

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

**Penygarn Infant School
Penygarn Road
Torfaen
Pontypool
NP4 8JR**

School Number: 6782127

Date of Inspection: 28/11/05

by

**Sheelagh Margaret Barnes
78732**

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The purpose of Estyn is to improve quality and standards in education and training in Wales. Estyn is responsible for inspecting:

- * nursery schools and settings maintained or used by local education authorities (LEAs);
- * primary schools;
- * secondary schools;
- * special schools;
- * pupil referral units;
- * independent schools;
- * further education;
- * adult community-based learning;
- * youth support services;
- * LEAs;
- * teacher education and training;
- * work-based learning;
- * careers companies; and
- * the education, guidance and training elements of Jobcentre Plus.

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Publication Section

Estyn

Anchor Court

Keen Road

Cardiff

CF24 5JW or by email to publications@estyn.gsi.gov.uk

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Penygarn Infant School was inspected as part of a national programme of school inspection. The purpose of inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents information about the performance of their child's school.

The inspection of Penygarn Infant School took place between 28/11/05 and 30/11/05. An independent team of inspectors, led by Sheelagh Margaret Barnes undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

"There are three types of inspection.

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

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

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

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

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

This school received a standard inspection."

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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Context

The nature of the provider

1. Penygarn Infant School is situated on the outskirts of Pontypool in Torfaen. The 174 boys and girls who attend come from homes nearby in the areas of Penygarn and Trevethin. They are organised into five classes and a nursery. Virtually all of the pupils speak English at home. The area around the school is one of high levels of unemployment and there is a significant amount of anti-social behaviour in the vicinity, such as vandalism, which affects what the school can provide. Just under half (46 per cent) of the pupils are eligible for free school meals. Seven are 'looked after' by the local authority. The number of pupils on the school's register of special educational need is broadly average. A recent social audit indicated a significant proportion of adults in the area with limited literacy and numeracy skills. Children starting in the nursery have levels of attainment that are generally well below those expected for their ages, particularly in their communication skills.

The school's priorities and targets

2. The school has an appropriate set of aims, which thread through the school day and are reflected in all areas of school life:
3. Aims and Objectives
 1. To provide a warm, caring, stimulating environment in which pupils of all abilities can achieve their full potential and develop their particular talents.
 2. To help all pupils develop skills and attitudes necessary to progress through school and into society.
 3. To lead pupils to be aware of their place in the modern world and to develop a sense of responsibility, tolerance and consideration for others and the environment.
 4. To develop skills in literacy so that pupils are able to:
 - Communicate through speech clearly and confidently and listen with understanding;
 - Read fluently and accurately with understanding, expression and preference of style and content;
 - Express their thoughts in written form with a legible style of handwriting and with satisfactory standards of spelling, grammar and punctuation.
 5. To develop the skills of numeracy and problem solving so that they may be applied in a variety of situations in school, at home and in the community at large.

6. To develop basic scientific skills and the ability to investigate problems and find and analyse solutions.
 7. To be able to understand and apply the process and skills involved in design and technology and to be familiar with the use of information technology across the curriculum.
 8. To be aware of geographical, historical and social aspects of both their local environment and their national and cultural heritage.
 9. To develop aesthetic appreciation and skills through programmes of study in creative arts of their own and other cultures.
 10. To develop physical co-ordination and agility through physical recreation, games and other physical activities.
 11. To develop respect and understanding of Christianity and other religions and appreciate moral and social values.
 12. To encourage pupils to develop skills of perseverance, self-motivation, self-discipline and acceptable behaviour.
4. The school has identified raising standards in basic skills, developing pupils' self-esteem and confidence in life skills, raising staff and professional development and engaging parents in their children's learning as major foci for the forthcoming year.

Summary

5. Penygarn Infants is a good school and is well regarded both by parents and the community. Pupils achieve good standards both academically and in their personal development in relation to their starting points. The head teacher provides good leadership for the school.
6. The school has made good progress since the last inspection when in addressing the key issues identified in that report and in maintaining the high standards noted at that time.
7. The inspection team agrees with the school in five of the seven key questions for this inspection. The inspection team judged the school to have underestimated its performance in key question four. This is judged to be good with outstanding features and so is a Grade 1. In key question seven the inspection team judge the quality to be better than the Grade 3 the school estimated it to be and to be good with no significant shortcomings and so a Grade 2.

Table of grades awarded

| Key question | Inspection grade |
|--|------------------|
| 1 How well do learners achieve? | 2 |
| 2 How effective are teaching, training and assessment? | 2 |
| 3 How well do the learning experiences meet the needs and interests of learners and the wider community? | 2 |
| 4 How well are learners cared for, guided and supported? | 1 |
| 5 How effective are leadership and strategic management? | 2 |
| 6 How well do leaders and managers evaluate and improve quality and standards? | 3 |
| 7 How efficient are leaders and managers in using resources? | 2 |

Subjects and/or Areas of Learning For Under-fives

| | |
|--|---|
| Language, literacy and communication | 2 |
| Personal and social development | 2 |
| Mathematical development | 2 |
| Knowledge and understanding of the world | 2 |
| Creative development | 2 |
| Physical development | 2 |

8. The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning.

9. While attainment on entry covers the full spectrum of ability, early assessments by the school indicate that for many children attainment on entry is well below average. This is particularly evident in speech and language skills.
10. Children in the nursery and reception class make good progress overall, in developing their key skills. They make good progress in their personal and social development. They listen well and make good progress in developing their vocabulary and speaking skills. By the end of reception they are starting to recognise simple, familiar words and are beginning to write. Most reception pupils recognise number up to ten and many count reliably. Children have good keyboard skills and control a mouse well. They are well prepared for the next stage of their education.

