

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

**RUMNEY INFANT SCHOOL AND NURSERY UNIT
WENTLOOG ROAD
RUMNEY
CARDIFF
CF3 3HD**

School Number: 681/2071

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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:

	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

Rumney Infant school is situated in the old village of Rumney, on the edge of Cardiff. There are 206 pupils on roll, between the ages of three and seven, who come from the surrounding areas. Most of the boys and girls have attended pre school groups before starting in the nursery or reception classes. The school is organised into six classes and a nursery. Nursery children attend part-time, either mornings or afternoons. Approximately twelve per cent of the pupils are entitled to free school meals, which is lower than average. The area is described by the school as neither prosperous nor disadvantaged. There are very few pupils from minority ethnic backgrounds. Nearly all children come from homes where English is the preferred spoken language. Pupils represent the full range of ability and standards are average overall on entry. Thirteen per cent of the pupils at the school, below the national average, are identified as having special educational needs (SEN). The school's aims are "To provide the best possible standard of education for each individual child....."

The school was last inspected in spring 1998.

Among the priorities identified by the current school development plan are:-

To work towards the basic skills Quality Mark in English,

To review the performance of boys and pupils with special educational needs in mathematics,

To develop the use of the inter-net and identify any training needs regarding interactive whiteboards in information technology,

To increase levels of monitoring in all areas of Welsh (oracy, reading and writing),

and to continue to develop effective liaison with the junior school to ensure progression and continuity.

2. MAIN FINDINGS

The main findings of the report

Rumney Infant School provides a very good education for all of its pupils. Staff and governors have worked hard to create a school, which offers very good quality education and a very good ethos.

The educational provision for the under fives is appropriate and promotes the desirable outcomes for children's learning. Standards achieved in the nursery and reception classes are very good in all areas of learning and children make very good progress towards the desirable learning outcomes for their age due to the rich and varied curriculum they are offered.

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

In Key Stage (KS) 1, standards of achievement in the different subjects of the National Curriculum (NC) and religious education are as follows:

Subjects	KS1
English	Very good
Mathematics	Good
Science	Good
Welsh second language	Good
Design and technology	Good
Information technology	Very good
History	Very good
Geography	Good
Art	Good
Music	Good
Physical education	Very good
Religious education	Very good

- Standards achieved were at least satisfactory in all lessons observed and in more than 90 per cent they were good. In 33 per cent they were very good. There has been a significant improvement in standards in English, history, information technology, mathematics, art, physical education and religious education throughout the school since the last inspection.
- Results of NC assessments over recent years indicate that pupils make at least good progress during their time in school.
- The percentage of pupils who achieved level 2 in all three core subjects was 88 per cent, which was an eight per cent improvement on the previous year and eight per cent higher than the national average.
- Results of the national tests in mathematics in 2003 at KS1 were broadly average. In the end of key stage assessments 88 per cent attained level 2 or above.
- In writing, 88 per cent attained level 2 and above, compared to 81 per cent nationally.

- In reading, 88 per cent achieved at least level 2, which is slightly higher than standards nationally, which were 82 per cent.
- In science, 90 per cent attained level 2 or above, compared to 88 per cent nationally.
- When proportions of pupils attaining the higher level 3 are taken into account figures are above national results. This is most particularly the case in reading and science where 47 per cent and 59 per cent respectively attained the higher level. This is compared to 28 and 20 per cent nationally.
- Pupils of all abilities, including higher attaining pupils and those with special educational needs achieve very well and attain good standards in relation to their prior attainment.
- Pupils with SEN achieve very well in all subjects. There are no significant variations in achievement between particular groups of pupils in relation to their age, ability, ethnicity or gender.
- Children in reception and nursery who are under five make very good progress in their key skills and use them well across all the six areas of learning.
- Pupils in KS1 achieve very good standards in key skills across the curriculum.
- Pupils in KS1 demonstrate very good listening skills in lessons across the curriculum. Speaking skills are very good. Pupils' reading is very good overall. Pupils are developing very good writing skills in subjects across the curriculum.
- Numeracy skills are used well across the curriculum and as a result, standards are good.
- Use of ICT programs to support work across the curriculum is very good.
- The provision for pupils' moral, spiritual and social development is very good. Cultural development is good.
- Standards of behaviour are very good and pupils have very good attitudes to their work.
- The school achieves satisfactory levels of attendance. However, the school does not fully comply with the requirements of NAFW circular 3/99 in setting targets for improving attendance.
- The quality of teaching is very good overall.
- Teaching was at least good in 91 per cent of lessons. A third of the teaching was very good.
- The quality of assessment and recording is very good and information gathered is used very well to ensure that work matches pupils' needs appropriately.
- Formal assessments of the under-fives are very good.
- Assessment opportunities are used very effectively.
- Opportunities for pupils to assess and evaluate their own work are very good.
- Annual written reports to parents are very good. They are detailed and clear.

- The curriculum provided for the pupils is very good and meets all requirements of the National Curriculum and locally agreed syllabus for RE.
- The provision for children under five is very good and effectively promotes the desirable learning outcomes.
- The curriculum is also enriched and supported by a very good range of extra curricular activities. These include music and sporting activities.
- The quality of arrangements made by the school for pupils' support, guidance and welfare are good overall. However, some procedures for recording do not follow the agreed school policy when translated into practice.
- The quality of provision for pupils with SEN is very good and they are enabled to achieve very well as a result.
- The school's partnership with parents and the community is very good and the links the school has make a good contribution to pupils' overall development and the standards they achieve. The Prospectus, complies fully with the NAFW Circular 14/01. However, there are some minor omissions in the governors' annual report to parents and as such it does not fully meet the requirements of Circular 15/01.
- Partnership with industry is good and has a positive impact on resources and training.
- The quality of self-evaluation within the school and the effectiveness of target setting is very good and a particular strength. It is a major reason the school is as successful as it is in continuing to improve and raise standards.
- Staffing, accommodation and learning resources are good overall, although some parts of the playground surfaces and steps are uneven. There are plans for rebuilding old parts of the school, such as the nursery building, which was commented upon in the previous report.
- The quality of leadership and efficiency is very good. Efficient systems are extremely well established and provide clear direction for the work of the school in all areas. The school provides very good value for money.
- The leadership of the acting head teacher is very good and has enabled the school to maintain its steady course towards providing the best possible education for all its pupils.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards Achieved in Subjects and Areas of Learning

Standards achieved were at least satisfactory in all lessons observed and in over 90 per cent they were good. In 33 per cent they were very good.

- Results of the NC assessments over recent years have indicated that pupils are making at least good progress during their time in school.
- The percentage of pupils who achieved level 2 in all three core subjects according to their teacher assessment, in the summer of 2003 was 88 per cent. This showed an eight per cent improvement on the previous year. This is eight per cent higher than the National average for 2002.
- The performance of pupils in each individual core subject is also above the national average and significantly so in English.
- In English overall, teacher assessment indicated that 90 per cent of pupils attained at least level 2, (the expected standard for pupils at the end of Y2) and 37 per cent attained level 3.
- In reading, 88 per cent attained at least level 2 and 47 per cent level 3, which is significantly better than standards attained nationally, which were 82 and 28 per cent respectively.
- In writing, pupils also attained higher standards than nationally, with 88 per cent at least level 2, compared to 81 per cent nationally and 17 per cent at level 3 as opposed to 10 per cent.
- In speaking and listening, 90 per cent of pupils attained at least level 2, of whom 44 per cent attained level 3. This compares very favourably with national results, which were 86 per cent at level 2 and 22 per cent at level 3.
- In mathematics, 88 per cent attained at least level 2 and 39 per cent level 3. Indicating broadly similar results at level 2 plus although a higher proportion than the national (26 per cent) attained the higher level 3.
- In science, 91 per cent gained at least level 2 and 59 per cent level 3. This was broadly similar to the 88 per cent who attained level 2 and above nationally, but higher than the national figure of 20 per cent attaining the higher level 3.
- Children in the nursery and reception class achieve very good standards in language, literacy and communication skills, mathematical skills, creative development, personal, social and moral development and knowledge and understanding of the world, physical development and creative and imaginative development.
- Standards achieved are good at KS1 in mathematics, Welsh second language, science, design technology, art, music, and geography.
- Standards achieved are very good in English, religious education, history, physical education and information technology.
- Pupils of all abilities, including higher attaining pupils and those with special educational needs achieve very well and attain good standards in relation to their prior attainment.

