

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

**A Report on the Quality of Education in**

**The Meads C.P. Infant & Nursery School**

**Priory Road  
Milford Haven  
SA73 2EE**

**School Number: 6682265**

**Date of Inspection: 19/02/08**

**by**

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The Meads C.P. Infant & Nursery 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 The Meads C.P. Infant & Nursery School took place between 19/02/08 and 21/02/08. An independent team of inspectors, led by Dr. Peter David Ellis 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:

<b>Grade 1</b>	good with outstanding features
<b>Grade 2</b>	good features and no important shortcomings
<b>Grade 3</b>	good features outweigh shortcomings
<b>Grade 4</b>	some good features, but shortcomings in important areas
<b>Grade 5</b>	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. The Meads Infant and Nursery School was opened in 1952. It is situated in a residential area close to the centre of Milford Haven, which is a designated community first town. The area is described as mainly disadvantaged; around 25% of pupils are registered as being entitled to free school meals, which is above the national and Pembrokeshire averages. The majority of pupils live in the immediate locality, but over a third are transported by their parents from outside the catchment area through choice.
2. The school building is constructed in the shape of the letter 'H' and is of traditional design with classrooms leading out on to spacious corridors. There is a large hall, a kitchen, a staff room, offices, a foyer and cloakroom areas. Outside there are separate playgrounds for key stage (KS) 1 and the early years, each having a grassed area with a range of play equipment. There is also a recently constructed covered area for use in all weathers, which the early years classrooms lead on to. In addition, within the 'H' at one end there is an environmental garden. The school shares the site with an adjacent voluntary aided primary school and both schools have access to the large field at the front of the buildings.
3. The school currently caters for 250 (218.5 full-time equivalent) pupils between the ages of three and seven, 27 of whom attend the nursery full-time and 63 part-time. Pupils are taught in seven single age range classes plus the nursery; none contains over 30 pupils. The number on roll has remained relatively stable over the last four years, but, due particularly to the predicted increase in the intake, the number is likely to rise in the future. The school also accommodates a private parent and toddler group one morning a week, as well as breakfast and after school clubs.
4. The intake covers the full range of abilities, but levels of attainment on entry, although they vary between cohorts, generally range from average to below average according to baseline assessments. Around 34% of pupils are identified as requiring special educational needs (SEN) support, which is well above the national and local averages; one is statemented and disapplied from Welsh second language within the national curriculum (NC). Currently 51 pupils with SEN are on school action and 23 on school action plus. Around 3% of pupils are from an ethnic minority background, of whom most speak English as an additional language; other home languages spoken are Polish, French and Bangladeshi. No pupils have Welsh as a first language and none is currently in care.
5. The school was last inspected in February 2002. Since then staffing has remained very stable and the school has experienced no major changes, except for the retirement of the headteacher in 2006 and her replacement by the existing deputy. However, a reorganisation of schools in the locality is

being considered by the local authority, which could result in pupils from a nearby school being transferred to The Meads in the near future.

6. The school already possesses the Basic Skills Agency's Quality Mark 3 and the Investors in People award. It is now working towards the Basic Skills Agency's Quality Mark 4, re-assessment of its Investors in People award, the Healthy School's Initiative Phase 4, the BECTA Information and Communications Technology (ICT) Mark, the Bronze stage of the Sustainable Schools award and the 'I CAN' accreditation for speech and language, all of which it intends to acquire in the near future.

### **The school's priorities and targets**

7. The school has a clear mission statement, aims and objectives and a motto which promotes the ethos of 'Where everyone cares'.
8. The aims of the school, as listed in its self-evaluation report, are:
  - to provide a stable, safe, caring, stimulating and happy environment for the development of each individual child;
  - to stimulate the emotional and social development of all individuals, so that they will be able to realise their maximum potential;
  - to help children develop self-identity with a view of themselves having competence and worth;
  - to help children to learn to live effectively with other children, to value their own rights and the rights of others and to be respectful of property;
  - to create an attitude towards school, which will make children happy, co-operative, cheerful and eager to succeed;
  - to foster an awareness and appreciation of the child's locality and environment;
  - to establish a bond between home and school, which will be of mutual benefit to children, staff and parents;
  - to promote a healthy style of living through exercise and food in a smoke free environment; and
  - to provide a framework for improving the performance and effectiveness of staff members by maximising their potential.
9. Targets for further improvement, as identified in the school development plan (SDP), are:
  - to show continued improvement in standards in all subjects, including personal and social education (PSE) and the early years;
  - to show improvement in Welsh Assembly Government (WAG) initiatives;
  - to continue to implement strategies to improve attendance;
  - to ensure that curriculum arrangements and experiences meet learners' needs and interests;
  - to widen awareness and increase knowledge and expertise of additional learning needs (ALN);

