

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

A Report on the Quality of Education in

**Brecon Road Infants School
Norman Terrace
CF47 8SD**

School Number: 6752005

Date of Inspection: 09/02/09

by

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

The inspection of Brecon Road Infants School took place between 09/02/09 and 11/02/09. An independent team of inspectors, led by Peter Mathias undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **short** 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	Y1	Y2	Y3	Y4	Y5	Y6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
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 Brecon Road Infants School is situated in the central district of Merthyr Tydfil which is the local authority (LA). About 50% of pupils live in the local area and the others live in other nearby parts of the town. The area is neither prosperous nor economically disadvantaged. The majority of homes around the school are privately owned.
- 2 The school provides education for boys and girls between the ages of three and seven. There are 39.5 full-time equivalent children who attend the nursery, nearly all on a full-time basis. There are 108 pupils between Reception (YR) and Year 2 (Y2) making in total 147.5 full time equivalent pupils on roll. The school roll is much the same as at the time of the last inspection which took place in March 2003, when the current headteacher was in post.
- 3 The majority of children enter the nursery with lower than the local average levels of basic skills and experiences for their age. 98% of pupils speak English as a first language. Two pupils have other home languages. No pupil speaks Welsh as the first language and no pupil receives support in English as an additional language.
- 4 The school reports that about 12% of pupils are eligible for free school meals, which is below the LA average of 26.3% and the all-Wales average of 17.5%. No pupil has a statement of special educational needs (SEN). However, 15% of pupils are identified as having some degree of additional learning needs (ALN). No pupil has the National Curriculum (NC) disapplied. No pupil is 'looked after' by the LA. No pupil was excluded in the previous school year.
- 5 The school has recently had a new nursery building completed which is adjacent to the main school.
- 6 The school holds the National Welsh Heritage Award, The Basic Skills Quality Mark (3). It has Green Flag Status (3).

The school's aims

- 7 The governors and staff aim to:
 - maximise opportunities to prepare children for lifelong learning;
 - develop effectively the basic skills of literacy, numeracy and information and communications technology;
 - provide experiences through the eco-schools initiative on how to care, use and respect the school environment and the community at large;
 - be proud of our Welsh heritage and enjoy learning through the medium of Welsh;
 - create a happy school where children feel cared for and are valued;

- have an understanding and tolerance for the beliefs of others and to have a good self-esteem through personal and social education;
 - provide learning styles and to ensure high standards of achievement and behaviour and to make learning fun; and
 - encourage all children to become confident, independent, resilient, resourceful and reflective.
- 8 The school's vision statement is, "Reaching our full potential through living and learning together in an environment of care, trust and equal opportunities for all."

The school's priorities and targets
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- 9 The school's priorities for 2008/2009 are to:
- raise standards in numeracy and literacy through target setting;
 - continue to raise standards in information communications technology (ICT);
 - implement the Foundation Phase in nursery and reception classes;
 - improve standards in Welsh language development;
 - raise standards in assessment, recording and reporting;
 - develop further and monitor thinking skills throughout the school;
 - enhance further the provision for additional learning needs (ALN);
 - raise the status of the 'Fair Trade' initiative;
 - improve the outdoor environment;
 - continue to improve the self evaluation process; and
 - develop further multicultural links.

Summary

- 10 Brecon Road Infants School is a good school with some outstanding features. It has made good progress since its last inspection in March 2003. The headteacher provides a strong and purposeful leadership.

Table of grades awarded

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

- 11 The inspection team agreed with five out of the seven judgements made by the school and about the standards pupils achieved and other areas of its work.
- 12 Where the inspection team disagreed this was because the school under-estimated by one grade how well teaching and training meet learners' needs and how well learning experiences meet the needs of learners and the wider community. In both of these areas the inspection team found sufficient outstanding features to support the award of the highest grade.
- 13 As this was a short inspection, no judgements were made about the standards of achievement in the lessons seen.
- 14 The overall quality of educational provision for the under fives is appropriate to their needs and the children are making good progress towards the Foundation Phase outcomes.
- 15 Many children begin school with below the levels of basic skills and experiences usually found amongst children of this age. They are well supported and make good progress. They are well prepared for the next phase of their education. Pupils with additional learning needs (ALN) make very good progress.
- 16 In the end of KS1 national teacher assessments for seven year olds in 2008, starting from a below average base, the proportion of pupils attaining at least the expected level (Level 2) in English, mathematics and science was above the local authority

(LA) and national averages. The combined results were also above these averages. However, the proportion of pupils attaining the higher level (Level 3) was just above local and national averages in English and mathematics and just below these averages in science. However, a lower proportion than expected attained Level 3 and the most able do not always achieve as well as they could. In these assessments boys and girls performed about the same as they have done over recent years.

- 17 When these results are compared to schools considered to have a similar proportion of pupils entitled to free school meals, the school attained above most of these schools in English, mathematics and science. The combined results were high. Over recent years the school's results have improved and in 2008 it met the targets it had agreed with the LA.
- 18 Pupils' achievements in the key skills are Grade 2 (good with no important shortcomings). Standards in communication in Welsh and English are Grade 2 as are pupils' bilingual skills. In English and Welsh the under fives are developing a good range of vocabulary. They speak confidently and respond to questions appropriately. They listen very carefully and concentrate very well. In communication in English the under fives recognise that words carry meaning and are beginning to learn how to blend the sounds which letters make. In Welsh the under-fives recognise the meaning of simple instructions and count in small numbers.
- 19 Within KS1 pupils speak clearly and have well-developed vocabularies for their age. They write neatly and use basic punctuation accurately. Older pupils in KS1 read reasonably fluently and are beginning to use reference books and the Internet to find out information for themselves.
- 20 Across the school mathematical skills are Grade 2. The under fives use the many good opportunities available to them in their play and in their investigations to learn how to measure and weigh using non-standard units. Pupils in KS1 count accurately when carrying out tests in science and when drawing simple graphs, for example in geography. They use standard units appropriately to measure in design technology.
- 21 Standards in the application of ICT are Grade 2. Nearly all of the under fives use a good range of computer programs to help them learn. They manipulate the 'mouse' well in order to explore them. Older pupils in KS1 are confident using their keyboard skills well to compose, edit and print their work. They use the Internet appropriately to begin to find out information for themselves.
- 22 Across the school, pupils have a very good understanding for their ages of the culture and traditions of Wales and of their own area. They benefit from the many opportunities provided for them to experience and take part in a very wide range of activities both in and out of school. These provide them with a firm Foundation in Welsh, music, art, dance and literature.
- 23 A particular strength of the school is the outstanding way in which pupils develop their personal and social skills. This is Grade 1 as is their willingness and ability to work with others. Problem solving skills and creative skills are Grade 2 as is their understanding of how to improve their own learning and performance.