Grades for standards in subjects inspected

11. Standards of achievement are good with no important shortcomings.

| Inspection Area | |
|-------------------|---|
| Under 5s | 2 |
| English | 2 |
| Science | 2 |
| Design technology | 2 |
| Art | 2 |
| Music | 2 |

12. Pupils' standards of achievement during lessons seen during the inspection in the areas of learning and subjects inspected are as follows:

| Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|---------|---------|---------|---------|---------|
| 4% | 87% | 9% | 0 | 0 |

13. Pupils throughout the school achieve good standards in their knowledge, understanding and skills in relation to their standards on entry. Pupils make good progress in lessons in all subjects inspected. They build on their knowledge and skills effectively. Boys and girls from all groups achieve, and on occasion exceed, the challenging targets the school sets for them, regardless of their backgrounds. Pupils with special educational needs achieve well. Trends in performance are good and the performance of boys has improved year-on-year as a result of a particular focus by the school.
14. Statistics for 2005 show that the percentage of pupils achieving level 2 and above in National Curriculum teacher assessments is below the average for Wales when compared with schools in the same free school meal (FSM) Band of 41 to 48 per cent. In English, the school is just above the lowest twenty five per cent. In mathematics the school is in the bottom fifty per cent but above the lowest twenty five per cent and in science the school is just in the lower fifty per cent.

15. The core subject indicator of amalgamated scores in English, mathematics and science for the school is in the bottom fifty per cent but well above the lowest twenty five per cent. When compared with local benchmarks, however, boys performed well in English, mathematics and science and girls' performance was just below the average in all three of these core subjects. Apart from the performance of girls in English, the results in all subjects were higher than the school had predicted. When compared with the baseline assessments carried out for children under five, the school is seen to be performing well with an increasing number of pupils achieving the higher level 3.
16. Statistics for the last four years show that, following a drop in 2003, there has been a steady improvement in mathematics and science.
17. All pupils achieve overall good standards in their key skills. Across the key stage pupils display good listening skills and show increasing progress in their reading and writing skills. Younger pupils' communication skills are limited, but at the end of key stage 1 significant progress has been made. Pupils' progress in bilingualism is adversely affected by their delay in language development generally. Pupils are skilful in their use of information technology to support their learning.
18. There are good levels of behaviour in all classes. Pupils make good progress in their personal, moral and social development. They know the difference between right and wrong and are considerate of the beliefs of others. Spiritual and cultural development is fostered effectively and assemblies make a very positive contribution to pupils' understanding of equality and respect for diversity.
19. Pupils are keen to attend school, but a few are consistently late arriving. They value the rewards given for 100 per cent attendance. Attendance of compulsory school age children during the three terms preceding the inspection was 92 per cent, which despite the best efforts of the school to encourage good and timely attendance, is lower than the national average for primary schools in Wales. Sickness and holidays account for most authorised absences. Unauthorised absence is less than 0.1 per cent.

The quality of education and training

20. The quality of teaching is good. Teachers have a good knowledge of the areas they teach. Planning is thorough and effective. It takes good regard of what pupils already know and can do. Assessment is used very effectively when planning lessons and pupils are kept well informed of the aims of each lesson and what their own next targets are. As a result, they have good levels of understanding for their age, of how well they are doing and what they need to do to improve. Support staff make a very positive contribution to pupils' learning. This is particularly the case for pupils with special educational needs.

21. Teachers continually focus on the development of pupil language. Pupils' bilingual skills are encouraged by teachers, but they are not yet an integral part of the school's practice. As a result, pupils do not make as much progress in bilingualism as they could in some lessons.
22. The school makes good curricular provision that is progressive and appropriately differentiated to meet pupils' needs and interests, including pupils with special educational needs. A wide range of opportunities is provided for pupils to achieve recognition and accreditation from within the school such as certificates of merit, awards for good behaviour and teacher awards.
23. The curriculum is enriched and broadened by a good range of extra-curricular activities and visits. In addition, a wide range of specialists and other visitors make visits to school. Pupils' learning is enriched by effective partnerships with these and other providers.
24. The development of the key skills of literacy, numeracy and information and communication technology (ICT) is very well woven into their whole curriculum experience. The school provides very high quality personal support and guidance to pupils and their families. There is a structured programme of personal and social education in place and the relevant policies outline procedures and practice. Individual learning needs are effectively diagnosed at an early stage through a systematic process of assessment, target setting and review, which includes the child and his/her parents at all stages. Where appropriate, good levels of additional support are provided.
25. The school strongly promotes equality of access and opportunity for all and is robust in its efforts to tackle social disadvantage. All pupils, regardless of social background, gender, disability or ethnicity, are fully included in all school activities. Pupils' understanding of sustainability and global citizenship are well developed. They have a sound knowledge and understanding of recycling.
26. The school has established strong links with parents, the community and other schools and colleges. Industrial partnerships are very effective. The school benefits materially from its partnership with local businesses. It is proactive in developing a positive partnership with parents and carers in caring for, supporting and guiding their children and takes their views into consideration. Parents are supportive of the school's work and value its positive ethos.
27. The school provides a safe, caring and supportive environment for all pupils. It works hard and is effective in making pupils feel happy and valued. The very good relationships between children and their teachers, and between children themselves contribute to effective teaching and learning.
28. The head teacher and school clerk monitor attendance and punctuality effectively. There are systems of awards for good attendance that are appreciated by all pupils. Good day-to-day systems are in place to deal with any pupils who may become unwell throughout the day or who suffer an

accident. All staff have received first aid training and any incidents are recorded in the accident book. The procedures for delivering and collecting children have safety in mind and are reviewed regularly.

29. Health and safety issues are properly addressed. A whole school risk assessment and health and safety audit is carried out each year. There are clear procedures to ensure everyone's health, safety and welfare. The very effective child protection arrangements are well documented and known to all who work at the school. Child protection issues are meticulously recorded.

