

**INSPECTION UNDER SECTION 10 OF
SCHOOL INSPECTIONS ACT, 1996**

TREMAINS INFANTS' SCHOOL

Channel View
Brackla
Bridgend, CF31 2NL

School Number: 672/2366

Date of Inspection: 17th – 20th May, 2004

MRS. EIRWEN GRIFFITHS

REGISTERED INSPECTOR: WO50/17562

17th June, 2004

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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 the age of eighteen is intended to ease communication among schools, governing bodies, parents and local education authorities and to emphasise the importance of continuity.

The term "reception" is applied to the year-group of pupils in a primary school (not a nursery class) who attain the age of five during the academic year. "Year 1" (Y1) is applied to the year-group of pupils who attain the age of six during the academic year and so on to Y13 – the year-group who attain the age of eighteen 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; Key Stage 2 of Y3 to Y6; Key Stage 3 of Y7 to Y9; Key Stage 4 of Y10 and Y11 (which is the final year of compulsory education).

GRADE DESCRIPTIONS

The following five-point grading scale is used to represent the main judgments in the report:

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

Tremains Infants' School is situated in the village of Brackla some two miles to the east of Bridgend. It occupies an attractive, modern building on a pleasant, well-kept site. A block of demountable classrooms has also been provided.

Currently, the school has a total roll of 195 pupils aged four to seven years, including an observation class for eight pupils with moderate learning difficulties, which serves as an area facility. Numbers have decreased slightly over the past four years.

In general terms, the area served by the school can be described as neither prosperous nor economically disadvantaged, although there is a substantial percentage of new, modern, owner-occupied houses. Free school meals are received by some 13% of pupils. Twenty-seven pupils have been identified as having some form of special educational need, including two who are the subjects of formal statements. The annual intake covers the full ability range.

English is the sole or predominant home language for the vast majority of pupils, with no child coming from a Welsh-speaking home. About 7% of pupils come from ethnic-minority families.

The main aims of the school are:

- to achieve the highest academic standards possible;
- to create a lively, stimulating and happy environment within which the children feel motivated, rewarded and satisfied with their endeavour;
- to instil in the children a sense of order and self-discipline combined with consideration for others, fostering an awareness of being part of the wider community of the school and society at large;
- to introduce to the children a breadth of experiences through which they can access a wide range of values;
- to give the children aesthetic experiences in a wide context, including art, music and performance;
- to involve parents and guardians in the education of their children, giving them the opportunity to be a partner with the school in their children's learning experience;
- to involve governors in the everyday life of the school giving them purpose and an evolving commitment.

Priorities identified in the school development plan for the next two years include:

- further raising standards of teaching, learning and achievement;
- continuing to develop the curriculum;
- developing the ethos of the school in partnership with parents, governors, the local community and outside agencies;
- providing greater support and guidance for pupils;
- making further improvements in the provision and use of resources, including

- staffing, accommodation and staff development;
- increasing the effectiveness of self-evaluation, financial management and leadership.

No changes have been made to the type or age-range of the school during the past five years. The present headteacher has been in post since October, 1996.

The school was last inspected in May, 1998.

2. MAIN FINDINGS

The Main Findings of the Report

This is a school with many good and several very good features.

Educational Standards Achieved by Pupils

- During the inspection, standards of educational achievement were satisfactory or better in approximately 96% of the lessons observed, including 56% where they were good and 22% where they were very good.
- Educational provision for children under five years of age is very good and successfully promotes the desirable outcomes for learning. Standards achieved in the six areas of learning are currently the following:

Area of Learning	Reception
Language, Literacy and Communication Skills	Good
Personal and Social Development	Very Good
Mathematical Development	Good
Knowledge and Understanding of the World	Very Good
Physical Development	Good
Creative Development	Good

- Standards achieved by pupils at Key Stage 1 are shown below:

Subject	KS1
English	Good
Mathematics	Good
Science	Good
Welsh (as a second language)	Good
Design and Technology	Good
Information Technology	Very Good
History	Very Good
Geography	Very Good
Art	Very Good
Music	Good
Physical Education	Good
Religious Education	Good

- There are also several very good features in English, with approximately one-third of pupils achieving very good standards in the subject by the end of Year 2.
- National Curriculum assessment conducted by teachers last summer showed that, at the end of Key Stage 1, the percentage of pupils achieving the expected norm of Level 2 or above far exceeded the national average for Wales in speaking and listening, reading, writing, mathematics and science. The percentage achieving the higher grade of Level 3

was also far in excess of the national average in mathematics, science and all three aspects of English.

- Altogether, the percentage of pupils achieving at least Level 2 in mathematics, science and English was considerably above the average both for the area and for Wales as a whole.
- Given children's general levels of attainment on entering the school, progress is good overall and very good in some instances.
- No major differences were observed between the performance of boys and girls.
- In applying their key skills across the curriculum, pupils achieve good standards in speaking, listening and reading, and very good standards in writing, number, and information and communications technology.

Ethos of the School

- Good provision overall is made for the spiritual, moral, social and cultural development of pupils, with some very good features.
- Values promoted by the school are strongly reflected in children's attitudes and behaviour. Pupils are friendly, supportive and tolerant to each other and show concern for those less fortunate than themselves. Several acts of kindness towards one another were observed during the inspection. The quality of relationships is one of the many strengths of the school.
- The headteacher and staff have been highly successful in establishing a strong Welsh ethos and also in developing an appropriate understanding of other faiths and cultures.
- Assemblies are happy occasions where relevant topics are discussed. Full benefit, however, is not always gained from the experience as a number of pupils become chatty and inattentive. The situation is exacerbated by the fact that no member of staff other than the one taking the assembly is generally present. Singing enhances the occasion but lacks the benefit of musical accompaniment.
- Standards of behaviour and attitudes to learning are good overall. Pupils are keen to learn and display enthusiasm for lessons.
- Satisfactory rates overall are achieved for attendance. Punctuality is generally good. Rates for attendance, however, are depressed by a number of families who, because of the nature of local employment, take their children on holiday during school terms.

Quality of Education

- During the inspection, the quality of teaching was satisfactory or better in approximately 94% of the lessons observed, including 51% where it was good and 21% where it was very good. Teaching was unsatisfactory in some 6% of lessons.

