

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

**UPPER CWMBRAN INFANT AND NURSERY SCHOOL
UPPER CWMBRAN ROAD
CWMBRAN
TORFAEN
NP44 1SN**

SCHOOL NUMBER: 678/2265

DATE OF INSPECTION: 24-26 SEPTEMBER 2002

BY

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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.

LIST OF ACRONYMS USED IN THE REPORT IN ALPHABETICAL ORDER :

CoP	-	Code of Practice
EWO	-	Education Welfare Officer
GB-		Governing Body
ICT	-	Information and Communications Technology
IEP	-	Individual Education Plan
INSET	-	In-Service Education and Training
KS	-	Key Stage
LEA	-	Local Education Authority
NAfW	-	National Assembly for Wales
NC	-	National Curriculum
PSE	-	Personal and Social Education
SDP	-	School Development Plan
SEN	-	Special Educational Needs
SENCO	-	Special Educational Needs Co-ordinator
Y	-	Year

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PART 2: THE INSPECTION SCHEDULE

1. CONTEXT

The school and its priorities

Upper Cwmbran Infants School is an LEA maintained school; it serves the area on the outskirts of Cwmbran. The school is a 3-7 infants' school and includes nursery provision for 44 children with one child attending full-time. Children are admitted to the nursery class in the September after their third birthday. Numbers of pupils on roll over the last three years have decreased gradually; 66 pupils attend the school (including the full-time equivalent of nursery children). All pupils are from English speaking homes with no pupils from Welsh speaking homes; Welsh is taught as a second language.

The school considers its catchment area to be 75% neither prosperous nor economically disadvantaged and 25% economically disadvantaged; 29% of pupils are registered as being entitled to receive free school meals. The nature of the intake is neither advantaged nor disadvantaged and comprises the full range of ability. There are 20 pupils on the school's SEN register; two pupils have a statement of SEN. Baseline assessments are undertaken on entry to the nursery class and results indicate a below average attainment for most pupils.

The school aims to provide an attractive, stimulating and safe environment in which all pupils learn to their full potential and develop high self-esteem, self-confidence and independence.

The school was last inspected in the autumn term 1996 and produced a post-inspection action plan to improve curriculum provision and pupils' standards of achievement. Most of the targets in the current SDP have been met. The focus for the year is to raise pupils' standards in the basic skills of literacy, numeracy and ICT and to develop behaviour management strategies. An analysis of the NC Assessment results is the basis for target setting to improve standards. The school achieved the Basic Skills Primary Schools Quality Mark award in June 2001.

2. MAIN FINDINGS

The main findings of the report

Upper Cwmbran Infant and Nursery School is an improving school after an unsettled period due to falling rolls and staff absence. The high commitment of staff and governors to raise standards and to improve pupils' behaviour, contribute to this improvement. The headteacher provides efficient, caring leadership and is ably supported by the staff who work well as a team.

- Pupils' standards of achievement were very good in 3% of lessons observed, good in 67%, satisfactory in 24% and unsatisfactory in 6%.
- The educational provision for children under five is appropriate to their needs and they make good progress in all the areas of learning towards the Desirable Outcomes for

Children's Learning. Baseline assessments indicate that attainment on entry is below average for most children.

- Standards in the six areas of learning are as follows:

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

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

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

- The school's 2002 NC assessment results reflect the standards achieved in the three core subjects with 95% of pupils achieving level 2 and above; this is above the national average.
- Pupils' standards and progress in key skills across the curriculum are good. Standards achieved in literacy skills are good overall. The use of numeracy skills in subjects is good as is pupils' use of a range of ICT for different purposes.
- Provision for pupils' spiritual, moral, social and cultural development is good. High standards in values promoted by the school reflect the positive and caring ethos which permeates all aspects of school life.
- Pupils' behaviour and attitudes to learning are good; this has a positive impact on standards achieved. A very small minority of pupils exhibit challenging behaviour, which at times, affects the learning of others.
- Attendance is satisfactory. Punctuality at the start of the school day is satisfactory and good for individual lessons.
- The quality of teaching was very good in 12% of lessons observed, good in 73% of lessons and satisfactory in 15%. Teachers have a secure knowledge and understanding of the majority of the subjects they teach; they are less secure in design and technology and art. They have high expectations and set challenging tasks to increase pupils' skills,

knowledge and understanding. Lesson plans clearly identify learning objectives; however these are not always linked to specific key skills taught across the curriculum.

- Assessment and the recording of pupils' achievements and progress is satisfactory; however, systems are not consistent throughout the school. Portfolios of samples of work for each subject are useful but not all are annotated according to NC levels of attainment. Reports to parents are good and provide a clear picture of pupils' progress in all subjects.
- Curriculum provision is good and complies with statutory requirements. The quality of the curriculum for children under five is very good and successfully promotes the Desirable Outcomes for Children's Learning. Schemes of work in each subject are effective in providing for progression and continuity of skills, knowledge and understanding. The quality of whole school planning for the development of key skills is satisfactory.
- The school provides a good standard of educational support and personal guidance for pupils. Procedures for promoting the well-being, health and safety of pupils are good.
- The quality of provision for pupils with SEN is good and complies with the new CoP. Pupils make good progress in line with targets set in their IEPs. Pupils with emotional and behavioural difficulties benefit from extra adult support provided in lessons and the use of behaviour management strategies.
- Partnerships between the school and parents, the community, schools and other institutions are good. Parents are appropriately informed about school activities and with the community, play an important part in promoting high standards. The contents of the School Handbook and the Governors Annual Report to Parents do not comply with statutory regulations in NAW Circular 15/01. Partnership with industry is satisfactory but links with business contacts and agencies are underdeveloped.
- The quality of self-evaluation and planning for improvement is good. Procedures for evaluating pupils' standards of achievement are effective and the school carefully monitors the progress made towards achieving targets.
- The school manages its resources efficiently and budget planning reinforces the aims of the school, ensuring good value for money. Monitoring and self-evaluation procedures are effective in identifying areas for development and training needs of staff. Targets for improvement are set and are incorporated into the SDP which is an effective working document.
- The GB, through its finance sub-committee, ensures that budget setting relates efficiently to the school's educational priorities in the SDP, over a three year period.
- The overall provision of staffing, accommodation and learning resources is satisfactory. There are a good number of staff who are well qualified and experienced. Teachers and pupils are well supported in the classroom by nursery and classroom assistants, as well as by extra learning support staff for pupils with behavioural difficulties. All staff are deployed effectively to promote pupils' learning.

- The school has ample space for the number of pupils and the building is clean and generally well maintained. Good use is made of all available space to provide a good standard of working environments for pupils. The outside of the building and parts of the inside are in need of repair and redecorating. Good quality displays of pupils' work are effective in celebrating their achievements. The provision and quality of resources is satisfactory; staff and pupils make appropriate use of all available books, materials and equipment. There is no provision for outdoor play for children under five in the reception class but there are plans to develop this area when funds allow.
- The GB is very supportive of the school; it fulfils its statutory obligations effectively. Governors are informed of the work of the school through the curriculum committee; there are formal curriculum links with subject co-ordinators in order to monitor provision and standards of achievement.
- The quality of leadership and management of the school is good. The school's aims and values promote a caring ethos and high standards; they give a clear sense of purpose and direction for the school.
- Since the last inspection, the school has made good progress in meeting the targets set in the action plan which addresses the key issues from the previous inspection report. These include improved curriculum provision and standards of achievement.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards Achieved in Subjects and Areas of Learning

Pupils' standards of achievement were very good in 3% of lessons observed, good in 67%, satisfactory in 24% and unsatisfactory in the remaining 6%.

