

Report by Mr R.Isaac,
Wyesham Infant, 27-29 November 2006

**Inspection under Section 28 of the
Education Act 2005**

**Wyesham Infant School
Wyesham Road
Wyesham
Monmouth
Monmouthshire
NP25 3JT**

School Number: 6792156

Date of Inspection: 27th to 29th November 2006

by

**Mr R. Isaac
W170/15942**

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

A copy of the summary report is sent to every family with a child at the school. The full report can be obtained from the school.

The inspection of Wyesham Infant School took place between 27th and 29th of November 2006. An independent team of inspectors, led by Mr R. Isaac undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **standard** inspection.

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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Context

The nature of the provider

1. Wyesham Infant School is situated on a large and attractive site in the village of Wyesham to the south east of Monmouth. The area is well established with a mixture of owner occupied and local authority housing. The school is due to close in 2007 and after amalgamating with the nearby junior school, will re-open as a primary school in new buildings in September 2007.
2. Numbers in the school have fallen and at the time of the inspection there were 59 pupils on roll and a further 16 children who attend sessions in the Nursery. The area around the school contains a higher proportion of families that experience deprivation than is usually found locally, but overall is neither prosperous nor economically disadvantaged. Approximately 22 per cent of pupils are entitled to receive free school meals, which is a little above the national average.
3. Pupils' attainment on entry is broadly average. There are 15 pupils – or 19 per cent – with special educational needs (SEN), which is in line with the national average. No pupils hold a formal statement of SEN, which is well below average. All pupils speak English at home and none have English as an additional language. No pupils come from a Welsh speaking home and none are "looked after" by the local authority. One pupil has a minority ethnic background. The school has four classes, six teachers including the acting head teacher, one nursery nurse and three Level 1 learning support assistants. All class sizes are 30 or below.
4. Wyesham Infant School was last inspected by Estyn in 2000 and achieved the Quality Standard of the Basic Skills Agency in 2004.

The school's aims, priorities and targets

5. The school's mission statement is "We can do it (*Llwyddo wnawn*)."
Its main aim is to help each child to fulfil his or her maximum potential.
6. The school has identified the following aims in its school development plan (SDP). They include:
 - To create a secure and happy environment in which each child is sensitively cared for.
 - To help children to learn that courtesy, good manners and consideration for others are important qualities.
 - To enable children to use language effectively, to read, write, listen and speak competently and to ensure an ability to communicate with other people. To help them to discover the enjoyment that can be derived from reading and using the English language.

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- To develop a knowledge and understanding of mathematical operations, and an ability to employ mathematical ideas in a variety of situations.

Summary

7. Wyesham Infant School is a caring and happy school where pupils often achieve good standards. It has made good progress in improving the quality of its teaching in recent times. Although there is still work to be done, for example, in improving the management of the curriculum, the school gives good value for money.

Table of grades awarded

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

8. The findings of the inspection team were in line with six of the seven judgments made by the school in its self-evaluation report but inspectors did not find evidence to support the evaluation of Key Question 3 as having enough good features to justify the school's grade.

Areas of learning for children aged under five

Area of learning	Year group	
	Nursery	Reception
Language, literacy and communication	Grade 2	Grade 2
Personal and social development	Grade 2	Grade 2
Mathematical development	Grade 2	Grade 2
Knowledge and understanding of the world	Grade 2	Grade 2
Creative development	Grade 2	Grade 2
Physical development	Grade 2	Grade 2

9. Most children enter the Nursery class with attainments in line with those expected for their age. Over time, pupils, including those with SEN and those in vulnerable circumstances, make good progress in their learning.
10. The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils make good progress towards the

Desirable Outcomes for Children's Learning. Children aged under five make good progress in the key skills of speaking, listening, reading, writing, numeracy and information and communications technology (ICT). They also make good progress in their personal and social development.

Grades for standards in subjects inspected

11. Standards in the subjects chosen for inspection were found to be as follows:

Subject	Key Stage 1
English	Grade 2
Welsh as a second language	Grade 2
Information Technology	Grade 3
Art	Grade 2
Physical Education	Grade 2

12. In the 22 lessons inspected, the grades awarded for standards achieved were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
18%	55%	27%	0%	0%

13. This shows that in 73 per cent of lessons standards are at least good with no important shortcomings. This is almost in line with national standards which were judged as 76 per cent at least good in the latest annual report of Her Majesty's Chief Inspector of Schools in Wales. Standards of achievement in 18 per cent of pupils' work have outstanding features, as opposed to 13 per cent nationally. These figures are above the current national target of 50 per cent, and the target for 2007 of 65 per cent, of standards to be graded 1 or 2.
14. In 2006, the key stage 1 results, collectively, for the proportion of pupils attaining at least level 2 in English, mathematics and science together was above the national average and in line with those of similar schools. Girls achieved more highly than boys. Standards have been maintained at this level for the last four years.
15. Learners progress well in their personal, moral, social and wider development. From Nursery to year 2, they make good progress in developing their personal and social skills. Many pupils have a sense of ownership and responsibility to the school, its environment and their community. The school has a strong sense of family and its ethos encourages pupils to care for individuals and to appreciate other people's values.
16. Pupils' standards and progress in speaking and listening are good. Standards in reading, writing and numeracy across the curriculum are good. Pupils achieve well in the use of incidental Welsh throughout the school, but standards in the use of information technology have some shortcomings in year 1 and year 2.

17. Pupils sometimes achieve well, when collaborating on creative and problem-solving activities, but they do not always take the initiative. Pupils who are more able do not consistently achieve their potential and are not challenged enough, for example, in reading or information technology.
18. The majority of pupils enjoy being in school. Their behaviour and attitudes to learning are good. Most understand the school rules and recognise the need to take responsibility for their actions. Adults in the school consistently encourage pupils to understand, manage and develop their standards of behaviour to the best of their ability.
19. Attendance levels have good features and no important shortcomings. Attendance rates average 94 per cent, and this is above the average for Welsh primary schools. Unauthorised absence is low.
20. Most pupils demonstrate an awareness of the principles of equal opportunity and recognise that people should be treated fairly and without favouritism. They are beginning to recognise the diversity of beliefs and cultural traditions in society today.