- to continue to promote opportunities to promote pupils' personal development, including their spiritual, moral, social and cultural development;
- to continue to provide continuing professional development (CPD), so that staff have good subject knowledge and familiarity with recent developments in education;
- to continue to promote the rigour of assessment;
- to enrich the school's effective partnerships with interested parties;
- to provide clear direction from leaders for improvements in all aspects of school life;
- to prepare for external awards;
- to ensure the school environment is safe and suitable;
- to ensure leaders are fully involved with parents, colleagues, external agencies and members of the community; and
- to ensure appropriate learning resources are provided.

## Summary

10. This is a very good school with many outstanding features in standards, the quality of education and leadership and management. It has effectively built upon the success of the last inspection by continuing to improve and develop.

### Table of grades awarded

Key Question	Inspection grade
1 How well do learners achieve?	1
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?	2
4 How well are learners cared for, guided and supported?	1
5 How effective are leadership and strategic management?	1
6 How well do leaders and managers evaluate and improve quality and standards?	1
7 How efficient are leaders and managers in using resources?	1

11. The inspection team agreed with the school's judgements in six of the seven key questions. Key Question 3 differed from the school's Grade 1 judgement, because insufficient outstanding features were identified by the team.

12. The overall quality of the educational provision for the under-fives is appropriate to their needs and children make very good progress towards the Desirable Outcomes for Children's Learning. Often from a low baseline on entry, children make rapid progress in the nursery and reception classes.
13. KS1 NC teacher assessment results in English and science over the last few years have been consistently above the national and Pembrokeshire averages, although results in mathematics have fluctuated more. The core subject indicator (CSI), which is the percentage of pupils gaining at least level 2 in all three subjects, has also been consistently above national and Pembrokeshire figures. Benchmarking data similarly indicates that the school has consistently performed better than the large majority of similar schools.
14. In 2007 in English and science more pupils than nationally and in Pembrokeshire attained level 2 or above at the end of KS1. In mathematics the number was similar to Pembrokeshire, but above the percentage in Wales. Fewer pupils, however, attained level 3 than nationally, except in reading. Value added data indicates that on average 28% of KS1 pupils exceeded their predicted grades across the three core subjects.
15. Over the last few years boys have tended to do less well in English, particularly in writing, and in 2007 none attained a level 3 in this subject, although generally they do better than boys in Pembrokeshire overall.
16. Pupils with SEN make extremely good progress through the school and the more able are suitably challenged.
17. There is clear evidence of progression through the school in the key skills of literacy, numeracy and ICT. Standards in speaking, listening and reading are good overall with some outstanding features. Standards in writing are generally well developed in literacy lessons, where there are some good features, but these strengths are less evident in other subjects across the curriculum. Standards in numeracy are generally good with no major shortcomings, although opportunities for pupils to apply their knowledge and skills across the curriculum are not always fully exploited. Standards in ICT are good with no major shortcomings and are much improved since the last inspection.
18. Pupils' ability to use the Welsh language varies between classes. In a majority of lessons Welsh is used too infrequently, so that pupils do not develop sufficient knowledge and skills in the language.
19. Pupils' key personal, social and learning skills are an outstanding feature. Throughout the school they have very good attitudes to learning and are well motivated and keen to participate. They work productively, concentrate on their set activities and develop high levels of independence.
20. Pupils' creative and problem solving abilities are appropriately developed. They make sensible predictions, produce original ideas and enjoy decision making and reaching their own solutions.