- Standards of achievement of children under five are good overall. They make good progress in all the areas of learning, especially as many children start from a low baseline. By the age of five the majority of children meet the Desirable Outcomes for Children's Learning.
- In KS1 standards are good overall in English. Pupils achieve satisfactory standards in speaking and listening skills which they use appropriately; however some lack confidence in speaking clearly and audibly. The majority listen attentively and respond well at times but some pupils have a short span of concentration. Pupils achieve good standards in reading and writing and make good progress in both.
- Standards are good in mathematics and there is evidence that numeracy strategies in lessons have a beneficial effect on improving pupils' understanding of concepts and their standards of achievement. In science, standards are good; pupils make good use of their investigative skills during practical sessions, in order to improve their understanding of scientific concepts.
- The 2002 NC teacher assessment results reflect the good standards achieved in the core subjects. In English, 95% of pupils achieved level 2 or above which is above the national average, with 10% achieving level 3. In mathematics, 95% of pupils achieved level 2 or

above which is above the national average, with 25% achieving level 3. Teacher assessment in science indicated that pupils' achievements were above the national average with 95% achieving level 2 and 25% achieving level 3. Compared to other schools nationally, where 25-32% of pupils are entitled to free school meals, the results are in the upper quartile. An analysis of the NC assessment results indicate a small, but steady improvement in standards over the last three year averages.

- In the foundation subjects, standards of achievement are good in all NC subjects and religious education, except design and technology and art where standards are satisfactory. Pupils make good progress in improving their skills, knowledge and understanding and benefit from the extra support provided in the classrooms.
- All pupils make good progress towards targets for improvement set by the school in relation to national criteria. Targets are based on baseline assessment results and the analysis of NC assessments. Pupils with SEN make good progress towards the targets set in their IEPs.

3.2 Standards Achieved in Key Skills across the Curriculum

Pupils' standards and progress in the key skills across the curriculum are good overall. Standards achieved in literacy skills are good overall. The use of numeracy skills in subjects is good and pupils' use of a range of ICT for different purposes is good.

- Children under five make good use of key skills in many activities within the areas of learning. They benefit from the strong support provided in the nursery to help them listen with interest, concentrate and speak clearly. The provision of creative play and the use of puppets and soft toys are effective in promoting language skills. Children make good use of their early reading and writing skills across the curriculum. They enjoy experimenting with early attempts at writing in creative play areas. Children consolidate their knowledge of mathematics through counting, ordering and matching activities as well as through scientific and technological investigations. They use computer equipment confidently in order to enhance their learning.
- In KS1 most pupils use their speaking skills well in both English and Welsh. However, not all pupils are confident to speak clearly and audibly when responding to questions. Listening skills are satisfactory and whilst some pupils listen carefully, responding appropriately and effectively to what they have heard, others have a short concentration span.
- Pupils are encouraged to read widely and to value reading as a source of information and pleasure; they make appropriate use of the school library to increase their reading skills and to find information. By the end of the key stage, pupils begin to read accurately, expressively and with an understanding of a variety of texts in different subjects.
- Throughout the school, pupils make good use of their writing skills for a variety of purposes across the curriculum. They write fluently and accurately in a variety of forms, including reports, stories, poems, letters and extended writing.

- Pupils' overall standards in numeracy across the curriculum are good; they make good use of their numerical skills in problem solving tasks and measure and calculate accurately. Pupils make effective use of data handling skills particularly in geography, science and ICT. In mental, oral and written tasks, pupils handle numbers confidently; they have a good knowledge of shapes and use them successfully in design and technology work.
- Standards in ICT are good. Pupils use ICT equipment and software confidently to support their learning and develop basic key skills systematically through the school. Pupils make good use of ICT to record and present their writing and to produce graphs in subjects such as geography and science. Good use is made of CD-ROMs and pupils begin to develop their research skills on the Internet. Good use is made of drawing and design programs to create pictures and to enhance pupils' work.
- Pupils with SEN make good progress in improving basic language skills in line with the targets set in their IEPs; they make good use of ICT to support their learning.

4. ETHOS OF THE SCHOOL

4.1 Pupils' Spiritual, Moral, Social and Cultural Development

Pupils' spiritual, moral, social and cultural development is good.

- The majority of pupils are happy and secure in their learning; they come happily to school. Staff are friendly and approachable and show pupils that they are valued as individuals. As a result of this good care, most pupils play and work well together and have good attitudes to their learning. The high standards and values promoted by the school reflect the positive and caring ethos, which permeates all aspects of school life.
- Pupil's spiritual development is satisfactory. In some assemblies and lessons, pupils are given suitable opportunities to think and reflect on issues that affect them and the world around them, such as when invited to smell the newly mown grass in the school grounds. There are too few opportunities, however, for pupils to reflect on their own beliefs and the beliefs of others. Sometimes, in assemblies there is no opportunity for prayer and quiet reflection. Planning for spiritual development is not evident in the programme of work. Prayers are said before lunch and at the end of the day in most classes. Assemblies focus on appropriate moral and social issues that affect pupil's lives, in particular, care of each other and the environment.
- The school provides a clear moral code as a basis for good behaviour, which is promoted throughout the school; class rules are clearly displayed in every classroom. Staff are very patient and caring of all pupils whatever their needs or difficulties. Relationships are very good throughout the school as a result of this good care. Parents of pupils with SEN state that the school is very caring and makes every effort to meet the needs of their children. 'Circle Time' is used well to emphasise and nurture good attitudes, behaviour and values; pupils are thus clear about what is expected of them and what is right and wrong. Pupils are actively encouraged to support local and national children's charities, such as Children's Cancer Care.

- Pupils are given many opportunities to take responsibility and initiative in school activities and they respond very well to this. They are provided with good opportunities to work co-operatively together in groups and pairs. The majority have a good understanding of the rules by which they should carry out their daily lives, behave well and support and help each other as they work and play. Most pupils are polite and courteous.
- An appropriate range of visits extends pupils knowledge of the cultural traditions of their own area and of Wales. Visitors are invited to the school to talk to pupils and work on projects with them. Pupils are taken out into the community to take part in local celebrations, such as a local folk dance festival. Pupils are introduced to music from around the world in daily assemblies; they are provided with opportunities to appreciate cultural diversity through their studies in music, religious education and geography. Visiting musicians introduce pupils to a range of different instruments from around the world for them to play during workshop sessions.

4.2 Behaviour and Attitudes

Pupils' behaviour and attitudes to learning are good overall. However, there is a significant minority of pupils who occasionally display challenging behaviour, causing disruption to the learning of others.

- School strategies for behaviour management are now in place and are being developed. Satisfactory records of disciplinary matters are kept but there is no incident book.
- As part of the merit system, staff reward pupils with stickers, certificates and small prizes for hard work, good behaviour and attitudes, and helpfulness. Pupils' achievements are recognised at a weekly assembly; both pupils and their parents value this system.
- Pupils have good relationships with each other and with all members of staff. They are courteous and self-confident when talking to visiting adults.
- Older pupils have opportunities in class to exercise minor responsibilities to help teachers.
- There has been one exclusion in the past 12 months; governors and parents were properly informed.
- The school's discipline policies provide sound procedures for handling any instances of bullying or racism, none of which was seen during the inspection.

4.3 Attendance

Attendance is satisfactory.

- Levels of attendance are satisfactory, having averaged 90.5% during the previous year for the pupils of statutory school age. This figure is similar to that achieved at the time of the last inspection but lower than the levels achieved during the intervening years.

- Unauthorised absence over the past year has averaged 1.4% which is higher than the Welsh average. This figure is disappointing in view of the school's good procedures for contacting parents and encouragement given to parents to inform the school of reasons for their child's absence.
- Attendance of children of non-statutory school age is consistently below 90%.
- The EWO visits fortnightly to discuss with staff ways of improving pupils' attendance.
- Pupils with a term's full attendance receive a certificate, presented at an assembly as part of the school's 'good attendance' incentive scheme.
- Punctuality at the start of the school day is satisfactory; however a minority of pupils arrive late causing disruption to the learning of others. Punctuality at the start of individual lessons is good.
- The school's registration procedures comply with the requirements of NAFW Circular 3/99.

5. QUALITY OF EDUCATION

5.1 Teaching

The quality of teaching was very good in 12% of lessons observed, good in 73% and satisfactory in the remaining 15%.

The quality of teaching of children under five is good. Staff have a secure knowledge and understanding of the Desirable Outcomes for Children's Learning. They set high expectations to develop children's skills, knowledge and understanding in the six areas of learning.

