of what is right and wrong from messages in stories from the Bible and from stories with a moral message.
- Older pupils identify places at home and in school that are special and suggest ways to look after the environment.

- Pupils are beginning to organise and record their work in a variety of appropriate ways, through drawing, writing and use of ICT.

### **Shortcomings**

- Pupils' written work is very limited and its presentation is often hurried and untidy.

## **8. SCHOOL IMPROVEMENT**

### **8.1 Progress since the last inspection**

The school was inspected in 1997 and produced an action plan to address the key issues; all have been implemented except the health and safety issues with regard to the toilet block and the safety barrier outside the school gate.

#### **Key Issue 1**

##### **Improve standards in information technology, art and music.**

- School self-evaluation 2003: A new co-ordinator was appointed for ICT and all computers were replaced. All staff have received training and the interactive whiteboard is being used through the school. A new scheme of work is in place.
- Art and music schemes of work have been updated and new co-ordinators appointed. Portfolios of exemplar work are being developed in all subjects.
- The current inspection found that considerable progress had been made in improving standards in these subjects. Standards of achievement are now very good in ICT and music and good in art.

#### **Key Issue 2**

##### **Attend urgently to issues of health and safety.**

- School self-evaluation 2003: The school has been redecorated and areas of damp have been treated. All exterior doors are now secure. The surface of the playground needs attention and this is a target in the current SDP. The floor surface of the toilet areas needs attention and the toilets need replacing. The school has applied for capital funding to rectify these problems. An enclosed, designated outdoor play area has been provided for the under-fives. Chairs are now stored more safely. The County Highways Department will not allow safety barriers to be erected outside the school.
- The current inspection found that the health and safety issues had been addressed, except for the toilets and the safety barrier. There was concern about the risk to health and safety to pupils with regard to condition of the KS1 toilet block and this is a key issue for action.

#### **Key Issue 3**

##### **Ensure that sufficient, appropriate learning resources and training are made available and the deployment of staff is efficient.**

- School self-evaluation 2003: The provision of learning resources and staff training has improved. Teachers and support staff are deployed according to the needs of pupils.
- The current inspection found that the adequacy and quality of learning resources are good and the professional development of staff is very good. Teachers and support staff are very well deployed.

#### **Key Issue 4**

##### **Develop coherent, cohesive and manageable systems of assessment and recording.**

- School self-evaluation 2003: The deputy head is now responsible for assessment and recording. A system of summative recording has been adopted, standardised tests are used and a pupil tracking system is in place. Full use is made of relevant assessment data when preparing quantitative targets.
- The current inspection found that there are very good systems of assessment and recording which are used to promote high standards.

#### **Key Issue 5**

##### **Ensure suitable programmes of work are planned for all pupils.**

- School self-evaluation: Schemes of work are in place for all subjects, with units of work for medium-term planning. Pupils with SEN have IEPs with specific targets for improvement.
- The current inspection found that the quality of lesson planning is very good and work is very well differentiated to cater for the needs of all pupils, including those with SEN who have IEPs with clear achievable targets.

#### **Key Issue 6**

##### **Include measurable targets for improvement in the SDP.**

- School self-evaluation: Targets for improvement in the core subjects are included annually in the SDP. There are targets for year groups including a profile of the cohort of pupils involved.
- The current inspection found that targets in the SDP are the result of careful monitoring and evaluation procedures and are focused on improving standards.

#### **Key Issue 7**

##### **Closely focus monitoring procedures on improving standards and quality of provision.**

- School self-evaluation 2003: Monitoring procedures are focused on improving standards. Staff discuss ways forward and readily adopt suggestions.
- The current inspection found that monitoring procedures are thorough and focus on specific areas for improvement.

#### **Key issues for action**

In order to build on the good standards achieved by the pupils and to improve aspects of provision, the school needs to:-

- improve standards of achievement in writing across the curriculum and in areas of subjects where there are minor shortcomings;
- address the health and safety concerns with regard to the unsanitary condition of the KS1 toilet block.

These issues are addressed in the current SDP.