3.2 Standards Achieved in Key Skills across the Curriculum

Standards in key skills across the curriculum are very good overall. In applying their key skills across the curriculum pupils achieve good standards in mathematics and very good standards in all the other areas.

- Children under five make very good progress when applying and improving their developing skills in early literacy and numeracy and in their use of ICT across the six areas of learning.
- At KS1 standards are very good in speaking, listening, reading, writing and in the use of ICT.
- The standards achieved are good in numeracy. Pupils make good use of their numeracy skills in subjects such as science and geography and pupils normally count in both English and Welsh.
- Most pupils speak clearly and with confidence.
- Pupils learn to read fluently and with enjoyment.
- Pupils listen carefully and show great interest in lessons and want to learn. The majority respond well to questions.
- Pupils' writing skills across the curriculum are very good.
- When responding to practical tasks and challenging activities pupils communicate well with their peers. They discuss all available options and share ideas on how they should proceed.
- In all subject areas ICT is used very effectively to support pupils' learning. Individual pupils regularly make good use of the interactive whiteboard. They also make effective use of their IT skills in using CD Rom and the Internet to gather information for their projects and to make presentations.

4. ETHOS OF THE SCHOOL

4.1 Pupils' Spiritual, Moral, Social and Cultural Development

The provision for pupils' spiritual, moral and social development is very good. For cultural development it is good. The high standards noted by the previous inspection have been effectively maintained.

- The acts of worship, which are appropriate to the age and aptitude of the pupils are very well prepared and fully meet the current statutory requirement. They enrich pupils' experience and give them very good opportunities to reflect on every day experiences and to develop both their spiritual awareness and self-knowledge.
- Pupils are very attentive and responsive and the attitude of the pupils, including the children from the nursery when they join the whole school act of worship, is very good. The personal education programme, which covers all the aspects, stipulated in the ACCAC guidelines successfully extends pupils' opportunities for spiritual development.
- Pupils listen carefully to the recorded music played on entry to assembly and are becoming familiar with the work of many classical composers. They sing from memory a very wide range of hymns and songs, in both English and in Welsh, in tune and with much enthusiasm.
- Pupils understand that there is a need to help children in less fortunate circumstances than their own and they make great efforts to raise money for local and national charities.
- Pupils are always courteous and have well-developed self-confidence, which is evident in the way they treat visitors to the school. The relationship between teachers and pupils is very good, as is the relationship between pupils and their peers. They show a mature attitude and respect for others and their school environment. In the classroom the children in the nursery and reception classes and pupils in the remainder of the school work collaboratively in pairs, groups and as whole classes and are always encouraged to take responsibilities such as undertaking class leaders' roles to assist teachers in every day classroom routines.
- Through history, geography, religious education and Welsh as well as through the regular circle times, the school very effectively promotes pupils' understanding of the Welsh culture as well as appreciating and respecting customs and practices of other cultures.
- The school succeeds in providing equal opportunity for pupils of all abilities and effectively promotes racial equality.

4.2 Behaviour and Attitudes

The overall quality of pupils' behaviour in the school is very good. This is an improvement since the previous inspection.

- The school has effective policies and strategies for promoting good behaviour and discipline and to prevent bullying or anti social behaviour, including racism and any form of discrimination.
- The very high standards of behaviour and self-discipline shown by the children and pupils have a very positive effect on the quality of learning in class and the standards that pupils achieve.

- Pupils settle down very quickly in class, follow instructions and sustain concentration for extended periods of time throughout the school day.
- Pupils show a good measure of self-discipline when they work independently. They are most courteous when they seek advice from their teachers or learning support assistants.
- Pupils co-operate well with one another and engage willingly in discussions. Most put up their hands before offering any responses.
- In large group settings, such as acts of worship and at meal times, pupils' very good behaviour adds to the enjoyment of these occasions.
- There have been two temporary exclusions in the last twelve months, both pupils are now integrated back into school.

4.2 Attendance

The level of pupils' attendance is satisfactory overall and nearly all absences are caused by pupils' illnesses.

- At 93.17 per cent, the average rate of attendance for the past three terms is in line with that of schools in the LEA.
- Almost all the pupils arrive punctually at the start of the day and individual lessons start on time.
- Appropriate procedures are in place to monitor and follow up absences. Parents are informed of the detrimental effects of absence and lateness on their children's education and the vast majority respond well.
- Appropriate procedures have been followed in the case of temporary exclusion in the last twelve months.
- Registers are called formally at the start of both sessions but there are a small number of inconsistencies and as such the registers do not fully comply with the requirements of Circular 3/99.
- Systems to improve attendance and punctuality identified in the School Development Plan (SDP) have not yet been implemented.

5. QUALITY OF EDUCATION

5.1 Teaching

The quality of teaching is very good overall throughout the school. In all of the lessons observed the teaching was never less than satisfactory and in nearly all cases it was at least good. A third of the teaching was very good. Good teaching was observed in all classes. The high standards noted at the time of the previous inspection have been improved still further.

- Teaching was at least good in 91 per cent of lessons. A third of the teaching was very good. Good and very good teaching occurred in KS1 and for children under five. Teachers take good account of the national Curriculum and the locally agreed syllabus for religious education.
- Teaching of nursery and reception age children was never less than good and was very good in nearly half of lessons observed. At KS1 teaching was never less than satisfactory and was at least good in more than 90 per cent of lessons observed. It was very good in more than a third of the lessons observed.
- Lessons are very well planned to take good consideration of what pupils have already been taught. There are good levels of continuity and good opportunities given in introductions to lessons to revise work already covered and remind pupils what they know. Parallel classes have the same good opportunities.
- Teachers know the pupils well and make very good use of assessment to ensure that all are suitably challenged. They have good knowledge of the subjects they teach and make sure lessons are interesting.
- Good use is made of an appropriate range of teaching techniques and teaching arrangements to ensure that pupils make good progress and achieve as well as they can.
- All teachers have high expectations of pupils' behaviour and classroom management is very good. Lessons are orderly and have good pace. Relationships throughout the school are very good and teachers manage pupils well. As a result pupils are confident and enjoy their lessons.
- Teachers make clear to pupils and support staff the expectations of what will be taught and how pupils will learn in each lesson. Pupils are given good opportunities to start to take responsibility for their own learning. They respond very well to this and are clear about the progress they are making as a result.
- Good use is made of information technology to support pupils' learning. This is particularly the case where many good opportunities are taken to use interactive whiteboards to aid teaching in other subjects.
- Teachers all match work effectively to pupils' needs to make sure lessons are suitably challenging for higher attaining pupils and suitably supportive of those with SEN.
- Pupils are provided with regular thoughtful feedback in the form of marking, as well as regular opportunities to talk about how they are getting on with their work.
- Support staff are effectively deployed to support the learning of pupils, including those with special educational needs. Appropriate use is made of homework such as reading and this enables parents to be suitably involved in their children's learning.

5.2 Assessment, Recording and Reporting

Procedures for assessment, recording and reporting are very good. This indicates the high standards noted by the previous inspection have been maintained.