- Where teaching is good or better, work is often imaginative and creative. Much thought is given to stimulating interest in, and enthusiasm for, lessons. In the few instances where teaching is less than satisfactory, work is not properly matched to abilities, discipline deteriorates, and too little attention is paid to effective classroom organisation and management.
- Work of support staff varies in quality and shows scope for further development in some cases.
- Procedures for assessment, recording and reporting are good overall, with some very good features.
- The school provides pupils with a broad, balanced, good-quality curriculum which complies with statutory requirements and is socially inclusive. All pupils have equal access and opportunities. The quality of the curriculum provided for the children under five is very good and fully reflects their needs in all areas of learning.
- Policies and schemes of work are in place for all National Curriculum subjects and religious education. These provide clear guidance to teachers and are regularly reviewed and updated. Curriculum co-ordinators provide effective support to their colleagues.
- Pupils in the observation class receive a broad, balanced, rich curriculum and are integrated into mainstream classes for some subject areas as appropriate. Good planning and support ensure full participation and inclusion.
- A very good range of extracurricular activities helps to extend the formal curriculum. Good use is made of educational visits to support pupils' learning. Links with the community also enrich pupils' experiences.
- Good provision is made for the support, guidance and welfare of pupils. The headteacher and staff know pupils well and respond appropriately to their needs. Due attention is paid to both academic and personal progress.
- Provision for pupils with special educational needs is good overall and effective in raising standards of achievement. Provision in the observation class is very good; with pupils making very good progress.
- A good partnership overall has been formed with parents, the local community, and other schools and institutions, with some very good features. In particular, very good relationships have been established with parents, who are supportive of the school and have a high regard for the headteacher and staff.
- Links with industry are satisfactory overall.

Management

- Good procedures have been established to enable the school to evaluate its own work

and to plan for improvement.

- The school development plan is a sound working document, with clear and manageable targets.
- Governors take an active role in the review and evaluation of progress, and regularly consider how standards of teaching and learning can be further improved.
- Leadership and efficiency are good overall, with some very good features. The headteacher has a clear vision for the school and is totally committed to developing the full potential of each pupil.
- Relationships are very good at all levels, with a strong team approach to the planning and assessment of work. Learning takes place in a happy, well-structured environment.
- Very good emphasis has been placed on the development of the curriculum, with staff regularly attending external courses and participating in school-based in-service training, all of which have led to significant improvements in standards.
- The head and deputy head teacher work closely together in all aspects of management and have achieved considerable success in creating a safe, attractive, stimulating environment for learning, with equal opportunities for all.
- Pupils in the special-needs unit are particularly well integrated into the life of the school.
- Curriculum co-ordinators perform their duties conscientiously and have worked hard to improve documentation, planning, assessment and the quality of experiences for pupils, although direct classroom observation is still at an early stage of development.
- Governors take a keen interest in the life and work of the school and take a prominent role in decisions. Statutory duties are properly performed.
- The budget is appropriately managed and monitored. Sound emphasis is placed on obtaining good value for money.
- Day-to-day administration is smooth and efficient.
- Good use is generally made of staffing, accommodation and learning resources. Provision is satisfactory overall.
- The school has a sufficient number of qualified teachers to cater for the present number of pupils on roll. Learning-support assistants help out in all classes, although not all are effectively used and deployed.
- Good support is received from the school clerk, and lunchtime and caretaking staff.
- In spite of the relative newness of the building, the layout of accommodation is challenging both for pupils and staff. The double open-plan teaching areas in the main

block are overcrowded as they provide insufficient space for two full-size classes. Pupils are distracted from their own lesson by activities in the neighbouring area despite the best efforts of staff, who co-operate well with each other. Classrooms also serve as thoroughfares from one part of the school to another.

- Buildings, both main and demountable, are in good order. Classrooms and corridors are bright, clean and well-maintained. Colourful displays of materials, children's work and artefacts throughout the school provide an attractive and stimulating environment.
- Classes in the demountable buildings are disadvantaged by being separated from the main block. No covered walkway or other such facility has been provided.
- External play areas are well laid out and maintained.
- Each classroom has at least two computers, with sufficient provision to enable teachers to meet the requirements of the National Curriculum.
- Teachers have access to a good range of resources, which are well used throughout the school day.
- The main school library is well stocked with both fiction and reference books, as are the separate classroom libraries.

Progress since the Last Inspection

- Very good progress has been made in responding to the key issues identified during the last inspection.

Overall, the school provides very good value for money.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards Achieved in Subjects and Areas of Learning

Standards of educational achievement were satisfactory or better in approximately 96% of the lessons seen during the inspection, including 56% where they were good and 22% where they were very good.

- Children under five years of age achieve good standards overall in language, literacy and communication skills; mathematical development; physical development; and creative development; and very good standards in personal and social development; and knowledge and understanding of the world.
- At Key Stage 1, standards are good in English; mathematics, Welsh, design and technology, music, physical education and religious education; and very good in

- information technology, history, geography and art.
- There are also several very good features in English, with approximately one-third of pupils achieving very good standards in the subject by the end of Year 2.
- National Curriculum assessment conducted by teachers last summer showed that, at the end of Key Stage 1, the percentage of pupils achieving the expected norm of Level 2 or above far exceeded the national average for Wales in speaking and listening, reading, writing, mathematics and science. The percentage achieving the higher grade of Level 3 was also far in excess of the national average in mathematics, science and all three aspects of English.
- Altogether, the percentage of pupils achieving at least Level 2 in mathematics, science and English was considerably above the average both for the area and for Wales as a whole.
- Given children's general levels of attainment on entering the school, progress is good overall and very good in some instances.
- No major differences were observed between the performance of boys and girls.

3.2 Standards Achieved in Key Skills across the Curriculum

In applying their key skills across the curriculum, pupils achieve good standards in speaking, listening and reading, and very good standards in writing, number, and information and communications technology.

- Listening skills are well developed in subjects across the curriculum. The majority of pupils concentrate well during lessons and respond confidently to questions, using an appropriate range of subject-based vocabulary. They listen carefully to each other's contributions, particularly during circle times and plenary sessions.
- Concentration sometimes wavers during assemblies when listening skills are not well applied by a number of pupils.
- Pupils are generally confident and articulate in speech, and are eager to respond to questions about their work in different areas of the curriculum. They willingly proffer their ideas and gladly share their knowledge with visitors.
- Research skills are developing well, with pupils making good use of their abilities to seek out information from a good variety of books.
- Very good use is made of writing skills in subjects across the curriculum. Pupils record their work and express themselves in an appropriate variety of forms, including labelling, invitations, poetry and diary work.
- Number skills are well applied in mathematics and science, with older pupils using standard units for measuring. Pupils count in Welsh and physical education, apply

mathematical skills in map work, and measure carefully in design and technology. Very good standards are achieved in this area.

- Wide use is made of computers to enhance learning and boost standards in a number of areas, including spelling and writing, art and number work. Pupils regularly use the interactive whiteboard in subjects such as Welsh and are able to operate it by themselves from an early age. Very good use is made of the Internet for research and investigation, particularly in subjects such as history and geography.

4. ETHOS OF THE SCHOOL

4.1 Pupils' Spiritual, Moral, Social and Cultural Development

Good provision overall is made for the spiritual, moral, social and cultural development of pupils, with some very good features.