Leadership and management

30. The school has clear aims and objectives that are shared by the governors and all members of staff. The head teacher gives strong leadership to a team of teachers who also have a role as subject leaders. She gives clear direction and, as a result, the school is well-organised and day-to-day activities run smoothly.
31. The governing body meets all regulatory and legal requirements. They act as a critical friend to the school. The school takes good account of Welsh Assembly Government priorities. It has set realistic and achievable targets, which are known and supported by all members of the staff team. The effect of the whole school focus on assertive discipline techniques has resulted in significant improvement in pupils' behaviour. Good performance management systems are an integral part of the school's culture. Professional development is aligned to the school's development plan.
32. Subject leaders and members of the senior management team are well informed about school performance in their subject areas. However, the process in obtaining this information is largely informal.
33. The school completed a detailed and honest self-evaluation report as preparation for the inspection. The report draws upon a range of evidence in order to demonstrate its strengths and to identify areas in need of further development. The school has only recently established a formal process of self-evaluation.
34. The school employs a sufficient number of qualified staff for the number of pupils on roll. All staff have appropriate job descriptions and their professional development needs are regularly and carefully identified to reflect whole school priorities. The school is well served by all staff, including cooks, the caretaker and the cleaners. The full-time school clerk makes a valuable contribution to the smooth running of the school.
35. All pupils have access to the appropriate learning resources to meet the demands of the curriculum and individual learning needs. The school is well resourced in English, science, information technology, design and technology and art. However, there is a need to review music resources.

36. The accommodation is more than adequate for the number of pupils on roll. The main school building is bright and airy and provides a pleasant learning environment. Pupils' work is celebrated throughout the school in very high quality displays, which include photographic evidence of the pupils gainfully employed in a range of activities.

37. The school provides good value for money.

Recommendations

- R1 Develop pupils' speaking skills (especially their bilingual skills) throughout the curriculum and improve language fluency generally.
- R2 Develop the self-evaluation skills of middle managers.
- R3 Continue to improve pupils' attendance rates.

The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

Standards

Key question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings.

38. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
39. Pupils' standards of achievement during lessons seen during the inspection in the areas of learning and subjects inspected are as follows:

| Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|---------|---------|---------|---------|---------|
| 4% | 87% | 9% | 0 | 0 |

40. While attainment on entry covers the full spectrum of ability, early assessments by the school indicate that for many children attainment on entry is well below average. This is particularly evident in speech and language skills.
41. Children in the nursery and reception class make good progress overall, in developing their key skills. They make good progress in their personal and social development. They listen well and make good progress in developing their vocabulary and speaking skills. By the end of reception they are starting to recognise simple, familiar words and are beginning to write. Most reception pupils recognise number up to ten and many count reliably. Children have good keyboard skills and control a mouse well. They are well prepared for the next stage of their education.
42. Pupils throughout the school achieve good standards in their knowledge, understanding and skills in relation to their standards on entry. Boys and girls from all groups achieve, and on occasion exceed, the challenging targets the school sets for them, regardless of their backgrounds. Trends in performance are good and the performance of boys has improved year-on-year as a result of a particular focus by the school.
43. Statistics for 2005 show that the percentage of pupils achieving level 2 and above in National Curriculum Teacher Assessments is below the average for Wales when compared with schools in the same FSM Band of 41-48 per cent. In English, the school is just above the lowest twenty five per cent; in mathematics the school is in the bottom fifty per cent but well above the lowest twenty five per cent; and in science the school is just below the median.
44. The core subject indicator of amalgamated scores for the school is in the bottom fifty per cent, but well above the lowest twenty five per cent. When compared with local benchmarks, however, boys performed well in English, mathematics and science, and girls' performance was just below the average in all three of these core subjects. Apart from the performance of girls in English, the results in all subjects were higher than the school had predicted.

When compared with the baseline assessments carried out for the under-5s, the school is seen to be performing well with an increasing number of pupils achieving level 3.

45. Statistics for the last four years show that, following a drop in 2003, there has been a steady improvement in mathematics and science. The school is aware of the necessity to continue to work to improve standards in English and is taking appropriate action.
46. Pupils make good progress in lessons in all subjects inspected. They build on their knowledge and skills effectively, due to the consistently good teaching they receive. Assessment is used very effectively when planning lessons and pupils are kept well informed of the aims of each lesson and what their own next targets are. As a result, they have good levels of understanding for their age, of how well they are doing and what they need to do to improve.
47. All pupils achieve good standards in their key skills. Across the key stage pupils display good listening skills and show increasing progress in their reading and writing skills. Younger pupils' communication skills are limited, however, at the end of key stage 1 significant progress has been made. Pupils are skilful in their use of ICT to support their learning. Pupils' work together effectively in small and large groups throughout the school. Pupils' progress in bilingualism is adversely affected by their general delay in language development.
48. The combination of good behaviour management and good involvement in a range of practical, interesting and exciting tasks results in good levels of behaviour in all classes. Pupils make good progress in their personal and social development. They know the difference between right and wrong and are considerate of the beliefs of others. Spiritual and cultural development is fostered effectively and assemblies make a very positive contribution to pupils' understanding of equality and respect for diversity.
49. Pupils are keen to attend school, but a few are consistently late arriving. Attendance of compulsory school age children during the three terms preceding the inspection was 92 per cent, which despite the best efforts of the school to encourage good and timely attendance, is lower than the national average for primary schools in Wales. Children value the rewards given for 100 per cent attendance. Sickiness and holidays account for most authorised absences. Unauthorised absence is less than 0.1 per cent.
50. Pupils are interested in their lessons. They behave responsibly showing respect for equipment, for example, and also for the views of others. Little time is wasted as boys and girls from all groups apply themselves wholeheartedly to their learning. Levels of concentration are good and pupils develop a good capacity for remaining on task and giving the work their utmost effort. Pupils show an increasing level of independence in their work and feel their work is valued. They have good attitudes to learning and develop the skills necessary for lifelong learning. They are effectively prepared for participation in the workplace and the wider community.

The quality of education and training

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

Grade 2: Good features and no important shortcomings.

51. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
52. The quality of teaching in lessons seen was judged as follows:

| Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|---------|---------|---------|---------|---------|
| 4% | 83% | 13% | 0 | 0 |

53. The quality of teaching is good throughout the school. Teachers have high expectations of pupils, both in terms of their achievement and also of their behaviour. Good routines are established and as a result, relationships are good and pupils have positive attitudes to their work. They know what is expected of them and respond well to the good levels of challenge in their learning, concentrating well on what they are told.
54. Teachers' subject knowledge is good and this is particularly so in science. Lessons are planned effectively and teachers' confidence and knowledge of recent developments allows them to plan many first hand experiences that make learning interesting. For example, in science, pupils become actively involved in setting and testing their own theories as to why things happen such as devising experiments to test the stretchiness of different types of tights. They are given ample time to come to their own conclusions and to say what they think will happen. This has a positive effect on helping them to understand and remember what they have done.
55. Teachers plan well ensuring that good regard is taken of the previous levels of understanding of each pupil. Lessons have clear objectives which are understood by pupils and which follow on well from what they already know and can do. There are good levels of challenge for higher attaining pupils, coupled with good support for those who have special educational needs.
56. Teachers ensure that a wide range of methods are used effectively to keep pupils interested and on task. Sometimes work is done as a whole class, for example, and sometimes small groups work outside the classroom with a teacher or learning support assistant. This ensures equality of opportunity for pupils from all groups. Teaching assistants are prepared well for lessons and make a very positive contribution to supporting individuals and groups.
57. Across the key stage teachers continually focus on the development of pupil language. Pupils' bilingual skills are encouraged by teachers, but they are not yet an integral part of the school's practice. As a result, pupils do not make as much progress in bilingualism as they could in some lessons.

58. Assessment of pupils' achievements and progress across the curriculum is very good throughout the school. Teachers monitor and review the progress of individual pupils on a regular basis and they discuss their work with the pupils and set appropriate targets to ensure progress. They make very good use of their ongoing monitoring and review of individual progress to plan subsequent lessons and learning programmes.
59. Very good structures are in place for recording pupils' progress in relation to academic, personal and social targets. The school complies fully with statutory requirements regarding the assessment of pupils at the end of the key stage and the outcomes are reported appropriately to parents and carers.
60. Pupils are fully involved in the assessment process. They understand the purpose of assessment and play an active part in reviewing their own progress and setting targets for improvement. Pupils keep self-assessment sheets, which are moderated by class teachers and subject leaders together with the pupil to ensure accuracy of judgement. These regular consultations ensure pupils take ownership of their own progress by evaluating their past performance and setting new targets for improvement.
61. Parents and carers are kept fully informed of the progress of their children. Information is given verbally at consultation meetings with the class teacher twice a year and written reports are sent home annually. For the under-fives, all areas of the curriculum are reported. In key stage 1, National Curriculum subjects are reported as well as general progress and general comments. Written reports include a section for parents' comments but do not currently include the targets for improvement. The school is aware of the need to develop this further in order to comply with national guidelines. Parents have full access at all times to their children's records on application to the school thus ensuring compliance with the Freedom of Information Act.

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

Grade 2: Good features and no important shortcomings.

62. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
63. The school makes good curricular provision that is progressive and meets the needs of all pupils, including pupils with special educational needs. A wide range of opportunities is provided for pupils to achieve recognition and accreditation from within the school such as certificates of merit, awards for good behaviour and teacher awards.
64. The curriculum is broad, balanced, flexible and coherent and complies fully with National Curriculum requirements and the guidance of the code of practice for pupils with special educational needs (SEN).

65. Pupils' personal and social skills are effectively promoted throughout the school and the development of the key skills of literacy, numeracy and ICT is very well woven into their whole curriculum experience.
66. The curriculum is enriched and broadened by a range of extra-curricular activities such as visits to museums, shops, the library, the park and the local re-cycling facility. In addition, a wide range of theatre groups, instrumentalists, poets and artists make visits to school. These all work with the pupils to introduce new experiences. Pupils' learning is enriched by effective partnerships with other providers and other interested parties.
67. The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning.
68. Good provision is made for pupils' personal development including their spiritual, moral, social and cultural development. Plans are in place to form a school council, which will meet regularly to discuss matters of importance to the pupils and the school. Acts of collective worship enrich pupils' experiences and encourage them to reflect and explore their own feelings; they are well organised and positively reinforce the sense of the school as a community.
69. All legal and course requirements are being fully met. Pupils are given good opportunities to learn about Wales, however, *Y Cwricwlwm Cymreig* is not sufficiently apparent in all aspects of school life. The provision for developing pupils' bilingual skills has good features, which outweigh shortcomings.
70. Industrial partnerships are very effective. Occasionally craftsmen and artists have visited the school and demonstrated their skills. Other visitors include the community police officer, the fire service, road safety and nurse. They talk to children about their work and help them understand their place in the community. Visits and visitors successfully broaden pupils' (and teachers') experience and knowledge of the world of work and help in enhancing their personal development.
71. The school strongly promotes equality of access and opportunity for all and is robust in its efforts to tackle social disadvantage. All pupils, regardless of social background, gender, disability or ethnicity, are fully included in all school activities. The school operates a buddy system whereby year 2 pupils supervise and help younger pupils at playtimes and lunchtimes. Throughout the day, pupils work and play well together.
72. Pupils' understanding of sustainability and global citizenship are well developed. They have a sound knowledge and understanding of recycling through visits to the local recycling plant. In addition, the school has its own system of recycling and composting in which the children are actively involved.

73. Opportunities to support staff training and development through temporary teacher placements with outside organisations have not been exploited. The school has not yet established any formal arrangements with the Education in Business Partnership (EBP). The school benefits materially from its partnership with local businesses. Shops provide sponsorship and raffle prizes.
74. Opportunities for pupils to develop their entrepreneurial skills are being developed, but there is scope for further development. From the early years, children 'buy and sell' items in the classroom shop and begin to understand coinage and value. They enjoy imaginative role-play in the classroom shop and post office.
75. The school endeavours to lay the foundations of lifelong learning and community regeneration by involving pupils in activities and experiences that promotes self-reliance, responsibility and respect for others. Activities such as circle time, assemblies and pupils discussions help develop qualities such as kindness, truthfulness and forgiveness.