- 24 Attendance at 92.07% is close to local and national averages. Nearly all pupils arrive punctually for school.

The quality of education and training

Grades for teaching

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
33%	67%	0%	0%	0%

- 25 These figures are well above those reported by Her Majesty's Chief Inspector (HMCI) in the Annual Report (primary) 2007/2008. There the quality of teaching was good or better (Grade 1 and Grade 2) in 83% of lessons with 16% being Grade 1. In this inspection 100% of lessons were Grade 1 or Grade 2 and 33% were considered to have many outstanding features.
- 26 In the under fives, teaching shows a very well developed grasp of how to plan and teach successfully for these children. Activities are stimulating and challenging. They very successfully encourage children to work with eager enthusiasm, to be inquisitive about their work and to be independent learners.
- 27 In the best lessons which are found across the school, the outstanding features include: -
- very effective teamwork between teachers and their assistants;
 - very constructive and supportive relationships;
 - very detailed and effective lesson planning;
 - very careful explanations of what pupils should aim to achieve;
 - high expectations of what pupils should achieve;
 - very positive encouragement to pupils to achieve well;
 - very good examples for pupils to copy;
 - very effective strategies to encourage children to evaluate their own performances accurately;
 - innovative and imaginative ideas to make lessons exciting and stimulating for all pupils; and
 - subtle questioning to encourage pupils to come to their own conclusions.
- 28 Arrangements for assessment and its use in planning and improving learning are Grade 2 and meet statutory requirements. The process of assessment is detailed. There are thorough procedures to agree standards within the school and across schools in the area in order to strengthen teachers' understanding of standards and to promote consistency in judging them.
- 29 The progress of the under fives is regularly reviewed and recorded. Pupils' work in KS1 is marked carefully and there are good arrangements in place for pupils to appreciate what they need to do to improve. Reports are detailed and provide a good overview to parents of their children's progress and achievements.

- 30 The curriculum is very broad and balanced. It meets all legal requirements of the NC and the locally agreed syllabus in religious education. It meets the full range of pupils' needs. The curriculum for the under fives provides very well for these children. It is very well organised and fully meets the requirements for the Foundation Phase. The curriculum for pupils in KS1 is extensive and is carefully based around the NC programmes of study. Very good links are made between subjects. The school provides a very wide range of stimulating activities to enrich the provision and to make learning fun. There are an outstanding number of extracurricular activities for all pupils. The curriculum is accessible to all pupils including those with ALN.
- 31 Provision for pupils' spiritual, moral, social and cultural development is Grade 1 and has many outstanding features. Acts of collective worship are of a very high quality and meet legal requirements. The school promotes very successfully appropriate moral values and conveys a considerable sense of awe and wonder to all pupils both in lessons and in the general life of the school. Pupils are given very well organised opportunities to reflect and to show care and concern for others.
- 32 Pupils' social development is very well organised as is the provision for pupils' cultural development. Y Cwricwlwm Cymreig is very well developed. It gives pupils a very good understanding for their age of the work of Welsh artists, musicians, writers and of their own local heritage. Pupils are given many thought provoking opportunities to appreciate the richness and diversity of modern society and to learn about other cultures.
- 33 There is an eco-committee and a Fairtrade committee which very successfully helps pupils to appreciate the importance of looking after the world's resources and in protecting the environment. They have a growing awareness of how commerce and the world of business work. The school ensures the well-being of pupils very effectively.
- 34 Pupils are very well cared for, guided and supported. This represents a major strength of the school. The school manages and plans its care and support services very effectively. There are very close and mutually beneficial partnerships with parents and the wider community. Children are made to feel important as individuals and to understand their rights and responsibilities.
- 35 The support for pupils with ALN is outstanding. There are high quality individual learning plans (IEP's) for those who need them. These plans are very well constructed so that even the youngest pupils understand them and are actively involved in setting their own targets and in judging their own progress.
- 36 The school has an effective equal opportunities policy and positively and effectively discourages the stereotyping of individuals and cultures. Child protection arrangements meet local guidelines and recommended good practice. The school has very good arrangements to review attendance, punctuality, behaviour and performance. A detailed survey of the site has been carried out to review accessibility for those with physical disability. As a product of this, there is a comprehensive action plan in place.

Leadership and management

- 37 The school is well led. The headteacher has a very clear vision for the school and gives it a strong sense of purpose. All staff work hard and have high expectations of

themselves and of their pupils. All show a strong sense of care and concern for all pupils and a determination to provide a rich and stimulating education.

