

RE-INSPECTION

OF

**LLANFABON INFANTS SCHOOL
BRYNCELYN AVENUE
NELSON
TRESHARRIS
CF46 6HL**

School number: 6762171

Date of inspection: 7- 8 October 2008

Llanfabon Infants School was inspected in July 2007 and judged as requiring significant improvement. As part of the Welsh Assembly Government's requirements for schools in need of significant improvement, Estyn undertook a follow-up inspection focusing on the key issues identified in the Section 28 inspection.

Outcome of the re-inspection

Llanfabon Infants School is judged to have made good progress in relation to the recommendations for improvement identified in the Section 28 inspection of July 2007. As a result of this progress, Her Majesty's Chief Inspector of Education and Training in Wales is removing the school from the list of schools requiring significant improvement.

Progress since the last inspection

The school is making good progress in:

- raising standards in subjects where shortcomings were identified and improving pupils' basic and key skills across the curriculum. Since the last inspection standards in subjects identified with shortcomings have improved by at least one grade with around half improving by two grades. Progress has been made in all subjects with significant improvements in physical education (PE) and geography. The improvement made in PE is as a direct result of the good quality training provided by the PE and School Sport (PESS) scheme;
- improving pupils' communication skills as they move through the school. Their key skills of numeracy and ICT are used effectively to enhance learning in other areas of the curriculum. However pupils' bilingual skills are less well developed;
- improving pupils' behaviour and developing their capacity to work productively. This improvement has been brought about through the use of a positive behaviour system, through making effective use of circle time to enable pupils to distinguish between acceptable and unacceptable behaviour as well as effective support and guidance from the local authority's behaviour support team. As a result pupils' behaviour has improved considerably since the last inspection and is helping to raise their standards of achievement;
- raising pupils' attainment in National Curriculum teacher assessments. End of key stage results in July 2008 shows the school performed well against other schools within the LEA, nationally and with other schools from a similar socio-economic background. The school's target setting process indicates that this improvement is likely to be maintained in 2009;
- improving the quality of teaching. Plans for the teaching of basic and key skills are now embedded in schemes of work. Lessons are well planned. Good questioning techniques are used effectively to consolidate pupils' learning and to extend their understanding;
- developing the role of learning support assistants in helping pupils to progress in their learning, especially pupils with additional learning needs;
- making effective use of assessment information. Pupils' progress is tracked from nursery to the end of Year 2 allowing teachers to identify who needs additional support;
- improving curriculum provision in most areas of learning for the under fives. Teachers and support staff plan a wide variety of interesting activities which successfully develop younger pupils' basic skills. Pupils show growing independence and learn to make their own choices in some of the learning activities on offer. The school is now well placed to build on the sound start it has made with the Foundation Phase and to further enhance both provision and pupils' standards of achievement; and

- improving the quality of leadership and management. Self-evaluation arrangements based upon classroom observation and scrutiny of pupils' work are in place. These arrangements are effective in improving standards and the quality of teaching. The governing body has benefited from training in its responsibilities by the local authority. Governors now have a clearer understanding of their role as critical friends of the school and in meeting their statutory responsibilities.

Recommendations

In order to maintain this good progress the school should:

- continue to raise the achievement of the younger pupils and further develop the provision to ensure the effective introduction of the Foundation Phase;
- further improve pupils' basic and key skills across the curriculum with particular reference to bilingualism;
- build on the good practice in improving pupils' behaviour and develop further their capacity to work productively; and
- continue to improve aspects of leadership and management especially in monitoring and evaluating pupils' standards and the quality of teaching.