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

Grade 1: Good with outstanding features.

76. The findings of the inspection team are higher than the judgement made by the school in its self-evaluation report. There are a number of outstanding features in the way the school cares for, guides and supports its learners.
77. The school provides a safe, caring and supportive environment for all pupils. The school works hard and is effective in making pupils feel happy and valued. The very good relationships between children and their teachers, and between children themselves contribute to effective teaching and learning. When required, the school is quick to seek additional help and guidance from external agencies and ensures that parents and carers are fully involved in discussions about the care of their children.
78. The school is proactive in developing a positive partnership with parents and carers in caring for, supporting and guiding their children and takes their views into consideration. Parents have regular access to the staff and head teacher. Consultation evenings, newsletters and notice boards help inform parents of changes and developments. An effective home/school agreement operates.
79. The arrangements for introducing children into the nursery are good. Many of the children joining the nursery are already familiar with the school having previously attended the Penygarn playgroup or other pre-school activities held on site. Parents soon get to know each other and become familiar with the school and its staff. Children soon settle into the school's routines and make friends. Arrangements to settle pupils in who join at a later stage are equally good.

80. Registration periods are administered appropriately and efficiently and provide an opportunity to exercise knowledge and understanding of Welsh. The head teacher and school clerk monitor attendance and punctuality effectively. There are systems of awards for good attendance that are appreciated by all pupils. Most parents co-operate by informing the school if their child is unable to attend. The school constantly encourages parents to get their children to school regularly and on time, but still a few arrive late. The school takes appropriate action when and where necessary. Whenever assistance is required in dealing with issues of concern there is good support from the local education authority educational welfare service.
81. Good day-to-day systems are in place to deal with any pupils who may become unwell throughout the day or who suffer an accident. All staff have received first aid training and any incidents are recorded in the accident book. Pupils' contact details are regularly reviewed and updated and are accessible to all staff.
82. The procedures for delivering and collecting children have safety in mind and are reviewed regularly. The school caretaker oversees the main entrance and prevents vehicular traffic entering school as children arrive and leave. Access to the school during school hours is through the security controlled main entrance.
83. Health and safety issues are properly addressed. A whole school risk assessment and Health and Safety audit is carried out each year. Risk assessments are carried out before any visits are made. Electrical appliances and fire safety equipment are regularly checked. Fire drill is exercised each half term. There are clear procedures to ensure everyone's health, safety and welfare.
84. The very effective child protection arrangements are well documented and known to all who work at the school. The head teacher is the designated member of staff with special responsibility for child protection and she ensures staff all receive regular training to ensure they recognise possible signs and symptoms of child abuse. Child protection issues are meticulously recorded.
85. Pupils' understanding of diversity and the value of contributions made by others from a wide range of backgrounds and cultures are, relative to the school's location and their first-hand experiences, appropriate. All staff are aware of individual pupil needs and give highly appropriate support and guidance to ensure that each pupil is given equal opportunity.
86. All children in school share in all the school has to offer regardless of background or circumstance. Most pupils are well behaved in and around the school and this can be largely attributed to the strong moral and caring ethos supported by an effective system of rewards and sanctions. The simple school rules prominently displayed in classrooms are clearly understood and reinforced by the work of monitors and playground buddies. Teachers deal with minor behavioural difficulties quickly and effectively. In discussion pupils indicate that incidents of oppressive behaviour are rare, but understand the

necessity to report any such incidents to a responsible adult immediately. Arrangements to deal with oppressive behaviour, bullying and harassment or any kind are well organised and where necessary involve the parents. Although rare, these incidents are carefully recorded.

87. The school provides very high quality personal support and guidance to pupils and their families. There is a structured programme of personal and social education in place and the relevant policies outline procedures and practice.
88. Individual learning needs are effectively diagnosed at an early stage through a systematic process of assessment, target setting and review, which includes the child and his/her parents at all stages. Each child with additional learning needs has an individual education plan (IEP) with specific short-term targets, which are achievable and appropriate to needs. The very good SEN policy outlines all procedures and actions to be taken by staff at all stages.
89. Where appropriate, good levels of additional support are provided and learning activities are structured and differentiated to meet individual needs. Teachers use a good range of appropriate strategies and lesson objectives are clearly defined. All staff are aware of the approach to be taken.
90. The school has a clear policy and set of procedures to support pupils with behavioural difficulties. Pupils and parents are actively involved in target setting and review.
91. The school recognises and respects all forms of diversity and has good strategies in place to ensure that all pupils and staff are valued and respected members of the school community.

Leadership and management

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

Grade 2: Good features and no important shortcomings.

92. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
93. The school has clear aims and objectives that are shared by the governors and all members of staff. The head teacher gives strong leadership to a team of teachers who also have a role as subject leaders. She gives clear direction and as a result the school is well-organised and day-to-day activities run smoothly. The head teacher has a good knowledge of all aspects of the school and a good overview of standards. The role of the curriculum leaders is currently underdeveloped especially in areas of monitoring and evaluating their subject areas.
94. The school has a good range of documentation including subject policies, which are known by all members of staff. These reflect the need for equal opportunity and in all circumstances the school aims to ensure that practice matches the policy.
95. The school takes good account of Welsh Assembly Government priorities and has very good links with local schools and other agencies. The school is making good progress through its partnership with '*Learning through Landscapes*' in developing outside play areas for foundation stage pupils. Its links with the neighbouring junior school promotes transition from key stage 1 to key stage 2. There are very good links with other local schools.
96. The school leaders have set realistic and achievable targets, which are known and supported by all members of the staff team. The impact of the whole school focus on assertive discipline techniques has resulted in significant improvement in pupils' behaviour.
97. Good performance management systems are an integral part of school culture. Professional development is aligned to the school's development plan. The school recognises the need to further develop this area to ensure that non-teaching staff are included in the process.
98. Staff have relevant and appropriate job descriptions. The opportunity for individual professional development is limited but wherever possible staff access further training in specific areas. Procedures for identifying staff training needs can often be informal but are effective.
99. The governing body meets all regulatory and legal requirements. They act as a critical friend to the school. They involve themselves fully in setting the school's strategic direction. However, they are not always actively involved in

the analysis of standards, relying on the accurate information provided for them by the head teacher.

