

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

A Report on the Quality of Education in

**Caerau Infant School
Caerau Lane
Ely
Cardiff
CF5 5QZ**

School Number: 6812058

Date of Inspection: 02 February 2009

by

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Caerau 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.

The inspection of Caerau Infant School took place between 02/02/09 and 04/02/09. An independent team of inspectors, led by Nicholas Jones 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

Contents	Page
Context	1
Summary	2
Recommendations	6
Standards	7
Key Question 1: How well do learners achieve?	7
The quality of education and training	11
Key Question 2: How effective are teaching, training and assessment?	11
Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?	13
Key Question 4: How well are learners cared for, guided and supported?	16
Leadership and management	19
Key Question 5: How effective are leadership and strategic management?	19
Key Question 6: How well do leaders and managers evaluate and improve quality and standards?	20
Key Question 7: How efficient are leaders and managers in using resources?	21
School's response to the inspection	
Appendices	
1 Basic information about the school	
2 School data and indicators	
3 National Curriculum assessments results	
4 Evidence base of the inspection	
5 Composition and responsibilities of the inspection team	

Context

The nature of the provider

1. Caerau Infant school is situated in Caerau, near Ely, Cardiff. The Unitary Authority is Cardiff. There are 168 pupils on roll between the ages of 3 and 7. Twenty four children attend the Nursery part time. Children begin school full time after their fourth birthday. Around 48 per cent of pupils come from outside the school's designated catchment area.
2. Across the school, pupils come from a wide range of social backgrounds. On entry, most children have low levels of basic skills. The school reports that about 43 per cent of pupils are eligible for free school meals. This is well above the average for Wales. Two pupils are looked after by the Unitary Authority.
3. About 13 per cent of pupils have some degree of special educational needs, as recognised by the local education authority (LEA). This is below the average for Wales. No pupils on roll have a statement of Special Educational Needs (SEN) and no pupils are disapplied from the National Curriculum.
4. The language of all pupils at school is English. Two pupils have support, learning English as an additional language. Pupils come from a range of ethnic backgrounds. The school was last inspected in the spring term of 2003.

The school's priorities and targets

5. The school lists the following as some of its main targets:
 - To improve planning for delivery of the Foundation Phase.
 - To encourage use of the outdoors and its resources to support children's physical development and promote their understanding of a healthy lifestyle.
 - To ensure staff and pupils are increasingly developing bilingual skills and to encourage a whole school approach to bilingualism.
 - To become a forest school in order to develop children's knowledge and understanding of the natural environment.
 - To formalise communication between special educational needs co-ordinator (SENCo) and all members of staff.
 - To improve the percentage attendance of pupils and to improve the punctuality of a targeted group of children to allow them full curriculum access.
 - Use Council guidance in action plan and pupils' welfare is addressed.
 - To improve reading and writing skills of lowest achievers in year 2.

Summary

6. Caerau Infants is a good school where there are no important shortcomings. It has made good progress since the last inspection. It is effectively led and managed.

Table of grades awarded

Key Question	Inspection grade
1 How well do learners achieve?	1
2 How effective are teaching, training and assessment?	2
3 How well do the learning experiences meet the needs and interests of learners and the wider community?	2
4 How well are learners cared for, guided and supported?	2
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

7. The overall quality of the educational provision for the under-fives is appropriate to their needs and children are making good progress towards the Foundation Phase outcomes. Most children begin school with low levels of basic skills for children of this age.
8. Regardless of their social, ethnic or linguistic background, the vast majority of pupils make outstanding progress from the time they start school. Pupils with additional learning needs, including those pupils with special educational needs (SEN) achieve well taking account of their ability and start points.
9. In the 2008 national assessments for seven year olds in English, mathematics and science and when the subjects are combined, the results are well above the local and national averages.
10. For seven year olds, when results are compared to schools with a similar proportion of pupils entitled to free school meals, the 2008 results in English, mathematics, science and when the subjects are combined place the school in the top 25 per cent of similar schools.
11. Generally, pupils' overall development of key skills is good and has no important shortcomings. In key stage 1, pupils' standards and progress in the key skills of speaking, listening and writing in English have good features and no important shortcomings. Reading has outstanding features.
12. Mathematical, problem solving, information and communications technology skills and thinking skills are good. Bilingual skills and the use of incidental Welsh have good features that outweigh shortcomings. The pupils'

knowledge of the heritage and culture of Wales, 'Y Cwricwlwm Cymreig', has good features and no important shortcomings.

13. Pupils' personal, social and moral understanding is good. Their understanding and awareness of cultural diversity is good. Most pupils have a good understanding of how to improve their work.
14. All pupils work well together, which is a good feature of the school. Good behaviour and attitudes are shown by pupils of all ages, during lessons and at play times.
15. The average level of attendance is around 90 per cent. This is below the national average for all schools. Punctuality at the beginning of the school day is generally good, but a few pupils arrive late at the start of the day in all classes.