The quality of education and training

21. The overall quality of teaching has good features and few important shortcomings. In the 22 lessons observed, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
18%	55%	27%	0%	0%

22. Teaching shows at least good features with no important shortcomings in 73 per cent of lessons. Within this proportion, 18 per cent has outstanding features, which is in line with the national average. This is in excess of the current national target of 50 per cent of teaching to be graded 1 or 2.
23. The outstanding features of teaching include:
 - the way that teachers organise learning so that all pupils are engaged and paying attention for the whole lesson;
 - the manner in which teachers encourage pupils to think for themselves and create highly individual art work; and
 - the good working relationships between teachers and pupils that promote a high quality ethos in lessons and a strong partnership in learning;
24. Where teaching has shortcomings, this is mainly due to an absence of detailed learning objectives or where the aims of a lesson are not shared with pupils regularly enough. Although 27 per cent of lessons observed had shortcomings, there was evidence that, given the right degree of additional support, these can soon be put right.

25. The quality of help provided by learning support assistants is a strength of the school. They are deployed effectively and they often help pupils to understand their work better.
26. The school's curriculum has good features which outweigh shortcomings. It reflects the aspirations and needs of pupils by providing equal access to a curriculum which conforms to legal requirements.
27. Management of the curriculum is underdeveloped. There is a lack of detailed short-term timetabling of lessons and resources. This reduces the school's ability to monitor the breadth and balance of the curriculum. The school's approach to the curriculum lacks consistency from year to year. Daily teaching in the year 1 class follows some elements of the integrated day but in year 2, pupils study in subject-based lessons. The Reception class follows some elements of the Jolly Phonics methodology but this is not continued in other classes. Organisation of daily learning for the Nursery class can mean that the teacher spends too long with individual pupils instead of being able to help many.
28. Pupils benefit from a range of after school activities which incorporate aspects of the Cwricwlwm Cymreig. These include sport, art, music and Welsh country dancing. The school participates in a *Gwyl Plant* festival with other local schools. A variety of visitors to the school augment pupils' understanding of the world around them.
29. The provision for pupils' spiritual, moral, social and cultural development is good. Provision for spiritual development is effective. Pupils are taught right from wrong. They are honest and care for those less fortunate than themselves. Staff are good role models. They develop a warm supportive ethos in the school. Pupils are happy and secure in their learning as a result. Collective worship makes a good contribution to pupils' spiritual development, their understanding of moral issues and respect for other faiths and religions.
30. The quality of care, guidance and support has outstanding features. The school provides a safe, caring and supportive environment for all pupils. Teachers work hard and effectively to make pupils feel happy and valued. The very good relationships between pupils, their teachers and each other, contribute to effective teaching and learning.
31. The provision for pupils with SEN is outstanding and closely reflects the guidance of the SEN Code of Practice (CoP) for Wales. The SEN register is a well-organised, operational document with pupils added to or removed from it as their needs are identified or sufficient progress has been made.

Leadership and management

32. The overall quality of leadership and management has good features and no important shortcomings. The chief features of leadership include the:
 - caring and committed pastoral leadership of the acting head teacher;

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- able support of the acting deputy head teacher;
 - good leadership of the provision for pupils with SEN;
 - good quality of governance provided by the governing body;
 - active inclusion of pupils in leadership through regular meetings of the school council; and
 - good quality of self-evaluation.
33. The quality of subject coordination has good features which outweigh shortcomings. Subject coordinators have been closely involved in policy-making and have designed and implemented good schemes of work. However, coordinators are at an early stage in monitoring and evaluating the teaching of colleagues across the school.
34. The pupils benefit from their involvement in the democratic process through the school council. This body meets regularly and has delegates from year 1 and year 2. It is supervised well and the school plans to nurture its healthy development.
35. The school's self-evaluation processes and planning for improvement are good with no important shortcomings.
36. Accommodation is very well maintained. The school is clean and welcoming. However, the library has too few books and there are not enough art resources or computer facilities.
37. The school has made good progress since its last inspection, particularly in terms of the significant improvement in the standards pupils now achieve and the quality of teaching they receive. The quality of care and guidance is now outstanding and the quality of leadership and management are good. Taking all of the above into account, the school gives good value for money.

Recommendations

The acting head teacher, governors and staff should now:

- R1 Raise pupils' standards further in the range of writing* and information technology;
- R2 Increase the level of challenge for the more able;
- R3 Develop further the roles of subject coordinators in monitoring and evaluation of the quality of teaching and learning in all subjects over a planned cycle;
- R4 Ensure that lesson objectives are clear, specific and shared with pupils regularly;
- R5 Review the balance of time and resources allocated to each subject in order to ensure that the curriculum is broad and balanced; and
- R6 Develop further the resources for art, reading and information technology.

* The school has highlighted the need to raise standards in writing in its current SDP. It has also formulated plans to invest urgently in further resources for art, reading and information technology.

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

Standards

Key Question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

38. The findings of the inspection team match the judgments made by the school in its self-evaluation report in that standards of achievement are often good.
39. Most children enter the Reception class with attainments in line with those expected for their age. Over time, pupils, including those with SEN and those in vulnerable circumstances, make good progress in their learning.

Area of learning	Year group	
	Nursery	Reception
Language, literacy and communication	Grade 2	Grade 2
Personal and social development	Grade 2	Grade 2
Mathematical development	Grade 2	Grade 2
Knowledge and understanding of the world	Grade 2	Grade 2
Creative development	Grade 2	Grade 2
Physical development	Grade 2	Grade 2

40. The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils make good progress towards the Desirable Outcomes for Children's Learning.
41. Children aged under five make good progress in the key skills of speaking, listening, reading, writing, numeracy and ICT. They also make good progress in their personal and social, mathematical and physical development.
42. Standards in the subjects chosen for inspection in years 1 and 2 are as follows:

Subject	Key Stage 1
English	Grade 2
Welsh as a second language	Grade 2
Information Technology	Grade 3
Art	Grade 2
Physical Education	Grade 2

43. In the 22 lessons inspected, the grades awarded for standards achieved were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
18%	55%	27%	0%	0%

44. This shows that in 73 per cent of lessons standards are at least good with no important shortcomings. This is broadly in line with national standards which

were judged as 76 per cent at least good in the latest report of Her Majesty's Chief Inspector of Schools in Wales. Standards of achievement in 18 per cent of pupils' work have outstanding features, as opposed to 13 per cent nationally. These figures are above the current national target of 50 per cent, and the target for 2007 of 65 per cent, of standards to be graded 1 or 2.