In KS1, teachers have a secure knowledge and understanding of all the subjects they teach; they are less secure in design and technology and art. They make good use of professional training to improve their expertise, especially in ICT and the core subjects. Training in the use of literacy and numeracy strategies has a beneficial impact on improving standards.

Teachers have high expectations and set challenging tasks to improve pupils' skills, knowledge and understanding. Preliminary oral sessions often consolidate previous learning and encourage pupils to participate in discussion. On occasions, this session tends to be too long for those pupils who exhibit challenging behaviour. Lesson plans identify clear learning objectives; however they do not always indicate the specific key skills of literacy, numeracy and ICT, which are to be taught in each curriculum area.

In the majority of lessons, work is well matched to the needs of all pupils with appropriately differentiated tasks set for individuals, pairs or groups. All pupils are provided with good support, especially pupils with SEN who are well supported by classroom support assistants.

Lessons are well organised and generally teachers manage pupils well and have good relationships with them. A good range of teaching techniques and organisational strategies are used effectively for different activities and purposes. Plenary sessions at the end of lessons

are used well to consolidate skills and knowledge, to assess understanding and to evaluate progress.

5.2 Assessment, Recording and Reporting

The quality of assessment, recording and reporting is satisfactory.

- Assessment and recording procedures for children under five are very thorough; their attainment on entry is carefully assessed using baseline materials. This information, together with results of other assessments, gives a very detailed picture of children's progress through the six areas of learning towards the Desirable Outcomes. The results are used to develop targets for future improvement.
- Procedures for assessing and monitoring the progress of pupils with SEN is thorough and targets in pupil's IEPs are regularly reviewed in light of this assessment.
- In KS1 systems of assessment are less consistent. Teachers assess pupils' work regularly in the core subjects of English, mathematics and science and samples of work in these subjects are gathered in 'progress books'. Sometimes this work is not properly annotated or levelled in order to give a clear picture of progress over time and to help teachers prepare work suited to pupils' needs. In the best practice, in the Y2 class, it provides useful information.
- The school is keen to improve its practice and has trialled several different methods of assessment recently; some of these have been unwieldy and complex and did not provide a cohesive picture covering the curriculum as a whole. Consequently, in many subjects, assessment procedures are still informal. Teachers have started to produce portfolios of moderated work in all subjects to support assessment. Some of these are developing well, but others, particularly science, are at an early stage and not yet fully developed in a form which will help teachers to assign NC levels to pupil's work.
- Results of national and other tests have been thoroughly analysed and some important weaknesses identified, for example, the attainment of boys when compared with girls. The school has sought to address this by providing more support in lessons.
- Marking of pupils' work is conscientious and positive. In the best practice, it indicates to pupils how they can improve their work, but this is not always the case.
- A common approach is used to record pupils' progress in individual files. Results of all assessments and diaries on personal development are included. The use of this information to track pupils' progress consistently throughout the school, identify weaknesses and set targets for further development, is at an early stage.
- Parents are invited to consultation evenings to discuss their children's progress twice a year; written reports are useful and informative, detailing the work covered in each subject. They are generally of good quality and usually indicate how parents can help their children to improve their work.

5.3 Curriculum

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

- The curriculum for children under five is very good and successfully promotes the Desirable Outcomes for Children's Learning. The schemes of work for each of the six areas of learning are linked to termly topics; they are effective in ensuring progression and continuity for the development of skills, knowledge and understanding in each area. A good range of experiences and practical activities are provided, which promote the Desirable Outcomes, ensuring that children gain confidence to learn.
- In KS1, the curriculum is broad, relevant and appropriately balanced. It complies with statutory requirements, including the teaching of religious education. Its organisation is good with sufficient time allocated to all subjects.
- Appropriate policies and schemes of work are in place for all subjects. The latter are effective in providing for continuity and progression in the NC programmes of study across the key stage.
- Curriculum planning is detailed and clearly focused on learning objectives and the development of pupils' skills, knowledge and understanding. The planning of assessment opportunities is not always directly linked to learning objectives.
- Planning of key skills across the curriculum is not clearly focused in promoting pupils' standards of achievement in literacy, numeracy, ICT and in problem solving skills in subjects such as science and design and technology. This aspect has been identified in the SDP as an area for development.
- The school makes good use of home/school tasks to consolidate and extend pupils' learning, especially in improving reading skills. It is effective in enlisting the support of parents, especially in monitoring and supporting their children's progress and behaviour towards achieving individual targets for improvement.
- The curriculum is enriched by opportunities for pupils to undertake educational visits in the local area and succeeds in extending pupils' knowledge and understanding of Wales and its heritage. Pupils' development is further enhanced by extra-curricular provision, such as the after school club and Welsh folk dancing in the summer term.
- Provision for PSE is good and is based on a comprehensive policy which includes health and hygiene education and sex education through pupils' study of living things in science.
- Curriculum provision is effective in ensuring that all activities are socially inclusive and that there is equality of access and opportunity for all pupils.

5.4 Support, Guidance and Pupils' Welfare

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

- The school provides a high level of care for its pupils within a secure environment; it is committed to the full inclusion of all pupils. Staff know pupils well and are concerned for their well being. Pupils confide in staff when they have problems and parents confirm that the school provides a friendly supportive environment. The quality of support and guidance for pupils with SEN and disabilities is equally good.
- Proper procedures for Child Protection are in place and the headteacher, who has been trained as the designated person, has disseminated this information to staff. All staff use informal field notes, which are logged in pupil's record files to carefully monitor pupils' development.
- Links with the LEA support agencies are good, particularly the behavioural support team, educational psychologist and school nurse. The nurse helps deliver the school's programme for healthy living. Road safety officers deliver the 'Mrs Tufty' programme.
- The health and safety policy is good; it addresses many issues that might affect pupils' safety and well being, such as accidents, risk assessments, first aid, medicines, fire and other safety issues. All safety procedures, such as fire drills, electrical tests and accidents are carefully logged. Risk assessments for school educational visits are very thorough.
- The school actively supports pupils' personal development, for example through assemblies where good work and behaviour are celebrated. Pupils are also well supported through 'Circle Time' when they are encouraged to discuss issues that affect their lives and to be more caring of each other and the environment.

5.5 Provision for Pupils with SEN

The quality of provision for pupils with SEN is good.

- The policy for SEN is comprehensive and complies with the requirements of the new CoP. It gives clear guidance to all those involved in SEN procedures. A named governor for SEN provides good support to the SENCO and successfully monitors the implementation of the policy and pupils' progress.
- The SENCO, in consultation with the teachers, is responsible for overseeing all SEN provision according to the CoP and ensures effective liaison between class teachers and outside support staff, including the SEN advisory support teacher.
- There are 20 pupils on the school's SEN register: 10 are on the 'cause for concern' list, three are on the School Action stage and five are on School Action Plus. In addition there are two pupils each with a statement of SEN and one is in the process of being statemented. All pupils receive appropriate support and make good progress, especially in language and numeracy skills. Pupils who have emotional and behavioural difficulties benefit from extra adult support and the implementation of behaviour management strategies.

- Systems for identifying and assessing the needs of pupils with SEN are good, especially in the early years where baseline assessments provide information for early intervention. The quality of IEPs is good and realistic targets are set for pupils to achieve; pupils make good progress towards targets set. At Early Years Action and School Action of the graduated approach, the SENCO prepares targets in the IEPs, in consultation with the class teachers. Pupils' progress is reviewed termly and the IEPs are modified as required. Parents receive copies of the targets, are informed of developments and encouraged to be involved in supporting their children. Detailed records are kept of pupils' progress.
- There are appropriate annual review procedures for pupils who have statements and parents are involved at each stage.
- All pupils with SEN, including those with disabilities, are provided with equal access to the curriculum through well differentiated tasks, which ensure that pupils work at the appropriate level of ability. Liaison between the SENCO, class teachers, SEN advisory support teacher and outside agencies are effective.

5.6 Partnership with Parents and Community, Schools and Other Institutions

The partnership with parents and community, schools and other institutions is good.