- 38 The senior management team works closely and effectively together with all staff to determine what needs to be achieved in the future. The recent completion and successful opening of the new nursery is a good example of this close co-operation. The roles of subject co-ordinators are well established and they manage their subjects effectively.
- 39 The school takes careful note of national priorities and local initiatives. Arrangements for the introduction of the Foundation Phase are extensive and have ensured that it has been successfully put into effect. Arrangements to provide teachers with time during the taught week to plan, prepare and assess are effectively organised, managed and well used.
- 40 The governing body is well led and is well informed. There are mutually beneficial links between the governing body and the professional staff. Governors have a good understanding of the long-term needs of the school and constructively hold the professional leadership to account. Governors carefully evaluate the progress of initiatives they have agreed. Arrangements to manage the school's budget are robust. The governing body meets all of its statutory duties.
- 41 The process of self-evaluation is well-established and detailed. It relies heavily on first-hand evidence. The process has been carried out systematically and has included the views of all staff, governors, parents, pupils and others connected with the school. The self-evaluation document is carefully constructed and is closely linked to the school development plan (SDP) and the school's performance management arrangements. The self-evaluation document is broadly accurate. Day-to-day administration is efficient and the school runs smoothly. It is an attractive and stimulating environment for teaching and learning.
- 42 The school is well resourced. Resources are readily available and are well used. They are of a good quality and quantity to support learning.
- 43 Bearing in mind the overall quality of education provided and the progress pupils make, the school gives good value for money.

Recommendations

- 44 In order to improve the school in the areas inspected the staff and governing body need to:

R1 raise standards further in KS1 in English, mathematics and science by increasing teachers' expectations of what the most able should achieve.

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

- 45 The findings of the inspection team matched the judgements made by the school in its self-evaluation report.
- 46 In the 2008 national teacher assessments for seven year olds, often from a lower than usual base, the proportion of pupils attaining at least the expected level (Level 2) in English, mathematics and science was above the LA and national averages.
- 47 When the results in these subjects are combined, the results were also above these averages. The proportion of pupils reaching the higher level (Level 3) was just above these averages in English and mathematics and just below these averages in science. While many pupils reached or exceeded the expected standards for them when they were assessed when they began school, a lower proportion than expected reached the higher level. In these assessments boys and girls performed about the same, which is broadly as they have been in the previous four years.
- 48 In the 2008 KS1 national assessments the school performed above the majority of schools considered to have a similar proportion of free school meals in English, mathematics and science. The combined results were high. Since 2006 results in these assessments have improved. In 2008 the school met its targets in all subjects.
- 49 In general many children begin school with skills and experiences which are below the expected levels for their age. Nearly all pupils including those with ALN make at least good progress and many meet or exceed the standards predicted for them to reach at the age of seven. The progress of pupils with ALN is very good. This reflects the impact of the overall high quality of help they receive. However, the most able do not always achieve as well as they could.
- 50 Across the school, pupils have a good understanding of what is expected of them and how well they are achieving.
- 51 They know what they should do to improve. The overall quality of educational provision for the under fives is appropriate to their needs and children are making good progress towards the Foundation Phase outcomes.
- 52 As this was a short inspection, standards of achievement in the lessons inspected were not assessed.
- 53 Overall, pupils' achievements in the key skills are Grade 2. Standards in communication in English are Grade 2. In communication in English in the under fives, many children make good progress. Nearly all under fives are developing a good range of vocabulary and are beginning to speak in sentences. Pupils in KS1 speak confidently and ask and respond to questions appropriately. Standards in listening skills are outstanding. Nearly all under fives and pupils in KS1 listen very carefully and maintain concentration very well. Standards in reading are good. Nearly all the under fives are beginning to recognise that letters carry meaning and are beginning to learn how to make the sounds of letters.

- 54 In KS1, most pupils read with confidence, accuracy and expression. Standards in writing are good. Most under fives use mark making in their role play and are beginning to develop their skills in forming letters and words accurately. Pupils in KS1 write neatly and use simple punctuation appropriately. Standards in communication in Welsh are Grade 2. In the under fives, children are beginning to recognise simple words and instructions. They count small numbers in Welsh. In KS1 younger pupils speak confidently when answering questions. They listen carefully and make good progress in their speaking, reading and writing in Welsh.
- 55 Standards in mathematical skills are Grade 2. The under fives achieve well when measuring and weighing in their play. They are beginning to recognise small numbers and have a growing awareness of numbers and how to count. Pupils in KS1 use numbers with confidence and are beginning to use them in a range of contexts, for example in science and in design technology.
- 56 Standards in the application of ICT are Grade 2. The under fives use a range of simple programs for example, in art and mathematics. They use the mouse confidently to navigate their way through them. In KS1 pupils enter information and print, save and retrieve their work confidently and accurately.
- 57 Pupils' bilingual skills are Grade 2. Nearly all under fives are using a growing vocabulary to ask and to respond to questions. Nearly all pupils in KS1 speak confidently and use a reasonably well-developed vocabulary bearing in mind the setting of the school and children's starting points. They use their Welsh freely in classes and informally around the school.
- 58 Pupils' understanding of the richness of their Welsh culture is Grade 1. Under fives achieve very well and have a very good understanding for their age. In KS1 pupils have many regular opportunities to learn about their physical heritage. They have a very good understanding for their age about Welsh literature, music, art and dance. They enjoy and readily recall stories of Wales. For example, they repeat in detail the story of Mary Jones and her first Welsh Bible.
- 59 Standards in personal and social education are Grade 1 and have many outstanding features. From the time children begin school they show very positive attitudes. They get on very well together, showing considerable thought and care for each other. They behave very responsibly and treat their equipment and each others' property very sensibly. They follow rules and routines very willingly. They have very positive attitudes to learning and are always eager to come to school.
- 60 Across the school creative skills are Grade 2. The under fives experiment freely with a wide range of media. Older pupils in KS1 express themselves well in art and music. They present their work attractively and respond well to musical stimuli and dance.
- 61 Standards in problem-solving are Grade 2. Under fives explore practical situations sensibly when taking part in a wide range of activities and in their play. In KS1 many pupils make sensible decisions and think things out for themselves. They are beginning to think logically.