The quality of education and training

Grades for teaching

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
19%	69%	12%	0%	0%

16. These figures compare well with the national picture published in HMCI's Annual Report for 2007-2008, where overall the quality of teaching in primary schools is judged to be grade 2 or better in 83 per cent of lessons and has outstanding features in 16 per cent of lessons. Teaching in the Foundation Phase is consistently good or better.
17. Outstanding features seen in the teaching include:
 - stimulating and challenging activities which foster independent learning;
 - providing and making effective use of an exciting environment, both inside and outside, which encourages children's involvement, participation and enjoyment;
 - a good balance between child-selected and teacher directed activities;
 - very effective use of support staff and volunteer helpers;
 - knowing when to intervene in the learning and when to refrain from intervening.
18. Good features seen in teaching include:
 - a lively pace to lessons;
 - thorough planning and clear objectives to sessions;
 - purposeful questioning and clear explanations;
 - providing differentiated tasks to cater appropriately for pupils with different needs.
19. In the few lessons where teaching is less effective, shortcomings include introductions that are too long and the lack of detailed planning, especially in key stage 1.

20. Equality of opportunity is promoted well in the school. All pupils are treated equally whatever their gender, race or disability. Teachers challenge stereotypical images effectively.
21. The system to assess pupils' progress and to record and report upon pupils' achievements has good features and no important shortcomings. Assessment is regularly undertaken in order to track the progress pupils make. It is used well to inform the next steps in teaching and learning. The school is currently developing procedures to involve pupils in understanding the purpose of assessment and to be more involved in planning their own progress and improvement. Reports to parents are of a good quality. They are informative and provide a clear picture of pupils' achievements and efforts.
22. The school curriculum fully complies with the requirements of the National Curriculum and the locally agreed syllabus for religious education. It is appropriately broad and balanced. It meets the needs of all pupils, including those with Additional Learning Needs.
23. The curriculum is enriched by a good range of visitors to the school and by visits to places of interest. There is a good range of extra curricular activities, provided both within and outside the school day. These activities and all areas of the curriculum are equally accessible to all pupils.
24. The overall provision for pupils' spiritual, moral, social and cultural development is good. Provision for pupils to understand the importance of sustainable development and to develop their entrepreneurial skills has good features that outweigh shortcomings. The provision for pupils' bilingual skills is a developing aspect of school life and has good features that outweigh shortcomings.
25. The quality of care, support and guidance is good. The quality of provision for additional learning needs is good. The school provides a happy and caring environment. Induction arrangements for the early years and for the transfer to junior education are detailed and effective.
26. The school has clear and well-documented arrangements to contribute to pupils' well being. Child protection policies meet current recommended practice. The school has well-planned and documented procedures for dealing with race equality, disability, discrimination and equal opportunities.

Leadership and management

27. The head teacher leads effectively. Leadership and management have good features and no important shortcomings. High expectations and aspirations for all pupils are at the forefront of the school's vision. The leaders and managers implement good management structures at all levels in the school.
28. The school takes careful account of national priorities and local partnerships. The introduction of the Foundation Phase has been managed thoroughly and sensibly.

29. The governing body works closely with the professional leadership of the school. The chair of governors and individual governors support the school well. They are well informed about the long-term needs of the school and their monitoring of the quality of provision at the school is good.
30. The process of self-evaluation is good. It is generally based around first hand evidence. The views of all those involved in the school are considered.
31. The school's self-evaluation document fully informs the School Improvement Plan. The School Improvement Plan is a good working document and is aligned to the school's performance management programme.
32. The school's self-evaluation is mostly accurate in terms of grades and the inspection team agrees with the school's identification of its main strengths and weaknesses. Since the last inspection in 2003, the school's progress is good with no important shortcomings.
33. The school is well staffed by well-qualified and experienced teachers. The use of support staff is an outstanding feature of the school. The day-to-day life of the school is organised effectively.
34. The school is clean and well maintained. It provides suitable accommodation for all pupils. The use of the accommodation in the foundation phase is good. The outdoor environment is used well. The school uses and deploys its teaching resources well.
35. The school gives good value for money.

Recommendations

36. In order to improve the school in the areas inspected, the staff and governing body need to:
- R1 develop further pupils' bilingual skills and their use of incidental Welsh;
 - R2 develop further a clear and uniform strategy for lesson planning in key stage 1;
 - R3 implement effective strategies to improve punctuality and continue to improve the levels of attendance;
 - R4 develop pupils' awareness of sustainability and entrepreneurial skills.

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 1: Good with outstanding features

37. The findings of the inspection team match the judgements made by the school in its self-evaluation report.
38. The overall quality of the educational provision for the under-fives is appropriate to their needs and children are making good progress towards the Foundation Phase outcomes. Most children begin school with low levels of basic skills for children of this age.
39. Regardless of their social, ethnic or linguistic background, nearly all pupils make outstanding progress from the time they start school. Pupils with additional learning needs, including those with special educational needs (SEN) or those learning English as an additional language achieve extremely well taking account of their ability and start points. The pupils' attainment and achievement are both outstanding.
40. In English, mathematics and science, the 2008 national assessments for seven year olds show that results are well above the local and national averages. When the results in these three subjects are combined, they are also well above the local and national averages. In these assessments, boys performed better than girls in all three subjects and also when all three subjects are combined.
41. When results are compared to schools with a similar proportion of pupils entitled to free school meals, the 2008 results in English, mathematics, science and when the subjects are combined place the school in the top 25 per cent of similar schools.
42. In 2006 and 2007, the school was in the top 25 per cent of similar schools when considering the percentage of pupils entitled to free school meals in all three subjects and when the subjects were combined, apart from mathematics and when all three subjects were combined in 2007, when these were placed in the top 50 per cent.
43. When the results are compared to the assessments that were made when these individual pupils began school, they show that considerable value is added to the pupils' achievements and they make outstanding progress.
44. Generally, pupils' overall development of key skills has good features and no important shortcomings. In key stage 1 pupils' standards and progress in the key skills of speaking, listening and writing in English have good features and no important shortcomings. Nearly all the pupils' reading skills are outstanding. Pupils across the school speak confidently and clearly. They all

ask and answer questions well and listen carefully to each other and to their teachers.