- The school has a good relationship with parents and organisations in the local community. Parents and governors regularly help in the school with ICT, hearing pupils read, accompanying pupils on educational visits and assisting in the library, and together with the effective home/school reading initiative, enhance pupils' quality of education and their personal development.
- The majority of parents' responses to the questionnaire express support for the school. These views were confirmed by further brief discussions with parents during the inspection.
- Most of the information provided to parents through regular newsletters, reports and meetings is of good quality. However, the information given in the School Handbook and the Governors' Annual Report to Parents does not fully comply with statutory requirements. Around half the parents have positively responded to the home/school agreement.
- A Friends Support Group raises significant funds to help the school. Several members of the local community support the curriculum by talking to pupils about their experiences.
- There are good relationships with two local Chapels and the Church in Wales church whose ministers visit the school each term to lead assemblies. Pupils visit the churches in support of the curriculum. Representatives of other Christian groups also visit the school to help to foster pupils' spiritual development.
- There are good links with the EWO and local medical services and satisfactory relations with the LEA and social services. The school nurse visits monthly to talk to pupils and

monitors their general health. There are regular visits from the road safety and fire services and the community police.

- There are satisfactory links with two local play groups whose children make a preliminary visit to the nursery. Links with the primary school teachers are mutually beneficial. Several students from local comprehensive schools and colleges come to Upper Cwmbran for their work experience and training, giving valuable support.
- A daily after-school club provides good quality activities; few parents currently take advantage of this facility.

5.7 Partnership with Industry

The school's partnership with industry is satisfactory.

- A few local shops and a nearby manufacturer of car accessories support the school through the donation of money and/or materials.
- Pupils have visited local shops, including a supermarket, a pet store, the local library, a theatre, a garden centre and 'Animal Adventure Farm' to support areas of the curriculum.
- Although few business people have visited the school, people who work in the community such as the policeman, the postman, the nurse, the librarian, lollipop lady and the veterinary nurse, talk to pupils about their jobs. 'Mrs Tufty' the crossing patrol officer visits the school and talks to pupils about road safety rules.
- In the past year, no members of staff have attended any business-related courses to support their teaching and there are no direct links with any education-business organisation.
- A school policy statement for partnership with industry identifies clear aims for the development of links with local establishments for work-related education.

6. MANAGEMENT

6.1 Quality of Self-Evaluation and Planning for Improvement

The quality of self-evaluation and planning for improvement is good.

- The school has effective procedures for evaluating its strengths and weaknesses. There is a clear framework for assessing performance and quality. The school has implemented its own model of self-evaluation which is linked to its performance management policy and monitoring system.
- The headteacher, GB and staff are committed to improving standards. They make good use of assessment data, monitoring procedures and the action plan from the previous inspection to evaluate standards and plan for improvement. A detailed analysis is made of pupils' NC assessment results and baseline assessment data.

- All staff are involved in the self-evaluation process as part of the school's self-assessment system. This is effective in raising the quality of professional expertise and identifying priorities for improving standards of teaching and learning. Staff development needs are closely linked to school improvement priorities.
- The main targets over the last three years have been to improve pupils' achievements in literacy, numeracy and ICT. A major target for the current year is to develop behaviour management strategies. Targets are realistic and appropriate and have been incorporated into the SDP as a result of the self-evaluation process. In addition, individual targets are set for each pupil and progress is carefully monitored.
- The school evaluates progress made towards achieving the targets through monitoring pupils' work, teachers' planning and the quality of teaching. Good progress has been made since the last inspection and the school has met the targets in the action plan to improve standards of achievement, curriculum provision and the quality of teaching.
- Monitoring procedures are effective in identifying areas for improvement. The headteacher monitors teachers' planning and the quality of teaching and learning. Curriculum co-ordinators also monitor provision and standards in each subject and keep useful portfolios of pupils' work as evidence of progress.

6.2 Leadership and Efficiency

The quality of leadership and management of the school is good.

- The school's aims promote a caring ethos and high standards, and give a clear sense of purpose and direction.
- The ethos is good and includes social inclusion and a commitment to equal opportunity, which is reflected in all aspects of school life. Staff and the GB succeed in achieving the school aims in providing a caring and happy community in which pupils feel valued and encouraged to achieve their full potential.
- The headteacher provides good leadership and support for staff in improving educational provision and standards of achievement. This is particularly evident in the provision of extra support staff to provide help and security for pupils with emotional and behavioural difficulties.
- Staff are responsible for several aspects of the curriculum and are effective in providing leadership in those areas and in monitoring provision and standards. Resources are managed efficiently, standards are carefully monitored and regular audits are made to identify areas for development and staff training needs.
- The GB is very supportive of the school and effectively fulfils its statutory obligations. Governors are well informed through regular reports from the headteacher and understand their roles and responsibilities. The committee structure for managing aspects such as finance and the curriculum is well organised. The GB is well informed of curriculum developments through the work of the curriculum committee. Formal links with subject

co-ordinators exist in order for each governor to monitor the quality of education and pupils' standards of achievement. Governors make regular visits to the school; some help in the classrooms and provide invaluable support to the headteacher and the staff.

- The headteacher and GB aim to maintain and improve standards of achievement and the quality of educational provision by setting targets in the SDP and through the process of self-evaluation. The SDP is an effective working document and includes the LEA's strategic plan. Each action plan has clear targets and objectives, success criteria, planned expenditure, time schedules and evaluation of progress towards achieving targets. Plans are reviewed regularly by staff and governors in order to improve the quality of provision and to raise the standard of pupils' achievements. Extra support, for pupils with emotional and behavioural difficulties, has been particularly successful.
- The GB, through its finance sub-committee, ensures that budget-setting relates efficiently to the school's educational priorities in the SDP over a three year period.
- The school has a delegated budget which is well administered. The LEA finance department provides appropriate advice and support. The GB finance sub-committee monitors spending and sets the budget which is ratified by the whole GB.
- The school has had a recent financial audit and has addressed the recommendations made in the report. The school manages its resources efficiently and ensures good value for money.
- The clerical assistant manages the financial administration efficiently, and, working with the headteacher, undertakes administration tasks to ensure the efficient day-to-day running of the school.

6.3 Staffing, Accommodation and Learning Resources

The overall provision of staffing, accommodation and learning resources is satisfactory. They have a beneficial impact on pupils' standards of achievement.

- Staffing levels at the school are currently good. The school has been through an unsettled period, due to staff redundancies and long term absence. Some pupils have been taught by a number of short term supply teachers causing some unrest, particularly to those pupils identified with behavioural difficulties. Currently, an appropriate number of suitably qualified teachers are in place for the small numbers of pupils on roll, although the deputy head is still on long term sick leave and her post is covered by a teacher seconded from another school. The head has a part time teaching role and shares the reception class with a part-time teacher. Teachers, including the seconded teacher, carry numerous responsibilities but they are all eager to undertake them properly.
- The level of classroom assistants and learning support staff for pupils with SEN is good and they give good support in lessons. Where they are well trained and experienced, the quality of support is better. This situation, however, may be temporary, as the school does not have the funds to continue indefinitely with this level of support.

- Staff professional development is good and all teachers have attended a good range of training and have targets set for their further development. The GB sets the headteacher's targets. Staff training is mainly linked to priorities identified in the SDP, which focus on the school's efforts to raise standards but provision for individual needs is also made. Currently the school is involved in focused INSET on behaviour management so that more consistent strategies are used across the school.
- The size of the accommodation is ample for the numbers of pupils; the quality is good and space is used well. The building is clean and bright and provides an attractive, litter free, learning environment, which is enhanced by good quality displays of pupils' work. Parts of both the inside and outside of the buildings, however, are in urgent need of repair and decoration; in particular, in the nursery, part of the ceiling is loose, the floor under the 'wet area' is breaking up and the outer walls are damp. The school buildings are secure during the day and facilities for disabled pupils, such as a ramp, toilet and shower room have been incorporated. Outside is an attractive grassed area with a small but adequate playground, flanked by suitable seating for the pupils. An outdoor play area for reception children is planned and some funding has been set aside. The outdoor play area for the nursery is spacious and well resourced.
- The school has a good selection of fiction books, reading books and non-fiction books to support topic work. The library, however, although it has an area cleared for viewing television, lacks a comfortable seating area where children may sit and enjoy browsing through books.
- The quality of other resources to support curriculum development is adequate overall. However, there is a lack of information books and Big Books to support teaching in some of the foundation subjects. Some additional resources were purchased recently with some funding from the LEA. This was mainly spent on large construction toys and other play equipment. Staff and pupils make appropriate use of all available books, materials and equipment.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

Provision for the under-fives

The educational provision for children under five, taken overall, is appropriate to their needs and they make good progress towards the Desirable Outcomes for Children's Learning. Standards of achievement are good in the areas of learning, except in personal and social development where they are satisfactory. By the age of five, the majority of children meet the Desirable Outcomes.