- Teachers and learning assistants know their pupils very well and are very aware of their abilities and the areas in which they need to be encouraged or supported.
- Teachers set pupil targets that are challenging but realistic for improvement every term.
- Assessment tasks are set every half term in all subject areas, which give the school a very clear indication of progress across the whole curriculum.
- In core subjects, brief evaluations are recorded on weekly planning sheets relating either to pupils who found difficulty or those who surpassed expectation.
- There is a portfolio of pupils' work for each subject, which is regularly updated by the curriculum leaders. These demonstrate the expected level of achievement in NC subjects and RE.
- Teachers' marking in pupils' books is very detailed and written at an appropriate level, which pupils can understand. These comments often include suggestions on what action is needed to achieve improvement. Pupils often add their own remarks as a way of thanking teachers for their assistance.
- As part of the school's strategy to make pupils independent learners all pupils are encouraged to assess their own learning and to set personal targets for improvement.
- For pupils with SEN, their progress and their targets for further improvement are recorded in great detail in their individual education plan (IEP). These are easily accessible and well used by all teaching and support staff. All staff are familiar with the revised SEN Code of Practice for Wales. The SEN register is updated at regular intervals.
- Teachers' records are meticulously kept and all have prepared pen pictures of pupils in their care who have any specific learning or emotional needs. Full information is transferred to pupils' next teacher at the beginning of the new school year.
- Results of the teacher assessments, for pupils at the end of Y2, are carefully scrutinised to ensure that due attention is given to any evident shortcomings in the core subjects. They are analysed to ensure that all groups of pupils are achieving as well as they might, in line with the school's policy.
- Teachers of each year group work collaboratively in curriculum planning. Teachers' planning evaluations are scrutinised by curriculum leaders to ensure a consistent approach and pupils' work is monitored regularly through sampling. Monitoring of all subjects is undertaken regularly.
- There are termly reports as well as more detailed end of year reports, which contain suggestions on how pupils can be assisted to progress further. There are very detailed comments on the core subjects and PSE and comments on all other subjects although shorter are invariably subject related.

5.3 Curriculum

The curriculum is very good for nursery and reception children, and at KS1. This is an improvement since the time of the previous inspection.

- The curriculum for children under five of nursery and reception age is in line with the school's aims and is broad, balanced and relevant and ensures that all children make very good progress towards the desirable learning outcomes.
- There are clear objectives for nursery and reception children that provide continuity and progression in their learning. There is effective continuity from early years to KS1 and good links between KS1 and subjects in KS2 in the junior school.
- The curriculum for KS1 is broad and balanced and meets the full requirements of the NC and the locally Agreed Syllabus for religious education. It is in line with the school's aims and there are suitable time allocations for all areas, including health education and Curriculum Cymreig.
- The curriculum effectively meets the needs of all pupils, irrespective of their race, gender or ability.
- The school makes good use of opportunities to develop pupils' knowledge of Wales and the Welsh culture and this is evident in work and planning. The school is aware that pupils need to hear incidental Welsh across the curriculum and in acts of worship and listen to Audio tapes of Welsh stories. The recently introduced practice of "This Week's Sentence" is already helping to extend pupils' knowledge.
- The curriculum develops pupils' industrial awareness well appropriate to their ages through strong community links.
- Sex and drugs awareness are taught with sensitivity in line with the school's policy.
- Lesson planning is appropriately detailed and takes suitable regard for pupils' prior attainments. It is fully inclusive and ensures access for boys and girls of all levels of ability, including those with special educational needs, meeting their needs effectively.
- The planning for development of the key skills of literacy, numeracy and information technology is very good and these skills are appropriately integrated into other subjects.
- The arrangements for pupils' personal and social education are very good and the curriculum effectively promotes pupils' spiritual, moral and cultural development.
- Good use is made of homework to extend opportunities for learning.
- The school makes very good use of opportunities to enhance pupils' learning through extra curricular activities, including trips and visits. Extra curricular opportunities include music and sport and have a very positive impact on pupils' learning across the curriculum.

5.4 Support, Guidance and Pupils' Welfare

The quality of the school's provision for support guidance and pupils' welfare is good. The pastoral needs of boys and girls of all abilities are well met.

- The school is a well ordered caring community where pupils feel valued, happy and settled.
- Relationships between pupils, teaching staff and adult helpers, are very good. Teachers know their pupils well and actively promote their self-esteem. As a result pupils are relaxed and quietly confident and approach adults readily for advice and guidance.

- All adults provide good educational guidance and pupils are involved in setting targets to improve their work. Pupils' achievements are celebrated, which effectively develops their self-esteem.
- The school's arrangements for child protection are good. The head teacher is the nominated person: she and the special needs co-ordinator (SENco) have received appropriate training and all staff are aware of the school's procedures and their obligations in this area.
- There are well-established arrangements for first aid including appropriately trained staff and for the care of pupils when they are feeling unwell. Parents are notified verbally of accidents, particularly of head bumps but there is no formal record of accidents.
- The procedures for promoting the well being health and safety of pupils are good. However, fire evacuation drills are held infrequently and do not currently meet the statutory regulations. Although pupils have very recently been instructed on evacuation procedures to date they have not had experience of these.
- The school has a relevant policy to address matters of racial equality. Every effort is made to ensure that every one is treated equally and fully included in every aspect of school life.
- There is effective liaison with outside agencies as the need arises.

5.5 Provision for Pupils with SEN

Provision for pupils with SEN is very good overall. The very high standards noted by the previous inspection have been maintained.

- The SEN policy is clear and relevant to the pupils and staff and as a result pupils with special educational needs, including higher attaining pupils, have access to a broad and balanced curriculum, are very well integrated into all areas of school life and make very good progress towards their targets. This has a very positive impact on the progress these pupils make.
- Teaching for pupils with special educational needs is very good and takes due regard of clear and relevant assessment procedures, which enable all pupils with difficulties to be identified and appropriate provision made.
- The leadership is very effective. There is a positive whole school approach to special needs. The SENCo is highly dedicated and knowledgeable and works in consultation with her colleagues and the head teacher. There is systematic assessment and information gained is used very well to match work to pupils' needs, for example, in the Reading Recovery programme.
- There are relevant targets for pupils with special needs of a behavioural nature.
- Parents are very well involved in reviews of their children's progress and in opportunities to support them at home.
- The school meets the requirements of the Code of Practice offering all pupils equal access to the NC and religious education. The special needs governor ensures that the governing body is kept well informed.

- Individual education plans have a clear, helpful format and identify relevant and constructive individual targets for improvement. Teachers' planning incorporates the needs of pupils with special educational needs well.
- Specialised resources for teaching pupils with special needs are deployed very effectively to ensure that all pupils are well integrated into the life and work of the school. Classroom assistants are suitably trained and deployed effectively.
- Very good use is made of professional support services, such as the advice of the educational psychologist.

5.6 Partnership with Parents and Community, Schools and Other Institutions

The quality of partnership with parents and community, schools and other institutions is very good and is a major strength of the school.