45. Nearly all pupils read extremely well for a range of reasons. They use reference books and the Internet confidently and effectively to find out information. They read with very good expression and with high levels of understanding of a variety of texts. Older pupils have very good higher order reading skills and their deductions and inferences for set purposes are outstanding.
46. In a wide range of activities in other subjects, most pupils write well for a wide range of reasons and use different styles and genres effectively.
47. Pupils' bilingual skills have good features that outweigh shortcomings. They are not consistent across the school and incidental Welsh, used for a range of purposes, is limited in the classroom or on the school yard. However, pupils can conduct basic discussions in Welsh when prompted and guided in the classroom. School records show that improvements have been made in this area in recent years.
48. In key stage 1, the pupils' mathematical skills in other subjects are good with no important shortcomings. All pupils use their mathematical skills well to collect and interpret information in other subjects like science. They use their knowledge of mathematics to investigate carefully and to identify appropriate results and findings.
49. All pupils' skills in information and communications technology are good with no important shortcomings. Foundation Phase and key stage 1 pupils use simple programs confidently to reinforce their work in other subjects. Art and language packages are used well to express the information they collect and print their illustrations. They use the mouse, keyboard and other equipment with confidence.
50. Older pupils are good at creating, storing and retrieving their work. They compose, draft, edit and print their work accurately.
51. Pupils' problem solving and thinking skills are good with no important shortcomings. Most pupils, in both the Foundation Phase and key stage 1, can with guidance successfully make decisions for themselves. They respond well to the challenges which are set for them, for example in mathematics and in science.
52. Creative skills are good with no important shortcomings. All pupils apply their creative skills in a wide range of activities, for example in art, dance and music. They illustrate their work thoughtfully.
53. Pupils' understanding of the particular features of Welsh music, art, history, literature and traditions are good. Almost all pupils are aware of the work of Welsh artists and other craftspeople. They are familiar with a good range of Welsh folk tales and legends.

54. All pupils' personal social and learning skills are good with no important shortcomings. They are good at accepting responsibilities willingly and enthusiastically.
55. Nearly all pupils are very well behaved. The school has high expectations and all pupils know what is expected of them. Nearly all are friendly, polite and considerate and relate well to adults. Pupils move sensibly in and around the school under supervision and most demonstrate a high degree of self discipline and maturity. Their behaviour on visits is exemplary. For example, pupils received certificates for excellent behaviour from a national diabetes organisation following their visit to the Senedd.
56. Nearly all pupils work and play together very well and relationships with each other are very good. They value the reward system and are keen to be chosen for the weekly achievement celebration. Throughout the school nearly all pupils co-operate very well in pairs and small groups during lessons and at other times. Boys and girls work and play together very well at lunch and break times and in out of hours' activities such as games, sewing and cooking clubs. They recognise the needs of others and support their colleagues with consideration and respect. They have good moral values.
57. At 90.5 per cent, the average rate of attendance for the three terms prior to the inspection was below the LEA, national averages and the average for similar schools. Attendance for children under five is consistently below ninety per cent. Absences are caused mainly through illness and the persistent non attendance of a few pupils. However, there are a number of family holidays taken in term time.
58. Most pupils attend school regularly and are punctual. However, a few arrive late at the start of the day in all classes. As a result they miss valuable social time and important introductions to lessons. This has an adverse effect on their education.
59. Pupils' understanding of equal opportunities is very good because this is very firmly embedded in the school's work.
60. All pupils have a clear understanding of right and wrong. Acts of worship in the school and assemblies assist pupils to develop their spirituality well. Pupils understand the school rules and expectations, having been a part in their creation.
61. All pupils are successful at developing sensitivity to the needs of others, caring for those that are less fortunate than themselves. They have a good awareness of cultural and racial issues and have a good knowledge of world religions.
62. There have been no exclusions during the last year.

63. Most pupils have a good understanding of what they need to do to improve their work and what progress they are making. Pupils are very confident as independent learners.
64. All pupils' knowledge and understanding of the workplace and the local community is very good and appropriate to their age.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

65. The findings of the inspection team match the grades awarded by the school in its self-evaluation report.

66. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
19%	69%	12%	0%	0%

67. These figures compare well with the national picture published in HMCI's Annual Report for 2007-2008, where overall the quality of teaching in primary schools is judged to be grade 2 better in 83 per cent of lessons and has outstanding features in 16 per cent of lessons. Teaching in the Foundation Phase is consistently good or better.

68. The quality of teaching contributes well to children's progress, achievement and well-being. Collaborative planning by year group teachers ensures appropriate continuity, progression and coverage of the National Curriculum and areas of learning. This is a developing area in key stage 1.

69. The quality of relationships in the school between teachers and pupils is extremely good. Staff create a positive and purposeful atmosphere to enable children to become confident and effective learners; this is an outstanding feature. A few pupils in most classes present teachers with challenging behaviour. They are managed positively and sensitively and are not allowed to disrupt others. Overall, this has a very positive effect on the standards they achieve and the quality of life in school.