- 62 In the under fives and in KS1, all show considerably well-developed understanding of how to work together willingly. This is Grade 1. Children and older pupils in KS1 all invariably work constructively in small groups and as individuals. They express their thoughts and opinions freely about each others' work. They discuss, reach compromises and agree ways forward.
- 63 Across the school, many have a clear idea of how to improve their work. This is Grade 2. Pupils know the short-term achievable targets which are set for them. They know the small steps they need to make to improve. They appreciate what is expected of them and try hard to reach these expectations.
- 64 Learners develop the capacity to work independently, including the skills necessary to maintain lifelong learning. Learners progress well in their personal, social, moral and wider development. Pupils are well motivated, eager to learn and have positive attitudes to learning. They work with enthusiasm, make good use of lesson time and maintain both effort and concentration well. This contributes significantly to the pupils' good standards of work.
- 65 The standards of behaviour and the levels of courtesy and respect pupils demonstrate are good. This is reflected in every aspect of school life. Levels of attendance averaged 92.07% over the last three terms. Most pupils are punctual at the start of the day with few instances of lateness.
- 66 Pupils demonstrate a very good capacity to study independently, including the skills to maintain lifelong learning. They have a strong sense of community and are learning the skills of citizenship.
- 67 Pupils have a strong and clear understanding of equal opportunities issues and develop both respect for and a sound understanding of the diversity of cultures in society.

The quality of education and training

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

Grade 1: Good with outstanding features

- 68 The findings of the inspection team did not match the judgements made by the school in its self-evaluation report.
- 69 In this key question the school under-estimated by one grade the overall quality of teaching, in meeting learners' needs and the requirements of the curriculum. In this area there were many outstanding features which supported the highest grade.
- 70 The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
33%	67%	0%	0%	0%

- 71 The quality of teaching is good or better that is Grade 1 or Grade 2 in 100% of lessons. This figure is well above the national figure reported by HMCI in the Annual Report (primary) 2007/2008 when the quality of teaching was good or better (Grade 1 and Grade 2) in 83% of lessons. Nationally in 2007/2008 16% of lessons were Grade 1. In this inspection twice as many lessons were considered to be of the highest quality.
- 72 In the under fives teachers show a very well developed understanding of how to plan for children to be stimulated and challenged in a very wide range of appropriate learning experiences. They successfully foster children's imagination and encourage a sense of eager enquiry and enjoyment in what is going on. Teachers carefully encourage children to make their own choices on what they will play with or investigate. They ensure that all of the experiences they provide are stimulating and very successfully promote children's interest and enthusiasm for learning.
- 73 A particularly strong feature is the way in which all practitioners work closely together as a very cohesive team. They establish very constructive and happy relationships between themselves and their children. As a result, children come willingly to school knowing that they will be positively supported to work and play hard.
- 74 Across the school, teachers' planning is sufficiently detailed to ensure that lessons move forward logically and systematically and meet the needs and abilities of all pupils nearly all of the time. In many lessons, teachers explain carefully what is expected of their pupils and regularly remind pupils of the time they have left to complete their tasks. Teachers generally hold high expectations of what their pupils should achieve and very positively encourage them to meet them. However, in a few instances teachers do not have sufficiently high expectations of the most able. They do not always provide them with the extra challenges, particularly in English, mathematics and science to achieve the very highest standards of which they are capable.
- 75 In the lessons which have many outstanding features which are found across the school, teachers provide very good examples to their children of and how they could

improve their performance, for example in a physical development session. Notwithstanding the young age of the children, they very successfully explain how to judge whether the teacher's expectations have been met.

- 76 In these outstanding lessons resources are very well used to help children refine their manipulative skills. Opportunities to extend pupils' use of incidental Welsh are readily recognised and taken up. Teachers make particularly successful efforts to extend pupils' Welsh vocabulary and to help them make very good progress in this area.
- 77 A significant strength in some lessons is the way in which teachers make their lessons lively and their classes exciting places to learn. Pupils are very successfully encouraged to relate positively with each other and with people of the past. For example, in a very successful lesson linked to World War II, the teacher dressed in 1940's costume as she prepared to do the weekly washing with household artefacts of the period. She cleverly encouraged pupils to think scientifically and to experiment to find the best way to wash clothes. At the same time pupils were given many worthwhile experiences in discovering some of the medicinal benefits of taking malt and using Oxo cubes. They were very successfully led to consider if washing really was 'a woman's work!'
- 78 Much of the best teaching enables children to learn for themselves from very carefully constructed opportunities for children to investigate at first hand for example, when exploring texture in paint and in soap. Teachers question very cleverly to encourage pupils to come to their own logical conclusions. They introduce and explain new words very clearly. They use incidental Welsh regularly and naturally. Children work enthusiastically to please themselves and their teachers.
- 79 All teachers and their assistants are particularly aware of the needs of all of their pupils. They ensure that all pupils receive very good support. They ensure all pupils, including those with ALN, play a full part in their lessons.
- 80 The school meets all statutory requirements for recording, reporting and assessment. The school has a detailed assessment policy and effective procedures for assessing pupils' attainment. There are arrangements in place for teachers and learning support assistants to agree standards within the school and across schools in the area in order to strengthen teachers' understanding of standards and to promote consistency in judging them.
- 81 Teachers use an appropriate range of assessment tools. Statutory and non statutory assessments are used to inform the teaching and learning and set targets for individuals, groups and the whole school effectively. Teachers and support staff make very effective use of observational field notes and lesson evaluations. Data held on tracking sheets gives the school a good picture of individual and group prior attainment and potential.
- 82 Teachers discuss with pupils what they will learn in their lessons. During lessons teachers and support staff help pupils reflect on their work and how they can improve. At the end of lessons pupils share what they have learnt. Pupils' work is marked regularly in accordance with school policy. Positive comments and the way forward help children improve their work. Pupils know what they do well and use the traffic

lights and Two Stars and a wish systems to improve their work. In Year 2 pupils begin to respond in writing to teachers' comments.