- The quality of information provided for parents is very good. The school prospectus is of very good quality and provides all the information parents need about the school. However, there are a small number of omissions from the governors' annual report and as such it does not fully meet the requirements of Circular 15/01.
- Regular newsletters including those from the Home School Association and other letters keep parents well informed about activities and events.
- Parents are kept very well informed about the broad content of the term's curriculum in all subjects and of the progress made by their children including those in the Early Years.
- Parents of children in the nursery receive a useful handbook and information pack when their children are admitted to school. They are provided with termly information sheets of the topics to be covered in the six areas of learning and are involved in half-termly home/school tasks that are proudly displayed in the cloakroom area.
- Time and effort is invested in involving parents in the education of their children. Parents of children in the reception class and KS1 receive termly information sheets that provide useful information about the topics in the six areas of learning and subjects being taught. However, as yet the sheets do not include hints on how parents can support their children.
- The weekly reading/writing workshops run by the class teachers and the SENCO for parents and children in reception and pupils in Y1 are very well attended and beneficial. Adults receive useful guidance on reading strategies and letter formation. They can see the progress their children make and feel more confident in supporting them.
- Throughout the year the school runs similar workshops in mathematics and ICT. These are equally well attended.
- A significant number of adults make positive contributions to the life of the school. They provide good quality support in the classroom and in other areas such as on walks around the locality. Their help is highly valued by the school and raises the standards that pupils achieve, for example their work in history and geography.
- Several other parents work behind the scenes, for example in making the very good quality story sacks and developing the outdoor classroom. They support after school clubs for example gardening and ICT. The Home School Association is very active and organises fundraising events that provide substantial financial support.
- There is very good daily informal contact between parents and teachers. The home/school reading diaries are very well used and provide another form of dialogue between home

and school. The school provides weekly class surgeries but parents rarely feel the need to take advantage of this facility.

- Careful notes are kept of any parental consultations and parents have an opportunity to comment on pupils' progress. In addition, the school operates an open-door policy and parents appreciate the way in which the staff make themselves very accessible to discuss any problems they may have.
- There are good links with the community. Visiting speakers take assemblies and pupils use the locality in their studies. Pupils supply artwork to decorate the community hall at Christmas for the senior citizens tea party.
- The school supports charities and pupils are aware of people less fortunate than themselves.
- There are very good links with the receiving junior school that shares the site. Strong pastoral and curriculum links are very well established. The Y4/Y2 Reading Buddy project is very successful and helps to raise standards and pupils' self esteem. Junior pupils willingly support the infants to set up and run their recycling project. Pupils' IT skills are enhanced through corresponding by electronic mail to discuss ideas and projects.
- The school is in partnership with an initial teacher training institution and provides good quality training and work experience for student teachers and nurses and childcare students.

5.7 Partnership with Industry

The quality of partnership with industry is good.

- Although there is no written industry policy staff have benefited from industrial placements.
- Visitors help to raise the pupils' awareness of the world of work both past and present. There is an ongoing association with a local estate agency in connection with the Y2 topic on homes.
- Pupils' physical development and speaking and listening skills are developed through working with professionals such as dancers and theatre groups.
- The Home School Association has established close links with local businesses that provide generous support for the annual fundraising event. Money raised is matched pound for pound by a national bank.

6. MANAGEMENT

6.1 Quality of Self-Evaluation and Planning for Improvement

The quality of self-evaluation and planning for improvement is very good. The high standards noted by the previous inspection have been effectively maintained.

- The culture of the school is self evaluative. All members of staff are appropriately involved in the self-evaluation process through analysis of strengths and weaknesses. This has resulted in continued improvement and maintenance of the already high standards.
- There are very good procedures in place for the assessment of pupils' achievement and the co-ordinators and senior management make very good use of the information to track pupils' progress, monitor the school's achievements and set targets for further improvement.
- Good use is made of analysis of local and national data to ensure targets are suitably challenging.
- The SDP is a useful management tool. It has identified suitable areas for development, outlining priorities, personnel involved, cost and time scales allocated. Success is evaluated against established criteria.
- The governing body is fully involved in the formulation of the development plan, scrutinising and discussing the document carefully.
- Following self-evaluation, the SDP identifies strengths and appropriate areas for development on a rolling programme for all subjects and particular aspects of the school.

6.2 Leadership and Efficiency

The leadership of the school is very good overall and has resulted in a good level of improvement since the previous inspection.

- There is a very positive ethos and sense of purpose, which pervades all aspects of school life. Relationships are good. Financial expenditure is carefully monitored.
- The leadership of the school is characterised by very high expectations and a clear sense of purpose. The continuing very good quality of leadership has led to even further improvement in standards in subjects since the previous inspection.
- The quality of leadership by the acting headteacher is very good. The headteacher, and governors ensure very clear educational direction for the work of the school. There is a good ethos and a shared sense of commitment throughout the school.
- The aims of the school "To provide the best possible standard of education for each individual child....." are appropriate and are known to parents, all staff and governors. The school has a commitment to equality of opportunity for all. There is very good communication at all levels. The direction of the school and budget setting are suitably linked to these overall aims.
- The development of subject management is very good. Schemes of work have been developed to ensure continuity and progression. Statutory requirements are fully met and National Assembly guidelines appropriately noted and followed.
- School finances are managed very carefully by the governing body and all available resources are managed very well to achieve high outcomes. The principles of best value are effectively applied.

- Accommodation and resources are used well.
- Routine administration and organisation are very good. Office management is efficient and has a positive impact on school life generally.

6.3 Staffing, Accommodation and Learning Resources

The staffing of the school, the accommodation and the provision of learning resources are good. The high standards noted by the previous inspection have been effectively maintained.

- There are sufficient, appropriately qualified teachers for the early years and KS1, and there is a good balance of experience and expertise, due to the very good quality of professional development.
- Teaching in the school is effectively supplemented by visiting speakers, such as a grandfather who talks to pupils about local history.
- Very good induction and mentoring procedures are in place, and formal appraisal systems and monitoring of teaching maintains the high quality of the provision. Job descriptions are clear and appropriate.
- The accommodation is clean and attractive and provides a good amount of space for the teaching of all subjects. However, the nursery building is old and due for replacement.
- The school presents a generally safe and secure environment for the pupils. The main accommodation is clean and internally well decorated. Toilets and other facilities are clean and in good working order.
- Outdoor facilities are good overall. However, some parts of the playground surface are uneven and steps are worn and chipped with no handrails to support frailer visitors or pupils.
- Learning resources are good in quantity and quality in all subjects and are sufficient to meet the needs of the NC and religious education.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

Provision for the under-fives

The overall provision for the under fives is appropriate and promotes the Desirable Learning Outcomes. Children make very good progress and the standards achieved in nursery and reception years are very good in all six areas of development for young children. The standards noted at the time of the previous inspection have been effectively maintained.

Language literacy and communication skills

Good Features

- Nursery children listen to teacher's instructions carefully and co-operate in tasks, such as making patterns and shapes with pastels and crayons. They hold pencils and crayons with an appropriate pincer grip.
- They talk quietly to themselves, making up stories while engaged in imaginative play, for example with the train track. They speak in sentences "Look at my tracing! It's "d" for duck!"
- Reception children learn to say what sound a word starts and ends with. They are aware of some letter blends.
- They know how to phrase questions about likes and dislikes when surveying their friends' views to complete a tally chart.
- Higher attaining children learn to recognise their addresses and sort envelopes by names of close friends.
- They discuss matters of interest, such as why a post man would carry a post bag.

Personal and Social Development

Good Features

- Nursery children learn the routines of the classroom and co-operate happily, in play activities, taking turns in "selling and buying" items in the class shop, or in water play with little need for adult support.
- They know to put on aprons for messy activities and to wear coats when going to play outside.
- They develop independence in their play and help each other playing with tricycles and trailers, for example.
- Reception children generally work alongside each other amicably but not all share happily. "I'm minding this other one for a friend!"
- They learn to put up their hands and to take turns when speaking in a whole class situation.

Mathematical Development

Good Features

- Nursery children learn to chant numbers up to 20 and match number symbols. Higher attaining children count to five confidently.
- They learn about volume and capacity pouring sand and water from one container to another.
- In reception, children's numeracy skills are developed effectively and they learn to count to twenty and sort small items with confidence.
- Children develop an appropriate mathematical vocabulary, such as "bigger and smaller" and know the names of regular two and three dimensional shapes.