45. In 2006, the key stage 1 results, collectively, for the proportion of pupils attaining at least level 2 in English, mathematics and science together was above the national average and in line with those of similar schools. Girls achieved more highly than boys. Standards have been maintained at this level for the last four years.
46. Learners progress well in their personal, moral, social and wider development. From Nursery to year 2, they make good progress in developing their personal and social skills. Many pupils have a sense of ownership and responsibility to the school, its environment and their community. The school has a strong sense of family and its ethos encourages pupils to care for individuals and to appreciate other people's values.
47. Pupils' standards and progress in speaking and listening are good. Standards in reading, writing and numeracy across the curriculum are good. Pupils achieve well in the use of incidental Welsh throughout the school, but standards in the use of information technology have some shortcomings in year 1 and year 2.
48. Pupils sometimes achieve well, when collaborating on creative and problem-solving activities, but they do not always take the initiative. Pupils who are more able do not consistently achieve their potential or are challenged enough, for example, in reading and information technology.
49. The development of pupils' personal, social and learning skills is good with no important shortcomings. Children under five are happy and enthusiastic in their learning and make good progress. Pupils in key stage 1 work well independently and in small groups, making effective use of their time and available resources. Pupils throughout the school have a positive disposition to learning. They understand what they are doing and what they need to do to improve.
50. Throughout the school, pupils display high levels of good behaviour and this impacts well on standards of achievement. Pupils are courteous and interact well with each other and with the adults in school. From the early years on, pupils understand right from wrong and demonstrate a high degree of self-discipline.
51. Whole school attendance, excluding the Nursery, for the year preceding the inspection averaged 94.3 per cent and is above the average for primary schools in Wales. Unauthorised absence is less than 1.0 per cent. With few exceptions pupils arrive on time. Registration is completed promptly at the beginning of the morning and afternoon sessions and provides an opportunity

to exercise and improve knowledge and understanding of Welsh. Lessons throughout the day begin on time.

52. Learners successfully develop the capacity to work independently and in small groups. Pupils' ability to use the library or the Internet as tools for research is improving. When working together they show good social interaction. These aspects prepare a firm foundation for their lifelong learning.
53. Pupils make good progress in their spiritual, moral, social and cultural development. Relationships are good and this enables pupils to express and explore their views openly. There is a mutual respect between adults and children. This helps create a happy, caring and supportive environment. Pupils are patient in waiting their turn and apply themselves diligently to their tasks. Through initiatives such as '*Helpwr Heddiw*', they help teachers in the classroom, assist with the tuck shop, get involved with the school council and raise funds. As a result, pupils develop positive attitudes to citizenship.
54. Throughout the school, pupils' understanding of equal opportunities and respect for diversity is developing well. Pupils are valued and encouraged to play a full part in school life. The curriculum helps to develop knowledge, understanding and respect for the diversity of beliefs, attitudes and cultural traditions within society. School assemblies, visits and visitors to the school play a part in this process.
55. From the age of three upwards, children are prepared for effective participation in the workplace and the community. Visits to places of interest and involvement in community projects help in this preparation. The involvement of the school in the construction of the new primary school has helped learners develop a good understanding of life and work within their local community. Visitors to the school talk to children about a range of work related subjects.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

56. The findings of the inspection team match the judgment made by the school in its self evaluation report
57. The overall quality of teaching is good with few important shortcomings. In the 22 lessons observed, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
18%	55%	27%	0%	0%

58. Teaching shows at least good features with no important shortcomings in 73 per cent of lessons. Within this proportion, 18 per cent has outstanding features, which is in line with the national average. This is in excess of the current national target of 50 per cent of teaching to be graded 1 or 2.
59. The good features of teaching include:
- the way that teachers organise learning so that all pupils are engaged and paying attention for the whole lesson;
 - the manner in which teachers encourage pupils to think for themselves and create highly individual art work; and
 - the good working relationships between teachers and pupils that promote a high quality ethos in lessons and a strong partnership in learning.
60. Where teaching has shortcomings, this is mainly due to an absence of detailed learning objectives or where the aims of a lesson are not shared regularly with pupils. Although 27 per cent of lessons observed had shortcomings, there was evidence that, given the right degree of additional support, these can soon be put right.
61. The school meets all statutory requirements for assessment, recording and reporting. The under fives are assessed appropriately and teachers keep detailed and regular records of their progress.
62. Teachers undertake a wide range of assessment regularly in the core subjects including the use of standardised tests. These are used with good effect to identify pupils' individual needs and to set individual targets. The school monitors pupils' performance as they progress from year to year. Procedures have been designed collaboratively between the acting head teacher and the planning coordinator. There are few systems in place for the assessment of achievement in the other foundation subjects.
63. Teachers follow the guidelines for recording attainment and transfer information to colleagues at the end of each year. They collect samples of

- work from each core area. The samples do not indicate clearly the level of attainment achieved by pupils for use as exemplars.
64. Pupils' work is regularly and conscientiously marked and pupils' efforts are celebrated with positive feedback. Teachers' marking is particularly helpful in year 2. Generally, pupils are not given enough opportunities to evaluate their own work and do not set their own targets for future learning. That said, there were some examples in year 2 where they were allowed to set their own targets.
 65. Parents have regular opportunities to discuss their children's progress with teachers and the school provides informative annual reports which include long-term targets for improvement.