NURSERY CLASS

Language, literacy and communication skills

Good features

- Children who are three make a good start in developing skills in language, literacy and communication. The majority listen attentively and respond well to stories, poems and rhymes; they enjoy listening to stories and nursery rhymes on the listening centre. Children listen with concentration to staff and follow instructions appropriately.
- Children make good efforts to talk about their experiences and develop vocabulary to express their thoughts coherently. They take part enthusiastically in role play situations, such as in the home corner and hospital. They make good attempts to write about their activities through opportunities for emergent writing in play areas. Through Welsh language activities they become familiar with Welsh vocabulary. They handle books carefully and enjoy sharing them with others. They recognise and write their own names and know letters by their shape and sound and use them successfully in their early attempts at writing.

Shortcomings

- A minority of children have a limited attention span and have difficulty concentrating for any length of time.

Personal and social development

Good features

- The majority of children make satisfactory progress in personal and social development. They begin to show confidence and self-respect and establish relationships with other children and adults. They show independence when choosing activities and correctly find their own name cards when required. The majority are well behaved and understand the difference between right and wrong.

Shortcomings

- Some children lack confidence in developing personal and social skills and require much support to take part in learning activities.

Mathematical development

Good features

- Children successfully use mathematics as an integral part of activities such as cooking, building with bricks and sand and water play. They use mathematical language appropriately when sorting by colour, size and shape. They can count and recognise numbers to five and some to ten and they can write numbers to five accurately. Some can order numbers to 10. They know the names of colours; they match numbers to pictures and count, order and compare everyday objects. They enjoy singing number rhymes and action songs, which support their understanding of number concepts.

Knowledge and understanding of the world

Good features

- Children demonstrate their knowledge and understanding of the environment by talking about their families and by describing events in their lives. They can accurately name parts of their body and describe the movements they can make, such as jumping, balancing, running, hopping, crawling and climbing. As a result of visits made by people who work in the community, they understand the importance of the jobs of the policeman, the crossing patrol lady, the librarian, the nurse, the postman and the veterinary nurse. In technology, they explore and select appropriate materials to make collage pictures, using cutting and sticking skills successfully. They use a computer and mouse control confidently to draw pictures and patterns.

Physical development

Good features

- Children confidently develop their physical skills when using the outside area. They climb, balance and swing along the climbing frame and most children do this independently. They confidently ride and manoeuvre a range of wheeled vehicles. They develop ball skills and successfully throw and catch a ball and can shoot a ball into a basketball net. They handle tools and construction equipment competently and make good use of malleable materials, such as dough, to make shapes and models.

Creative development

Good features

- Children use paint and brushes confidently to produce a variety of artwork. They experiment with printing techniques using shapes, hands and finger printing to make attractive printed patterns. They use blow-painting, roller-ball and paint-trickle techniques to create a variety of interesting patterns. They mix paints to produce other colours and know, for example, that adding black or white alters the shade or tone of colours. They use a variety of media and textures to make effective class friezes. They confidently sew embroidery stitches into polystyrene dishes and use weaving techniques with strips of black and white paper to produce effective patterns. In music they enjoy singing a variety of songs and nursery rhymes. They enjoy exploring sounds and instruments, including their own home-made instruments, to create their own music.

RECEPTION CLASS

Language, literacy and communication skills

Good features

- Children who are four gain confidence to develop language skills and enjoy taking part in role play activities in the play area. The majority take part in conversations and contribute well to group discussions. They listen attentively to others and take account of what they say. They take turns to speak clearly and audibly and use an increasing range of vocabulary.

- Children develop their reading skills well; they have a good knowledge of phonics and can read words and sentences in books. They successfully follow text in stories and nursery rhymes in Big Books and talk about pictures. They enjoy sharing books with others, especially those they take home. They make good attempts at writing and begin to copy-write sentences. Children are familiar with Welsh vocabulary and respond well to the use of incidental Welsh.

Shortcomings

- A minority of children lack confidence to speak clearly and lack concentration at times.

Personal and social development

Good features

- The behaviour of the majority of children is satisfactory and they demonstrate positive attitudes to their work. They work well in groups, take turns and share equipment appropriately. Children respond appropriately to the school's provision for spiritual, moral, social and cultural development and to new areas of learning.

Shortcomings

- There are a minority of children who demonstrate challenging behaviour and at times disrupt the learning of others. Sometimes they have difficulty establishing relationships with others and sharing equipment.

Mathematical development

Good features

- Children increase their knowledge and understanding of number during oral work. They match, order and count to 10 some to 20; they recognise numbers to 10 and understand their value. They use mathematical language appropriately to describe shape, position, size and quantity. They can name two dimensional shapes correctly and begin to sequence patterns in shapes. They begin to understand the use of non-standards units to measure and compare sizes and quantities.

Knowledge and understanding of the world

Good features

- Children develop their knowledge and understanding of scientific concepts. When investigating tropical fruits, they match the fruits to their names and describe their colours, smells, textures and tastes. They grow seeds and bulbs and make close observations of their growth. Children's understanding of the world of work is enhanced by the study of people who work in the school, such as the caretaker, the teacher, the lollipop lady and the secretary. In technology they explore, select and use appropriate materials and equipment. They develop good manipulative skills, using scissors, glue and a range of tools for different activities. They use computers confidently, including a program for drawing and designing pictures.

Physical development

Good features

- Children increase their confidence and co-ordination when moving and using apparatus. They find different ways of travelling along a climbing frame and slide, using different parts of the body. They show confidence as they develop different movements. They can use the pedals on wheeled toys to move backwards and forwards. They develop good manipulative skills; they handle appropriate tools, objects, construction and malleable materials safely and with increasing control.

Shortcomings

- Improved provision for outdoor play equipment would support the reception children's physical skills and confidence.

Creative development

Good features

- Children develop painting skills and confidently paint pictures of people who work for us. Their drawing skills are developing well and they make good attempts to draw from observation. They investigate pattern making and printing techniques; they use hand, feet and fingerprints with a variety of paint colours to produce effective pictures. They experiment with a variety of materials and textures to create collage pictures. In music they become more familiar with different styles of music and songs and sing a variety of songs, hymns and rhymes with enthusiasm using appropriate actions.

Shortcomings

- During play activities, opportunities are missed for adult interaction with children in order to develop their language and social skills.

English

Standards of achievement are good overall. They are good in reading and writing and satisfactory in speaking and listening.

Good features

- Pupils make good progress in developing speaking skills and standards of achievement are satisfactory by the end of KS1. Pupils are encouraged to contribute to discussion during oral sessions in lessons and assemblies. They are keen and eager to speak and enjoy discussing stories in Big Books. Pupils enjoy talking about their work and they enthusiastically participate in role-play situations.
- Pupils make satisfactory progress in listening skills. Many pupils listen attentively in lessons and follow instructions appropriately. Theatre visits to performances such 'The Enormous Turnip', enhance standards in this aspect.