70. Teachers and support staff demonstrate good knowledge of how young children learn and are fully conversant with the seven areas of learning in the Foundation Phase, the Desirable Outcomes and National Curriculum Programmes of Study.

71. In the Foundation Phase planning, teachers focus appropriately on the developmental needs of children and allow for child-initiated activities. This ensures that children's learning needs are met successfully, allowing them the opportunity to be involved in their own learning and to become independent learners. In key stage 1, although planning indicates what pupils are to learn, it does not always show clearly how teachers will achieve these objectives and what resources are needed. Home/school tasks, such as building a castle are closely linked to work in class.

72. Teachers have high expectations of all pupils, which ensure that most of them reach their full potential. In general, teachers use a wide range of teaching

strategies, methods and approaches successfully to motivate pupils. There is an appropriate focus on practical and first-hand experiential activities to stimulate children's learning, particularly in the Foundation Phase. There is a good balance of individual, paired and whole class teaching in all classes. Teaching assistants and support staff provide extremely good quality support in delivering the curriculum and enrich pupils' learning very effectively.

73. Outstanding features seen in the teaching include:
- stimulating and challenging activities which foster independent learning;
 - providing and making effective use of an exciting environment, both inside and outside, which encourages children's involvement, participation and enjoyment;
 - a good balance between child-selected and teacher directed activities;
 - very effective use of support staff and volunteer helpers;
 - knowing when to intervene in the learning and when to refrain from intervening.
74. Good features seen in teaching include:
- a lively pace to lessons;
 - thorough planning and clear objectives to sessions;
 - purposeful questioning and clear explanations;
 - providing differentiated tasks to cater appropriately for pupils with different needs.
75. In the few lessons where teaching is less effective, shortcomings include the lack of detailed planning and introductions that are too long.
76. All teachers promote equality of opportunity well and every pupil is treated fairly, irrespective of ability or background. The school caters well for the English language needs of pupils and effective programmes ensure that literacy skills of pupils with additional learning needs are developed further. On the whole, teachers promote the use of incidental Welsh well during the school day and although planning for the development of bilingual skills is appropriate, there is inconsistency in its implementation between classes.
77. The quality of assessment is good and the consistent implementation of the policy results in a coherent approach to assessing, recording and reporting throughout the school.
78. When planning learning, teachers have specific learning outcomes and success criteria for assessment that are clearly identified. Pupils' prior knowledge, skills and understanding are taken into account. In nearly all cases, the evaluation of learning in one lesson informs future planning appropriately. Strategies for assessment therefore are well matched to clearly identified purposes and learning objectives, particularly in the Foundation Phase. Assessments are regular, reliable and comprehensive. In general, they inform planning well. Procedures are effective and manageable, including those for pupils with SEN and provide good information about pupils' progress. Statutory requirements are met in full.

79. A broad range of assessment strategies is used effectively to decide on the next steps in learning. These include baseline assessments, teacher assessments, standardised reading tests, spelling tests and an observation survey. Results are carefully analysed and are used effectively to match work appropriately to pupils' skill levels. Pupils are observed closely by teachers and support staff and discussions and observations are regularly recorded to monitor their progress. The field notes and formative information, as well as the pupils' interests, inform daily planning effectively in the Foundation Phase and weekly in key stage 1. This is one of the strengths of the assessment procedures.
80. A recently introduced tracking system is proving to be successful in tracking individual pupil progress and in identifying trends and patterns. End of key stage assessments are rigorously scrutinised by the head teacher and the assessment co-ordinator to ensure that future planning is appropriate. Effective moderation of work for subject portfolios is undertaken by all teachers.
81. Teachers mark pupils' work regularly and provide positive comments which are linked to pupils' targets and success criteria. On occasions, they initiate written dialogue with pupils. Pupils assess their own strengths and areas for development appropriately through discussion with adults, for example, during plenary sessions and when teachers mark their work. Several strategies for self-assessment and peer assessment are being developed successfully to further develop pupils' understanding of what they have achieved and what they need to do to improve.
82. Achievements in all subjects are regularly reported to parents and the quality of reports is good. They meet statutory requirements and provide clear judgements about attainment in all subjects and areas of learning, as well as celebrating children's achievements and giving guidance about the way forward. Parents appreciate opportunities to discuss their children's development with staff formally each term and to respond to the reports. They state that they are happy with the information the school provides about their children's progress.
83. Relevant information is transferred to the receiving junior school when pupils move on to the next stage of learning.

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

Grade 2: Good features and no important shortcomings

84. The findings of the inspection team match the grade awarded by the school in its self-evaluation report.
85. The school successfully meets the needs of all its pupils including those with additional learning needs and children under five. Within its inclusive ethos for

learning, all pupils have equal access to every area of the curriculum and every activity offered by the school. This is reflected extremely well in the good levels of interest all pupils show in their work.