- 83 Arrangements for teachers' planning, preparation and assessment time are very well managed and have a very positive impact on pupils' learning. Support staff have a good range of qualifications and use their very good knowledge and understanding of child development to very good effect. Learning assistants regularly assess the progress of pupils they are supporting and work closely with teachers in ensuring that the next steps in learning are planned. This is an outstanding feature.
- 84 Arrangements for informing those with a legitimate interest about pupils' achievements and progress are appropriate. National Curriculum assessment data at the end of KS1 is exchanged with the local junior school.
- 85 Parents are kept well informed about their children's progress. They have once a year written reports which provide an overview of the pupils' progress and achievements. The school holds three formal parents' evenings and has an open door policy, which encourages parents to discuss any concerns about their children, immediately. The school holds curriculum evenings and uses its website to give an overview of the learning and how parents can support their child at home.

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

Grade 1: Good with outstanding features

- 86 The findings of the inspection team did not match the judgements made by the school in its self-evaluation report.
- 87 In this key question the school under-estimated by one grade the overall quality of the learning experience it provides and how well they meet the needs and interest of learners and the wider community.
- 88 The school provides a broad and balanced curriculum that meets the statutory requirements of the Foundation Phase and the NC. The curriculum pays due regard to national priorities including bilingualism, global and local citizenship and education for sustainable development.
- 89 The school's provision caters for all groups and ages of pupils within the school very well. The curriculum very successfully provides for the progressive acquisition of knowledge and understanding. The longer-term planning ensures that the curriculum is very broad, balanced and relevant. In shorter-term planning teachers take very good account of the next stage of learning. Very good links are made between subject areas of learning. A very wide range of exciting activities enrich the provision and make learning fun.
- 90 The quality of curriculum planning for pupils with ALN is outstanding. The SEN/ALN policy reflects the requirements of the Code of Practice in full. Pupils are given access to a relevant curriculum which ensures the very good progress of all pupils.

- 91 The school ensures that the planning to teach key skills and other skills for learning is integrated into all subjects and areas of learning. Problem solving is developing well with the use of mind mapping and creativity is a good feature in history and art. Planning ensures that pupils build systematically on what they already know and understand.
- 92 The school provides an outstanding number of extracurricular activities for all pupils. Science, Welsh, mathematics, art, drama, recorder and gardening clubs complement the taught curriculum and support pupils' personal and social development well. Pupils actively participate and benefit from educational visits to such places as Joseph Parry's cottage and a synagogue. The curriculum is enhanced further by good links with the community and many outside agencies.
- 93 The school's provision for spiritual, moral, social and cultural development is consistently good with outstanding features. The headteacher, teaching and support staff are successful in creating a warm, supportive ethos built on care and respect for others.
- 94 Collective worship fulfils statutory requirements and is of a broadly Christian nature. During assemblies pupils regularly reflect on their feelings. In their religious education studies, during the lighting of candles in preparation for the Shabbath, they reflect on the beliefs of others. In a science lesson they wonder at the way a liquid appears to disappear when poured onto a sponge.
- 95 The school is very effective in promoting clear values and providing opportunities for pupils to reflect on these, through its 'Values Education' programme. This is very well developed and put into effect across the curriculum. As a result, pupils are well behaved, have very good listening skills, are considerate to others and are self confident. Pupils have very good opportunities through the eco-committee and the playground leaders scheme to make decisions and to discuss moral issues. This is an outstanding feature.
- 96 The school's ethos and organisation is very effective in promoting the pupils' social development. Pupils are encouraged to relate well to one another. A number of strategies, including discussion time are very well used for this purpose.
- 97 The school is successful in celebrating cultural diversity and pupils have many rich opportunities to learn about the social and cultural traditions of other faiths and cultures. This is achieved through their work on global citizenship, their Fair Trade project and their study of Judaism. Y Cwricwlwm Cymreig is celebrated through Saint David's Day activities, the study of the works of Welsh artists such as Martin Evans and the pupils' outstanding understanding of their local industrial and musical heritage.
- 98 The school's partnerships with parents, the local community, other schools and higher education institutions are highly successful and have outstanding features which enrich the life and work of the school and enhance pupils' learning experiences.

- 99 Parents are very supportive of the school. In the pre-inspection meeting and in the questionnaires returned to the inspection team, parents expressed high levels of satisfaction and appreciate the sense of community fostered by the school. Parents value the commitment of the headteacher and staff, the high standards of achievement and behaviour and the welcoming nature of the school.
- 100 The school is proud of its links with parents. The open door policy adopted by the school ensures that parents are always welcome and seen as partners in the education process. Curriculum meetings are held and parents and carers are encouraged to work with their children on home tasks. The school provides detailed information to parents by newsletters, e-mails and the school web-site. Curriculum plans are placed on notice boards each term so that parents know what is being taught and can support their children in what is going on. Parents have formal opportunities to discuss their children's progress with class teachers in the autumn, spring and summer terms. They have good opportunities to discuss the end of year report and the next steps in their child's learning.
- 101 A constructive home/school agreement is in place that has been readily accepted by parents. The school has made outstanding progress in seeking and listening to the views of parents. Appropriate, prompt action is taken in response to parents' views, enquiries and complaints. Parents respond well by supporting children in for example, 'Catch up' and the 'Kerb Kraft' programmes and by raising funds with the active parent teacher association (PTA).
- 102 The school has excellent professional and curriculum links with nearby schools. The school's partnership with the school to which nearly all pupils transfer at seven years of age is very strong. Continuity of the curriculum and assessment is very well maintained.
- 103 Strong links exist between the school and other educational institutions. Student and work experience placements are highly effective. Students work alongside and are very well mentored by the professional staff. The headteacher and senior management team contribute greatly to the LA's development policy by presenting examples of good practice to staff of other schools and by leading courses.
- 104 The school has participated very successfully for many years in work related activities and placements funded by Careers Mid Glamorgan and Powys Limited.
- 105 Teachers promote bilingualism well. The headteacher and staff are good role models for pupils in their daily use of incidental Welsh. Pupils respond well to instructions and commands and ably answer attendance and dinner registers in Welsh. By the end of KS1 pupils have made good progress in their speaking, reading and writing in Welsh. Pupils in the Foundation Phase make outstanding progress with their bilingual skills. They show a very good understanding of the language, responding intuitively through their actions and using vocabulary naturally across the curriculum.
- 106 The school is proactive in combating social disadvantage and stereotyping and presents pupils with equality of access and opportunity across the full range of its provision. Pupils' awareness of the need for sustainable development is very well promoted through recycling, energy conservation and healthy eating projects. The