21. Pupils in KS1 know the targets they are set in English and mathematics and are aware of areas where they need to improve, but their involvement in regular self and peer assessment exercises is relatively underdeveloped.
22. Pupils' behaviour is exemplary and is an outstanding feature; a calm and purposeful atmosphere pervades the school.
23. The average attendance for the three terms preceding the inspection was 92.24%, which is similar to the last inspection and a little below the WAG target of 93%. There were no unauthorised absences. Most pupils arrive punctually at the beginning of the school day.

## **The quality of education and training**

### **Grades for teaching**

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
32%	68%	0%	0%	0%

24. One hundred per cent of the lessons observed were graded good or very good, which is well above the 2010 target of 80% set by the WAG. This figure is also a considerable improvement on the last inspection and much better than the national picture, as indicated in Her Majesty's Chief Inspector's (HMCI) latest Annual Report for 2006-7, where the quality of teaching is reported to be Grade 2 in 66% of lessons and Grade 1 in 14%.
25. Where teaching was judged to be Grade 1, the outstanding features include:
  - highly organised and well structured lessons;
  - clearly identified learning objectives and an excellent pace to lessons with a wide range of stimulating approaches and activities;
  - very good relationships between teachers, support workers and pupils;
  - excellent deployment of learning support staff;
  - high expectations of pupils, with differentiated tasks that challenge them; and
  - very well conducted plenary sessions.
26. Where teaching was judged to be Grade 2, the good features include:
  - a clear match between teaching and individual pupils' needs;
  - good time management;
  - appropriate use of humour;
  - purposeful questioning strategies;
  - very good subject knowledge;
  - good use of resources and facilities; and
  - many opportunities for pupils to work collaboratively and to take responsibility for their own learning.

27. Lessons are consistently well prepared and teachers efficiently monitor pupils' progress; their interaction with individuals and groups is of a consistently high quality.
28. Excellent teamwork is apparent involving all adults throughout the school. Teachers' have high expectations, although their bilingual expertise varies.
29. The school's system for assessing and recording pupils' progress has good features that outweigh shortcomings. Good features include the very useful portfolios of work for each subject and the way that assessments are used to show progress of those pupils who attend the nurture class and the social skills group. However, the school's policy lacks detailed guidance on procedures and there is inconsistency between year groups and between individual teachers in the approaches and methods they use. Pupils' work is marked regularly, although practices vary between classes.
30. Annual pupil reports to parents meet statutory requirements and provide helpful information about pupils' progress and what they have studied.
31. The curriculum is suitably broad, relevant and balanced and meets the needs of the full range of pupils. Learning experiences for the under-fives are well planned. Appropriate subject policies are in place and schemes of work have been adopted for the early years and all subjects.
32. Staff plan together in year groups and regularly evaluate what they have delivered, but there are differences in the process and formats used. Consequently, key skills and the common requirements of the NC are not embedded in the planning process. Planning for the development of the Welsh language and pupils' bilingual skills is also inconsistent.
33. There is a PSE policy and framework in place and this aspect of the curriculum is a strength. Through the PSE curriculum, in particular, the school actively promotes equality of opportunity and ensures no child is disadvantaged.
34. The school appropriately promotes sustainable development and global citizenship and its designation as a fair trade organisation is an outstanding feature.
35. The school provides after school clubs and there is also an appropriate range of regular visits to places of interest. Similarly, many visitors come into classes.
36. Pupils' spiritual, moral and social development is a strength of the school. Collective worship sessions effectively promote the school's ethos and values and statutory requirements are fully met. Pupils know the difference between right and wrong and show a concern for others.
37. Pupils experience aspects of the life and culture of people who reside in the locality and in Wales and they learn about the diversity of people who live elsewhere in the world, but these types of experiences are not consistently and sufficiently planned into the curriculum.