86. The curriculum is well organised, balanced and relevant and meets statutory requirements. The provision is good for developing pupils' personal, social and health education. Schemes of work for all subjects and areas of learning are of good quality and reflect recent curriculum changes. Generally, teachers provide interesting and stimulating experiences. However, in key stage 1, planning is a developing aspect.
87. The overall quality of the educational provision for the under-fives is appropriate to their needs and children are making good progress towards the Foundation Phase outcomes. There are a range of very well planned learning experiences structured to provide enjoyment and meaningful learning experiences. The well planned early years' provision which follows Foundation Phase principles positively encourages learning through play, both indoors and outdoors. As a result, the majority of children develop their knowledge, understanding and skills very well in all areas of the curriculum. All children are given a very good start in school.
88. The school makes good provision for the development of pupils' basic key skills. There is a well planned and developing provision for pupils' bilingual skills. Firm plans are in hand to develop this aspect further. Opportunities for the development of key skills are linked into planning and the curriculum. However, this is not consistent across the school.
89. The school offers a good range of well attended, good quality, out of hours' clubs which effectively promote pupils' learning during and after the school day. Pupils state that they are pleased with and derive enjoyment from the variety of clubs on offer by the school.
90. Pupils also benefit from the good provision of visits and visitors to the school. These have an impact on pupils' understanding of different cultures, standards and enthusiasm for learning. Well planned opportunities are taken to visit places within the locality of the school and further afield. Visits and local studies enrich the curriculum. Visitors from the community bring a wealth of expertise and experience that stimulate pupils' learning.
91. The overall provision for pupils' social, moral, spiritual and cultural development is good with no important shortcomings. It is well planned for and a strong feature of school life.
92. The planning for the development of personal skills and social education is good. It is well integrated into the school's daily life. Good use is made of the community police who work with pupils to enhance their understanding of aspects of social awareness. Appropriate attention is given to sex education.
93. Good opportunities are provided for pupils' spiritual development. Collective worship meets statutory requirements in full. Most pupils are actively

encouraged to consider other faiths alongside their own through multi-cultural themes.

94. The provision for pupils' moral development is good. All staff actively endorse values such as fairness and model good behaviour for pupils. This is a strong feature of day to day life in the school.
95. The school makes good provision for pupils' social development that enables them to play a part in the school community. Pupils are provided with opportunities to work collaboratively and take positions of responsibility within the school. Pupils are involved in raising funds for charitable organisations and this positively enhances their sense of social responsibility and understanding of their own and other communities.
96. Cultural development is good. Pupils are given a growing understanding, awareness and appreciation of other cultures. '*Y Cwricwlwm Cymreig*' is fostered well through the study of famous Welsh people and pupils are given opportunities to learn about the traditions, culture and history of Wales. It is well integrated into the curriculum. Pupils from ethnic minorities celebrate their cultures and faiths in a variety of ways, for example in assembly, art and craft work and food tasting.
97. Close links are maintained with a wide variety of community groups such as artists, theatre groups, emergency services and the school nurse. The school also enjoys effective working partnerships with other local schools, including the junior school, where good transition arrangements have been developed. Links for Additional Learning Needs provision with the junior school is good.
98. The school's partnership with parents is good. Parents are well informed about school. They have regular opportunities to meet teachers to discuss their children's work and progress and these meetings are reported to be well attended.
99. There was a reasonably good response to the parents' pre-inspection questionnaire. The response indicated that almost all parents and carers were supportive of the school and expressed satisfaction with the standards their children achieve within a caring, supportive environment.
100. Good features exist when related to pupils' knowledge of the world of work beyond the school gates. Visits and visitors provide opportunities to broaden and enrich pupils' work related education. Local employers are supportive of the school but no teachers have recently undertaken relevant industrial placements with a view to enhancing professional development and enriching curricular provision for pupils.
101. The school has very high expectations of all its pupils and actively promotes all aspects of equality. This is a strong feature of the school. Stereotyping is continually challenged when identified. Good links with external agencies help support any socially disadvantaged pupils. Every pupil is treated as an

individual, is encouraged to participate fully in all activities and no pupil is barred from any of them.

102. The standards and provision for education for sustainable development and global citizenship have good features that outweigh shortcomings. This area features in the school improvement plan. Plans are in hand for this area of learning to be fully embedded into the life and work of the school in the future.
103. The school is laying down the foundations for life long learning well. Community regeneration and national priorities are reflected well in the life of the school. The priority given to pupils developing independence and taking responsibility for their own learning and well being is good. However, pupils' entrepreneurial skills are under developed.

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

Grade 2: Good features and no important shortcomings

104. The findings of the inspection team are one grade lower than the judgement made by the school in its self-evaluation report. The inspection team did not identify any outstanding features to match the school's judgement.
105. The head teacher and staff place a high priority on pastoral care throughout the school and provide good care, guidance and support for pupils. Staff are successful in creating a calm, caring and supportive environment where pupils feel secure and respected. There is a good community spirit and staff and pupils are welcoming to visitors.
106. The school works in full and productive partnership with a wide range of agencies and support services to ensure pupils' needs are carefully assessed and provided for. This is beneficial for pupils in challenging and vulnerable circumstances.
107. The school enjoys effective working partnerships with parents and carers, which contributes well to the quality of support and guidance offered to pupils. The school listens carefully to parents and carers and takes into consideration their views and opinions.
108. The induction procedures for pupils entering the school, moving up classes and transferring to junior school are effective and ensure pupils settle quickly into their new environments. The youngest children in the nursery class are settling in well and are happy and secure in their work and play.
109. The school provides good personal support and guidance to pupils. Pupils are confident in seeking the help and support of staff; they readily turn to adults for help and are listened to and treated with consideration and respect. The quality of relationships between staff and pupils is extremely good and contributes significantly to pupils' positive behaviour and self-esteem.