- Assemblies are happy occasions where relevant topics are discussed. Full benefit, however, is not always gained from the experience as a number of pupils become chatty and inattentive. The situation is exacerbated by the fact that no member of staff other than the one taking the assembly is generally present. Singing enhances the occasion but lacks the benefit of musical accompaniment.
- Good work is undertaken in areas such as art and science to help pupils develop a sense of awe and wonder of the world.
- Values promoted by the school are strongly reflected in children's attitudes and behaviour. Pupils are friendly, supportive and tolerant to each other and show concern for those less fortunate than themselves. Several acts of kindness towards one another were observed during the inspection.
- Pupils work and play harmoniously together and willingly accept responsibilities when required to do so. Very good collaboration is shown during work in groups and pairs. The quality of relationships is one of the many strengths of the school.
- The headteacher and staff have been highly successful in establishing a strong Welsh ethos. Very good use is made of visits to places of interest, coupled with displays, celebrations and stories about Welsh personalities, to help pupils to develop an appropriate knowledge of the heritage and culture of Wales.
- Due attention is also paid to developing a suitable understanding of other faiths, customs and cultures. In geography, for example, pupils are gaining a very good insight into the main features of other countries and life in different parts of the world. Work in other areas of the curriculum also considerably extends knowledge and understanding in these areas.

4.2 Behaviour and Attitudes

Standards of behaviour and attitudes to learning are good overall.

- Suitable procedures are adopted to promote good behaviour. Policies are clear and well understood by members of staff, both teaching and non-teaching.
- Pupils are pleasant, helpful and courteous towards both staff and visitors.
- High standards of behaviour are expected by most members of staff.
- Pupils are keen to learn and display enthusiasm for lessons.
- The school has established an effective system of individual and class records, which are appreciated by pupils.
- Despite limitations of space, learning takes place in a calm and orderly environment.
- Pupils throughout the school work together effectively and willingly share resources when required to do so.
- Sound policies have been adopted to counter bullying and all forms of discrimination.
- Although pupils with emotional and behavioural difficulties are generally well-behaved in classroom areas or small groups, they are less self-disciplined when in larger gatherings such as assemblies.

4.3 Attendance

Overall, satisfactory rates are achieved for attendance. Punctuality is generally good.

- Although arrangements for registration broadly conform to statutory requirements, not all members of staff are aware of the procedures to be followed.
- Pupils arrive punctually at the start of the school day, enabling lessons to commence on time.
- Parents understand, and generally comply with, arrangements for explaining their children's absences.
- Attendance rates are depressed by a number of families who, because of the nature of local employment, take their children on holiday during school terms.
- Regular liaison takes place with the education welfare officer.

- Few clearly-defined targets have yet been drawn up for improving attendance.

5. QUALITY OF EDUCATION

5.1 Teaching

During the inspection, the quality of teaching was satisfactory or better in approximately 94% of the lessons observed, including 51% where it was good and 21% where it was very good. Teaching was unsatisfactory in some 6% of lessons.

- Relationships between pupils and staff are very good in all classes. Teachers know their pupils well and readily provide help and support when required.
- All teachers display good knowledge of subjects and regularly attend courses to extend their skills and expertise. Strong emphasis is placed on joint planning to ensure consistency in experiences in year groups.
- Effective team work is a major feature of the daily life of the school.
- Short-term planning is detailed and generally identifies clear aims and objectives. Learning objectives are shared with pupils at the beginning of lessons.
- In the main, staff have high expectations of pupils both in respect of discipline and standards of work.
- Pupils benefit from exposure to a rich range of subject-based vocabulary, with the result that they employ appropriate terminology when describing their work.
- Instructions and explanations are generally explicit and clear.
- All pupils are given a range of suitable first-hand experiences and encouraged to take responsibility for their own learning, particularly in information and communications technology.
- Teachers use an appropriate range of strategies to stimulate interest and promote pupils' learning. Activities are varied and purposeful. Good use is made of a wide variety of resources.
- Plenary sessions are well used to enable pupils to discuss and evaluate their work and to promote and consolidate learning.
- Where teaching is good or better, work is often imaginative and creative. Much thought is given to stimulating interest in, and enthusiasm for, lessons.
- In the few instances where teaching is less than satisfactory, work is not properly matched to abilities, discipline deteriorates and too little attention is paid to effective classroom organisation and management.

- Work of support staff varies in quality and shows scope for further development in some cases.

5.2 Assessment, Recording and Reporting

The quality of assessment, recording and reporting is good overall, with some very good features.

- Meticulous arrangements are made for assessing and recording the progress of children under five years of age. Very good use is made of information to nurture development towards the desirable outcomes for learning.
- An effective policy document has been drawn up on assessment, recording and reporting, in which staff are given clear guidelines on the number, type and timing of assessments. The process is consistently applied throughout the school for both core and foundation subjects and built into teachers' planning.
- Teachers liaise regularly with each other on the progress made by individuals. This, together with the development of the role of curriculum co-ordinators, has had a direct effect on the quality of learning.
- Information gained from assessment is recorded both in teachers' files and pupil-tracking documents. These are updated regularly and used to guide aspects of teaching. Teachers have a very clear understanding of the differing academic needs of their pupils.
- Assessment, recording and reporting procedures for pupils with special educational needs are very good, including the annual review arrangements for pupils with statements.
- Work is regularly marked by all teachers, with clear oral feedback on what pupils have to do to make improvements, although practice in setting small-step individual targets often varies from class to class.
- Self-evaluation by pupils is in the early stages of development.
- Samples of pupils' work are kept, both in subject portfolios and pupil progress books, and are properly annotated and dated. Pupils' individual files form part of their record of achievement.
- Reading records are comprehensive and include comments by teachers.
- Information gained from assessment is analysed effectively to help improve performance and forms an integral part of the school's self-evaluation process.

- Reports comply with statutory requirements and are issued annually. Parents are invited to attend a parents' evening every term and an annual open day. Teachers also meet parents regularly on an informal basis as the need occurs.

5.3 Curriculum

The school provides pupils with a broad, balanced, good-quality curriculum which complies with statutory requirements and is socially inclusive. All pupils have equal access and opportunities.

- The quality of the curriculum provided for the children under five is very good and fully reflects their needs in all areas of learning.
- Policies and schemes of work are in place for all National Curriculum subjects and religious education. These provide clear guidance to teachers and are regularly reviewed and updated. Curriculum co-ordinators provide effective support to their colleagues.
- Pupils in the observation class receive a broad, balanced, rich curriculum and are integrated into mainstream classes for some subject areas as appropriate. Good planning and support ensure full participation and inclusion.
- Each area of learning is given appropriate time and attention, although some sessions are occasionally overlong and cause interest to wander.
- Planning for the development of key skills is good; planning for the *cwricwlwm Cymreig* is satisfactory overall.
- Personal and social education is delivered both formally and informally. Sensitive teaching through literacy activities and circle times provides pupils with opportunities to share their ideas and to explore their feelings. Due account is taken of guidance provided by the Qualifications, Curriculum and Assessment Authority for Wales.
- A very good range of extracurricular activities helps to extend the formal curriculum. Good use is made of educational visits to support pupils' learning. Links with the community also enrich pupils' experiences.

5.4 Support, Guidance and Pupils' Welfare

Good provision overall is made for the support, guidance and welfare of pupils.