school has formed an eco-committee and a Fair Trade Committee which meet regularly and the pupils are involved in all aspects.

- 107 The school provides a very wide range of opportunities to develop entrepreneurial skills and the skills to support economic development in lessons and in the general life of the school. The schools' provision reflects well national priorities to promote lifelong learning skills and suitably raises pupils' awareness of community regeneration and the impact of social and economic changes in society.

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

Grade 1: Good with outstanding features

- 108 The findings of the inspection team matched the judgments made by the school in its self-evaluation report.
- 109 Staff plan and manage care arrangements and support services very effectively. They work in a very close partnership with parents, carers and employers. It takes careful account of their views. Staff have extensive and effective induction programmes which help learners settle in quickly, understand their rights and responsibilities and the demands of the course or programme. The school provides high quality personal support and guidance for learners including access to personal and social education, tutorial programmes and specialist services. It ensures the well-being of all its pupils very effectively.
- 110 The school plans and manages its care arrangements very effectively and makes good use of a range of support services when needed. This provision makes an outstanding contribution to the well-being of pupils. Pupils confirm that they feel valued as individuals and are very well supported. Observations of pupils during lessons and playtimes confirm that positive relationships are formed so that they feel secure in the knowledge that their needs will be dealt with appropriately and sensitively.
- 111 The quality of the schools' partnership with parents and carers is very good. The extent to which the school maintains an open door policy and engages parents and takes account of their views through regular newsletters and e mails is a particularly strong feature. Parents are provided with an informative prospectus and an annual report from governors.
- 112 The school has very effective induction and support programmes that help the pupils settle in quickly. New children and their parents are invited to view the nursery accommodation on a number of occasions during the term prior to entry. This is an outstanding feature.
- 113 The schools' well structured Personal and Social Education Programme (PSE) is an excellent feature. This is integrated into schemes of work across the whole curriculum and therefore permeates all aspects of the schools' work and life. Pupils reflect the schools' values of honesty, trustworthiness and tolerance and respect for others.
- 114 Attendance and punctuality is systematically monitored. The school secretary collates

the information on a weekly basis and data is entered into a computer system. The school seeks to maintain parental awareness of their responsibilities in helping to ensure good attendance and punctuality. Pupils' behaviour and performance is systematically monitored. Good achievement, behaviour and examples of courtesy and kindness to others are suitably rewarded.

- 115 The school is diligent in assuring the healthy development, safety and well-being of pupils. Appropriate risk assessment procedures are implemented to help ensure a healthy and safe environment. All members of staff are trained in first aid. Healthy development is well promoted through the PSE programme and the promotion of healthy eating projects.
- 116 Its child protection arrangements meet local guidelines and recommended good practice. The school has appropriate procedures to ensure the protection of children. The headteacher is the designated officer and has received appropriate training. The school implements effective procedures for early identification and subsequent monitoring of pupils who may be experiencing difficulties. Information is disseminated fully and effectively to all staff to ensure a clear understanding of their responsibilities in this area and to help to ensure the well-being of all pupils.
- 117 The special educational needs co-ordinator (SENCo) manages the arrangements to provide additional support for pupils very well. The school identifies children with ALN at an early stage. Pupils' performance is monitored well as part of effective, well managed, continuous teacher and learning support staff observations. The school looks at the outcomes of baseline and diagnostic assessments and listens very carefully to the concerns of parents and outside agencies.
- 118 The support for pupils with ALN has many outstanding features. Teachers, highly effective specialist and support staff and additional learning resources ensure that all pupils with additional learning needs make good progress. High quality IEP's inform the learning and teaching well. The child friendly IEP's are an outstanding feature.
- 119 Pupils are actively involved in setting their own targets and in evaluating the outcomes. They choose colourful pictures to illustrate their targets in their IEP's. Good communication ensures that parents are fully involved in the process. The ethos of the school encourages all pupils to participate in all aspects of school life and extracurricular activities and take a full part. They are equally valued. This is an outstanding feature.
- 120 The school has good strategies in place for managing pupils with challenging behaviour so that learning takes place without disruption and that pupils feel safe and secure at all times. The strategies are well developed and are consistently applied by all teaching and non-teaching staff, which results in a high level of co-operation and mutual respect.
- 121 The school secures equal treatment of disabled learners and makes reasonable adjustments to avoid putting learners at substantial disadvantage. The school has an effective equal opportunities policy that helps to promote pupils' understanding of equality very well. There is a positive policy of inclusion and all pupils regardless of their background, ability, race or gender have full access to the curriculum and to all extracurricular activity.

- 122 The school is proactive in developing pupils' understanding of racial equality and the importance of good race relations based on mutual respect. There are clear policies to promote high standards of behaviour and well considered strategies to prevent bullying, discrimination and all forms of harassment.
- 123 The school takes very effective steps to avoid placing pupils, including those with severe physical disabilities, at any substantial disadvantage. This is an outstanding feature. The school has undertaken a survey of the school site to review accessibility for the disabled. The school ensures that all pupils are treated equally and are fully integrated into the life and work of the school. There is a comprehensive disability equality scheme and action plan in place.