38. The strong partnership that exists with parents and carers and with the local community is an outstanding feature and there are excellent links with the local family of schools. The school has well established connections with local businesses and effective use is made of these arrangements for pupils to develop an understanding and awareness of the world of work and entrepreneurship.
39. The quality of care, support and guidance is consistently good with many outstanding features. Pupils are nurtured in a happy and supportive environment.
40. Policies relating to health and safety and the welfare of pupils are well established and these aspects are effectively managed throughout the school. A Breakfast Club is provided on site.
41. The transition from home to school is very well managed and there is a smooth transition to KS2.
42. The school monitors attendance and punctuality rigorously and efficiently and appropriate incentives and rewards are in place. The school also monitors behaviour very carefully and has positive arrangements for rewarding those who behave well. There are effective procedures for child protection.
43. Support for pupils with SEN is exemplary and an outstanding feature of the school. The SEN co-ordinator (SENCO) ensures early identification and assessment of those who are experiencing difficulties in their learning and any cause for concern is acted upon quickly and efficiently. Support for a pupil with a statement and the provision of a nurture group are particularly outstanding features and there are very good links with external agencies.
44. More able and talented pupils are identified within the school and given appropriate challenge in their learning.
45. The quality of provision for equal opportunities, the promotion of gender equality and good race relations are all very effectively promoted by the school.

### **Leadership and management**

46. The school has very clear aims and values, based on a distinctive philosophy that creates a very positive learning environment. A clear sense of purpose and high aspirations permeate the life of the school.
47. The leadership of the headteacher is outstanding and she has moved the school forward since her appointment in 2006. She is extremely thorough in her approach and proactive in planning and implementing improvements and new initiatives. The deputy headteacher, as well as being a very effective classroom practitioner, supports the headteacher well and fully participates in the management of the school.

48. The unity of the staff, many of whom have worked in the school for several years, and the obvious team spirit that pervades the staff room are outstanding features.
49. Day to day administrative procedures operate very effectively and the school day runs smoothly.
50. The governing body (GB) is proactive and very supportive; its role in the life and strategic direction of the school is continuing to develop.
51. The school has all necessary statutory documentation in place and good account is taken of national priorities and WAG initiatives.
52. The school has a well established system and culture of self-evaluation and planning for improvement. Procedures are robust and based on first hand evidence; they have been further developed since the last inspection and are an outstanding feature of the school's provision.
53. All stakeholders are involved in the self-evaluation process. Parents and pupils are canvassed regularly for their ideas and opinions and members of the community are consulted on matters that concern them. Subject co-ordinators monitor and review their subjects annually.
54. The self-evaluation report and SDP are well constructed and thorough documents. Appropriate procedures are in place for setting and reviewing targets and the school carefully analyses performance information.
55. The school's excellent approach to the deployment, management and development of teaching and support staff is an outstanding feature and the quality of the support staff is a particular strength. All other staff in the school are valued members of the team and undertake their duties very effectively.
56. The school building is spacious, welcoming and well maintained; it is kept clean and tidy. The external play areas are secure and well used.
57. The quality, quantity and appropriateness of teaching resources are very good and this has a positive impact on pupils' learning experiences.
58. Financial management is sound and spending decisions are carefully considered and monitored. Money is spent wisely to ensure standards and quality are maintained and improved. The school gives very good value for money.

## Recommendations

In order to build further upon its current excellence, the school needs to:

- R1 continue to raise pupils' and teachers' confidence and competence in the Welsh language;
- R2 in light of the forthcoming foundation phase, ensure that the planning process is consistent throughout the school and fully integrates key skills and the local and Welsh dimensions;
- R3 continue to develop assessment and recording procedures; and
- R4 continue to strive to raise levels of attendance.

N.B. Recommendations 1, 3 and 4 are already recognised by the school as priorities for action.

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

59. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
60. The overall quality of the educational provision for the under-fives is appropriate to their needs and children make very good progress towards the Desirable Outcomes for Children's Learning. Often from a low baseline on entry, children make rapid progress in the nursery and reception classes, so that they are very well prepared for the next stage in their education.
61. KS1 NC teacher assessment results in English and science over the last few years have been consistently above the national and Pembrokeshire averages. Results in mathematics have fluctuated more, being well above the averages in 2005 and better overall than in Wales in 2006 and 2007. The CSI, which is the percentage of pupils gaining at least level 2 in all three subjects, has also been consistently above national and Pembrokeshire figures. Benchmarking data similarly indicates that the school has consistently performed better than the large majority of similar schools.
62. In 2007 in English and science more pupils than nationally and in Pembrokeshire attained level 2 or above at the end of KS1. In mathematics the number was similar to Pembrokeshire, but above the percentage in Wales. Fewer pupils, however, attained level 3 than nationally except in reading. This was due particularly to the nature of the cohort, which contained a large number of pupils with SEN. Value added data indicates that on average 28% of KS1 pupils exceeded their predicted grades across the three core subjects. The percentage was similar in 2005 and 2006.
63. Over the last few years boys have tended to do less well in English, particularly in writing, and in 2007 none attained a level 3 in this subject, although generally they do better than boys in Pembrokeshire overall and all except one attained level 2 and many exceeded their predicted grade. Overall, in 2005 and 2006 boys did slightly better than girls in mathematics and science, but in 2007 this trend was reversed, although more boys than girls attained level 3 in science.
64. Pupils with SEN make extremely good progress through the school and the more able are suitably challenged and achieve their potential.
65. There is clear evidence of progression through the school in the key skills of literacy, numeracy and ICT.
66. Standards in speaking and listening are good with some outstanding features. In both nursery and reception children are responsive to adults and peers and