- The headteacher and staff know pupils well and respond appropriately to their needs. Due attention is paid to both academic and personal progress.
- Pupils are confident about approaching staff whenever help or support is required.
- All members of staff are aware of their responsibilities for ensuring the safety and welfare of children.

- Policy and procedures for child protection are based on the local education authority's guidelines. The head teacher is the nominated member of staff for such issues, and a nominated governor has also received appropriate training.
- All pupils have equal access to every aspect of the life and work of the school.
- Appropriate policies have been drawn up to safeguard the health, safety and welfare of pupils.

5.5 Provision for Pupils with Special Educational Needs

Provision for pupils with special educational needs is good overall and effective in raising standards of achievement. Provision in the observation class is very good; with pupils making very good progress.

Main School

- Due regard is paid to the Special Educational Needs Code of Practice for Wales, which is well reflected in the school's policy and related documentation. Due emphasis is placed on early identification, assessment and provision.
- The special-educational-needs co-ordinator maintains a list of pupils needing additional support and ensures that it is regularly reviewed and updated.
- Currently, twenty-seven pupils have been included on the list, twenty-five of whom are at "school action plus" and two of whom are the subjects of formal statements.
- The school has adopted the local education authority's model for special educational needs, which provides for various levels of external support at "school action plus".
- All pupils with special educational needs have appropriate individual educational plans which are devised by teachers delivering the additional provision. Where the provision comes from outside the school, plans are discussed and shared with class teachers, who subsequently monitor progress. The co-ordinator is also fully involved.
- Individual educational plans identify targets to be achieved and are reviewed each term. Targets are set as a result of detailed assessment. Parents are given opportunities to participate in reviews and to support their children's learning.
- The local education authority provides additional support for the pupils at "school action plus" through various specialist teachers. Support agencies further assess pupils' needs and devise programmes in liaison with the co-ordinator and class teachers.
- Very good support is received from the educational psychologist who regularly visits the school and discusses individual concerns with class teachers and parents.

- The co-ordinator is very well supported by the headteacher, who ensures that time is allocated for reviews and consultations with support services. No regular time, however, is allocated for classroom observation and monitoring the delivery of programmes.
- Work is generally well differentiated in level and pace. However, in the case of a significant number of older pupils, tasks are not always appropriately structured and insufficient emphasis is placed on basic literacy and number skills in teaching groups.
- Classroom assistants work diligently to support class teachers but are not always used to maximum effect in directly supporting the learning and progress of pupils.
- Procedures for the annual review of statements fully comply with statutory requirements.

Observation Class

- The observation class serves as an area facility, catering for a maximum of eight pupils with moderate learning difficulties. Placements are arranged by the local education authority in consultation with the headteacher and governors and with the agreement of parents.
- Pupils make very good progress. Teaching is carefully matched to individual needs, which are systematically reviewed and recorded.
- The curriculum is broad and balanced and includes all National Curriculum subjects together with religious education. The thematic approach devised by the class teacher affords sequential learning opportunities, which are subsequently reinforced by regular practice. Strong emphasis is placed on language development throughout the curriculum.
- Pupils learn how to interact with each other and work co-operatively together throughout the school day. Social skills are developing well. Behaviour is generally good.
- Appropriate opportunities are provided for pupils to take part in activities in mainstream classes, dependent on individual need. Currently, pupils integrate for music and physical education, and are well supported by both the special class teacher and mainstream teachers. Attitudes displayed by other pupils are positive and caring. All pupils with special educational needs participate fully in the general life of the school.
- The class teacher and special support officer work closely together to ensure that pupils are given learning experiences which are rich, full and effective.

5.6 Partnership with Parents and Community, Schools and Other Institutions

Overall, a good partnership has been formed with parents, the local community, and other schools and institutions, with some very good features.

- Very good relationships have been established with parents, who are supportive of the school and have a high regard for the headteacher and staff.
- Comprehensive guidance is provided for parents when their children are starting school.
- Parents are kept well informed through regular newsletters and other communications.
- A successful fortnightly workshop using family learning techniques helps parents to support their children's learning.
- The governors' annual report to parents complies with statutory requirements.
- An active friends' association raises funds to assist with school activities.
- Pupils and staff regularly participate in events in the local community such as "fun days", concerts and Easter parades. Regular visits are made to local churches.
- The school hall is used by after-school clubs during term-time.
- Good support is received from local agencies and other organisations, including initial teacher-training institutions. Pupils benefit significantly from these links.
- No formal curriculum links have yet been established with the local junior school.

5.7 Partnership with Industry

Links with industry are satisfactory overall.

- Good links have been established with local builders, who visit the school to discuss construction methods and safety.
- Work in geography and mathematics has been supported through good links with a local estate agent and supermarket.
- Support for the language needs of some of the children of Far Eastern origin have been provided by Japanese and Korean companies situated locally.
- Funding to assist the further development of the school grounds has been promised by a local company manufacturing automotive components.

- The school uses the contacts of parents and governors to identify potential additional links with business organisations.
- The lack of a clear policy on school-industry partnerships inhibits further development in this area.

6. MANAGEMENT

6.1 Quality of Self-Evaluation and Planning for Improvement

Good procedures have been established to enable the school to evaluate its own work and to plan for improvement.

- The school has a clear set of aims, which the headteacher, staff and governors strive constantly to achieve.
- A careful analysis is made of National Curriculum and other test results to identify strengths and weakness and to set targets for further improvements.
- Regular reviews are undertaken of the curriculum and planning. Observation of classroom practice, however, is still at an early stage and is not yet sufficiently refined to ensure evenness in standards.
- The school development plan is a sound working document, with clear and manageable targets.
- Governors take an active role in the review and evaluation of progress, and regularly consider how standards of teaching and learning can be further improved.
- A good response has been made to key issues identified during the last inspection. Standards of achievement have improved significantly.

6.2 Leadership and Efficiency

Leadership and efficiency are good overall, with some very good features.

- The headteacher has a clear vision for the school and is totally committed to developing the full potential of each pupil.
- Relationships are very good at all levels, with a strong team approach to the planning and assessment of work. Learning takes place in a happy, well-structured environment.
- Very good emphasis has been placed on the development of the curriculum, with staff regularly attending external courses and participating in school-based in-service training,

- all of which have led to significant improvements in standards.
- The head and deputy head teacher work closely together in all aspects of management and have achieved considerable success in creating a safe, attractive, stimulating environment for learning, with equal opportunities for all.
- Pupils in the special-needs unit are particularly well integrated into the life of the school.
- Curriculum co-ordinators perform their duties conscientiously and have worked hard to improve documentation, planning, assessment and the quality of experiences for pupils, although direct classroom observation is still at an early stage of development.
- Governors take a keen interest in the life and work of the school and take a prominent role in decisions. Statutory duties are properly performed.
- The budget is appropriately managed and monitored. Sound emphasis is placed on obtaining good value for money.
- Day-to-day administration is smooth and efficient.