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

Grade 3: Good features outweigh some shortcomings
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66. The findings of the inspection team do not match the judgments made by the school in the self evaluation report because there were not enough good features in this area to justify a higher grade and there were important shortcomings.
67. The school's curriculum has good features which outweigh shortcomings. It reflects the aspirations and needs of pupils by providing equal access to a curriculum which conforms to legal requirements.
68. The overall standard of the educational provision for children under five is appropriate to their needs and the pupils make good progress towards the Desirable Outcomes for Children's Learning. The school has identified and is beginning to prepare for the new Foundation Phase.
69. Curriculum planning provides the basis for teachers to build systematically on pupils' existing knowledge. Most schemes of work have been reviewed recently and these are having an impact on achievement.
70. Teachers review subject documentation regularly. Schemes of work are good. Short term plans sometimes identify learning outcomes but learning objectives for individual lessons are often unclear and lack detail.
71. Learning experiences meet the needs and interests of all learners including the less able. Provision for pupils with SEN is good. The SEN policy reflects the requirements of the national SEN Code of Practice.
72. Whole school planning for the development of key skills across the curriculum is good. These include personal and social skills as well as problem-solving skills. Pupils work creatively and collaboratively in a range of activities.
73. Management of the curriculum is underdeveloped. There is a lack of detailed short-term timetabling of lessons and resources. This reduces the school's ability to monitor the breadth and balance of the curriculum. The school's approach to the curriculum lacks consistency from year to year. Daily teaching

in the year 1 class follows some elements of the integrated day but in year 2, pupils study in subject-based lessons. The Reception class follows some elements of the Jolly Phonics methodology but this is not continued in other classes. Organisation of daily learning for the Nursery class often means that the teacher spends too long with individual pupils instead of being able to help many.

74. Pupils benefit from a range of after school activities which incorporate aspects of the Cwricwlwm Cymreig. These include art, music and Welsh country dancing. The school participates in a Gwyl Plant festival with other local schools. A variety of visitors to the school augment pupils' understanding of the world around them. The school addresses gender differences and social disadvantage effectively. All pupils have the opportunity to gain valuable knowledge and skills for personal and social development and for lifelong learning.
75. The provision for pupils' spiritual, moral, social and cultural development is good. Provision for spiritual development is effective. Pupils are taught right from wrong. They are honest and care for those less fortunate than themselves. Staff are good role models. They develop a warm supportive ethos in the school. Pupils are happy and secure in their learning as a result. Collective worship makes a good contribution to pupils' spiritual development, their understanding of moral issues and respect for other faiths and religions.
76. Pupils' cultural experiences are stimulating. The Cwricwlwm Cymreig is included in a thorough and positive manner to develop pupils' knowledge and understanding of Welsh culture and heritage. Teachers develop pupils' bilingual skills well. The school works well to expand its work on other faiths and cultures and to celebrate spiritual diversity. All these reinforce pupils' understanding of their own cultural heritage and also prepares them for life in a multicultural society.
77. There are strong and effective links with parents who are very supportive of the school's work. A home/school agreement is in place and parents value the school's open and pro-active approach. Through formal consultations, school reports and newsletters, parents are well informed. They are encouraged to take part in school activities and visits and some do. The Family Learning Groups in the Nursery are well established and enhance the links with families greatly. The school benefits from an active 'Friends of Wyesham' group which raises significant sums to help with transportation costs and the provision of additional play equipment.
78. Visits to the local community and beyond enrich the curriculum and contribute most effectively to pupils' learning. For example, pupils have benefited greatly from visits to the community farm, the Museum of Welsh Life at St Fagan's and the Forest of Dean nature reserve. Pupils visit local places of worship for the main Christian festivals and clergy visit the school to assist in assemblies. The school visits the local church for services and as part of the curriculum. Visitors from the community such as the police, fire service and road safety

trainers, provide pupils with a range of valuable experiences and further their awareness of the outside world.

79. The school has established very successful partnerships with initial teacher training colleges and other training establishments. Student teachers are welcomed into school for practical experience and training. The arrangements for receiving new children into the school and for transferring year 2 pupils to the nearby junior school are sound. These partnerships have a positive effect on the quality of provision and pupils' standards of achievement.
80. The school is successful in its efforts to broaden pupils' experience of work related education through a number of effective initiatives. Visits have been made to several places of work including the local post office, shops, library, environmental centres and nature reserves. The school has taken a special interest in the construction of the new primary school in Wyesham. Children visit the site and learn about the construction industry and how to work safely. Visitors to school also contribute to the pupils' understanding of the wider world of work and include members of the community. Play leaders from Nevill Hall hospital talk about their working environment and help children understand the part a hospital plays in regional life. Opportunities provided by organisations such as Careers Wales help support staff training and development although secondments to outside organisations have not happened recently.
81. The school ensures all pupils have equal access to all it has to offer regardless of background or circumstance. Pupils confirm that whatever the occasion, be it sport, music, dancing or visits, they are all encouraged to take part.
82. Pupils' understanding and awareness of sustainable development and global citizenship are included in the curriculum and reinforced to some extent by teachers. Pupils, for example, collect postage stamps for recycling. Other initiatives are being considered. Their understanding of environmental awareness is developed through conservation schemes. With the help of the Gwent Wildlife Trust the school has established its own nature reserve and the Nursery and Reception classes have their own gardens. Other sites are visited, such as the Forest nature reserve where children engage in pond dipping and study various habitats. These activities help children to appreciate and care for the environment.
83. Teachers promote pupils' entrepreneurial skills through various activities. From the early years on, children in role-play begin to develop problem-solving skills and make considered decisions. They 'buy and sell' things in the classroom shop and begin to understand coinage and value. Year 2 pupils help in running the school's fruit tuck-shop.
84. The school effectively lays the foundations for lifelong learning and community regeneration by encouraging pupils to be responsible for their own actions and show sympathy and respect for the needs of others. Pupils' personal qualities, such as kindness, truthfulness and forgiveness are developed well in circle time discussions, and assemblies.