they converse readily with them. They speak clearly and listen quietly and attentively.

67. In Y1 pupils brainstorm very well, give good explanations and participate enthusiastically in discussions. They provide some very insightful and creative answers. They begin to use a wider range of vocabulary and their pronunciation is good. In Y2 they speak clearly, use descriptive language well and undertake role play activities confidently in groups and in front of the whole class. They display a mature use of language, using more complex words and phrases accurately to convey meaning.
68. Standards in reading are good overall with some outstanding features. In the nursery children are introduced to the world of books and learn to handle these appropriately; they quickly realise that print has meaning and is related to the pictures. In reception they treat books with care and clearly enjoy looking at them; they begin to develop good early reading habits and can retell stories using appropriate language.
69. In KS1 pupils use a range of key reading strategies when tackling unfamiliar words and sentences; they are able to make predictions and comment on the main parts of a story. They develop a good sight vocabulary and demonstrate a clear comprehension. The more able can express opinions about what they hear and read and by Y2 they read fluently and confidently in front of their peers and with good expression. All can read familiar texts, but a few less able struggle to work out unfamiliar words and phrases and to establish meaning.
70. Standards in writing are generally well developed in literacy lessons, where there are some good features in the quality and quantity of work produced, but these strengths are less evident in other subjects across the curriculum, where there is a lack of recorded work and at times an overuse of worksheets.
71. In the nursery children are introduced to the concept and process of writing by regularly having opportunities to make marks on paper and in reception they over and under write successfully and start to develop the mechanics of writing successfully. By Y1 many pupils begin to write confidently on their own and they make good attempts at spelling; they act enthusiastically as scribes for recording the ideas of others in a range of subjects. In Y2 many start to write at length for a variety of purposes and much of their work is well presented with correct formation of letters, accurate use of basic punctuation and logical spelling.
72. Standards in numeracy are generally good with no major shortcomings, although opportunities for pupils to apply their knowledge and skills across the curriculum are not always fully exploited. In reception children use a range of mathematical language in their play activities and can count accurately. In KS1 they can sort numbers in various ways, complete simple sequences and apply their mathematical knowledge, for example to using money and telling the time. They complete simple graphs in science and undertake traffic surveys in geography.

73. Standards in ICT are good with no major shortcomings and are much improved since the last inspection. In the nursery children use a range of ICT programs with adult support. They confidently use the mouse and keyboard to manipulate objects on screen and become familiar with the functions of the interactive whiteboard. In reception they use electronic equipment confidently and enthusiastically and they can programme a 'bee bot' successfully to move in different directions.
74. In KS1 pupils use ICT regularly as an integral part of their learning across the curriculum; they word process, access the internet and use a range of relevant programs to support and enhance their learning in a variety of subjects. They use ICT to classify information, to present findings and to communicate ideas. They are able to cut and paste and change text size and font.
75. Pupils' ability to use the Welsh language varies between classes. Where standards are good, they respond appropriately with generally accurate pronunciation, they understand what is being said and they make an effort to read in Welsh accurately. However, in several classes Welsh is heard and used too infrequently, so that pupils do not develop sufficient knowledge and skills in the language. There is also very little evidence of any pupils' written Welsh in the school.
76. Pupils' key personal, social and learning skills are an outstanding feature. Throughout the school they have very good attitudes to learning and are well motivated and keen to participate. They work productively, concentrate on their set activities and choose responsibly and sensibly. They make good use of their time and develop high levels of independence, so that by the end of KS1 they are able to manage their own learning effectively and efficiently.
77. Children in the nursery take turns and share with each other fairly. They persevere with their tasks, are purposefully engaged and tidy up efficiently; they are able to recall and sequence events. In reception they display good levels of concentration, are eager to contribute and move from one activity to another efficiently. In KS1 pupils respond with interest and ask questions enthusiastically and provide well reasoned answers. They work well with others in small groups and pairs and are confident when discussing their ideas and sharing their results.
78. Pupils' creative and problem solving abilities are appropriately developed. They make sensible predictions, produce original ideas and enjoy decision making and reaching their own solutions. Specific thinking skills lessons help them to reason logically and to work out their own answers.
79. Pupils in KS1 know the targets they are set in English and mathematics and are aware of areas where they need to improve, but their involvement in regular self and peer assessment exercises in lessons and in relation to their work is relatively underdeveloped.
80. Pupils' behaviour is exemplary and is an outstanding feature; a calm and purposeful atmosphere pervades the school. Pupils are invariably polite and