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

Grade 3: Good features outweigh shortcomings.

100. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
101. Curriculum co-ordinators and members of the senior management team are well informed about school performance in their subject areas. However, the role of the curriculum co-ordinator is not sufficiently developed at this stage. The process in obtaining information is largely informal. On an informal basis the effect of curriculum co-ordinators is good but this needs to be formalised to encompass auditing and evaluating subject areas to ensure pupil progress.
102. The school completed a detailed and honest self-evaluation report as preparation for the inspection. The report draws upon a range of evidence in order to demonstrate its strengths and to identify areas in need of further development. The school has only recently established a formal process of self-evaluation and recognises the need to further develop this area. Staff and other relevant parties contributed to many areas of the school self-evaluation plan but there is a need to further develop skills of middle managers. Views of pupils voiced during circle time and parental questionnaires were included in the school self-evaluation process. The Local Education Authority (LEA) and the governing body were involved in producing areas of the self-evaluation report. However, information gathered is often informal and the school acknowledges the need to formalise the process of gathering information.
103. The school has historically used information gathered from the school self-evaluation as a basis for the school development plan and through that it is linked to performance management procedures in the school.
104. The school is very good at accessing funds from outside its school budget to support initiatives, such as the outside play area. The school has made good progress since the last inspection and there has been a significant improvement in areas that were considered as having shortcomings in the previous report. For example, there has been significant improvement in the behaviour of pupils since the introduction of assertive discipline techniques.

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

Grade 2: Good features and no important shortcomings.

105. The findings of the inspection team are higher than the judgement made by the school in its self-evaluation report.
106. The school employs a sufficient number of qualified staff for the number of pupils on roll. All staff have appropriate job descriptions and their professional development needs are regularly and carefully identified to reflect whole school priorities.
107. All pupils have access to the appropriate learning resources to meet the demands of the curriculum and individual learning needs. Pupils' work is celebrated throughout the school in very high quality displays, which include photographic evidence of the pupils gainfully employed in a range of activities.
108. The main school is housed in a single storey building with a more modern detached nursery. The accommodation is more than adequate for the number of pupils on roll. The main school building is bright and airy and provides a pleasant learning environment. Colourful and well-presented displays, many featuring children's own work adorn the walls of classrooms and corridors. The school has a well-equipped kitchen and the hall serves as the dining room at lunch times. Toilets and cloakrooms for both pupils and staff are well maintained in the main building but staff toilets in the nursery block need improving.
109. Externally the buildings are not so well maintained with peeling paintwork exposing underlying timbers in evidence. The grounds surrounded at the side and rear by an attractive array of trees and shrubs, are maintained to a high standard. The playground, with seats and tables, is level and in good repair. The school is well served by the cooks, the caretaker and the cleaners.
110. The school is well resourced in English, science, information technology, design and technology and art. However, there is a need to review music resources.
111. Support staff all make a very positive contribution to the life and work of the school. They are effectively deployed and provide good support for pupils. The caretaker, canteen staff and lunchtime supervisors are clearly valued members of the school team and make an important contribution to the school's caring and supportive ethos. The full-time school clerk makes a valuable contribution to the smooth running of the school.
112. Resources are used efficiently and effectively to support all areas of the curriculum and make a positive impact on pupils' learning. They are matched effectively to the school's priorities for development by careful and systematic evaluation and review of the school's development plan. The school provides good value for money.

Standards achieved in subjects and areas of learning

Under 5s

Grade 2: good features and no important shortcomings

113. The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning.
114. The school offers part-time and a few full-time places for nursery age children. Reception children attend full-time. Many children enter the school with a limited range of skills and experiences. While attainment on entry covers the full spectrum, early assessments by the school indicate that for many children attainment on entry is well below average. This is particularly evident in speech and language skills. They make good progress in the nursery and reception from this low baseline. Standards of achievement are good in all six areas of learning for young children.

Language, literacy and communication skills

Good features

115. Nursery children learn to join in with simple rhymes. They know the names of some colours. They remember stories they have enjoyed, such as *The Big Red Bus*. Reception children respond to the register with simple Welsh words. They understand and use '*da bochi*' and '*yn y bocs*'. They talk about what they see and do with developing confidence and start to learn to join in with parts of poems in chorus. They learn about books and enjoy looking at them and listening to stories. Early writing skills are developed well.

Personal and social development

Good features

116. Nursery children learn to share fruit and drinks at snack time. They learn the rules and routines of the nursery and become aware of the importance of sharing. They respond to instructions from the adults and are generally affable in their interactions with each other. Reception children take turns well. They are aware of their part in the class group and work together co-operatively, in large and small groups, such as when digging in the garden area. Behaviour is good. Children concentrate well and stay on task in lessons.

Mathematical development

Good features

117. Nursery children learn to match shapes in simple puzzles. They develop simple mathematical vocabulary such as '*big*' and '*little*', '*tall*' and '*small*'. They learn the names of shapes such as '*square*' and '*triangle*'. With adult help they start to learn to sort items by colour and shape. Reception children chant to ten and order numerals confidently. They recognise the numerals to ten and can place them in order.

Knowledge and understanding of the world

Good features

118. Nursery children talk about the things they play with, such as talking about the needs of the baby dolls. They learn about growing things and plant bulbs, commenting that they look like onions. They develop skills on the computer, such as making simple patterns. With adult help they learn to follow simple diagrams, such as the route taken by the '*Big Red Bus*'. They start to learn about taking care of themselves and know that they should not eat too many sweets and should brush their teeth.
119. Reception children have a developing understanding of the passage of time and learn about months and seasons. They use the computer to arrange icons and pictures in a desired pattern, such as when making Christmas cards. Their mouse control skills are good and keyboard skills developing appropriately.