#### *Acknowledgement*

*The registered inspector and team wish to thank the governors, headteacher, staff and pupils for their co-operation and courtesy before and during the inspection.*

## APPENDIX

### A. Basic information about the school

Name of School	Pencoed Infants School
School type	Infant
Age -range of pupils	3-7
Address of school	Penprysg Road Pencoed Bridgend
Post-Code	CF35 6RH
Telephone Number	01656 860286

Headteacher	Mrs L Griffiths
Date of appointment	December 1996
Chair of Governors/ Appropriate Authority	Cllr. Mrs L Davies
Registered Inspector	Mrs M E Evans
Dates of inspection	23-26 February 2004

### B. School data and indicators

<i>Number of pupils in each year group</i>									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	24	54	48	66					192

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	8	0	8

<i>Staffing information</i>	
Pupil:teacher (fte) ratio (excluding nursery and special classes)	28:1
Pupil:adult (fte) ratio in nursery classes	12:1
Pupil:adult (fte) ratio in special classes	3:1
Average class size, excluding nursery and special classes	27
Teacher (fte) : class ratio	1.1:1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
	R	KS1	KS2	Whole School
Term 1	90	94		92
Term 2	91	94		93
Term 3	91	91		90

Percentage of pupils entitled to free school meals	13
Number of pupils excluded during 12 months prior to inspection	1

## C. Results of National Curriculum assessments and public examinations

### END OF KEY STAGE 1: 2003

National Curriculum Assessment KS 1 Results: 2003			Number of pupils in Y2: 55				
Percentage of pupils at each level (including pupils from the SEN class)							
			D	W	1	2	3
ENGLISH:	Teacher Assessment	School	0	2	22	55	22
		National	0	4	14	63	20
EN: Reading	Teacher Assessment	School	0	2	24	45	29
		National	0	4	14	55	27
EN: Writing	Teacher Assessment	School	0	11	15	71	4
		National	1	5	14	69	11
EN: Speaking and listening	Teacher Assessment	School	0	2	18	53	27
		National	0	3	12	63	22
MATHEMATICS	Teacher Assessment	School	0	2	20	58	20
		National	0	2	11	63	24
SCIENCE	Teacher Assessment	School	0	0	15	58	27
		National	0	2	10	66	22

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school:	71	In Wales:	79

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

### END OF KEY STAGE 1: 2003

National Curriculum Assessment KS 1 Results: 2003			Number of pupils in Y2: 52				
Percentage of pupils at each level (excluding pupils in the SEN class)							
			D	W	1	2	3
ENGLISH:	Teacher Assessment	School	0	0	19	58	23
		National	0	4	14	63	20
EN: Reading	Teacher Assessment	School	0	0	15	56	29
		National	0	4	14	55	27
EN: Writing	Teacher Assessment	School	0	6	15	75	4
		National	1	3	20	65	11
EN: Speaking and listening	Teacher Assessment	School	0	0	21	48	31
		National	0	3	12	63	22
MATHEMATICS	Teacher Assessment	School	0	0	17	62	21
		National	0	2	11	63	24
SCIENCE	Teacher Assessment	School	0	0	10	61	29
		National	0	2	10	66	22

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school:	75	In Wales:	79

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

## **D. Evidence base of the inspection**

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

Before the inspection:

- meetings were held with the headteacher and staff, the governing body and with the parents; 17 parents attended the pre-inspection meeting;
- questionnaires were distributed to all parents and the 65 completed questionnaires were analysed; the inspection team took note of the results, including a further 11 additional submissions;
- a scrutiny was made of school documentation.

During the inspection:

- evidence of lessons observed was based on approximately 33 hours of inspecting 60 lessons across the age groups;
- other observations included assemblies, registration, extra-curricular activities and lunch and play times;
- discussions were held with the headteacher, class teachers, support staff and non-teaching staff about their roles and responsibilities;
- discussions were held with pupils about aspects of their work and life in school; inspectors listened to a representative sample of pupils read;
- a scrutiny was made of a sample of pupils' work from each year group as well as work in the classrooms and on display around the school.

After the inspection:

- meetings were held with the headteacher, the staff and the governing body to provide oral feedback on the inspection findings.