Knowledge and Understanding of the World

Good Features

- Nursery children confidently go to the computer and use the mouse to change the pictures on the screen. Decorating a picture of a "pizza" with different toppings, for example.
- Nursery children compare features of different fruit and vegetables in the "shop" and sort them carefully.
- They learn about the weather and fly carrier bag "kites" in the wind.
- Reception children learn about the way the postal service works. They draw a map of Greendale, having heard a story of postman pat, and mark on some of the key features of the fictional village.
- They play with shells and listen in awe to the "sound of the sea" when they put one to their ear.
- They learn about plants and how they grow and some of the mini-beasts that live in the small garden area, such as worms.
- They continue to effectively build upon their confidence and expertise with computers, drawing pictures, for example of rainbows.
- They play on the "sensory table" learning about light and colour and how two colours mix to make a third colour.

Physical Development

Good Features

- Nursery children manipulate tools with increasing skill in developing hand and eye co-ordination. They apply paint with brushes and blend colours to achieve their desired effect.
- Nursery children use the computer mouse to draw coloured lines on the screen to represent a rainbow.
- Reception children develop increasing control over the use of tools such as paintbrushes, applying paint confidently and with increasing accuracy and skill and learn to use tools, such as scissors, safely.

- They ride tricycles enthusiastically, learning to avoid other children and obstacles in their way. They throw and kick balls with reasonable accuracy, dig in the garden with trowels and balance as they walk along the low wall their teacher sets out for them.

Creative Development

Good features

- Nursery children make attractive patterns printing and painting.
- They carefully apply paint choosing from a range of colours and mixing them to make new colours.
- Reception children choose carefully from a range of materials to make patterns in the style of Van Gogh's "The Postman".
- They play in the sand to build castles and other imaginary scenarios.

Shortcomings

There are no significant shortcomings.

English

Standards of achievement in English are very good. This is an improvement since the previous inspection.

Good features

- Pupils of all levels of attainment, including those with SEN achieve very good standards in relation to their age and ability. Individual targets are set which take very good regard for individual potential.
- Pupils throughout the school make very good progress in developing speaking and listening skills. They respond confidently in class discussion about their learning targets, saying what they have learnt and how they have learned it. They ask and answer questions thoughtfully and they listen carefully to their teachers and each other.
- Skills in drama are developed effectively. For example, pupils in Y1 act out the story of "Handa's Surprise" using puppets and other props from the story bag, made by parents. They act out a modern version of the story of Cinderella in front of the whole school.
- Pupils make good progress in developing skills in reading. They learn to handle books confidently and enjoy reading, as well as using it to research information in books and with the computer about other subjects.
- Pupils in Y1 learn to use illustration and other clues to help them in their reading. Older pupils develop preferences for the work of certain authors and can say which sort of books they enjoy most.
- Pupils write regularly for a range of purposes and learn to effectively adapt their writing to suit different contexts and audiences. Written work is generally well organised and presented. In Y2, pupils write imaginative sentences about life as a pirate. They know terms such as adjectives and use punctuation such as full stops, capital letters and speech marks. They use ICT effectively to write and present their work.

- Pupils make good progress in learning to spell. They are confident in their knowledge of phonics and readily “have a go” at trying to spell words that are new. Their attempts are often correct or at least phonetically justifiable. Pupils make good progress in learning about different “spelling families” of words.

Shortcomings

There are no shortcomings.

Mathematics

Standards of achievement are good in mathematics. This is an improvement since the previous inspection, which judged standards to be satisfactory.

Good features

- Good and sometimes very good progress is made by all pupils, including those with SEN.
- By the end of Y2, pupils have a good understanding of basic mathematical concepts they understand the symbols for the four mathematical rules.
- They can recall key facts quickly and accurately and respond correctly in mental work.
- They can reason and explain their methods of calculation to their peers.
- In Y1 pupils understand number bonds and have a good knowledge of two and three-dimensional shapes and can explain some of their properties.
- In Y2 pupils can count up to 20 in twos, threes and fives.
- They understand and use mathematical vocabulary such as more than, less than, greater, smaller, heavier, lighter and the meaning of mathematical terms such as tally and total.
- They can classify and sort objects according to shape, colour and size and have a good understanding of length and weight.
- Pupils in Y2 can interpret and construct picture and block diagrams accurately. Some can create pie charts on the computer without assistance.
- They can tell the time accurately to the quarter hour and can correctly measure capacity using non-standard and standard units.
- They understand number relationships and are starting to make accurate predictions.
- They are beginning to understand money and are familiar with the value of all coins
- Pupils in Y1 and Y2 use their ICT skills very well to support and record their learning.

Shortcomings

There are no major shortcomings although some pupils still reverse their figure 3’s.

Science

Standards of achievement are consistently good. The high standards noted by the previous inspection have been effectively maintained.

Good features

- In Y1 and Y2, pupils make good progress in their knowledge and understanding of life processes, properties of materials and physical processes.
- Pupils in Y1 have a basic understanding of the four seasons and their main features.
- They have a good understanding of the differences between living and non-living things and the conditions needed to sustain life.
- They understand about the importance of food for physical growth and they know that various foods are grown in different climates in other parts of the world. They can classify different kinds of food and understand the importance of healthy eating.
- They explore the habitats of animals and birds. They describe pets and wild animals and can identify nocturnal animals.
- Pupils in Y2 know that temperature can change materials. They are able to classify materials according to their properties. They can classify them into hard, soft and see-through.
- They explore how materials can change shapes and can understand terms such as stretched, squashed, bent and twisted.
- They investigate how their differing properties make them suitable for various applications (for example, wood, glass and slate in house construction) and record their findings.
- They know that we as humans are all different in some ways and appreciate the usefulness of fingerprinting used by the police in their enquiries.
- They benefit from the visit of science road shows, which gives them opportunity to explore various sources of light.
- They make predictions and give reasons before conducting group experiments.
- They understand the importance of fair testing and are beginning to understand the principles of friction through conducting experiments. They observe that certain irregular surfaces are more likely to slow down vehicles than smoother ones.
- They use ICT effectively to record and collect information and to describe outcomes in tabular and graph forms.

Shortcomings

There are no major shortcomings.

Welsh second language

Standards of achievement in Welsh are good. The standards noted by the previous inspection have been effectively maintained.

Good features

- Pupils build on the good foundation they have received in the nursery and reception classes.
- All pupils listen well and find the experience enjoyable. They respond well to instructions such as *Eisteddwch*, *Sefwch* and *Gwrandewch*.
- They complete daily registration in Welsh and indicate in full sentences, whether they plan to have dinner or sandwiches.
- They listen well to a story on farm animals and consolidate vocabulary and phrases through role-playing.
- Most respond fluently and correctly using a range of phrases. Pupils have good pronunciation and are familiar with basic phrases such as *Pwy wyt ti? Sut wyt ti, Sut mae'r tywydd heddiw*, and *Beth ydy hwn?*
- Pupils can discuss topics such as the prevailing local weather conditions, members of their family clothing, various rooms and characteristics of a house and their favourite foods. They can count correctly in Welsh up to ten.
- Most pupils use negative response forms such as 'nac ydw' correctly.
- They use videos and CD Roms on topics in Welsh, such as holidays.
- The standard of pupils' reading aloud of sentences as a group from the 'big book' is good. Their individual reading skills are ably supported by the input of the *athrawes fro*.
- They complete word searches to familiarise themselves with Welsh spellings.
- They label parts of the house or parts of the body either by word-processing their illustrations or by writing in their work sheets. Many of the pupils in Y2 succeed in writing sentences independently.
- Pupils make good use of the interactive white board to construct simple sentences and word-process them or copy them correctly into their exercise books.
- They sing some Welsh songs to familiar tunes, which consolidate their vocabulary and phrases.