- Standards of achievement in reading are good. The home/school reading initiative succeeds in encouraging parents to support their children at home. Pupils use a range of methods and strategies to help them read new words, including letter sounds, word recognition and picture cues. Pupils have good attitudes to reading and many are becoming fluent, confident readers. They are eager to read Big Books with their teachers, can name authors and illustrators and discuss scenes in stories. They read independently in groups and comment on the characters and the plot of stories. Pupils enjoy a good range of reading such as poetry and non-fiction text, including reading and ordering simple instructions. Some can predict what might happen next. Most pupils can sound out simple words using phonic skills and many hear and correct their own mistakes. They enjoy identifying and creating rhyming words.
- Writing skills are good. Pupils write for a wide range of purposes and express their own views and ideas on a variety of subjects. Pupils develop writing skills systematically through the school, including word processing skills on the computer.
- At the end of KS1, letter formation is clear and legible in the work of pupils of all ability levels. Sentence structure, punctuation and spelling are good and pupils use interesting imagery in their poetry.

Shortcomings

- At the end of KS1, the speech of a minority of pupils is still limited, vocabulary is narrow and contributions to discussion are limited.
- A minority of pupils are not good listeners and constantly need adult interaction and supervision to keep on task and follow instructions properly.

Mathematics

Standards of achievement are good.

Good features

- Pupils make good use of mathematical skills as an integral part of classroom activities, such as scientific investigations. They make effective use of ICT to improve their skills.
- During numeracy sessions there is an emphasis on mental calculation and pupils respond well to questions, using their number cards to calculate and show answers.
- Y1 pupils recognise numbers to 100, can order numbers to 20 and understand the concept of one more than and one less than. They can subtract numbers to 10 and understand the concept of subtraction through practical work with number sets and the use of apparatus to find solutions.
- Y2 pupils have a good grasp of mental mathematics and use a variety of strategies to calculate answers, which they explain clearly. Pupils accurately recognise number patterns on the hundred square and order numbers to a hundred. They understand place value in 2 digit numbers and accurately use apparatus and money to demonstrate their value. They know multiples of two, five and 10 and can record the patterns. They know

doubles of numbers and apply them to calculations using money. Good use is made of number lines to aid calculation and to order numbers.

- Pupils use a wide range of mathematical vocabulary to describe calculations. Older pupils recognise and understand odd and even numbers. They understand halves and quarters and know how to record their values as fractions.
- Pupils have a good knowledge and understanding of shape. Younger pupils recognise and name two and three dimensional shapes and older pupils can explain their properties. They confidently use a computer program to investigate shape and symmetry.
- All pupils make good use of data handling skills. They collect information about favourite foods and eye colours and present their findings on a variety of graphs and charts, including computer generated graphs. They understand the value of interpreting graphs to find information.
- Pupils understand the concept of time and successfully sequence the times of different activities in a day and match them to the correct times on a clock. Older pupils can tell the time on the hour and half-past the hour and some to quarter past the hour.
- Pupils have a good understanding of measures. Y1 pupils confidently use standard and non-standard units to measure length and mass. They can estimate how many blocks they need to measure each other's height and order the results according to size. Y2 pupils accurately measure and draw lines in centimetres.
- There is evidence that the use of numeracy strategies during lessons is having a beneficial effect on standards.

Science

Standards of achievement are good.

Good features

- Pupils throughout the key stage make good progress overall in acquiring investigative skills appropriate to their age.
- Younger pupils show satisfactory knowledge of how animals and humans grow, change and reproduce and accurately name parts of the human body. They study photographs of children intently before sorting them into youngest and oldest. They describe differences and similarities well, such as in hair and eye colour, size and gender. Many know key vocabulary such as human, child and adult. They respond well to questions and thoughtfully begin to discuss where they came from.
- Many older pupils recognise that certain foods are good for you and help people become healthy. They enthusiastically draw and describe their favourite meal. With support they brainstorm different foods and quite successfully sort them into their various groupings, such as fats and sugars. They know that in order to stay healthy they should eat a balanced

diet of certain foods. They make good use of their ICT skills when they create colourful graphs on the computer to show some of the favourite foods of pupils in the class.

- Following a visit to a local garden centre, they describe in writing the conditions needed for plants to grow. They set up their own experiments to grow cress seeds under different conditions and accurately predict outcomes. They correctly name the major parts of a plant.
- They develop appropriate scientific skills and show good understanding of a fair test as they set up their own experiments, for example, to see which materials will dissolve or not dissolve in water and what happens to chocolate when it is heated.
- Pupils make simple circuits and record their findings by means of effective labelled drawings.
- They understand that pushes and pulls are examples of forces and give appropriate instances in their work, as a result of a workshop session taken by Gary the Clown.

Shortcomings

- There are no major shortcomings but pupils' lack of general vocabulary inhibits scientific development.

Welsh second language

Standards of achievement are good.

Good features

- Pupils respond well to Welsh used at specific times during the day. They can greet each other in Welsh and respond well to commands. The majority speak confidently with good pronunciation and intonation. They contribute to discussion on simple likes and dislikes, the weather, their homes and enjoy taking part in question and answer sessions.
- Pupils respond well to questions about themselves and make good attempts to answer in complete sentences, using known language patterns. They take an active and enthusiastic part in role play activities, as they become more familiar with sentence patterns.
- They know the words of poems and songs which they recite and sing with enthusiasm and good pronunciation. They enjoy singing and performing a selection of songs and action rhymes in Welsh.
- Pupils are familiar with a range of vocabulary; they know colours, can count and name different toys and everyday objects. Older pupils know the vocabulary associated with the weather and produce charts of weather observations for each day of the week.
- Pupils enjoy stories and poems in Big Books and make good attempts to read the texts. They accurately read the lines of a poem and make good attempts to compose their own class poem. They listen carefully to questions and instructions, focusing on known

sentence patterns in the text and respond appropriately, showing an understanding of vocabulary.

- Pupils make good use of their knowledge of sentence patterns and vocabulary to write their own sentences.
- All pupils show a positive attitude to learning the language and teachers make it an enjoyable experience.
- Pupils make good use of videos, computer programs and CD-ROMs to consolidate and record their use of the Welsh language.

Design and technology

Standards of achievement are satisfactory.

Good features

- Pupils make satisfactory progress in designing and making skills. They explain clearly the process involved in the subject. The planning of their work is well structured, with older pupils being able to design their own products, such as boats.
- Pupils understand the need to plan and record their ideas and investigations. Plans are clearly labelled and include lists of materials to be used.
- In Y2, pupils investigate the suitability of materials for making boats and use their scientific knowledge of the properties of materials to help them understand the capabilities and limitations of their use.
- Pupils use a variety of materials and tools to apply the cutting, shaping, mixing, joining and assembling skills they have acquired.
- Pupils are developing their skills in evaluating the finished product. They discuss their designing and making activities and can describe clearly how products are made and how they can be improved.
- Pupils use a range of appropriate construction equipment to make a variety of models and structures.

Shortcomings

- Pupils' range of skills and the processes they use are underdeveloped.
- Pupils have limited knowledge and understanding of simple mechanisms, including wheels and axles.

Information technology

Standards of achievement are good.

Good features

- Pupils of all abilities use the computer and keyboard confidently; they use the mouse control competently to access objects and symbols on screen. Older pupils can store, retrieve and print their work. They begin to use these skills independently to support work across the curriculum.
- Pupils make good use of word processing skills across a range of subjects to write stories, reports and letters. Older pupils competently change the style of font and use clip art to illustrate their work.
- Pupils can use a range of tools in a graphics package to design and produce pictures. Older pupils successfully add words, labels and phrases to their designs.
- Pupils successfully develop data handling skills to collect, represent and analyse information. Y1 pupils gather information about eye colours to store on a database. Y2 pupils confidently use a database to collect information about favourite foods and create a graph to illustrate their findings.
- Good use is made of control technology skills when younger pupils program a toy car and older pupils program a free-standing robot to follow a course by setting directions and distances.
- Pupils' use of the Internet as a research tool is developing well. Y2 pupils use the Internet to find information during history lessons. Pupils use e-mail efficiently to communicate with others.
- Pupils make good use of listening centres and operate them competently to listen to tapes whilst following the text in books.

History

Standards of achievement are good.