Physical development

Good features

120. Nursery children ride tricycles and run around with agility. They develop co-ordination, tapping and clapping in time to music or learning to bounce on a mini trampoline. They learn to handle small tools such as pencils and try hard to hold chopsticks. Reception children climb steps using alternate feet. They wield tools such as small spades and rakes with developing skill. They move around the hall in PE lessons finding spaces and moving with increasing co-ordination and enjoyment.

Creative development

Good features

121. Nursery children follow action songs with enjoyment. They recognise pictures of some simple percussion instruments and know how to play them. They start to use their imagination in role-play and pretend that one thing represents another when it has features in common. Reception children learn to use colour and shape to design a repeating pattern for a candle bookmark. They

choose a preferred pattern from a range. Their role-play involves complex and sustained stories, such as when playing in the home corner or the 'Post Office'.

Shortcomings

122. Some reception children have difficulty alternating between a hop and a jump in a co-ordinated and balanced way, such as when playing 'hop scotch'.

| |
|----------------|
| English |
|----------------|

Grade 2: good features and no important shortcomings

Good features

123. Most pupils listen well to their teachers' explanations and to the contributions of their class mates. They show sound understanding of new skills and knowledge and have a good recall of past topics, lessons and experiences.
124. Although children start their school career with poor language skills and speech patterns, older pupils speak with developing confidence, clarity and expression in a variety of contexts. They are able, for example to discuss their ideas and opinions in class and during assemblies with growing confidence and expertise.
125. By the time pupils reach year 2, they have acquired good basic reading skills and most read with accuracy, fluency and expression making effective use of punctuation. Many display a sound understanding of the characters, events and structure of stories and are aware of the function and purpose of books. They are also familiar with the role of the author and illustrator and where they can find a synopsis of the story.
126. Pupils write for a wide range of purposes and audiences with increasing confidence and competence. Most pupils write simple letters, reports and stories, which are well set out. Good use is made of word-processing and pupils become increasingly sure in typing skills.
127. Pupils make good progress in handwriting skills. Examination of pupils' work shows that they start school with very poor pencil control and hand-eye co-ordination. By year 2, most pupils are capable of handwriting, which is well-formed, legible and neat. In particular, handwriting on displays is of a high quality.

Science

Grade 2: good features and no important shortcomings

Good Features

128. Pupils in year 1 learn about different materials, sorting them into soft and hard. They evaluate which material would be best to grow grass through, for the models of *'Mr Grass Head'*. They plan experiments, with adult help, and are starting to consider how to make their tests fair. By year 2, pupils have a good understanding of setting up experiments to test their theories. They are confident to say what they think will happen and to draw and write about it in their own words.
129. Pupils in year 2 learn to sort plants and animals into broad categories. They learn the different parts of an animal, such as legs and know that a skeleton supports the human body. When sorting materials, they learn to use correct vocabulary to describe features, such as *transparent*. They use this information to explain common uses for different materials in everyday life. They learn about man made and natural light sources and about sound and how it travels. Pupils use information technology skills well to support their learning in science.

Design technology

Grade 2: good features and no important shortcomings

Good Features

130. Across the key stage, pupils use a range of materials and processes, creating good quality artefacts that fit the intended purpose well. They are able to plan and design their work with increasing skill and evaluate their work with increasing confidence and ability.
131. In design technology club, pupils use heavy equipment in small groups and have produced good quality wigwams, lighthouses, aeroplanes, and rockets using wood and a variety of other objects.
132. In year 2, pupils are able to print a variety of designs using the work of Laura Ashley as a model. Pupils in both year groups use print to design sails for the Mayflower. Pupils in year 2 use their designs to create attractive mugs, which are sold to parents.
133. Pupils in all year groups worked together to produce a very effective three-dimensional village using a variety of materials and techniques to very good effect.
134. Across the key stage pupils are given the opportunity to develop their cooking skills often in conjunction with other curricular areas. In year 2, they have

designed and made pizzas and younger pupils have made pancakes and popcorn.

Art

Grade 2: good features and no important shortcomings

Good Features

135. Pupils' work shows good progression of skills and techniques throughout the key stage. They show confidence in their use of equipment such as the 'ribbler' and punchers to further develop their artistic skills.
136. In reception and year 1, pupils explore and experiment confidently with patterns and texture. Younger pupils are able to choose patterns independently and follow basic colouring patterns. Older pupils design and colour patterns independently, sometimes using the whiteboards.
137. Across the key stage pupils make a variety of three-dimensional objects such as '*Havdalah*' candles out of clay and other materials. They show increasing skill in their use of tools and equipment.
138. In year 2, pupils are able to design and produce Christmas cards independently using a variety of materials. They are able to evaluate their work and explain the systems used and the materials needed. Pupils make good use of ICT to transfer patterns and designs to computer generated pictures.
139. All pupils produce work in the style of a variety of local and well-known artists. Year 1 pupils, paint sunflowers to image the work of Van Gogh and pupils in year 2 paint trees in the style of other Impressionist artists.

Music

Grade 2: good features and no important shortcomings

Good features

140. Pupils enjoy a range of musical experiences. Making music at concerts, assemblies and other public performances gives pupils experience in performing for a large audience. Good use is made of an effective scheme of work to ensure curriculum coverage and to secure continuity and progression in learning. Pupils and staff both enjoy their music making.
141. Pupils sing tunefully and rhythmically, giving appropriate attention to pitch and dynamics. They sing confidently and with expression in both Welsh and English during lessons and in acts of collective worship. They acquire a good

knowledge of Welsh songs and the musical traditions of Wales through visits to school from a professional harpist and a trio of Brass instrumentalists.

142. Pupils throughout the key stage know a wide range of action songs, counting songs and hymns. They can name and play a range of tuned and un-tuned percussion instruments to accompany their singing. They are developing good clapping rhythms and can keep a steady beat.
143. Older pupils are beginning to develop composition skills through a carefully planned programme of practical music lessons and enjoy sharing their work with their peers.