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

Grade 1: Good with outstanding features
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85. The findings of the inspection team match the judgment made by the school in its self-evaluation report.
86. The quality of care, guidance and support has outstanding features. The school provides a safe, caring and supportive environment for all pupils. Teachers work hard and effectively to make pupils feel happy and valued. The very good relationships between pupils, their teachers and each other, contribute to effective teaching and learning. When required, the school is quick to seek additional help and guidance from external agencies and ensures that parents and carers are fully involved in discussions about the care of their children.
87. The school is pro-active in developing a positive partnership with parents and carers in caring for, supporting and guiding their children and considers their views carefully. Parents have regular access to the staff and the acting head teacher. Consultation evenings, newsletters and letters help inform parents of changes and developments.
88. The arrangements for introducing children into the Nursery are good. Many of the children who join the Nursery already know each other, having attended the local mother and toddler group. Parents and children soon get to know each other and become familiar with the school and its staff. Children soon settle into the school's routines and make friends. Arrangements to settle pupils in who join at a later stage are equally good.
89. Registration periods are administered promptly at the start of morning and afternoon sessions and provide an opportunity to exercise knowledge and understanding of Welsh. Parents and carers are aware of the need to inform school if their child is unable to attend. The school takes immediate action to investigate any unexplained absence. Good attendance is acknowledged and rewarded. Parents and carers are encouraged to get their children to school on time, but a few are late arriving. The education welfare service provides the necessary support should the school have any concerns.
90. Teachers apply the school's behaviour management policy consistently and act as positive role models
91. The school makes good provision for the healthy development, safety and well-being of all pupils. Health and safety issues are addressed properly with fire, electrical and other equipment regularly checked. There are good day-to-day systems in place to deal with any pupils who have an accident or who feel unwell during the day. The school regularly reviews and updates pupils' contact details.

92. Good procedures and systems, based on LEA and Estyn recommendations, are in place for child protection. The acting head teacher is the nominated child protection officer and ensures regular training of all staff. The school is vigilant and able to recognise the signs that a child may need protection. The school has a good system to record the Criminal Records Bureau (CRB) disclosures of all adults who have contact with pupils. The very effective child protection arrangements are well documented and known to all who work at the school. The acting head teacher ensures members of staff receive regular training to enable them to recognise possible signs and symptoms of child abuse.
93. The provision for pupils with SEN is outstanding and closely reflects the guidance of the SEN Code of Practice for Wales. The Code of Practice is understood well by staff, who implement it effectively.
94. The SEN register is a well-organised, operational document with pupils added to or removed from it as their needs are identified or sufficient progress has been made.
95. Teachers and learning support assistants work well with the SEN co-ordinator (the acting head teacher) to identify pupils' needs. These assessments result in Individual Educational Plans, which are written by the acting head teacher and shared with teachers.
96. Individual Educational Plans contain manageable individual targets for children and pupils in the early years and key stage 1. The school keeps parents informed of progress regularly and invites them to contribute to pupils' Individual Educational Plans. These are reviewed regularly.
97. Pupils are fully integrated with their peers and supported well by learning support assistants. However they are occasionally withdrawn for specialised help. The SEN co-ordinator is developing her monitoring role further to ensure that work set is appropriate to pupils' needs.
98. Pupils with SEN are withdrawn daily for literacy and numeracy work in small groups, but they are fully integrated for the rest of the curriculum. They make very good progress with the support of dedicated learning support assistants and this is a strength of the provision for SEN. However, the most able pupils do not always get tasks which are challenging enough to extend their learning.
99. The school works very well to ensure that all pupils have the opportunity to learn effectively without interference or disruption. Teachers administer class rules effectively. The pupils have helped to establish these rules and they ensure that interruptions are kept to a minimum during lessons.
100. At present, no pupils with physical disabilities attend the school, but a full accessibility plan has been drawn up which identifies the key issues to be addressed should the need arise.
101. Wyesham Infant school is an inclusive community. Members of year 1 and year 2, for example, are elected to the school council. The school recognises the diversity of children's backgrounds and all are treated equally, with dignity and

respect. The good practice observed is borne out from policies that are regularly reviewed.

102. Pupils have equal opportunities to participate in all school activities. For example, both boys and girls attend a range of clubs and extra curricular activities.
103. Pupils gain a good understanding of diversity and the value of contributions made by others from a wide range of backgrounds, races and cultures.
104. Most pupils are well behaved in and around the school. This can be largely attributed to the strong moral and caring ethos supported by an effective system of rewards and sanctions. Simple rules are prominently displayed in classrooms and are clearly understood. Teachers deal with minor behavioural difficulties quickly and effectively. In discussion pupils indicate that incidents of oppressive behaviour are rare, but understand the necessity to report any such incidents to a responsible adult immediately. Arrangements to deal with bullying and harassment or any kind are well organised and where necessary involve the parents. Although rare, these incidents are carefully recorded. No pupils were excluded in the 12 months prior to inspection.
105. The school is well equipped to meet the needs of disabled pupils, and its policies and procedures have full regard for their specific needs.
106. The curriculum successfully develops pupils' understanding of other cultures and gives them many insights into how others live. In lessons, and in the playground, pupils readily offer one another support and help, and show a good understanding of each other's needs. The school's recognition and respect for diversity are good and this is reflected in its policies, practices and planning, and in the arrangements made for training staff.

Leadership and management

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

Grade 2: Good features and no important shortcomings

107. The findings of the inspection team agree with those of the school in its self-evaluation report.
108. The good features of leadership include the:
- caring and committed pastoral leadership of the acting head teacher;
 - able support of the acting deputy head teacher;
 - leadership of the provision for pupils with SEN;
 - good quality of governance provided by the governing body;
 - active inclusion of pupils in leadership through regular meetings of the school council; and
 - good quality of self-evaluation.
109. The school has a clear sense of its own educational direction and standards are promoted with persistence. The essence of the school's effectiveness is in the excellent teamwork between teachers and learners, teaching assistants, senior managers and governors.
110. The quality of leadership provided by the acting head teacher is good. She is successfully leading the school through a period of change and improvement. Her management is inclusive and sensitive. She has succeeded in reshaping and retaining a team which has a high morale. The acting head teacher gives a clear sense of direction to the school's work and shares with other teachers and pupils a commitment to improvement.
111. The acting deputy head teacher provides good support to the acting head teacher in managing the school. She plays an active and effective part in planning, monitoring and evaluating the work of colleagues. The organisation of a functioning school council helps pupils gain a good understanding of citizenship as well as leadership. They grasp this opportunity willingly. Senior managers support student teachers very well and induction procedures for staff new to the school are satisfactory. The school takes account of national priorities, local partnerships and cluster arrangements.
112. The school helps develop the expertise of both teachers and teaching assistants in an inclusive way. Performance management procedures successfully promote teachers' continuing professional development. The school's leaders keep a good balance between meeting the professional needs of individual teachers and achieving its educational priorities.
113. The quality of subject coordination has good features which outweigh shortcomings. Subject coordinators have been closely involved in policy-making and have designed and implemented good schemes of work.