Good features

- Pupils recall a range of stories and events about the lives of people living in the past. They begin to understand why people acted as they did and the consequences of those actions. Most pupils listen intently to stories and investigate a range of historical sources.
- Following a visit to a farm museum, a Victorian country house and school, pupils show in their writing and drawings, that they have a good knowledge and understanding of life a hundred years ago. Through their study of a Welsh Victorian school they give reasons for the establishment of the 'Welsh not'. They create interesting observational drawings of the school and effectively draw toys from the past and present, to support their writing.

- Pupils handle and discuss artefacts brought into school by members of the British Legion and demonstrate in their writing that they understand the reasons for 'Poppy Day'.
- Younger pupils investigate old and new photographs and pictures and begin to distinguish between the past and present. They compare, for example, pictures of policemen today and in the past and accurately explain the detail of their uniform and transport and how it has changed. They begin to use a suitable vocabulary such as 'long ago', 'now', and 'in the past'.
- After discussing a mosaic picture of a guard dog from a Roman house, they create mosaic borders for their own drawings of pets. They use black and white appropriately to create pictures from the past and colour to represent the present.
- Older pupils accurately recall key facts about the story of Jemima Nicholas. The majority show in discussion that they fully understand why the ladies dressed and marched as they did. They eagerly engage in role-play to act out the story.

Shortcomings

- There are no major shortcomings but some pupils are unable to fully benefit from discussion due to their limited vocabulary and some are unable to predict outcomes.

Geography

Standards of achievement are good.

Good features

- Younger pupils begin to build up an awareness of their own locality when taking a 'texture walk' around the school grounds, investigating different textures on walls, trees and the ground. They use their senses to smell and touch the cones of the conifer tree, before looking around and considering which features they like and those they dislike. In their writing they list things they might change to improve the environment, such as clearing rubbish and planting flowers.
- Good quality map work is a strong feature. Older pupils show a developing knowledge of key words associated with map reading, such as 'symbol, grid, map and key'. They recall map work covered in previous lessons and in turn, using simple co-ordinates, they identify key features on a local map, such as a church and car park. Pupils understand simple grid references and ably follow instructions to place or draw objects on a map accurately using a grid and co-ordinates.
- Pupils show good knowledge and understanding of a locality beyond their local area when, after a visit to a seaside town, they record in writing and drawings the key features of the area and describe things they found most attractive and unattractive. They show a developing geographical vocabulary when they use words such as 'seaside, cliff, beach, seashore and coastline' in their writing. Their map work is developing well and they make good use of a map of the local area to trace their walk around the coastline.

Art

Standards of achievement are satisfactory.

Good features

- Younger pupils use paint confidently with different types of brushes to paint effective portraits and paintings of animals. All pupils successfully experiment with paint mixing to produce shades and tones or new colours.
- Y2 pupils experiment with paint and wave patterns to produce effective paintings of the sea following their visit to Barry Island. Whilst at the seaside they explored the modelling characteristics of sand to produce interesting sand sculptures.
- Pupils are beginning to appreciate the work of famous artists. They study the work of Van Gogh, in particular the portrait of Joseph Roulin, and make good attempts to paint portraits in the same style.
- Younger pupils use pencil confidently to draw from observation. They make close observations of a teddy bear and make good attempts to draw the bear, demonstrating good hand/eye co-ordination and good pencil control.
- Older pupils make effective observation drawings of plants and flowers in a vase, using pencil, pencil crayon and black felt; a colour wash is applied to enhance the drawings.
- Pupils begin to explore textiles through weaving using a shoe-box loom and explore textures in clay when making relief tiles of houses. They experiment with cut paper to make effective mosaic pictures and borders.
- All pupils make good use of a drawing and graphic design computer system to produce attractive drawings, designs and patterns.

Shortcomings

- Pupils have limited knowledge of the work of Welsh artists or work from other cultures.
- Pupils' skills of working with a range of materials and a variety of tools, and working in three dimensions, are underdeveloped.

Music

Standards of achievement are good.

Good features

- Pupils have a well-balanced range of skills in composing, performing and appraising music.

- Pupils sing a good range of songs, hymns and rhymes in English and in Welsh with enthusiasm. They sing in tune with clear diction and appropriate attention to the quality of sounds; they understand the significance of a chorus. Pupils' musical performances successfully enhance assemblies and school concerts.
- Pupils follow singing and clapping patterns and repeat them correctly; they can adapt to different rhythms and can clap and play a range of instruments in time with the music, keeping a steady beat. Younger pupils can name and correctly sort instruments into those which can be shaken, blown and tapped.
- Y1 pupils enjoy musical role-play using a variety of instruments to portray characters in a story. They know the difference between singing and chanting using rhythm patterns. They experiment and compose rhythmic patterns and record their compositions on tape and perform them to the class.
- Y2 pupils can name and describe a range of instruments. They make good attempts to suggest instruments for different sounds to represent stars and planets. They perform a sound story well, playing instruments to represent different parts of a story; they know the difference between sounds representing daytime and those representing night-time.
- They make good attempts to compose their own music using a range of tuned and untuned instruments. They evaluate their compositions and clearly explain what they like and dislike about the music.
- Pupils have good listening skills and demonstrate good appraisal skills. They appreciate the music played in assemblies, such as the Planets Suite by Holst. They show enthusiasm when taking part in music workshops and when listening to live performances of music from other cultures.

Physical education

Standards of achievement are good.

Good features

- Pupils understand the necessity for warm-up activities and safety rules and discuss them sensibly at the beginning of lessons. They listen well to teachers' instructions and show confidence when working as part of a large group or in pairs.
- During gymnastics, younger pupils work enthusiastically using a range of warm-up movements. They run and dodge and behave sensibly while avoiding others. They understand the need to develop good spatial awareness for their own safety. Most pupils practice frequently to improve their performance and observe and thoughtfully discuss each other's work.
- The majority stretch their bodies in long and wide shapes, in curled shapes and many successfully balance on different parts of their bodies. Some can hold a balance for a considerable time. They can create a clear sequence of twisted shapes, a balance and a roll and confidently demonstrate these skills for the rest of the class.

- During games lessons, older pupils successfully perform warm-up activities, such as when they play 'tag'. They respond quite well when reminded of the need for good spatial awareness. They run, chase, catch and dodge appropriately.
- The majority of pupils can bounce and catch a big ball with two hands within, around and outside the confines of a hoop. Some successfully bounce and catch with one hand. They work effectively in pairs to throw, bounce and catch the ball. They evaluate their own performance and that of others in order to improve skills.
- Good opportunities are provided for pupils to develop physical skills through performing dance and traditional Welsh dances.

Shortcomings

- There are no major shortcomings but some younger pupils are unable to listen attentively to understand the teacher's instructions.

Religious education

Standards of achievement are good.

Good features

- The school's programme of study follows the locally agreed syllabus for religious education. Pupils develop a good range of knowledge and understanding of three major world faiths.
- Pupils know that all religions have their special stories. Most can recall aspects of stories from the life of Jesus and describe in their own writing how he felt when he cleared the temple. They use appropriate terms such as 'sad, mad, cross and disappointed'. They write thoughtfully about their own experiences of forgiveness.
- They appreciate the significance of special celebrations such as harvest time and Christmas and their importance to Christians. They understand the reasons for the celebration of Divali and the Shabbat table. They tell the story of Rama and Sita accurately in their own writing.
- They look at pictures of a Hindu temple and talk about the different ways that people worship. They listen very intently to the story of the birth of Krishna and retell it accurately in their own words.
- Following a visit to a local cathedral, they describe the role of a priest, the special clothes that they wear and the artefacts that they see around the church.
- They thoughtfully discuss the need for rules in their own lives and compile a pie chart to show how many pupils in the class attend Sunday school.

Shortcomings

- There are no major shortcomings but the quality of discussion is sometimes impaired by the immaturity of some pupils who are so eager to participate but make inappropriate comments.

8. SCHOOL IMPROVEMENT

8.1 Progress Since the Last Inspection

The school was inspected in 1996 and produced an action plan to address the key issues; all have been implemented.

Key Issue 1

‘Take early action to improve standards in physical education and information technology.’