Leadership and management

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

Grade 2: Good features and no important shortcomings

- 124 The findings of the inspection team matched the judgments made by the school in its self-evaluation report.
- 125 The headteacher provides the school with a very clear vision and a very strong sense of purpose. She leads the school very well. All staff have a shared commitment to their pupils and to each other. There is a strong sense of care and concern for all and with it a willingness to provide a rich and stimulating environment for pupils to develop their personal and intellectual skills to the full. All children, from the time they begin school, are made to feel important and are valued as individuals.
- 126 The teaching and support staff work closely together with the senior management team to determine the school's strengths and to decide the longer term, strategic direction for the school. For example, much has been achieved recently in completing the new nursery facilities and in ensuring that they provide very well for the youngest children.
- 127 Across the school, all professional staff work hard to give a positive lead to their subjects and contribute to the continued development of the school. There are very detailed arrangements for subject co-ordinators to review progress in their own areas of responsibility and to identify areas for development. They contribute fully and effectively to the agreement of priorities and to the ways of achieving them.
- 128 There are detailed and regularly used procedures to assess pupils' longer-term achievements and to identify those pupils who are not making the progress it would be reasonable to expect of them. This includes well-established arrangements for the headteacher and other teachers to share their ideas and expertise and to judge the impact of new initiatives on the quality of teaching and learning.
- 129 There are close and effective links between the information the senior management team and co-ordinators gather and the school performance management

arrangements. There are appropriate arrangements in place to support newly qualified teachers and teachers who are new to the school.

- 130 The school takes careful note of national priorities and local initiatives. These include close and effective links with the group of nearby schools, including that to which nearly all pupils transfer at the age of seven. There is a good understanding about the standards pupils are achieving. Arrangements for the introduction of the Foundation Phase have been put into effect very successfully as a result of careful planning and investment. The school places heavy emphasis on encouraging pupils to be very aware of how to live healthily. It gives high priority to ensure pupils' health, happiness and well-being. The school eco-committee and other related activities successfully help pupils to recognise the importance of conservation and of protecting the environment.
- 131 The governing body is well-informed and well-led by an experienced chair who has a thorough understanding of the needs of the school. There are close and constructive links between the governing body and the professional staff. Regular meetings between the chair and the headteacher contribute significantly to the smooth and efficient way the school functions. The governing body holds the professional leadership of the school constructively to account and is well informed about the progress the school is making towards raising standards further and about the progress of initiatives it has introduced or approved.
- 132 The governing body carefully oversees and manages the school's budget. The school's finances are properly focused on meeting the school's educational priorities. The budget is very closely related to the school's performance management priorities and to the objectives of the SDP. The governing body meets all of its statutory duties.

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

Grade 2: Good features and no important shortcomings

- 133 The findings of the inspection team matched the judgements made by the school in its self-evaluation report.
- 134 The school's self-evaluation process is firmly based on first-hand evidence. It takes careful account of information about the school's performance and clearly identifies strengths and areas for development as a result. The process has been carried out rigorously. The subject co-ordinators have carried out regular reviews in order to plan ahead and to evaluate progress being made. Teachers carefully review individual progress and make appropriate use of the information. The comparative performance of the school is carefully considered. Judgments made regarding the information this provides are well-used as starting points for future initiatives to raise standards further.
- 135 The process for self-evaluation has been applied thoroughly. Discussions have included all those with relevant connections to the school. The views of parents, governors and pupils have been considered including the use of questionnaires for

all pupils and parents to complete. There is a strong commitment from all staff to consider carefully what the school does well and to identify and address areas for improvement.

- 136 The self-evaluation document is sufficiently detailed, systematically organised and closely linked to other self-evaluation processes which the school has used for some time. The school's self-evaluation is also closely aligned with the SDP which is a comprehensive working document. In it, each initiative is accurately costed and tracked in order to judge whether intentions have been met. There are close links between the process of self-evaluation and the school's performance management programme. This is closely matched to local and national priorities.
- 137 The inspection team agreed with five out of the seven judgements made by the school in its self-evaluations in the seven key questions and with nearly all of the school's identification of its strengths and areas for development.
- 138 Where the inspection team disagreed, this was because the school under-estimated by one grade how well teaching and training met learners needs and how well learning experiences met the needs and interests of learners and the wider community. In both cases the inspection team considered that there were sufficient outstanding features to support the award of the highest grade.
- 139 Since the last inspection in the spring term 2003, the school has made good progress in addressing the key issues of that inspection. The provision for nursery children is now of a high quality. The school runs efficiently and time is well-used. All pupils benefit considerably from well thought out and stimulating tasks which they enjoy completing. Now the quality of teaching is consistently high. The NC programmes of study in all subjects are used appropriately as a basis for teaching and learning.

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

Grade 2: Good features and no important shortcomings

- 140 The findings of the inspection team matched the judgements made by the school in its self-evaluation report.
- 141 The school ensures that there is a sufficient number of well qualified teaching and non-teaching staff to provide a generous ratio of adults to pupils. Teachers are complemented in their work by experienced, well trained learning support assistants, students and numerous volunteers. In partnership with teachers they work effectively with pupils, supporting progression in learning well.
- 142 The remodelling of the work force has created a strong team which has resulted in good progress being made in the introduction of the Foundation Phase and in its effective management. The organisation of classes is appropriate. Lesson time is used effectively so that children remain well focused.
- 143 All pupils have easy access to a range of resources which match their needs. All classrooms have attractive books to support pupils' learning and the library has a good range of fiction and non-fiction books. The school has invested well in ICT.

Interactive white boards and computers in all classes enhance all areas of the curriculum. Pupils' learning is brought alive in their role play activities, by handling a wealth of artefacts.