Shortcomings

There are no major shortcomings.

Design and technology

Standards of achievement in design and technology are good. The high standards noted at the time of the previous inspection have been effectively maintained.

Good features

- Pupils in Y1 learn to join materials in a variety of ways, using blue tack, glue, sticky tape and split pins. They respond to the good opportunities they are given to investigate by growing in confidence and skill in the designs they make.
- They design and make stick puppets, learning to use tools safely.

- They learn to cook making pancakes and decorating them and making and tasting fruit salad.
- Pupils in Y2 design and make simple wheeled vehicles. The models are made and finished well so that they move. Some pupils have very good levels of spatial awareness and can visualise 3D shapes very easily, knowing what they will look like when they have been rotated.
- They make and learn to draw detailed designs, listing what materials they will use, including using the computer to plan some designs. Designs are followed carefully and older pupils work hard to ensure that the finished item is similar to their design intentions, highlighting any changes they have had to make.
- Pupils throughout the school evaluate their work, talking about what they like and what they dislike. For example they evaluate sandwiches to say which filling they prefer.
- They develop appropriate vocabulary, such as base, axle etc.
- There is good use of the digital camera to record their work and good use of interactive white boards to design a model house, for example.

Shortcomings

There are no major shortcomings.

Information technology

Standards of achievement are very good. This represents a very good improvement since the previous inspection.

Good features

- Pupils in the youngest class use computers with confidence. They learn to manipulate pictures on the screen using the mouse and the keyboard as appropriate. They draw and write to illustrate their work.
- Pupils in Y2 learn to word process stories and to use the computer to present their work attractively.
- They research using the Internet and CD Roms, to find out about life in other countries, such as India, or about the Great Fire of London in a history lesson.
- Throughout the school pupils use interactive white boards confidently to tap the correct answers to multi-optional quizzes.
- They communicate with text, tables, pictures and sound and save and retrieve their work with little help from adults. For example, they make charts and tables to illustrate their findings in mathematics.
- They learn to use the mouse to move icons on the screen and programme small robots to move across the floor.
- Pupils in Y2 access internet site to send emails to their friends and teachers and most are reasonably confident when handling data to produce graphs and tables.

Shortcomings

There are no shortcomings.

History

Standards in history are very good. This is an improvement since the previous inspection.

- Pupils have a good understanding of historical terminology.
- Pupils in Y1 have an increasing knowledge and understanding of the past and how it has helped to shape the present.
- Through the use of time lines pupils gain an understanding of chronology through topics linked to pupils' families, homes locality and their everyday school routines.
- Through photographic evidence of their parents' early years and their own they make distinctions between the present and the recent past.
- Pupils communicate their understanding of historical change through role-play, through drawing and painting and by researching in reference books and downloading from the Internet.
- Pupils in Y2 appreciate how technology has made a great difference in peoples' everyday routines and examine the differences between toys of the Victorian period and those of today.
- They compare how pupils travel today and how their grandfathers travelled using trams and trolley buses in the Cardiff area. They research for evidence in reference books, on the Internet, as well as through personal experiences related to them in the classroom by visitors.
- Pupils benefit from the many high quality mini-museums or displays in the school containing household artefacts, memorabilia and photographs.
- They visit the Museum of Welsh life at St Fagan's with its schoolroom and the Tudor manor house at Llancaiach Fawr.
- Pupils in Y2 explore the lives of historical characters such as Louis Braille, Guy Fawkes and famous characters from Welsh history such as William Morgan and the Welsh Bible and the exploits of less wholesome characters such as Captain Morgan.
- They gain historical insight by conducting their own historical enquiries by completing questionnaires among close and extended family members and friends on changes in life styles during the last few decades.

Shortcomings

There are no shortcomings.

Geography

Standards of achievement in geography are good throughout the school. Standards have been effectively maintained since the previous inspection.

Good features

- Pupils in Y1 learn about the local environment and compare the different styles of building in the local area.
- They develop early map making and reading skills through learning to draw plans of the school. Pupils in Y2 learn to find features on a map using co-ordinates.
- Pupils in Y1 are aware of places beyond their own locality, discussing different climates, such as a hot country, like Spain. In Y2, they are aware of a very wide range of different towns, countries and villages and enjoy calling them out as a response to their teacher during registration, seeking to outdo each other with unusual and, to them, less well known places like New South Wales and North London.
- They discuss attractive and unattractive features, for example how litter makes a place look messy. They analyse pictures carefully and can relate differences in clothing in different countries to differences in climate and temperature.
- They learn to use correct terminology, starting to develop the concept of country and continent.
- Pupils in Y2 make good use of a wide range of secondary resources and maps, including information technology to effectively compare life in their village with life in other places, such as Chembakoli.

Shortcomings

There are no major shortcomings.

Art

Standards of achievement are good. This is a good level of improvement since the previous inspection.

Good features

- Pupils throughout the school use an appropriate range of materials and tools to create paintings, drawings, prints and collage work of good standard. They experiment with different types of art and craft activities in two and three dimensions, using clay and weaving with raffia, wool and fabric.
- They record images from observation and memory and make changes to their work as necessary.
- Pupils in Y2 learn how to sketch out what they are going to paint. For example, when making drawings and paintings of each other in dynamic poses.
- They make good progress in their understanding of shape, and colour. They record what they see and make pictures in the style of Van Gogh's "Bedroom in Arles". They look at a range of fabric to spot similarities and differences in patterns.
- They have studied and talked about the work Welsh artists, such as Andy Goldsworthy and looked at the work of Dale Evans, as well as blending colours of paint and pastels to represent various fruit in a realistic manner.
- Throughout the school pupils use ICT effectively to investigate the work of various artists and explore a range of patterns in work linked to mathematics. For example, looking at lines of symmetry in portraits.

Shortcomings

There are no major shortcomings.

Music

Standards of achievement in music are good. The high standards noted by the previous inspection have been effectively maintained.

Good features

- Pupils listen intently to a range of classical European music played before the daily acts of worship and can relate some facts about the lives of composers.
- The pupils recall a wide range of tunes and songs from different times and cultures, such as Australia.
- They listen to music from a visiting brass ensemble, learning to appreciate different styles of music.
- They understand a good range of basic musical terms such as beat, rhythm, pitch, loud, soft and use them effectively to evaluate peer performances.
- They understand and respond positively to mood music and experience the soothing and calming influence of music played on computers during their routine classroom “tidy up” sessions.
- They sing a range of English and Welsh traditional and modern songs well and with confidence, pronouncing their words clearly while giving due attention to dynamics and phrasing.
- They reinforce their numeracy skills by singing number songs in both English and Welsh.
- They can keep a steady beat by tapping and clapping. They can identify the sounds made by various classroom instruments. They make their own simple un-tuned musical instruments and can vary their pitch.
- They create sound pictures in response to poems and stories. They compose musical sequences using body sounds, tuned and un-tuned percussion instruments.
- Some can play recorders tunefully as accompaniment to pupils’ singing in acts of worship. They can play short tunes and concentrate well on fingering and timing.

Shortcomings

There are no major shortcomings though pupils would benefit from more opportunity to listen to vocal and instrumental compositions of Welsh musicians.

Physical education

Standards of achievement in physical education are very good. Only indoor activities were observed during the inspection. The high standards noted by the previous inspection have been improved still further.