6.3 Staffing, Accommodation and Learning Resources

Good use is generally made of staffing, accommodation and learning resources. Provision is satisfactory overall.

- The school has a sufficient number of qualified teachers to cater for the present number of pupils on roll. Learning-support assistants help out in all classes.
- Teachers participate in a range of in-service training courses and are well supported by staff from the local education authority's advisory service.
- The school is well served by the school clerk, and lunchtime and caretaking staff.
- In spite of the relative newness of the building, the layout of accommodation is challenging both for pupils and staff.
- The double open-plan teaching areas in the main block are overcrowded as they provide insufficient space for two full-size classes. Pupils are distracted from their own lesson by activities in the neighbouring area despite the best efforts of staff, who co-operate well with each other. Classrooms also serve as thoroughfares from one part of the school to another.
- Buildings, both main and demountable, are in good order. Classrooms and corridors are bright, clean and well-maintained. Colourful displays of materials, children's work and artefacts throughout the school provide an attractive and stimulating environment.

- Classes in the demountable buildings are disadvantaged by being separated from the main block. No covered walkway or other such facility has been provided.
- External play areas are well laid out and maintained.
- Each classroom has at least two computers, with sufficient provision to enable teachers to meet the requirements of the National Curriculum.
- Teachers have access to a good range of resources which are well used throughout the school day.
- The main school library is well stocked with both fiction and reference books, as are the separate classroom libraries.
- Notwithstanding the difference in qualifications between the learning-support assistants, there is a lack of consistency in their deployment and use. As a result, maximum support is not always provided for children's learning.

7. SUBJECTS AND AREAS OF LEARNING

Standards Achieved by Pupils

Provision for Children under Five

Educational provision for children under five years of age successfully promotes the desirable outcomes for learning and is of very good quality. Standards of achievement are good or better in all six areas of learning.

Two classes of reception children are educated in one open-plan teaching area, with staff working closely together in the planning, organisation and assessment of work.

i. Language, Literacy and Communication Skills

Good standards are achieved in the development of language, literacy and communication skills.

Good Features

- Children listen carefully during lessons and concentrate well on their tasks. Most display appropriate confidence when sharing their experiences with adults.
- Care is taken to ensure that children acquire a good basic vocabulary and appropriate pre-reading skills before commencing a structured reading scheme. Good progress is made in this area, with most children talking confidently about illustrations and pictures and showing the ability to tackle simple text. All gain clear enjoyment from stories.

- Very good progress is made in emergent writing, with children proceeding from over- and under-writing to copying and, in some cases, to writing for themselves. Regular exercises such as tracing help to develop increasing pencil control. Letter formation is good overall.
- Good foundations are laid in Welsh, with children absorbing simple words, phrases and sentence patterns.

Shortcomings

- No significant shortcomings were observed.

ii. Personal and Social Development

Very good standards are achieved in personal and social development.

Good Features

- Routines are well established, with children making sensible use of the restricted indoor space, and working and playing happily together in a secure environment.
- Standards of behaviour are good and make a major contribution to the quality of learning.
- Very good co-operation is shown during group work. Children collaborate effectively in role-play and other activities, and display growing care for the environment and resources.

Shortcomings

- No significant shortcomings were observed.

iii. Mathematical Development

Good progress overall is achieved in mathematical development, with some children achieving very good standards.

Good Features

- Good use is made of oral work to reinforce counting skills. Most children are able to count to twenty or beyond and to add two numbers together up to a total of 10. The more-able can also undertake simple subtraction.
- Due understanding is shown of concepts such as bigger and smaller, more and less, and higher and lower.

- Sound practical work enables children to identify and understand the properties of two- and three-dimensional shapes.
- Many recognise the value of one-, two-, five-, and ten-pence coins. Effective use is made of role-play to reinforce skills in this area.
- Regular opportunities are provided for sorting and matching. Children are able to classify objects according to shape, colour and size, and to make repeating patterns with blocks.

Shortcomings

- No significant shortcomings were observed.

iv. Knowledge and Understanding of the World

Very good standards are achieved in developing knowledge and understanding of the world.

Good Features

- A range of stimulating activities, both inside and outside the classroom, help to develop children's knowledge and understanding of the world.
- Much excitement is shown during studies of living things. Children can name insects they see in the world around them, recognise change such as caterpillars turning into butterflies, and talk about the different habitats of animals. Good efforts are made to compose simple records of their findings.
- Work is appropriately based on children's own experiences such as their homes and families, people who help them, their journeys to school, and their own growth and development since birth.
- Children benefit from regular experiences in cooking, using computers and the interactive whiteboard which they can operate for themselves.

Shortcomings

- No significant shortcomings were observed.

v. Physical Development

Good standards are attained in physical development.

Good Features

- Children are developing good body control and acquiring a growing understanding of

how exercise affects various parts of the body.

- Sensible use is made of space during physical activities in the school hall. Children can run, jump, hop and skip, and move safely in different directions.
- Very good collaboration takes place when children work together in pairs, with the one helping the other to create different shapes through stretching and curling.

Shortcomings

- During one indoor lesson, too much time was spent in evaluation at the expense of practice and consolidation of movement.

vi. Creative Development

Good standards are achieved in creative development.

Good Features

- Children in both classes are given an appropriate range of experiences and experiment with a variety of media and techniques.
- Some particularly good pictures have been produced of teddy bears and scenes such as autumn.
- Music time is enjoyable and exciting. Children recognise pieces of music, display good listening skills, sing clearly with a good sense of rhythm, and can sequence a story through role-play and song.
- Good use is made of circle games and action songs to encourage tuneful singing and the retention of words.

Shortcomings

- No significant shortcomings were observed.

English

Standards of achievement in English are good overall, with approximately one-third of pupils achieving very good standards by the end of Year 2.

i. Speaking and Listening

Good standards overall are achieved in speaking and listening.

Good Features

- The majority of pupils listen attentively and concentrate well during lessons. Good understanding is shown of what they are required to do.
- Strong emphasis is placed on the introduction of a broad range of subject-related vocabulary so that pupils are able to express themselves clearly when discussing their work.
- Most pupils are articulate and confident when speaking to adults.

Shortcomings

- No significant shortcomings were observed.

ii. Reading

Standards in reading are good overall, with some very good readers in both Years 1 and 2.

Good Features

- Reading materials are properly structured and enable pupils to make steady progress. By the end of Year 2, most pupils read with understanding and expression, and make good use of phonic knowledge to tackle new words.
- Pupils show a clear enjoyment of reading and gain much pleasure from books. The reading of a class book helps to engender interest and enthusiasm.
- Equal attention is given to information books and other non-fiction material. Library and research skills are developing well.
- Teachers regularly hear pupils read and keep detailed records of their progress.
- Good support is received from parents, who encourage and help their children to read at home.

Shortcomings

- Some pupils are reading materials which are too easy for their level of ability.
- Too few opportunities are provided for pupils to read together in groups to build up maximum fluency, confidence and expression.

iii. Writing

Standards in writing are good overall. Progress is very good in some cases.