## E. Composition and responsibilities of the inspection team

Inspector	Type	Subject Responsibilities	Aspect Responsibilities
Mrs M E Evans	Registered Inspector	English; mathematics; Welsh second language; geography; music; art; physical education.	main findings; standards of achievement; standards in key skills; quality of teaching; curriculum; SEN; quality of self-evaluation; leadership and efficiency; progress since the last inspection; key issues for action.
Mrs C Llewellyn	Team Inspector	Under-fives; science; design and technology; information technology; history; religious education.	pupils' spiritual, moral, social and cultural development; assessment, recording and reporting; support, guidance and pupils' welfare; staffing, accommodation and learning resources.
Dr M Snow	Lay Inspector		attendance; behaviour and attitudes; partnership with parents and the community; partnership with industry.

# **SUMMARY REPORT FOR PARENTS**

**INSPECTION UNDER SECTION 10 OF  
THE SCHOOL INSPECTION ACT 1996**

**PENCOED INFANTS SCHOOL  
PENPRYSG ROAD  
PENCOED  
BRIDGEND  
CF35 6RH**

School Number: 672/2214

Date of Inspection: 23-26 February 2004

**By**

**Mrs M E Evans**  
Registered Inspector W202/78828

Under Estyn contract number: T/106/03P

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Pencoed Infants School was inspected as part of a national programme of school inspection. The purpose is to identify strengths and weaknesses 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 children's schools. 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 Pencoed Infants School took place between 23-26 February 2004. It was undertaken by an independent team of three inspectors, led by Mrs M E Evans. The inspection was commissioned by Estyn, a department of central government.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the efficiency with which financial resources were used and the contribution made by the school to its pupils' spiritual, moral, social and cultural development.

## Basic information about the school

Name of School	Pencoed Infants School
School type	Infant
Age -range of pupils	3-7
Address of school	Penprysg Road Pencoed Bridgend
Post-Code	CF35 6RH
Telephone Number	01656 860286

Headteacher	Mrs L Griffiths
Date of appointment	December 1996
Chair of Governors/ Appropriate Authority	Cllr. Mrs L Davies
Registered Inspector	Mrs M E Evans
Dates of inspection	23-26 February 2004

<i>Number of pupils in each year group</i>									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	24	54	48	66					192

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	8	0	8

<i>Staffing information</i>	
Pupil:teacher (fte) ratio (excluding nursery and special classes)	28:1
Pupil:adult (fte) ratio in nursery classes	12:1
Pupil:adult (fte) ratio in special classes	3:1
Average class size, excluding nursery and special classes	27
Teacher (fte) : class ratio	1.1:1

## **CONTEXT**

### **The school and its priorities**

Pencoed Infants School is a local authority maintained school which serves the small town of Pencoed and the village of Werntarw, near Bridgend. The school caters for pupils aged from three to seven. In addition, there is a special needs observation class for up to eight pupils with Special Educational Needs (SEN) and the Bridgend resource centre for pupils with visual impairment (VI) is located at the school. Children are admitted to the nursery class at the beginning of the school year in which they are four. The numbers of pupils on roll over the last three years have remained constant, although there is frequent movement of families to and from the area. There are 192 pupils on roll, including the full-time equivalent of children who attend the nursery on a part-time basis. Approximately 99 per cent of pupils are from English speaking homes and the remainder are from ethnic minority groups; one pupil is learning English as an additional language. There are no pupils from Welsh speaking homes and Welsh is taught as a second language. The school's mission statement is 'to provide a safe, happy and secure environment, where everyone feels valued, experiences success and is able to achieve his/her full potential'.

The school considers its catchment area to be mainly neither prosperous nor economically disadvantaged. A minority of pupils is drawn from economically disadvantaged areas; 13 per cent of the pupils are registered as being entitled to receive free school meals. The nature of the intake is neither advantaged nor disadvantaged and comprises the full range of ability. There are 84 pupils (44 per cent) on the school's SEN register, including one pupil with a statement of SEN. Seven pupils attend the SEN class and two pupils attend the VI centre. Baseline assessments are undertaken on entry to the nursery class and results indicate a below average attainment for a significant number of children.

The school was last inspected in 1997 and produced a post-inspection action plan to improve curriculum provision and pupils' standards of achievement. Most of the targets in the current School Development Plan (SDP) have been met. The focus for the year will be to:

- raise pupils' standards of achievement in literacy, numeracy, science and information and communications technology (ICT);
- improve the quality of educational provision for pupils with SEN;
- develop systems for monitoring standards towards self-evaluation;
- develop performance management systems;
- improve the quality of assessment, recording and reporting procedures;
- improve the school environment both inside and outside.