However, coordinators are at an early stage in monitoring and evaluating the teaching of colleagues across the school.

114. The pupils benefit from their involvement in the democratic process through the school council. This body meets regularly and has delegates from year 1 and year 2. It is supervised well and the school plans to nurture its healthy development.
115. The governing body makes a strong contribution to leadership and strategic management through the quality of its involvement as a critical friend. Governors are hard working, supportive and pro-active. They meet regularly and ensure all legal requirements are met. They are well informed about the standards achieved from year to year. The acting head teacher also appraises governors about many other aspects of the life and work of the school through her regular reports. Governors' knowledge and understanding is further enhanced through their visits to the school. The governing body's committee system is effective and plays a role in decision-making, including budget setting and the allocation of finance.
116. Governors are involved in shaping the school's strategic direction and they play prominent roles in monitoring the progress and success of initiatives the school adopts. They continually evaluate and develop their roles and make good use of Local Education Authority training. Their pro-active focus on teachers' workload agreements and the new responsibility structures is vital in ensuring the success of these initiatives.

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

Grade 2: Good features and no important shortcomings

117. The findings of the inspection team agree with those of the school in its self-evaluation report.
118. The self-evaluation process is inclusive of the school's stakeholders and the self-evaluation report is accurate.
119. The findings of the inspection team were in line with virtually all of the judgments about key questions made by the school in its self-evaluation report. This report is honest and thorough and governors, staff and LEA advisers were involved in its development. Self-evaluation arrangements are rigorous, systematic, and based on first-hand evidence. Pupils get opportunities to make their views known through their representative on the school council.
120. The acting head teacher and acting deputy head teacher regularly monitor and evaluate the quality of teaching and learning, but subject coordinators are much less involved in this process. That said, coordinators take in pupils' work to assess the outcomes of teaching on a regular basis.

121. Performance management and appraisal procedures are of good quality. Teachers receive good in-service training.
122. The quality of planning for improvement is good as shown by the school's overall improvement since its last inspection. The school assesses its strengths and its areas for improvement through a clear and well-composed SDP. This notes the school's needs and responsibilities well; financial implications and timescales being stated clearly. It is a useful working document with specific, measurable success criteria. The acting head teacher and governing body ensure that good resources are provided to achieve key targets. Governors, teachers and Teaching assistants are closely involved in planning for improvement and their views are carefully considered.
123. The acting head teacher and the acting deputy head teacher monitor teaching carefully and have an accurate picture of the staff's strengths and areas for improvement.
124. The school has made good progress since its last inspection, particularly in terms of the significant improvement in the standards pupils now achieve and the quality of teaching they receive. The overall standards pupils achieve are often good and the quality of teaching they receive is now often good, the quality of care and guidance is outstanding and the quality of leadership and management are good. Overall, the findings of the inspection team match the school's judgment in its self-evaluation report.

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

Grade 2: Good features and no important shortcomings

125. The findings of the inspection team match the judgment made by the school in its self-evaluation report.
126. The school has an appropriate number of teachers who have a range of experience and expertise. They get good in-service training and have visited other schools to witness new initiatives and share good practice.
127. Teachers get appropriate time for planning, preparation and assessment (PPA). The implementation of workforce remodelling has been effective in helping to improve planning.
128. The quality of help provided by learning support assistants is strength of the school. They are deployed effectively, for example in year 2, and they often help pupils understand their work better.
129. Members of the administrative staff make sure that the school runs smoothly. The school makes efficient and effective use of available resources and plans well in order to ensure that there will be sufficient resources to support future developments. Such planning ensures that resources are well managed.

Report by Mr R.Isaac,
Wyesham Infant, 27-29 November 2006

130. Accommodation is very well maintained. The school is clean and welcoming. However, the library has too few books, and there is some scope for further development of resources for art and information technology. All wall space and in some instances ceiling space is used well to display and celebrate pupils' work.
131. Financial management is sound. Good financial structures are in place. The school is using its current financial surplus with immediate effect to benefit pupils on roll now. Funds are being used to support human resources, art, reading and information technology, as well as for outdoor activities and music.
132. Overall, the school provides good value for money.

Standards achieved in subjects and areas of learning

Under 5s

133. The overall quality of educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning. The attainments of many children on entry to the school are in line with those expected of their age and they make good progress through Nursery and Reception years.

Language, literacy and communication:

Year group	Standards of achievement
Nursery	Grade 2
Reception	Grade 2

Good features

134. Nursery children's language, literacy and communication skills are developing well. Children listen with increasing interest and most are beginning to become more confident to respond to requests using single words or short sentences. They are becoming used to looking at books and some make choices to use a range of implements; to make marks with developing pencil grips. They enjoy the opportunities for role-play.
135. Reception children's language, literacy and communication skills are good. They listen very attentively and respond confidently using sentences. They enjoy role-playing collaboratively. Some make good suggestions in response to problem-solving questions.

Shortcomings

136. There are no important shortcomings.

Personal and social development:

Year group	Standards of achievement
Nursery	Grade 2
Reception	Grade 2

Good features

137. Nursery children's personal and social development is improving. Some are beginning to play collaboratively. Most children take turns and show a caring attitude. They respond well to praise and enjoy taking responsibility for their own learning. Most help to tidy up at the end of sessions.
138. Reception children's personal and social development is good. Most show concern and a caring attitude if others are unhappy. Most control emotional and physical outbursts well, wait their turn patiently and share toys and desired

objects readily. They interact well with adults and enjoy chatting to their peers to make lunchtime a pleasant social event.

139. Children in Nursery and Reception make good progress in developing their key personal, social and learning skills.

Shortcomings

There are no important shortcomings.

Mathematical development:

Year group	Standards of achievement
Nursery	Grade 2
Reception	Grade 2

Good features

140. Nursery children's mathematical development is good. More-able children count bobbins to five matching object to number. Most recognise big and small sizes. Some name two-dimensional shapes. Some understand concepts such as more than and less than, when playing with the water tray.
141. Reception children's mathematical development is good. They use the computer confidently to match different shapes. Most count to ten and many to 20 with increasing confidence. They sort, match and make repeated patterns according to size, colour and shape and know terms such as longer and shorter when comparing objects.