Good Features

- Written work covers a wide range of areas, including stories, news, plays, poetry and diaries. Very good use is made of writing across the curriculum.
- By the end of Year 2, writing is generally imaginative and clear. Ideas are well developed and vocabulary is extensive given the age of the children.
- Good attention is paid to correct use of punctuation.
- Pupils are able to spell small simple words accurately and make good use of dictionaries to find words for themselves.
- Work, in the main, is neatly presented. Marking is constructive and provides clear guidelines for expansion and improvement.

Shortcomings

- Too little emphasis is placed on regular practice and reinforcement for those pupils in Year 2 who find writing a challenge, particularly in aspects such as handwriting, spelling and sentence structure.

Mathematics

Standards in mathematics are good overall.

Good Features

- Pupils make very good progress in acquiring number skills and display a good understanding of bonds, place value and numerical patterns. Skills are well applied in solving problems.
- As they progress through the school, pupils show an increasing understanding of various ways of adding and subtracting and are able to explain their chosen methods. More-able pupils use their understanding of place value to multiply whole numbers by 2 and 10.
- Older pupils recognise the different value of coins and can accurately calculate change when making purchases.
- Higher-achieving pupils show an increasing understanding of fractions and are able to identify and explain halves and quarters.
- By the end of the key stage, most pupils can tell the time; with the more-able converting from analogue to digital time.

- Pupils develop a good understanding of shape and measures; and use appropriate mathematical language to name and describe a variety of two- and three-dimensional shapes.
- Younger pupils use a variety of non-standard measures of length to compare and order objects and to compare distances on a map.
- Older pupils use standard units of length and mass, and know when to choose centimetres or metres and grams or kilograms.
- Throughout the key stage, pupils are increasingly able to collect data using tables and charts and to record information in forms such as bar charts and pictograms.
- Good use is made of information and communications technology to record work and to reinforce and consolidate skills.
- Pupils' very good skills in number are consistently used to support learning in other areas of the curriculum.

Shortcomings

- Higher-achieving pupils are not always sufficiently challenged.

Science

Standards of achievement in science are good, with pupils acquiring appropriate knowledge and understanding of scientific principles.

Good Features

- Pupils undertake a range of investigative work and are developing the ability to predict outcomes. Older pupils have a good understanding of what constitutes a fair test.
- Most pupils work safely and co-operatively in groups and record their observations accurately using a variety of drawings, tables and charts.
- Pupils understand the differences between living and non-living things. They know, and can explain the functions of, different parts of a plant. Good use is made of investigation to understand that plants need light and water to grow.
- Older pupils can group animals according to observable features and explain the differences between insects, molluscs and arachnids.

- Understanding of materials is developing well. Younger pupils use their senses to explore differences, whilst older pupils can explain how materials change when they are heated. More-able pupils understand that some changes are permanent.
- Pupils construct simple circuits and have an increasing awareness that some materials are insulators and others, conductors. Clear understanding is shown of the dangers of electricity.
- Older pupils further develop their knowledge and understanding of physical processes. They know that light comes from a variety of sources and that we hear because sound travels to our ears.
- Use of scientific vocabulary develops well throughout the key stage.
- Good use is made of a variety of sources, including information technology, to obtain scientific information.

Shortcomings

- No significant shortcomings were observed.

Welsh

Standards in Welsh as a second language are good overall.

Good Features

- Pupils use a range of vocabulary, phrases and sentence patterns. They ask and answer questions in familiar situations and are increasingly able to adapt known patterns to other situations. Good recall is shown of previous work.
- Most pupils listen attentively and respond appropriately to what they hear, both in and out of the classroom. Pronunciation is generally good.
- Pupils follow and then read aloud text from large class books. They enjoy acting out stories in class and demonstrate a sound understanding of what they have read.
- Older pupils write phrases and simple sentences to convey personal information. Spelling is usually correct, as is punctuation.
- Good use is made of videos, the interactive whiteboard and computer programmes to reinforce and extend pupils' learning.

Shortcomings

- Pupils' ability to read a range of Welsh books is underdeveloped.

Design and Technology

Standards of achievement in design and technology are good overall.

Good Features

- Pupils safely use a range of tools and equipment and make products from a wide variety of sources, including construction kits, cloth, food and reclaimed materials.
- Good use is made of familiar items such as toys, books and computers to carry out research before the designing of products.
- All pupils produce appropriate drawings of what they intend to make whilst the more-able measure, mark out and cut materials appropriately.
- Pupils talk about their ideas and work co-operatively. They listen attentively and are conscious of basic rules to ensure health and safety.
- Older pupils can explain what a template is and how it can be used to ensure consistency. They are able to talk about their choice of materials and discuss how other materials might affect the product's function.
- Most pupils have clear ideas of what they wish to make and can evaluate the finished product, showing skills appropriate to their age and development.
- Pupils produce a range of products such as mini-beasts and castles, which help to consolidate and extend their learning in other areas of the curriculum.
- Skills are further enhanced by home-school projects.

Shortcomings

- No significant shortcomings were observed.

Information Technology

Standards of achievement in information technology are very good overall.

Good Features

- Pupils throughout the school are confident and competent in using a range of technological equipment such as digital cameras, whiteboards, "roamers" and computers.
- They show a developing competence in using the keyboard and very good control of the mouse.

- Pupils can select from menus on screen and produce, edit and manipulate text. They access the printer effectively and know how to save their work.
- They use computer-generated pictures, and drawing and painting programmes to illustrate their work.
- Very good use is made of data-handling programmes, with pupils entering and interrogating data and producing graphs to display their findings. Good familiarity is shown with terms such as database and field.
- Pupils extract information from CD-ROMs and make good use of the Internet to support learning across the curriculum.
- Effective use is made of digital cameras to record investigations into areas such as mini-beasts in science.
- Very good use is made of simulation programmes to explore the differences between real and imaginary situations – for example, creating a street scene for geography.
- Skills are further reinforced, consolidated and developed through the use of information and communications technology throughout the curriculum.

Shortcomings

- No significant shortcomings were observed.

History

Standards in history are very good throughout the school.

Good Features

- Pupils show considerable enthusiasm for the subject and are able to use appropriate terminology to discuss their work.
- Good use is made of simple time-lines, photographs, artefacts and sequencing activities to give pupils an appropriate sense of chronology.
- First-hand experiences enable pupils to relive history and to develop a sound understanding of similarity and change. Visits to places such as the Rhondda Heritage Park, the Museum of Welsh Life at St. Fagans and the town of Penarth help them to observe changes in everyday life over the past hundred and fifty years. Very good work takes place in this area.
- Ample opportunities are provided for pupils to handle artefacts and to explore for themselves.