Key Issue 2

‘Pay more attention to the development of reading skills at Key Stage 1.’

- Staff attended INSET and made focused visits to other schools to observe teaching strategies. A consistent system of teaching and use of reading records was implemented. Phonic and reading groups were organised and end of year targets were set.
- Self-evaluation report 2002- medium term planning for the teaching of phonics was developed. The National Literacy Strategy has been implemented and a new phonic and spelling scheme has been introduced. Standards of achievement in reading SATs have improved with 95% of pupils achieving level 2 and above in 2002 compared with 65% in 1996.
- The current inspection found that standards of achievement in reading are good.

Key Issue 3

‘Secure greater involvement of parents in the learning of their children, particularly by means of a properly organised home-school reading initiative.’

- A general policy was implemented for the involvement of parents as co-educators. A policy and scheme of work was produced for a home-school reading initiative.
- Self-evaluation report 2002 – Pupils are encouraged to take books home to share with their parents. There is a home-school reading initiative whereby parents support their children’s reading.
- The current inspection found the home-school initiative to be effective in improving pupils’ reading skills and in involving parents in their children’s learning.

Key Issue 4

‘Ensure that teaching and learning in the classroom are fully monitored by the headteacher.’

- The monitoring policy was reviewed and revised and a timetable of classroom

observations was devised. Teachers' records and pupils' work were monitored regularly. Monitoring information was discussed with staff at feed-back meetings.

- Self-evaluation report 2002 – The school has developed a policy for the monitoring of standards and the quality of teaching and learning, which involves the headteacher, the co-ordinators and the governors. The headteacher monitors the teaching and standards of pupils' work. Co-ordinators monitor pupils' work and collect evidence of progress. Governors liaise with their link co-ordinator to discuss progress in their subject.
- The current inspection found the school's monitoring system to be effective towards improving standards.

Key Issue 5

'Develop the role of the deputy headteacher.'

- The deputy attended management training and the job description was reviewed and revised. The role was developed to include responsibility for whole school management issues.
- Self-evaluation report 2002 – The deputy has responsibility for managing staff development. She has attended development meetings for deputies and contributed to the school's policy on teaching and learning.
- At the time of the inspection the deputy head was on long-term absence. A review of the staffing and management structure of the school is due to take place, especially in view of falling rolls.

Key Issue 6

'Improve aspects of classroom management and develop a wider range of teaching strategies, to ensure that the curriculum is developed more effectively at KS1'.

- Staff attended training, made visits to other schools to observe classroom practice and sought advice from LEA advisers. A policy and guidelines on classroom management were produced.
- Self-evaluation report 2002 – With the introduction of the literacy and numeracy initiatives, more effective teaching strategies are being employed.
- The current inspection found that the quality of teaching was mainly good and that a good range of teaching techniques and organisational strategies are used effectively for different activities and purposes.

Key Issue 7

'Review present arrangements for identifying pupils with special educational needs, to ensure that all pupils receive appropriate help and support.'

- Training was provided for the SENCO and the staff. Criteria were set for the

identification of pupils with SEN. Pupils were placed on the appropriate stages of the CoP and were provided with IEPs and support.

- Self-evaluation report 2002 – The SEN policy was revised in line with the new CoP. Pupils with SEN at School Action and School Action Plus are provided with IEPs, based on the school's annual plan for SEN provision.
- The current inspection found that the provision for pupils with SEN is good and that there are effective procedures for the identification of pupils with SEN.

Key Issue 8

'Take immediate steps to review existing security arrangements, particularly in respect of boundary fencing and entrances to the nursery and main building'.

- The height of the wall bordering the nursery was increased. Security systems were installed at the main door to each building.
- Self-evaluation report – The security systems in both buildings are effective. All gates are kept locked. All visitors are requested to wear identification badges.
- The current inspection found that the school buildings and grounds are secure.

8.2 Key Issues for Action

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

- raise standards of achievement in those subjects which are satisfactory by addressing the shortcomings;
- ensure that the contents of the School Handbook and Governors Annual Report to Parents comply with statutory requirements;
- ensure that assessment systems are consistent through the school;
- continue to develop behaviour management strategies and support for those pupils with emotional and behavioural difficulties;
- develop whole school planning of key skills across the curriculum;
- continue with plans to provide a secure outside play area for children under-five in the reception class in order to develop their physical skills.

The school has already identified elements of the last three issues in its current SDP.

Acknowledgement

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

APPENDIX

A. Basic Information About the School

Name of School	Upper Cwmbran Infant and Nursery School
School type	Infant
Age -range of pupils	3-7
Address of school	Upper Cwmbran Road Cwmbran Torfaen
Post-Code	NP44 1SN
Telephone Number	01633 482102

Headteacher	Mrs D Tucker
Date of appointment	January 1991
Chair of Governors	Mr Allan Tait
Registered Inspector	Mrs M E Evans
Dates of inspection	24-26 September 2002

B. School Data and Indicators

<i>Number of pupils in each year group</i>					
Year group	N (fte)	R	Y1	Y2	Total
Number of pupils	22	14	15	15	66

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	4	1	4.5

<i>Staffing information</i>	
Pupil:teacher (fte) ratio (excluding nursery and special classes)	13:1
Pupil:adult (fte) ratio in nursery classes	11:1
Average class size, excluding nursery and special classes	15
Teacher (fte) : class ratio	1.25:1

<i>Percentage attendance for three complete terms prior to the inspection</i>			
	R	KS1	Whole School
Term 1	86	94	91
Term 2	87	93	92
Term 3	86	89	89

Percentage of pupils entitled to free school meals	29
Number of pupils excluded during 12 months prior to inspection	1

C. Results of National Curriculum Assessments and Public Examinations

National Curriculum Assessment KS 1 Results: 2002			Number of pupils in Y2: 20					
Percentage of pupils at each level								
			D	W	1	2	3	4
ENGLISH:	Teacher Assessment	School	0	5	0	85	10	0
		National	0	4	13	62	21	0
EN: Reading	Teacher Assessment	School	0	5	5	80	10	0
		National	0	4	13	54	29	0
EN: Writing	Teacher Assessment	School	0	5	25	65	5	0
		National	0	5	13	70	12	0
EN: Speaking and listening	Teacher Assessment	School	0	0	5	90	5	0
		National	0	3	11	63	23	0
MATHEMATICS	Teacher Assessment	School	0	5	0	70	25	0
		National	0	2	9	60	29	0
SCIENCE	Teacher Assessment	School	0	0	5	70	25	0
		National	0	2	10	67	21	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:	95	In Wales:	81

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

D. The Evidence Base of the Inspection

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

Before the inspection:

- meetings were held with the headteacher and staff, the GB and with the parents; six parents attended the pre-inspection meeting;
- questionnaires were distributed to all parents and the 15 completed questionnaires were analysed; the inspection team took note of the results, including a further nine additional submissions;
- a scrutiny was made of school documentation.

During the inspection:

- evidence of lessons observed was based on approximately 18 hours of the inspection of classes in a total of 33 lessons across the age groups;
- other observations included assemblies and registration;

- discussions were held with the headteacher, class teachers, support staff and non-teaching staff about their roles and responsibilities;
- discussions were held with pupils about aspects of their work and life in school; inspectors listened to a representative sample of pupils read;
- a scrutiny was made of a sample of pupils' work from each year group as well as work in the classrooms and on display around the school.

After the inspection:

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

E. Composition and Responsibilities of the Inspection Team

Inspector	Type	Subject Responsibilities	Aspect Responsibilities
Mrs M E Evans	RgI	Under-fives Mathematics Welsh second language Design and technology Information technology Music Art	Main Findings Standards of achievement Standards in key skills Quality of teaching Curriculum SEN Quality of self-evaluation Leadership and efficiency Progress since the last inspection Key issues for action
Mrs K Andrews	Team	English Science History Geography Physical education Religious education	Pupils' spiritual, moral, social and cultural development Assessment, recording and reporting Support, guidance and pupils' welfare Staffing, accommodation and resources
Mr S Page	Lay		Attendance Behaviour and attitudes Partnership with parents and the community Partnership with industry