Good features

- Pupils throughout the school undress and dress themselves in a disciplined manner and wear appropriate clothing. They are aware of relevant health and safety issues and all jewellery is either removed or taped to prevent injury.
- During exercises pupils in Y1 make good use of space in the school hall and are well aware of the need to keep sufficient space between themselves and others and other safety issues.
- They respond very well to instructions.
- Pupils are very aware of the changes in breathing patterns and heart rate. They know the value of physical fitness and they recognise and can describe the changes that happen to their bodies while exercising.
- They adopt good posture and prepare well for and to recover from activities.
- They show good discipline when changing directions or when jogging, hopping and jumping.
- They can express a wide range of moods and feelings such as joy and anger through a variety of movements. They respond well to different stimuli such as a story.
- Pupils explore dance movements through jumping, gestures and observing stillness.
- Pupils develop a very good understanding of sequencing and body control through performing traditional Welsh dances.
- Pupils in Y2 evaluate their work and the work of their peers well and suggest ways in which movements or sequences could be improved.

Shortcomings

There are no shortcomings.

Religious education

Standards of achievement are very good. The high standards noted at the time of the previous inspection have been improved still further.

Good features

- The school's scheme of work takes due note of the recently revised locally agreed syllabus and as a result, pupils develop a basic knowledge of customs and practices found in Christianity.
- They have explored the creation story as expressed in Genesis and understand the importance of stewardship of the world for Christians.
- They are aware of the centrality of the Decalogue in Christianity and Judaism and produce their own classroom "golden rules". They explore the importance of observing rules and showing respect for others.
- Pupils in Y1 are familiar with many artefacts used in Christian acts of worship of different denominations such as the cross, crucifix, and rosary beads.

- They know about the use of special clothes worn by people for worship as a sign of respect and the use of liturgical clothes by ministers and priests of some Christian denominations.
- They know and can accurately relate facts about the main festivals of Christmas, Easter and Harvest. They know the meaning of the Christingle celebration.
- Pupils in Y2 know and can discuss some Christian rites of passage such as infant baptism and marriage.
- They know that light plays a central part in religious celebrations in Christianity and Judaism (Hanukkah) and have created their own candles using computer art.
- In Y2 pupils know about the special place of the Torah in Judaism and how the adherents show great respect for the scrolls and celebrate many festivals at home and in the synagogue.
- They know about the *menorah* and the use of the *yad* on the scrolls.
- They understand how the Jews wear special clothes for their festivals as well as about the festival of Shabbat and how many rules affect the home life of Jewish families.
- In circle time, they explore the importance of self-esteem and the religious concept that in God's eyes all people are of equal value.
- Through "hot seating" and staff support, pupils have an opportunity to develop their own personal standpoints and to discuss sensitive issues with their peers.
- At a basic level they explore situational ethics by considering what they would do in certain situations. When they discuss "what if" certain things happened and how they feel they would respond.

Shortcomings

There are no major shortcomings.

8. SCHOOL IMPROVEMENT

8.1 Progress Since the Last Inspection

There has been a good level of improvement since the previous inspection and the school is in a good position to continue to improve still further.

The key issue of continuing to raise standards in numeracy has been effectively met and standards are now good. The school has effectively maintained and further developed the high and often very high standards achieved by the majority of pupils and standards in many subjects are even higher than previously.

8.2 Key Issues for Action

In order to raise standards further the school needs to:

1. Improve procedures for monitoring health and safety issues and implement systems to improve attendance as outlined in school policies and the SDP and ensure minor omissions in documentation are met.
2. Maintain and further develop the existing high and often very high standards achieved by pupils.

APPENDIX**A. Basic Information About the School**

Name of School	Rumney Infant School
School type	Infant
Age-range of pupils	3-7
Address of school	Wentloog Road Rumney Cardiff
Post-Code	CF3 3HD
Telephone Number	02920 791345

Headteacher	Mrs B. A. Brown
Date of appointment	September 2003
Chair of Governors/ Appropriate Authority	Mrs C. Derbyshire
Registered Inspector	Mrs S. M. Barnes
Dates of inspection	8 th -10 th March 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	26	60	60	60	0	0	0	0	206

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	8	2	8.9

<i>Staffing information</i>	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	30 : 1
Pupil : adult (fte) ratio in nursery classes	18 : 1
Pupil : adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	30
Teacher (fte) : class ratio	1 : 1

Percentage attendance for three complete terms prior to the inspection			
	R	KS1	Whole school
Term 1	93.5	93.6	93.55
Term 2	92.7	92.4	92.55
Term 3	94.1	92.4	93.25

Number of pupils excluded during 12 months prior to inspection.	2
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C. Results of National Curriculum Assessments and Public Examinations

NATIONAL CURRICULUM ASSESSMENT RESULTS

END OF KEY STAGE 1: 2003

National Curriculum Assessment KS 1 Results: 2003			Number of pupils in Y2:					
Percentage of pupils at each level								
			D	W	1	2	3	4
ENGLISH:	Teacher Assessment	School	0	2	8	53	37	0
		National	0	4	13	63	20	0
EN: Reading	Teacher Assessment	School	0	2	10	41	47	0
		National	0	4	14	54	28	0
EN: Writing	Teacher Assessment	School	0	2	10	71	17	0
		National	0	5	13	71	10	0
EN: Speaking and listening	Teacher Assessment	School	0	3	7	46	44	0
		National	0	2	11	64	22	0
MATHEMATICS	Teacher Assessment	School	0	2	10	49	39	0
		National	0	2	9	61	26	0
SCIENCE	Teacher Assessment	School	0	2	7	32	59	0
		National	0	2	10	68	20	0

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school:	88	In Wales:	80

D Pupils who have been dis-applied under sections 364 and 365 of the Education Act 1996 or, in the case of the Task/Test were absent.

W Pupils who are “working towards” level 1, but have not yet achieved the standards needed for level 1.

D. The Evidence Base of the Inspection

The inspection was carried out by a team of three inspectors over a period of three days.

Pre-inspection meetings were held with the head teacher, staff and governing body.

Three parents attended a meeting to give their views of the school.

Seventy six questionnaire responses were analysed and summarised.

All documentation submitted by the school was analysed and discussed, including the school development plan, policy and curriculum documents and teachers' planning files.

Pupils were observed as they arrived and departed from school and during the midday and other breaks.

At various times during the day, inspectors took the opportunity to talk to pupils and to discuss their work.

Thirty three lessons or part-lessons were observed.

Pupils were heard reading and were examined in their knowledge and understanding of English, Welsh, science and other subjects.

A wide range of pupils' written and other work was examined in all classes.

Inspectors discussed pupils' work with class teachers and examined assessment records.

Discussions were also held with the staff.

The work of pupils with special educational needs was examined.

Documents relating to the financial management of the school were discussed.

Budget figures were examined.

Attendance and pupil records were inspected.

Inspectors attended acts of collective worship.

E. Composition and Responsibilities of the Inspection Team

Inspector	Type	Aspect Responsibilities	Subject Responsibilities
Mrs S. M. Barnes	Rgi	Context of the school, main findings, standards of attainment, quality of teaching, curriculum, self evaluation, leadership and efficiency, progress, key issues	Under fives, English, information technology, design technology, geography, art
Mrs C. Lewis	Lay	Attendance, links with parents and the community, links with industry, support and guidance	
Mr D. Treharne	Team	Key skills, spiritual, moral, social and cultural development, assessment recording and reporting	Welsh second language, mathematics, science, history, music, physical education, religious education

The visiting inspectors wish to thank the governors, the head teacher and all the staff for the co-operation and courtesy they received during the inspection.

A SUMMARY FOR PARENTS

PRIMARY SCHOOLS

Name of School	Rumney Infant School
School type	Infant
Age-range of pupils	3-7
Address of school	Wentloog Road Rumney Cardiff
Post-Code	CF3 3HD
Telephone Number	02920 791345

Headteacher	Mrs B.A.Brown
Date of appointment	September 2003
Chair of Governors/ Appropriate Authority	Mrs C. Derbyshire
Registered Inspector	Mrs S. M. Barnes
Dates of inspection	8 th -10 th March 2004

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	26	60	60	60	0	0	0	0	206

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	8	2	8.9

SCHOOL INSPECTIONS, SUMMARY REPORTS AND ACTION PLANS

The Education (Schools) Act 1996 and the Education (Schools Inspection) (Wales). Regulations require the inspection of all schools at least once every five years. The act requires inspectors to report on: the quality of education provided by the school, the education standards achieved, whether financial resources are managed efficiently and the spiritual, moral, social and cultural development of pupils.