- Links with other subjects, particularly art, have enabled pupils to make a close study of the features and properties of objects and to undertake some very good observational work.
- Good recall is shown of stories and visits. Pupils are eager to share their knowledge of personalities such as St. David, Florence Nightingale and Harri Morgan. Studies of Harri Morgan, in particular, have captured the imagination and engendered much curiosity and discussion. Some very attractive and stimulating displays have been produced as a result.
- When recounting stories of famous characters, pupils speak confidently and articulately. Good understanding is shown of the difference between fact and fiction.
- Very good standards are achieved in the recording of work, with strong emphasis on the full use and development of writing skills. Art work is also very good in some cases, particularly in illustrating the lives of children such as Susan Rees, the “little pit girl”. Paintings and drawings capture the poignancy of the period.

Shortcomings

- No significant shortcomings were observed.

Geography

Standards in geography are very good overall.

Good Features

- Studies are firmly based on practical experiences related to the immediate locality. Pupils are able to describe local features and landmarks and to discuss places they enjoy visiting in the area.
- Very good use is made of appropriate subject-related vocabulary. Skills in this area constitute one of the major strengths of the school.
- Pupils display a good sense of direction and can recognise points of the compass when studying maps of Great Britain. They can locate Bridgend on a map of Wales and describe journeys they have made with the school to places such as Cardiff.
- Map-reading skills are developing well and show appropriate continuity and progression. Pupils can draw plans, identify symbols and make use of simple grids. Some interesting work has been undertaken with grids to identify land usage in the area.
- Visits to Penarth have enabled pupils to undertake detailed studies of a contrasting area and to discuss similarities and differences. Very good recall is shown of the visits, which make a considerable contribution to the quality of learning. Much practical work has resulted from the experiences, including surveys of traffic and

litter.

- Good use is made of resources such as photographs to enable pupils to pick out local landmarks. Sound understanding is shown of their purpose.
- Interest in the wider world is stimulated by globes, photographs, artefacts and discussions about visits which pupils and teachers have made to other countries. Routes are carefully plotted between Britain and other parts of the world.
- Meaningful work has been undertaken on Botswana, with pupils showing appropriate knowledge of climate, housing and clothing in that country and making simple comparisons with their own daily lives.
- Good links are made with other subjects, particularly history where pupils are studying a nineteenth-century seaside town.
- Sensible discussions take place about environmental issues. Proper respect is shown for the school and its surroundings.
- Work is recorded in an appropriate variety of forms, including plans, charts, written accounts and surveys. Ample opportunities are provided for pupils to apply and develop skills in areas such as writing and number.

Shortcomings

- No significant shortcomings were observed.

Art

Very good standards are achieved in art.

Good Features

- Pupils are given a wide range of creative experiences, including painting, drawing, collage, modelling and printing, and display growing manipulative and practical skills.
- Good use is made of a wide range of media, with pupils confidently employing paints, chalk, crayons and charcoal to produce interesting work across the curriculum. Charcoal drawings are often very good and aptly depict, for example, the mood and atmosphere of children's lives in coal mines during the nineteenth century.
- Pupils mix colours successfully and produce attractive paintings, including some very impressive pictures of sunsets in winter.
- Drawing skills and techniques are developing well, with ample opportunities for pupils to sketch from direct observation. Very good attention is shown to detail in work on flowers, plants and historical artefacts.

- Studies are made of the work of famous artists such as Lowry to help pupils to understand different styles and approaches.
- Pupils display good concentration during lessons and use different techniques to produce particular effects. Drawings, such as those of prehistoric animals, display good use of shape and space.
- When using clay, salt dough and other malleable materials, pupils explore and experiment with different patterns to capture details of features in nature.
- Good collaboration in group work has resulted in some impressive collage work using a variety of materials.
- Due emphasis is placed on the Welsh dimension. Regular opportunities are provided for pupils to benefit from the work of visiting artists and to visit local galleries and workshops to gain first-hand knowledge of techniques and practices.
- Appropriate attention is also given to the art of other countries and cultures.

Shortcomings

- No significant shortcomings were observed.

Music

Standards in music are good overall.

Good Features

- The majority of pupils sing tunefully, with accurate pitch.
- Good knowledge is shown of the words of popular songs. Diction is clear and pupils are able to sing in two parts.
- Ample opportunities are provided for pupils to listen to and appreciate the music of classical composers. Pupils respond well to different moods and styles.
- Listening skills are very good and make a substantial contribution to standards of achievement in the subject.
- Pupils are able to name and hold instruments correctly and to recognise their different sounds. Regular opportunities are provided for them to make and play their own instruments and to experiment with percussion.
- Sensible collaboration takes place during composition work, with pupils sharing their ideas and displaying a good sense of rhythm. Skills in this area are developing well.

- Good use is made of voices and body parts to create effective sound pictures. During the inspection, pupils showed that they were able to recognise sounds in nature, as illustrated in a lesson based on “Night Noises”.
- Pupils listen to and evaluate their own performances and seek ways of making improvements.
- Considerable benefit is gained from visits by professional musicians who help to broaden pupils’ experiences and to introduce them to instruments such as the harp and trombone.
- Nineteen pupils are currently receiving tuition in the keyboard or guitar from a visiting specialist teacher.

Shortcomings

- Pupils generally have to sing unaccompanied during assemblies, although the school has a number of competent pianists whose skills prove of benefit in other areas.

Physical Education

Games and dance were the only physical activities observed during the inspection. Standards in these aspects are good overall.

Good Features

- Pupils undertake suitable warm-up and cool-down exercises before and after vigorous activity. Good understanding is shown of their purpose and the way in exercise affects the body.
- Most pupils collaborate well when divided into small groups or pairs. Good listening skills generally make a significant contribution to the success of lessons.
- Skills in using small apparatus and equipment such as balls and bean-bags are developing steadily, with pupils undertaking a suitable range of activities to improve hand-eye co-ordination.
- In dance, pupils change sequences smoothly, display a good sense of rhythm and perform competently with a partner.
- Good attention is paid to health and safety and the wearing of appropriate clothing.

Shortcomings

- Pupils in one lesson became over-excited and failed to listen carefully to their teacher’s instructions. Space was not used to proper advantage.

Religious Education

Standards in religious education are good overall.

Good Features

- Pupils show respect and care for others from the time they enter the school.
- They understand the need for rules and develop an appreciation of people who play an important role in their lives, such as parents and teachers.
- They know that Jesus is described as the Son of God and that stories about Jesus' life can be found in the Bible.
- Pupils know why Christians celebrate Christmas and Easter, and have a good recall of the Nativity and Crucifixion.
- They show a growing understanding of special days in the Christian, Jewish and Hindu calendars. They make good use of artefacts to enhance their learning and reproduce some of these in lessons such as art, and design and technology. Understanding of festivals is further enhanced by role-play activities.
- Circle time provides good opportunities for pupils to discuss their feelings.
- Many are beginning to understand the significance of prayer.
- Visits to the local church help to develop understanding of the importance of Christian rituals such as weddings and baptisms.

Shortcomings

- Knowledge of Bible stories is underdeveloped.

8. SCHOOL IMPROVEMENT

8.1 Progress since the Last Inspection

Overall, very good progress has been made in dealing with the key issues identified during the last inspection.