110. Pupils have access to an effective personal and social education programme, drawn up in line with national recommendations.
111. The monitoring of pupils' attendance, punctuality, behaviour and performance has improved recently following new initiatives. Early intervention now ensures that issues are dealt with quickly and efficiently.
112. The school's behaviour policy works well and teachers are skilled at managing pupil behaviour, particularly those pupils who have emotional and behavioural issues. The reward system for behaviour is successful and valued by pupils and parents.
113. The head teacher and school clerk monitor attendance and punctuality. Follow-up procedures are in place, including regular liaison with the education welfare service.
114. Class teachers monitor pupils' academic performance regularly and pupils are beginning to take a more active role in setting their own targets and understanding and planning their own progress.
115. The school has clear policies and procedures are in place to promote health, safety and well being, including risk assessments. Every reasonable measure is taken to ensure staff and pupils work in a safe and secure environment. Pupils are well supervised at all times. Ancillary and support staff make a good contribution to pupils' welfare throughout break and lunch-times. Arrangements to undertake fire drills, respond to accidents and emergencies and deal with the administration of medicines are well established.
116. The school makes every effort to promote healthy eating and a healthy lifestyle. Pupils are encouraged to eat healthily. Pupils have access to a good range of physical and sporting activities, which contribute well to their well being.
117. The school has appropriate measures to deal with appeals and complaints and to promote the protection of children. The head teacher and deputy head teacher have designated responsibilities for child protection issues and there is also a nominated governor. National child protection guidelines are followed, training is regularly updated and all adults in the school are made aware of the correct procedures to be followed.
118. Provision for pupils with SEN is good. Those with particular needs are identified at an early stage through baseline and school entry assessments and effective arrangements are made to meet those needs. The school follows LEA referral systems, and adheres closely to the Code of Practice. The designated member of the governing body with responsibility for SEN takes a keen interest and actively supports the learning programme in the school.
119. Individual education plans are provided for all identified pupils. In key stage 1, pupils are made aware of their individual education plans targets and are

given opportunities to evaluate their own performance. Individual education plans have realistic targets and successfully outline teaching strategies and the resources required to achieve them. In most classes, teachers make good use of these plans to prepare differentiated work in the classrooms. Review meetings are held on a termly basis, and the school involves parents and encourages them to support their children at home.

120. Pupils with SEN are very well supported by class teachers, teaching assistants, and the SENCo. Support staff withdraw groups for lively sessions of Talking Teddies, SAIL (School Action Intervention in Literacy) and NIPPERS (Numeracy Intervention Project). A small number of pupils benefit from language support by the SENCo who makes effective use of STARS (Specialist Teachers Accelerating Reading Skills). These initiatives enable pupils to make good progress in language and mathematics. Good one-to-one support is provided for pupils with disabilities.
121. There are good links with other professionals, such as the educational psychologist and speech therapist, who are effective in supporting the school's provision for pupils with SEN if necessary.
122. The school provides good support for learners whose behaviour impedes their progress and that of others and there is a consistent, positive approach to behaviour management. School and classroom rules and rewards systems, such as weekly certificates, provide a culture to support positive behaviour. Pupils who display challenging behaviour are well supported by individual behaviour plans.
123. The quality of provision for equal opportunities is good. The school recognises the diversity of pupils' backgrounds and takes this into consideration when planning and delivering support and guidance. Teachers are skilled at challenging stereotypes and they ensure boys and girls receive equal opportunities within the classroom and have equal access to all other facilities within the school.
124. Good race relations are promoted successfully and the school values, respects and celebrates diversity. Good quality documentation underpins this good practice.
125. The school has made all reasonable arrangements to secure the equal treatment of disabled pupils and to welcome disabled visitors to the school. The school has produced a good quality accessibility plan and disability equality scheme to demonstrate how staff will make improvements in access to the curriculum, physical access and in the provision of information for disabled persons.
126. The measures taken to eliminate oppressive behaviour including racial discrimination, bullying and all other forms of harassment are effective.

Leadership and management

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

Grade 2: Good features and no important shortcomings

127. The findings of the inspection team match the grade awarded by the school in its self-evaluation report. Even though very high standards of attainment and achievement are evident at the school, based on end of key stage teacher assessments and their comparison with pupils' baseline results, the inspection team did not identify sufficient outstanding features in leadership and management to award a grade 1 to this key question.
128. The school is effectively led and managed. The quality of all leaders and managers at different levels in the school is good. However, although the school is a purposeful community, there is evidence that two way channels of communication between staff are not always effective.
129. The head teacher has a clear vision for the school based on raising standards. She is a pro-active member of the governing body and has a good relationship with parents. High expectations and aspirations for all pupils are at the forefront of the vision.
130. The school's policies and practices promote equality of opportunity well. These are reflected in the life and work of the school. It is an ordered community where each pupil is valued and all enjoy equal access to all the school offers. Staff contribute to the school's caring ethos. This has a positive effect on all pupils' behaviour and attitudes.
131. There are appropriate arrangements to support newly qualified teachers and teachers who are new to the school.
132. The school takes good account of national priorities and local partnerships. Preparations for the introduction of the Foundation Phase were thorough and are now being systematically managed by the teaching staff and the governing body.
133. The outdoor area is being developed and is used by the school to provide additional learning opportunities for all pupils. The pupils are made aware of the importance of environmental issues and of the need to have healthy lifestyles. The school has good extra curricular clubs.
134. There are effective arrangements in place for the head teacher to review the progress of initiatives that the school is pursuing. This is conducted diligently and accurately. The school collects National Curriculum assessment data and analyses the data very effectively.
135. Performance Management is well established and job descriptions note the specific roles and tasks of staff. The head teacher has agreed objectives that

are reviewed annually. All staff have been made aware of their responsibilities in relation to their job descriptions.