School's response to the inspection

As the process of Inspection through self-evaluation is quite new to schools, our school is pleased that in producing its own honest self-evaluation report, the Inspectors agreed with our grades for five out of the seven Key Questions.

The Inspectors felt that the school had under-estimated its performance for the remaining two, and awarded higher grades.

We are delighted to be judged by independent Inspectors as “a good school, which is well regarded both by parents and the community”.

The Inspection team were in agreement that there are a number of outstanding features in the way the school cares for, guides and supports the learners.

The Inspectors found standards of achievement to be good or better in 91 per cent of lessons. Teaching was judged to be good or better in 87 per cent of lessons observed.

This is a reflection of the hard work of pupils, staff, Governors and the Head teacher of Penygarn Infant School.

The Inspection findings recognise that the school has made good progress since the previous Inspection, in addressing the key issues, in improving the quality of education. It is maintaining the high standards noted at that time.

We are particularly pleased that the Inspection team found that “the quality of teaching is good throughout the school” and that “teachers have high expectations of pupils both in terms of achievement, and also of their behaviour”. They noted that “boys and girls from all groups apply themselves wholeheartedly to their learning”.

An action plan to include the recommendations will be produced by the staff and Governors, and incorporated in to the SDP. This will ensure that we build upon our current strengths and continue to make progress.

Two of the three recommendations for future development had already been identified by the school in the current SDP and the self-evaluation report. We will also now include other issues and opinions raised by the Inspection team.

The staff and Governing Body of Penygarn Infant School would like to express their thanks to the Inspection team whose positive and professional approach was appreciated. Their opinions are valued and the recommendations will form the basis for the next stage in the further development of our school.

Appendix A

Basic information about the school

| | |
|---------------------|------------------------|
| Name of school | Penygarn Infant School |
| School type | Nursery and Primary |
| Age-range of pupils | 3-7 |
| Address of school | Penygarn Road, |
| Postcode | NP4 8JR |
| Telephone number | 01495 762601 |

| | |
|---|--|
| Head teacher | Mrs Lynne Walbyoff |
| Date of appointment | 1/05/95 |
| Chair of governors/ Appropriate authority | Mr B. Werrett |
| Registered inspector | Mrs Sheelagh Margaret Barnes |
| Dates of inspection | 28 th –30 th November 2005 |

Appendix B

School data and indicators

| Number of pupils in each year group | | | | | | | | | |
|-------------------------------------|---------|----|----|----|----|----|----|----|-------|
| Year group | N (fte) | R | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 | Total |
| Number of pupils | 25.5 | 33 | 37 | 53 | | | | | 148.5 |

| Total number of teachers | | | |
|--------------------------|-----------|-----------|----------------------------|
| | Full-time | Part-time | Full-time equivalent (fte) |
| Number of teachers | 7 | | 7 |

| Staffing information | |
|--|--------|
| Pupil: teacher (fte) ratio (excluding nursery and special classes) | 20.5:1 |
| Pupil: adult (fte) ratio in nursery classes | 13:1 |
| Pupil: adult (fte) ratio in special classes | N/A |
| Average class size, excluding nursery and special classes | 24.6 |
| Teacher (fte): class ratio | 1:1 |

| Percentage attendance for three complete terms prior to inspection | | | |
|--|------|------|----------------|
| Term | N | R | Rest of School |
| Spring | 73.6 | 89.8 | 89.2 |
| Autumn | 71.8 | 92.4 | 92.3 |
| summer | 71.5 | 93.3 | 91.9 |

| | |
|--|----|
| Percentage of pupils entitled to free school meals | 51 |
| Number of pupils excluded during 12 months prior to inspection | 0 |

Appendix C

National Curriculum Assessment Results End of Key Stage 1:

| National Curriculum Assessment KS1 Results 2005 | | | Number of pupils in Y2: | | 47 | | |
|---|--------------------|----------|-------------------------|----|----|----|----|
| Percentage of pupils at each level | | | | | | | |
| | | | D | W | 1 | 2 | 3 |
| English: | Teacher Assessment | School | | 17 | 19 | 62 | 2 |
| | | National | | 4 | 13 | 63 | 20 |
| En: reading | Teacher Assessment | School | | 19 | 17 | 46 | 17 |
| | | National | | 3 | 11 | 63 | 23 |
| En: writing | Teacher Assessment | School | | 21 | 17 | 60 | 0 |
| | | National | | 5 | 14 | 69 | 11 |
| En: speaking and listening | Teacher Assessment | School | | 6 | 10 | 79 | 5 |
| | | National | | 4 | 14 | 55 | 27 |
| Mathematics | Teacher Assessment | School | | 8 | 15 | 66 | 11 |
| | | National | | 2 | 11 | 63 | 24 |
| Science | Teacher Assessment | School | | 8 | 12 | 69 | 11 |
| | | National | | 2 | 10 | 65 | 23 |

| Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment | | | |
|---|----|----------|----|
| In the school | 64 | In Wales | 80 |

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

Appendix D

Evidence base of the inspection

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

Appendix E

Composition and responsibilities of the inspection team

| Team member | Responsibilities |
|--|--|
| Mrs S. M. Barnes Registered Inspector | Early Years, science, how well learners achieve, the effectiveness of teaching, training and assessment |
| Mr C. Brentnall Lay Inspector | How well learners are cared for guided and supported |
| Mrs I Aubrey Team Inspector | Design and technology, art, the effectiveness of leadership and management, how well leaders and managers evaluate and improve quality and standards |
| Mrs L. Hurn Team Inspector | English, music, special educational needs, how well learning experiences meet the needs and interests of learners and the wider community, how efficiently leaders and managers use resources. |

The contractor was:

Evenlode Education Ltd
8 Fisher Close
Duxford
Cambridgeshire
CB2 4XV

Acknowledgement

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