The school's analysis of its National Curriculum (NC) Assessment results and comparative data is the basis for target setting to improve standards.

The Basic Skills Agency 'Quality Mark' was awarded to the school in November 2003.

The 'Healthy Schools Award' was presented to the school in 2003.

## The main findings of the report

Pencoed Infants School is a good school and has made outstanding progress since the previous inspection. The school is committed to improving the quality of teaching and learning in order to raise standards. The headteacher provides inspiring, caring leadership and is ably supported by the deputy and the staff who work well as an effective team.

### Educational standards achieved in subjects and areas of learning

- Of the 60 lessons observed, pupils' standards of achievement were very good in 15 per cent, good in 82 per cent and satisfactory in three per cent.
- The educational standards achieved by children under five are good. The overall quality of the educational provision for children under five is appropriate to their needs and they make very good progress towards the Desirable Outcomes for Children's Learning.
- Standards in the six areas of learning are as follows:

	Nursery	Reception
Language, literacy and communication skills	Good	Good
Personal and social development	Very good	Very good
Mathematical development	Good	Good
Knowledge and understanding of the world	Good	Good
Physical development	Very good	Good
Creative development	Very good	Very good

- Pupils' standards of achievement in the NC subjects and religious education in KS1 are as follows:

English	Good
Mathematics	Good
Science	Good
Welsh second language	Good
Design and technology	Very good
Information technology	Very good
History	Good
Geography	Good
Art	Good
Music	Very good
Physical education	Good
Religious education	Good

- Pupils' standards of achievement are good overall in English. They achieve good standards in speaking skills; their listening skills are very good and they listen attentively with interest and concentration. They achieve good standards in reading and satisfactory standards in writing; their skills in extended writing are underdeveloped.

- Standards are good in mathematics. Pupils make good progress in developing competence in number and understanding of mathematical concepts. In science, standards are good and pupils make good progress in developing scientific enquiry and investigative skills.
- The school has made considerable progress since the previous inspection in improving standards in the foundation subjects and religious education. Standards in ICT and music were unsatisfactory and are now very good, as is design and technology. Standards in art have also improved from being unsatisfactory to good. Standards in those subjects which were previously satisfactory have improved and are now good.
- The school's 2003 NC assessment results do not reflect the high standards achieved during the inspection in English and mathematics due to the large proportion of pupils with SEN (49 per cent) who were assessed in the 2003 cohort and were receiving learning support.
- Pupils' standards and progress in key skills across the curriculum are good overall. Children under five make very good progress in developing key skills. In KS1, standards achieved in literacy skills are good overall. Pupils achieve good standards in speaking skills and very good standards in listening skills which are used effectively in all areas of the curriculum. The use of reading skills in different subjects is good; writing skills are satisfactory; the use of extended writing across the curriculum is underdeveloped. Their use of a range of ICT skills for different purposes is very good and succeeds in supporting learning in several subjects.

#### **Ethos of the school**

- The provision for pupils' spiritual, moral, social and cultural development is very good. The high standards in values, beliefs and spiritual awareness promoted by the school reflect the caring ethos which is evident in all aspects of school life. Pupils' moral and social development is very good and there is a clear understanding for the need for positive attitudes and mutual respect. Pupils appreciate the culture and heritage of Wales as well as other cultural traditions.
- Pupils' behaviour and their attitudes to learning are very good and have a positive effect on standards achieved and the quality of life in school. There are very good arrangements for promoting good behaviour and social development.
- Levels of attendance are satisfactory; the school is rigorous in monitoring and following up absences. Punctuality at the start of the school day and individual lessons is good.

#### **Quality of education**

- The quality of teaching was very good in 23 per cent of lessons observed, good in 72 per cent and satisfactory in five per cent. Teachers have a secure knowledge and understanding of the subjects and areas of learning they teach. They have high expectations of pupils' learning and use a range of teaching techniques and strategies to interest and engage pupils. Lesson planning is very good and identifies clear learning objectives, which are shared with the pupils. Work is very well differentiated to ensure that the needs of each individual pupil are catered for.
- The quality of assessment, recording and reporting is very good. There are very effective systems for assessing and recording pupils' achievements which are used well to plan the next stage of learning. The school analyses assessment data meticulously and identifies areas which need further improvement. The quality of

reports to parents is very good; they provide detailed information on pupils' progress and are much appreciated by parents.