136. Support and training is good for all staff members and the governing body. The school allows staff and governors to further develop their skills and knowledge through appropriate and focused training opportunities, organised mainly by the LEA.
137. The links between the governing body and the school are good. The governing body, working effectively with the head teacher helps to set the long term direction for the school in a structured way. The governors are well informed about the school's self-evaluation process and have effectively followed guidelines set out by the LEA. Their contribution to the school's strategic planning is good. The monitoring of the quality of provision in the school by the governors is good.
138. Governors successfully hold the professional leadership to account. The school has current policies covering the various aspects of school life. These are regularly considered and updated by the governors. All statutory requirements are met.

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

Grade 2: Good features and no important shortcomings

139. The findings of the inspection team agree with the judgement made by the school in its self-evaluation report.
140. The process of self-evaluation is good. In most aspects of school life, the head teacher, senior managers and governors use information effectively to make improvements. The link between the processes of self-evaluation and planning for improvement in the School Improvement Plan is thorough. The school's procedures for monitoring standards, based on clear evidence, are good.
141. All staff are involved in the monitoring process. The role of the subject co-ordinator in the monitoring and moderation process is developing, although the school acknowledges that there is still more work to be done. The monitoring process in relation to the standards pupils achieve is good; however, the monitoring of teaching is less well established and is an area of development at the school, based on a variety of different strategies including learning walks and talking to learners.
142. The school uses performance data to inform judgements and evaluate specific trends over time. This is very good practice. Self-evaluation is based on first-hand evidence and the school co-operates effectively with the LEA to target areas for improvement. The school is good at seeking the views of a range of agencies that have an interest in the school. This includes parents.

143. All staff work diligently. They are aware they have a part in the school's self-evaluation process and their input is valued.
144. The quality of the self-evaluation report produced by the school prior to the inspection is good. It is detailed and targets areas for development. It provides a good overview of the school's position. It identifies the areas and aspects that are strengths within the school and those which require further attention.
145. The judgements of the inspection team do not agree with the school's self-evaluation in two of the seven key questions. The inspection team did not identify sufficient outstanding features to match the school's judgements in key questions 4 and 7.
146. The school's priorities for improvement, inform the School Improvement Plan well and have appropriate time scales and costs noted.
147. The school makes good efforts to obtain measures to evaluate its performance. It uses national and local data to target areas that have strengths or shortcomings. It works with the LEA to allocate resources and expertise to raise and improve standards. For example, the actions of the school in establishing outdoor areas have resulted in very good improvements in curricular provision for all pupils.
148. The school has successfully addressed the key issues noted in the last inspection report and improvements are evident in areas that needed developing. Progress since the previous inspection is good with no important shortcomings.

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

Grade 2: Good features and no important shortcomings

149. The findings of the inspection team are one grade lower than the judgement made by the school in its self-evaluation report. The inspection team did not identify sufficient outstanding features to match the school's judgement and considers that the use of resources matches the quality of leadership and management at the school.
150. The adequacy, suitability and use made of learning resources and accommodation is good. The use of staff is an outstanding feature. The school has good resources and ensures that purchases are prioritised according to need. It is effective in its use of additional funding and uses staff and resources very effectively to fulfil the requirements of funding regulations.
151. There are sufficient numbers of well-qualified teachers who possess a good range of specialist knowledge to provide for the needs of pupils, including those with additional learning needs and for the under-fives.

152. All staff are committed to providing a secure, supportive environment for all pupils. Teaching assistants very successfully support teachers and all pupils throughout the school day and are valued members of the school community. This is outstanding practice.
153. Efficient use is made of available resources. All pupils have ready access to a range of good resources appropriate to their age and needs. Good investment has been made in ICT resources. The computers and interactive whiteboards are used well to support pupils' learning.
154. Library areas are well developed in relation to the age and needs of the pupils and are well used.
155. The use made of the outside learning environment including the school grounds enriches every pupil's experiences and is a very good feature of the school's provision. The school makes effective use of resources outside the school to enrich the curriculum.
156. The accommodation is adequate for the number of pupils on roll and is kept clean and very well maintained. The head teacher and staff make imaginative use of the building to provide a welcoming and warm environment for all pupils. The quality of display throughout the school is very good. It is used well to celebrate pupils' achievements and is an effective aid to learning.
157. Outdoors, the school benefits from having hard play areas. Specific outdoor areas for the Foundation Phase are of good quality and include a good range of play equipment. The use of the accommodation for the foundation phase is good.
158. The school is aware of its duty according to the Disability Discrimination Act (2005) and has an appropriate accessibility plan that looks at ways to improve access for all.
159. Staff experience and expertise are used well for the benefit of pupils. An appropriate staff development programme enables teachers to keep up to date with current educational initiatives and with new ideas in their subjects and other areas of responsibility.
160. Teachers make good use of their planning, preparation and assessment time to develop work for their own classes and for their areas of responsibility. Resources are used well for the purposes of work force re-modelling.
161. The school's administrative procedures ensure the efficient day to day running of the school. All support staff, such as the administrative officer, caretaker, mid-day supervisors, canteen staff and cleaners are valued for their contribution to the life of the school.
162. Spending decisions relate directly to the school priorities as set out in the School Improvement Plan. Expenditure is monitored closely by the Governing Body and surplus figures are part of long term planning. The outcomes of