Shortcomings

142. There are no important shortcomings.

Knowledge and understanding of the world:

Year group	Standards of achievement
Nursery	Grade 2
Reception	Grade 2

Good features

143. Nursery children's knowledge and understanding of the world is good. They are developing sensory awareness with glittering play dough. They show increasing awareness of the world around them with regular access to an outdoor play area with a garage for role-play. In the classroom, they hunt for objects in the sand tray and engage collaboratively in activities in the water tray. Children use the mouse and keyboard with good control and make shapes and pictures on the computer with confidence.

144. Reception children's knowledge and understanding of the world is good. They understand the need for hygiene and that eating fruit, vegetables and milk helps their bodies grow strong and healthy. Many show good recall when recounting poems, stories and songs. They respond well to simple Welsh commands and use Welsh words and phrases daily.

Shortcomings

145. There are no important shortcomings.

Physical development:

Year group	Standards of achievement
Nursery	Grade 2
Reception	Grade 2

Good features

146. Nursery children's physical development is good with few shortcomings. They show good, fine-motor control when rolling, picking and pushing shapes in play dough or sand and when cutting shapes. They confidently use the big apparatus outdoors, climbing, sliding and balancing with varying degrees of control and dexterity.
147. Reception children's physical development is good. They are aware of the need to warm up their bodies before exercising and that their hearts beat quickly afterwards. They copy actions well and make up their own high and low movements confidently to create a dance. They show good awareness of space and move in a variety of ways in the school hall and around the outdoor areas. They use cutlery adeptly to eat their lunch and cut competently around pictures.

Shortcomings

148. There are no important shortcomings.

Creative development:

Year group	Standards of achievement
Nursery	Grade 2
Reception	Grade 2

Good features

149. Nursery children's creative development is good. They join in enthusiastically making music using a range of instruments. The more-able pupils name materials and methods of making music as they all play along to nursery rhymes. Some children sing along while playing instruments. They join dots to make pictures and mix colours to paint and print a range of topical pictures.

They make choices of media to create pictures with encouragement from learning support assistants.

150. Reception children's creative development is good. They join in singing a range of songs in Welsh and English. They investigate and explore the sounds which various musical instruments make. Many name a range of musical instruments and describe the sounds which they make. They produce an impressive collection of creative works to display and regularly make their own choices of artistic methods and materials.

Shortcomings

151. There are no important shortcomings.

English

Key stage 1: Grade 2	Good features and no important shortcomings
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152. Throughout the school pupils listen well. They listen attentively to each other and to teachers and visitors. They enjoy listening to stories and poems; listen to instructions carefully and carry out their tasks to a good standard.
153. They talk enthusiastically with adults and many are keen to discuss their experiences. Most have a good vocabulary and speak with increasing confidence.
154. Pupils' reading skills are developing well and overall standards are good. They read some words and are able to recognise some books. Most pupils in key stage 1 have good reading skills. They read with fluency and many with meaning. They read poetry and recognise the significance of rhyming words. Most have sound understanding of what they read and are able to give an opinion on the text.
155. Many pupils in year 2 read well and are able to choose books appropriate to their reading and interest levels.
156. Some pupils have a clear understanding of the difference between fiction and non-fiction books. They are able to access relevant material to assist in both reading and written work.
157. By the end of year 2, pupils have made very good progress and they write for a wide variety of purposes. Most have a very good understanding of punctuation. Most in year 2 are confident in writing independently.

Shortcomings

158. A minority of pupils in year 1 have problems forming letters and words. They are also reluctant to form phrases and sentences, relying on worksheets and single word responses.
159. A minority of year 1 pupils make slow progress with their creative writing, handwriting and spelling. Pupils have little knowledge of poems with a Welsh theme.
160. Pupils, generally, do not use computers enough to promote their skills in reading, spelling or writing.

Welsh second language

Key stage 1: Grade 2 Good features and no important shortcomings

161. Pupils respond positively to a varied programme of reading and oral activities. They work in pairs and groups to question each other and enjoy including visitors in their learning. Pupils have a positive attitude towards learning Welsh. This outstanding feature affects positively the standards they achieve.
162. Pupils respond well to Welsh used incidentally during the school day. They extend their use beyond greetings and one-word answers. They listen well to tapes and stories read by the teachers. Pupils' recollection of previously learned vocabulary and phraseology is good and in some instances very good.
163. Some pupils have sound knowledge of colours and numbers. They can offer a range of Welsh words in response to 'What's in the box?'
164. In their studies of other subjects, such as history, pupils begin to use Welsh words relating to events, places and physical features.
165. Most pupils in key stage 1 are able to copy words and phrases in Welsh.
166. Attractive displays of appropriate phrases, and the singing of Welsh songs and prayers, participation in Welsh cultural events and cross-curricular work, contribute significantly towards creating the school's Welsh ethos.
167. Pupils' writing skills are developing through tasks that include labelling and copying. Year 2 pupils' writing is developing well.

Shortcomings

168. Pupils do not use computers enough for Welsh.
169. Pupils' skills in writing independently in Welsh are underdeveloped.

Information technology

Key stage 1: Grade 3 Good features outweigh shortcomings

Good Features

170. Pupils learn to use computers to communicate and handle information. They occasionally use a digital camera well to record their work.
171. They program a robotic toy to move backwards and forwards and make angled turns. They develop their understanding of mathematics as well as ICT through learning how to control this robot.

172. Pupils develop a number of basic skills such as executing program commands, saving their work, using the mouse and pointer, and operating a number of facilities on the tool bar such as the fill tool, the spray and the pen.
173. They use a digital mouse, icons and the screen pointer competently. They draw patterns to good effect. They create and print simple sentences.
174. Pupils with SEN make some progress with support from learning support assistants.
175. Most pupils can open their own files in sub-directories bearing their names.

Shortcoming

176. Pupils do not have enough experience of using computers for a range of different activities in the full range of subjects. They do not study the basic skills of information technology to a sufficient degree.