- Curriculum provision is very good and is totally inclusive. The quality of the curriculum for children under five is very good and promotes the Desirable Outcomes in all areas of learning. In KS1, the schemes of work in each subject are very effective in providing for progression and continuity in pupils' learning. The quality of whole school planning for the teaching of key skills is good and systems are developing well. Key skills are incorporated at each stage of the planning process. The quality of provision for promoting personal and social education is very good. Pupils experience a very good range of educational visits and extra-curricular activities, including keep-fit, board games, craft and music clubs.
- The quality of educational support and personal guidance for pupils' welfare is very good. The school ensures that all pupils, including those with SEN, are equally valued and their needs and progress are carefully monitored. There are very good procedures for promoting equality and the well-being, health and safety of pupils. However, despite the best efforts of the school, the condition of the toilets in the KS1 building constitutes a threat to health and safety and a persistent unpleasant odour permeates the building.
- The quality of provision for pupils with SEN is very good in the SEN class, the VI centre and in mainstream school. Pupils make very good progress towards the targets set in their individual education plans (IEPs) and achieve good standards in line with their level of ability. Pupils respond very well to the inclusive nature of the school and to the support provided.
- Partnerships between the school and parents, the community, schools and other institutions are very good. Parents are well informed about the activities of the school and, together with the community, play an important part in promoting high standards. The school's partnership with industry is good and has a positive impact on pupils' standards.

### **Management**

- The quality of self-evaluation and planning for improvement is very good. There is an effective culture of self-evaluation, ranging from pupils' involvement in setting their own targets for improvement, to staff and governors' evaluation of the quality of teaching and learning in order to raise standards. There are effective procedures for evaluating and monitoring progress towards agreed targets for improvement.
- The quality of leadership and management of the school is very good. The school's aims and values promote a caring ethos and include a commitment to equality of opportunity for all which is reflected in its work. The headteacher provides inspiring, caring leadership and ensures a clear sense of purpose and direction for the school.
- The governing body is very supportive of the school and effectively fulfils its statutory obligations. The governors are fully involved in the work of the school and have formal curricular links with subject co-ordinators in order to monitor provision and standards of achievement.
- The school manages its resources extremely efficiently and budget planning reinforces the aims of the school, ensuring very good value for money. The school's monitoring and self-evaluation procedures are effective in identifying areas for development and training needs of staff. Targets for improvement are set

and are incorporated into the SDP which is an effective working document for prioritising areas for improvement over a three year period.

- The overall provision for staffing, accommodation and learning resources is good. There are an appropriate number of teachers and support staff who are very well deployed. Support staff are highly committed and provide very good support, especially for pupils with SEN. The provision and quality of resources are good and staff and pupils make effective use of all available books, materials and equipment.
- The school has suitable accommodation for the number of pupils on roll. The quality of the accommodation is good and is enhanced by good quality displays. Good use is made of all available space to provide an attractive working environment for pupils. However, there are concerns about the unsanitary condition of the KS1 toilet block.
- Since the last inspection, the school has made very good progress and has met the targets set in the action plan, which addresses the key issues from the previous inspection report. The school has successfully:-
  - improved standards in ICT, art and music;
  - improved resources and staff development;
  - improved monitoring procedures in order to raise standards;
  - improved systems of assessment and recording;
  - improved quality of planning for all pupils, including IEPs for those with SEN;
  - improved the SDP to include measurable targets for improvement;
  - addressed most of the health and safety issues; a safety barrier outside the school gates has not been erected and the toilets issues require attention.

## **KEY ISSUES FOR ACTION**

In order to build on the good standards achieved by the pupils and to improve aspects of provision, the school needs to:-

- improve standards of achievement in writing across the curriculum and in areas of subjects where there are minor shortcomings;
- address the health and safety concerns with regard to the unsanitary condition of the KS1 toilet block.

These issues are addressed in the current SDP.

The governing body is responsible for drawing up an action plan within 40 working days (or 45 working days where a translation is necessary) of receiving the report, showing what the school is going to do about the issues. This action plan, or a summary of it, will be circulated to all parents at the school.

### *Acknowledgement*

*The registered inspector and team wish to thank the governors, headteacher, staff and pupils for their co-operation and courtesy before and during the inspection.*