After the inspection, the regulations require the Registered Inspector to produce a report of the inspection and a summary report for parents within 5 weeks (or 7, if the report is to be translated to or from Welsh). The governing body must:-

Arrange for parents of every registered pupil to be sent a copy of the summary;

Draw up an Action Plan in response to the report within 40 working days (45, if there is a need to translate the action plan to or from Welsh);

Send a copy of the action plan to the parents of all registered pupils within 5 days of completion;

In every annual report to parents to include a statement of the progress made in implementing the action plan.

THE SUMMARY REPORT

The school and its priorities

Rumney Infant school is situated in the old village of Rumney, on the edge of Cardiff. There are 206 pupils on roll, between the ages of three and seven, who come from the surrounding areas. Most of the boys and girls have attended pre school groups before starting in the nursery or reception classes. The school is organised into six classes and a nursery. Nursery children attend part-time, either mornings or afternoons. Approximately twelve per cent of the pupils are entitled to free school meals, which is lower than average. The area is described by the school as neither prosperous nor disadvantaged. There are very few pupils from minority ethnic backgrounds. Nearly all children come from homes where English is the preferred spoken language. Pupils represent the full range of ability and standards are average overall on entry. Thirteen per cent of the pupils at the school, below the national average, are identified as having special educational needs (SEN). The school's aims are "To provide the best possible standard of education for each individual child....."

The school was last inspected in spring 1998.

Among the priorities identified by the current school development plan are:-

To work towards the basic skills Quality Mark in English,

To review the performance of boys and pupils with special educational needs in mathematics,

To develop the use of the inter-net and identify any training needs regarding interactive whiteboards in information technology,

To increase levels of monitoring in all areas of Welsh (oracy, reading and writing),

and to continue to develop effective liaison with the junior school to ensure progression and continuity.

The main findings of the report

Rumney Infant School provides a very good education for all of its pupils. Staff and governors have worked hard to create a school, which offers very good quality education and a very good ethos.

The educational provision for the under fives is appropriate and promotes the desirable outcomes for children's learning. Standards achieved in the nursery and reception classes are very good in all areas of learning and children make very good progress towards the desirable learning outcomes for their age due to the rich and varied curriculum they are offered.

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

In Key Stage (KS) 1, standards of achievement in the different subjects of the National Curriculum (NC) and religious education are as follows:

Subjects	KS1
English	Very good
Mathematics	Good
Science	Good
Welsh second language	Good
Design and technology	Good
Information technology	Very good
History	Very good
Geography	Good
Art	Good
Music	Good
Physical education	Very good
Religious education	Very good

- Standards achieved were at least satisfactory in all lessons observed and in more than 90 per cent they were good. In 33 per cent they were very good. There has been a significant improvement in standards in English, history, information technology, mathematics, art, physical education and religious education throughout the school since the last inspection.
- Results of NC assessments over recent years indicate that pupils make at least good progress during their time in school.
- The percentage of pupils who achieved level 2 in all three core subjects was 88 per cent, which was an eight per cent improvement on the previous year and eight per cent higher than the national average.

- Results of the national tests in mathematics in 2003 at KS1 were broadly average. In the end of key stage assessments 88 per cent attained level 2 or above.
- In writing, 88 per cent attained level 2 and above, compared to 81 per cent nationally.
- In reading, 88 per cent achieved at least level 2, which is slightly higher than standards nationally, which were 82 per cent.
- In science, 90 per cent attained level 2 or above, compared to 88 per cent nationally.
- When proportions of pupils attaining the higher level 3 are taken into account figures are above national results. This is most particularly the case in reading and science where 47 per cent and 59 per cent respectively attained the higher level. This is compared to 28 and 20 per cent nationally.
- Pupils of all abilities, including higher attaining pupils and those with special educational needs achieve very well and attain good standards in relation to their prior attainment.
- Pupils with SEN achieve very well in all subjects. There are no significant variations in achievement between particular groups of pupils in relation to their age, ability, ethnicity or gender.
- Children in reception and nursery who are under five make very good progress in their key skills and use them well across all the six areas of learning.
- Pupils in KS1 achieve very good standards in key skills across the curriculum.
- Pupils in KS1 demonstrate very good listening skills in lessons across the curriculum. Speaking skills are very good. Pupils' reading is very good overall. Pupils are developing very good writing skills in subjects across the curriculum.
- Numeracy skills are used well across the curriculum and as a result, standards are good.
- Use of ICT programs to support work across the curriculum is very good.
- The provision for pupils' moral, spiritual and social development is very good. Cultural development is good.
- Standards of behaviour are very good and pupils have very good attitudes to their work.
- The school achieves satisfactory levels of attendance. However, the school does not fully comply with the requirements of NAFW circular 3/99 in setting targets for improving attendance.
- The quality of teaching is very good overall.
- Teaching was at least good in 91 per cent of lessons. A third of the teaching was very good.
- The quality of assessment and recording is very good and information gathered is used very well to ensure that work matches pupils' needs appropriately.
- Formal assessments of the under-fives are very good.
- Assessment opportunities are used very effectively.
- Opportunities for pupils to assess and evaluate their own work are very good.
- Annual written reports to parents are very good. They are detailed and clear.
- The curriculum provided for the pupils is very good and meets all requirements of the National Curriculum and locally agreed syllabus for RE.
- The provision for children under five is very good and effectively promotes the desirable learning outcomes.
- The curriculum is also enriched and supported by a very good range of extra curricular activities. These include music and sporting activities.
- The quality of arrangements made by the school for pupils' support, guidance and welfare are good overall. However, some procedures for recording do not follow the agreed school policy when translated into practice.

- The quality of provision for pupils with SEN is very good and they are enabled to achieve very well as a result.
- The school's partnership with parents and the community is very good and the links the school has made a good contribution to pupils' overall development and the standards they achieve. The Prospectus, complies fully with the NAFW Circular 14/01. However, there are some minor omissions in the governors' annual report to parents and as such it does not fully meet the requirements of Circular 15/01.
- Partnership with industry is good and has a positive impact on resources and training.
- The quality of self-evaluation within the school and the effectiveness of target setting is very good and a particular strength. It is a major reason the school is as successful as it is in continuing to improve and raise standards.
- Staffing, accommodation and learning resources are good overall, although some parts of the playground surfaces and steps are uneven. There are plans for rebuilding old parts of the school, such as the nursery building, which was commented upon in the previous report.
- The quality of leadership and efficiency is very good. Efficient systems are extremely well established and provide clear direction for the work of the school in all areas. The school provides very good value for money.
- The leadership of the acting head teacher is very good and has enabled the school to maintain its steady course towards providing the best possible education for all its pupils.

Key Issues for Action

In order to raise standards further the school needs to:

1. Improve procedures for monitoring health and safety issues and implement systems to improve attendance as outlined in school policies and the SDP and ensure minor omissions in documentation are met.
2. Maintain and further develop the existing high and often very high standards achieved by pupils.

Acknowledgement

The visiting inspectors wish to thank the governors, the head teacher and all the staff for the co-operation and courtesy they received during the inspection.

Copies of the full report are available from the school. Under the Education (Schools) Act 1996, the school must provide copies of the report free of charge to certain categories of people. A charge not exceeding the cost of reproduction may be made to others requesting a copy of the report.

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