- 144 The Foundation Phase and under fives areas have been transformed through major building works and an innovative use of classroom space into inviting and vibrant areas which very successfully entice children to be independent learners. Attractive displays in the classrooms, hall and corridors support pupils' learning and celebrate their achievements. The school has invested successfully in its environment, enhancing the outdoor learning areas with exciting, stimulating equipment which provides good opportunities for learning and play.
- 145 The school makes very good use of the school staff time and experience. Staff use their interests and expertise to run a wide range of extracurricular activities. All staff benefit from a programme of professional development linked to self-evaluation, the SDP and performance management. Time set aside for teachers to plan, prepare and assess has been effectively used. This has resulted in improving standards and the quality of learning and teaching.
- 146 Administrative, supervisory, catering, cleaning and caretaking staff give good support so that the buildings and the site are in good order and the day-to-day routines run smoothly.
- 147 Bearing in mind the overall quality of education provided and the progress pupils make, the school gives good value for money.

School's response to the inspection

The school would like to thank the inspection team for their professionalism and courtesy during their visit to Brecon Road Infants' School.

The governors and staff are delighted with the findings of the inspection report and celebrate the fact that it highlights the good standards throughout the school and the excellent quality of teaching with 100% of lessons observed being Grade 1 or Grade 2. This is considerably higher than the average for the whole of Wales.

We are very proud of our pupils and are gratified that the report praises their good behaviour and the high levels of courtesy and respect that they demonstrate in all aspects of school life.

The school has been recognised for its outstanding support for pupils with ALN and disabilities and praised for its relationship with parents and carers, outside agencies, the community and the LA. The 'Open Door' policy which we operate is seen as a strong feature of the school.

We are particularly pleased that the contribution of all members of our community has been recognised and the fact that staff have a shared commitment to their pupils and each other. A major strength of the school is the way pupils are cared for, guided and supported. Inspectors stated that "There is a strong sense of care and concern for all and with it a willingness to provide a rich and stimulating environment for pupils to develop their personal and intellectual skills to the full. All children from the time they begin school are made to feel important and are valued as individuals".

As a school we are committed to maintaining our high standards and providing the best possible start in life for our children.

The school will prepare an action plan to address the one recommendation in the report which will be implemented through the School Development Plan 2009-2010.

A copy of the action plan will be sent to all parents and the Governors Annual Report will outline the progress we are making on the inspection recommendation.

Appendix 1

Basic information about the school

Name of school	Brecon Road Infants School
School type	Primary including Foundation Phase
Age-range of pupils	3-7
Address of school	Norman Terrace Merthyr Tydfil
Postcode	CF47 8SD
Telephone number	01685 722934

Headteacher	Mrs Lynne Lambe
Date of appointment	1 st September 1998
Chair of governors	Mr Brendan Toomey
Registered inspector	Mr Peter Mathias
Dates of inspection	9 th -11 th February 2009

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	39.5	34	43	29	N/A	N/A	N/A	N/A	147.5

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	6	2	6.5

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	19.3:1
Pupil: adult (fte) ratio in nursery classes	6.3:1
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	26.5
Teacher (fte): class ratio	1.3:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Spring Term 2008	N/A	89.8%	92.1%
Summer Term 2008	N/A	91%	91.1%
Autumn Term 2008	N/A	92.5%	93%

Percentage of pupils entitled to free school meals	12%
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 2008			Number of pupils in Y2:		40		
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher assessment	School	0	0	7.5	75	17.5
		National	0.2	3.5	13.8	63.0	19.4
En: reading	Teacher assessment	School	0	0	7.5	72.5	20
		National	0.2	4.4	14.9	55.2	25.5
En: writing	Teacher assessment	School	0	0	7.5	80	12.5
		National	0.2	4.8	15.9	67.8	11.3
En: speaking and listening	Teacher assessment	School	0	0	5	70	25
		National	0.2	2.4	10.7	62.8	23.8
Mathematics	Teacher assessment	School	0	0	5	72.5	22.5
		National	0.2	2.0	10.9	65.2	21.6
Science	Teacher assessment	School	0	0	5	72.5	22.5
		National	0.2	1.6	8.5	66.3	23.4

Percentage of pupils attaining at least level 2 in mathematics, science and English according to teacher assessment			
In the school	92.5%	In Wales	80.7%

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

Five inspectors, including the school's nominee and a peer assessor spent the equivalent of seven inspector days in the school and met as a team before the inspection.

These inspectors visited:

- twenty-one lessons or part lessons;
- registrations, assemblies and acts of collective worship;
- a range of extracurricular activities; and
- listened to pupils from each year group read.

Members of the inspection team had meetings with:

- staff, governors and parents before the inspection;
- senior managers, teachers, support and administrative staff;
- groups of pupils from each year group;
- the school eco-committee; and
- representatives of organisations associated with the school.

The team also considered:

- the school's self-evaluation report;
- seventy-two responses to a parents' questionnaire;
- documentation provided by the school before and during the inspection;
- a wide range of pupils' past and current work; and
- samples of pupils' reports.

After the inspection, the team held meetings with, senior managers and governors.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Peter Mathias (Registered Inspector)	Context Summary and recommendations Contributions to Key Questions 1 & 2 Key Question 5 Key Question 6 Appendices
Mr John Foley (Lay Inspector)	Contributions to Key Questions 1, 3 & 5
Mrs Ann Williams (Team Member)	Contributions to Key Questions 2, 3 + 4 Key Question 7
Mrs Amanda Stanford (Peer Assessor)	Contributions to all Key Questions
Mrs Lynne Lambe (Headteacher/Nominee)	Contributions to all Key Questions

Contractor:

Baker-Phillips Educational Communications Ltd, Oaks Lea, Higher Knolton, Overton, Wrexham

Acknowledgement

The inspectors wish to thank the governing body, the headteacher and all the staff for the co-operation and courtesy they received during the inspection.