- The last inspection report, published in June, 1998, identified seven key areas for action. The school was advised that, in order to enhance further the generally good quality of provision, there was a need to:

- i. address shortcomings in subjects in which pupils achieve satisfactory standards;
 - ii. set more specific targets for improvement in the pupil's annual school report for parents;
 - iii. extend pupils' appreciation of other cultures;
 - iv. develop further the opportunities which the school grounds offer for enhancing learning;
 - v. provide secure outdoor play space for reception pupils which is easily accessible to the classroom with convenient storage space for larger items of equipment;
 - vi. make the play area at the rear of the school more secure;
 - vii. draw up a policy for handling any incidents of bullying which may arise in the future.
- Progress since that time has been the following.

Key Issue 1

Standards have been raised in the majority of subjects. In music and physical education, they have risen from satisfactory to good and, in information technology, history and geography, from satisfactory to very good. Standards are also now very good in art, having risen from good on the previous occasion.

Key Issue 2

Reports to parents on their children's progress and achievements are now good and identify targets for further improvement.

Key Issue 3

Pupils now display good knowledge about other customs and cultures, particularly through work in geography, art and religious education.

Key Issue 4

Good use is now made of the school grounds to enhance and extend pupils' learning, including the grassed areas for activities such as science and geography. The playground area is attractive and regularly used for games and physical education.

Key Issue 5

During fine weather, reception children now make regular use of a secure outside area for activities such as mathematics and role-play. Access is facilitated by doors opening

directly from the classroom.

Key Issue 6

Pupils now play in a safe, secure environment and are well supervised at all times. No health or safety issues were identified during the inspection.

Key Issue 7

An appropriate policy is now in place to deal with any possible incidents of bullying.

8.2 Key Issues for Action

The school now needs to:

- take early action to consult the local education authority about improvements to accommodation and measures to relieve cramped conditions;
- revise current arrangements for assemblies so as to increase involvement and supervision by staff;
- ensure that work for less-able pupils in Year 2 is properly differentiated and suitably challenging, with greater emphasis on basic competencies in literacy and mathematics;
- extend and further develop the role of support staff to ensure that they are all able to make a maximum contribution to pupils' learning;
- address the other shortcomings identified in the report and continue to bring standards in all subjects up to the level of the best.

The school has already identified these issues as areas for further improvement.

The inspection team would like to express their warm appreciation of the welcome, co-operation and assistance they received from the headteacher, staff, governors, parents and pupils of the school.

APPENDIX A

Basic Information about the School

Name of School	Tremains Infants' School
School Type	Community
Age-Range of Pupils	4 – 7 years
Address of School	Channel View Brackla Bridgend
Post Code	CF31 2NL
Telephone Number	01656 648228

Headteacher	Miss. Linda Lewis
Date of Appointment	October, 1996
Chairman of Governors	Mr. A. Berrow
Registered Inspector	Mrs. Eirwen Griffiths
Dates of Inspection	17th – 20th May, 2004

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	1	57	57	80					195

Total Number of Teachers			
	Full-Time	Part-Time	Full-Time Equivalent (fte)
Number of Teachers	9	0	8

Staffing Information	
Pupil : Teacher (fte) Ratio (excluding nursery and special classes)	23.3 : 1
Pupil : Adult Ratio in Nursery Class	-
Average Class Size (excluding nursery)	26.6
Teacher (fte) : Class Ratio	1.13 : 1

<i>Percentage Attendance for Three Complete Terms Prior to the Inspection</i>					
	N	R	KS1	KS2	Whole School (excluding nursery)
Term 1	-	93.1	95.1	-	94.6
Term 2	-	92.4	94.4	-	94.0
Term 3	-	94.7	93.6	-	94.1

Number of Pupils Excluded during Twelve Months prior to Inspection	0
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APPENDIX C

Results of National Curriculum Assessments

National Curriculum Assessment KS 1 Results: 2003			Number of Pupils in Y2 55					
Percentage of Pupils at Each Level								
			D	W	1	2	3	4
ENGLISH:	Teacher Assessment	School	0	0	8	88	4	0
		National	0	4	13	63	20	0
ENGLISH: Speaking and Listening	Teacher Assessment	School	0	0	6	88	6	0
		National	0	3	12	63	22	0
English: Reading	Teacher Assessment	School	0	0	6	86	8	0
		National	0	4	14	55	27	0
ENGLISH: Writing	Teacher Assessment	School	0	0	8	84	8	0
		National	0	5	14	69	11	0
MATHEMATICS	Teacher Assessment	School	0	0	6	86	8	0
		National	0	2	11	63	24	0
SCIENCE	Teacher Assessment	School	0	0	11	65	21	0
		National	0	2	10	66	22	0

Percentage of Pupils Attaining at least Level 2 in Mathematics, Science and English (or Welsh as a First Language) according to Teacher Assessment			
In the School:	92%	In Wales:	79%

- D Pupils who have been disapplied from the statutory arrangements
 A Pupils who were absent from the tests/tasks
 W Pupils who are working towards Level 1

The majority of seven-year-old pupils are expected to attain Level 2.

APPENDIX D

The Evidence Base of 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 headteacher, staff and governing body.
- Five parents attended a pre-inspection meeting with the registered inspector.
- Seventy-eight questionnaires were returned, 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.
- Fifty-three lessons or part-lessons were observed.
- Pupils were heard reading and were examined in their knowledge and understanding of English, mathematics, science and other subjects.
- A wide range of pupils' written and other work was examined in each class.
- Inspectors discussed pupils' work with class teachers and examined assessment records.
- Discussions were also held with the headteacher, curriculum co-ordinators and other staff.
- The work of pupils with special educational needs was examined.
- Minutes of meetings and documents relating to the financial management of the school were discussed.
- Budget figures were examined and discussed with the headteacher.
- Attendance and pupil records were inspected.
- Inspectors attended acts of collective worship.

APPENDIX E

Composition and Responsibilities of the Inspection Team

Team Member	Subject Responsibilities	Aspect Responsibilities
Mrs. E. Griffiths	Areas of Learning for Children under Five English History Geography Art Music Physical Education	The School and its Priorities Main Findings Standards of Achievement in Subjects and Areas of Learning Standards of Achievement in Key Skills across the Curriculum Pupils' Spiritual, Moral, Social and Cultural Development Teaching Support, Guidance and Pupils' Welfare Leadership & Efficiency Progress since the Last Inspection Key Issues for Action
Mrs. Ann Neal	Mathematics Science Welsh (as a second language) Design and Technology Information Technology Religious Education	Main Findings Assessment, Recording and Reporting Curriculum Special Educational Needs Self-Evaluation and Planning for Improvement Key Issues for Action
Mrs. Anne Robertson		Main Findings Behaviour and Attitudes Attendance Partnership with Parents, the Community, Schools and Other Institutions Partnership with Industry Staffing, Accommodation and Learning Resources Key Issues for Action