spending decisions are regularly reviewed, including the use of a large surplus that has been used for additional staffing and resources. The most recent financial tabulations demonstrate that the surplus figure has been reduced significantly.

163. The school meets the needs and range of all pupils and gives good value for money.

School's response to the inspection

The head teacher, staff and governors at Caerau Infants School welcome the Estyn Report following their inspection in February 2009. We are pleased that the report recognises that Caerau Infants school is a good school where there are no important shortcomings, and acknowledges the good progress made since the last inspection.

We welcome the positive comments made regarding the outstanding progress that the vast majority of pupils make from the time they start school – 'regardless of their social, ethnic or linguistic background'. The report also identifies that the end of Key Stage results are well above the local and national averages.

We are pleased that the inspection team found that the quality of teaching contributes well to children's progress, achievement and well-being, and that the high quality of support provided by teaching assistants and support staff is duly acknowledged.

It is noted by the inspectors that all pupils work well together and that good behaviour and attitudes are shown by pupils of all ages. The inspection team also recognised that pupils' moral, spiritual and cultural development is a strong feature of school life at Caerau Infants.

The majority of the findings made in the inspection report supports the school's own self-evaluation and already feature in the School Improvement Plan. An outline of the school's action plan in response to the inspection recommendations will be sent to all parents and the Governors' Annual Report to Parents will report on progress.

We would like to thank the inspection team for the professional and thorough manner in which the inspection was conducted.

Appendix 1

Basic information about the school

Name of school	Caerau Infant School
School type	Infants including Foundation Phase
Age-range of pupils	3 to 7
Address of school	Caerau Lane Ely Cardiff
Postcode	CF5 5QZ
Telephone number	02920591657

Head teacher	Mrs G Williams
Date of appointment	January 1990
Chair of governors	Mr M Drake
Registered inspector	Mr N Jones
Dates of inspection	02/02/2009 – 04/02/2009

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	12	48	41	55	n/a	n/a	n/a	n/a	168

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	8	1	8.2

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	24:1
Pupil: adult (fte) ratio in nursery classes	8:1
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	24
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Autumn	84.3	91.2	92.6
Summer	82.1	90	90
Spring	79.4	90	89

Percentage of pupils entitled to free school meals	43
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:		49		
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher assessment	School	0.0	0.0	8.2	63.3	28.6
		National	0.2	3.5	13.8	63.0	19.4
En: reading	Teacher assessment	School	0.0	0.0	10.2	34.7	55.1
		National	0.2	4.1	14.9	55.2	25.5
En: writing	Teacher assessment	School	0.0	0.0	8.2	75.5	16.3
		National	0.2	4.8	15.9	67.8	11.3
En: speaking and listening	Teacher assessment	School	0.0	0.0	10.2	61.2	28.6
		National	0.2	2.4	10.7	62.8	23.8
Mathematics	Teacher assessment	School	0.0	0.0	6.1	73.5	20.4
		National	0.2	2.0	10.9	65.2	21.6
Science	Teacher assessment	School	0.0	0.0	2.0	71.4	26.5
		National	0.2	1.6	8.5	66.3	23.4

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	89.8	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

- A team of three inspectors were present in the school for seven inspector days. They carried out the inspection with a nominee from the school and a peer assessor.
- Pre-inspection meetings were held with parents and the governing body to discuss the life and work of the school. A pre-inspection meeting for the team was also held.
- Thirty two questionnaires were completed by parents and carefully analysed.
- Discussions were held with the head teacher and staff with responsibilities and support staff.
- School documentation and samples of pupils' work were examined.
- Twenty six lessons or sessions were observed.
- A sample of pupils' work from across the ability range in each year group was examined.
- Inspectors listened to a sample of pupils from each year group in key stage 1 reading and answering mental mathematics' problems.
- Discussions were held with pupils about their work and about the life of the school.
- Pupils' behaviour was observed during break periods, at lunchtime and at the beginning and end of the school sessions.
- Inspectors attended assemblies and observed other related activities.
- Post inspection meetings were held with the staff and the governing body.

Appendix 5

Composition and responsibilities of the inspection team

Mr Nicholas Jones (Registered Inspector)	Context Summary and Recommendations Contributions to Key Questions 1, 4 & 5 Key Question 6 Key Question 7 Appendices
Mrs Zohrah Evans (Team Inspector)	Key Question 2 Contributions to Key Questions 4
Mrs Caterina Lewis (Lay Inspector)	Key Question 3 Contributions to Key Questions 1 & 5
Mrs Anna Spokes (Peer Assessor)	Contributions to all Key Questions
Mrs Gill Williams (Nominee)	Contributions to all Key Questions

Contractor

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Acknowledgement

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