Art

Key stage 1: Grade 2 Good features and no important shortcomings
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Good features

177. Pupils in year 2 make effective use of sketchbooks to record information and observations. Their standards in sketching are good.
178. In year 2, pupils produce good pieces of work, and use a wide range of materials well. Pupils also achieve well when their creative work is closely related to other subjects. They have created vivid collages and used their creative skills well to draw and paint lively and individual dragons. They experiment with crayon, coloured pencils and chalk to produce a variety of work of a good standard.
179. Pupils in all year groups have worked with a local artist to good effect.
180. Pupils have worked on three-dimensional studies in clay which were skilful and have created vivid paintings of their own faces.
181. Pupils develop good skills in observational painting and drawing, for example, in studies of light and shade.
182. All pupils contribute to displays of their work and because of this they learn to value creativity. They produce good work in many aspects of art, including collage, painting, drawing, painting on fabric, and the use of wax resist techniques. The artistic outcomes are often imaginative and striking.

183. Pupils of all ages enjoy their work in art and talk eagerly about what they do.

Shortcomings

184. Pupils do not paint or sketch enough in the styles of other artists, either from Wales or elsewhere in the world.

185. The work of year 1 pupils is often underdeveloped and lacking creativity.

Physical education

Grade 2: Good features and no important shortcomings

186. Pupils participate enthusiastically and willingly in lesson and most follow instructions well. They are well motivated and show positive attitudes. Most pupils work hard to succeed and perform to the best of their ability. Pupils use space well and change direction carefully, being sensitive to others around them. They demonstrate good control over their bodies in dance sessions. Most are agile and versatile in their actions. Most display creativity and originality.

187. Pupils travel competently in different directions. They develop good balance and poise. All are suitably attired.

188. Pupils imitate and simulate different types of movement and move to different musical rhythms.

189. Pupils understand the importance of health and safety issues by being disciplined when entering and leaving the hall. They also understand the importance of a healthy lifestyle through warm-up and cool-down sessions.

190. Many pupils offer evaluative comments about their own performance and that of others. Many participate in after school activities and an annual folk dancing festival held locally.

Shortcoming

191. Pupils in year 1 are slow to participate in activities and on occasions a minority are ill-disciplined.

School's response to the inspection

192. The Governors of Wyesham Infants and Nursery School are delighted with the contents of the inspection report. We are very pleased to read that the attitude of the children was clearly confirmed as positive and the effective teamwork of staff was recognised.
193. This is the first evaluation report that has been produced for the school and it was satisfying to note that our evaluation of the school coincided closely with that of the inspectors. Teaching and learning was judged as above the national average.
194. We are particularly pleased to read that the nursery has been identified as an area where significant improvements have occurred since the last inspection and that children were reported as feeling happy and valued. We are proud of our good community links and effective language and play sessions which have contributed to the improved provision.
195. The governors were delighted to see that quality and attainment in literacy once again has improved since the previous inspection and now places the school in a strong position to move forward to the new Kymin View Primary School in September 2007.
196. We are pleased to note that the hard work and dedication of the acting head teacher and staff have been recognised in this report and wish to congratulate them all on the outcome of the inspection.
197. We hope that parents will be pleased with this inspection report which clearly recognises the high standards achieved by their children.

Appendix 1

Basic information about the school

Name of school	Wyesham Infant School
School type	Nursery and Infant
Age-range of pupils	3 to 7
Address of school	Wyesham Road, Wyesham, Monmouth, Monmouthshire
Postcode	NP25 3JT
Telephone number	01600 712927
Acting head teacher	Mrs S Gooding
Date of appointment	September 2004
Chair of governors	Mrs C Edge
Registered inspector	Mr R Isaac
Dates of inspection	27 th to 29 th November 2006

Appendix 2

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	8	26	19	14	N/A	N/A	N/A	N/A	67

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	5	1	5.6

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	10.2
Pupil: adult (fte) ratio in nursery classes	12 : 1
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	20.6
Teacher (fte): class ratio	1.4 :1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of School
Summer 06	92	93	92
Autumn 05	96	95	96
Spring 05	93	95	95

Percentage of pupils entitled to free school meals	22%
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

National Curriculum Assessment Results End of Key Stage 1:

National Curriculum Assessment KS1 Results 2006			Number of pupils in Y2:		29		
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher assessment	School	0	0	17	55	28
		National	0	4	13	63	20
En: reading	Teacher assessment	School	0	0	21	41	38
		National	0	4	14	54	28
En: writing	Teacher assessment	School	0	0	21	72	7
		National	0	5	13	71	10
En: speaking and listening	Teacher assessment	School	0	0	7	62	31
		National	0	2	11	64	22
Mathematics	Teacher assessment	School	0	0	14	59	28
		National	0	2	9	61	26
Science	Teacher assessment	School	0	0	14	59	28
		National	0	2	10	68	20

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	83%	In Wales	81%

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

Appendix 4

Evidence base of the inspection

- Four inspectors spent a total of 8.5 inspector days in the school and met as a team before the inspection started.
- The inspectors visited:
 - 22 lessons or parts of lessons;
 - all classes;
 - two acts of collective worship; and
 - a range of extra-curricular activities.
- Members of the inspection team had meetings with:
 - staff, governors and parents before the inspection began; and
 - senior managers, teachers, support and administrative staff and groups of pupils, including the school council, during the inspection.
- The team considered:
 - the school's self-evaluation report;
 - 20 responses to a questionnaire from parents;
 - documentation provided by the school before and during the inspection; and
 - a range of pupils' past and present work.
- The inspection team also held post-inspection meetings with the staff and governors.

Appendix 5

Composition and responsibilities of the inspection team

Inspector	Type	Aspect Responsibilities	Subject Responsibilities
Mr R. A. Isaac	Registered Inspector	Key Question 1 Key Question 2 Key Question 5 Key Question 6	Early Years Information Technology Art
Mrs S. Gooding	Nominee	Contributing to key questions 1 to 4	None
Mr C Brentnall	Lay Inspector	Contributing to: Key Question 1 Key Question 3 Key Question 4	None
Mrs A Williams	Peer Assessor	Contributing to: Key Question 2 Key Question 5	Contributing to: English The Early Years
Mr E Morgan	Team Inspector	Key Question 2 Key Question 3 Key Question 4 Key Question 7	English Welsh 2 nd Language PE

Acknowledgement

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

Inspection Contractor

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