courteous to adults, visitors and each other. They know the procedures to be followed should any incidents of bullying or any form of harassment occur. Both pupils and parents are confident that any such incidents would be dealt with quickly and efficiently. There have been no recent exclusions.

81. Pupils have an appropriate understanding of equal opportunities issues and know that all people, regardless of their background, gender, colour or creed, should be treated with equal dignity and respect.
82. The average attendance for the three terms preceding the inspection was 92.24%, which is similar to the last inspection and a little below the WAG target of 93%. There were no unauthorised absences. The levels of attendance are regularly affected by outbreaks of illness and some parents do at times take their children on holiday during term time.
83. Most pupils arrive punctually at the beginning of the school day, although a few individuals were observed arriving late during the inspection.
84. Pupils are encouraged to participate in a variety of community activities and they raise substantial funds for local and national causes. Their citizenship skills develop well and they visit many different places to enhance their knowledge and understanding of their community and the workplace.

## The quality of education and training

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

#### Grade 1: Good with outstanding features

85. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
86. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
32%	68%	0%	0%	0%

87. One hundred per cent of the lessons observed were graded good or very good, which is well above the 2010 target of 80% set by the WAG. This figure is also a considerable improvement on the last inspection and much better than the national picture, as indicated in HMCI's latest Annual Report for 2006-7, where the quality of teaching is reported to be Grade 2 in 66% of lessons and Grade 1 in 14%.
88. Where teaching was judged to be Grade 1, the outstanding features include:
  - highly organised and well structured lessons with a focus on pupil involvement and participation;

- clearly identified learning objectives and an excellent pace to lessons with a wide range of stimulating approaches and activities to engage pupils' attention and to motivate them;
- very good relationships between teachers, support workers and learners, with well established routines to promote learning;
- excellent deployment of learning support staff, whose experience and talents are fully utilised throughout the school;
- high expectations of pupils, with differentiated tasks that challenge them and keep them actively engaged at all times; and
- very well conducted plenary sessions that combine very good use of praise, together with a celebration of pupils' work and efforts.

89. Where teaching was judged to be Grade 2, the good features include:

- a clear match between teaching and individual pupils' needs;
- good time management;
- appropriate use of humour;
- purposeful questioning strategies to promote active learning and self-evaluation;
- very good subject knowledge, which enables teachers to plan and deliver lessons thoroughly and to answer questions confidently;
- good use of resources and facilities, such as ICT across the curriculum; and
- many opportunities for pupils to work collaboratively in pairs and in groups and to take responsibility for their own learning.

90. Lessons are consistently well prepared and begin promptly with all necessary materials and resources readily available.

91. Teachers efficiently monitor pupils' progress during lessons and offer help and encouragement to enable them achieve good results; their interaction with individuals and groups is of a consistently high quality.

92. Excellent teamwork is apparent involving all adults throughout the school. Teachers and support workers are well trained and have high expectations for their pupils.

93. Teachers' bilingual expertise varies across the school. Incidental Welsh is used effectively in some classes, but pupils' progress and confidence is hampered by most teachers' limited knowledge of the Welsh language.

94. The school's system for assessing and recording pupils' progress has good features that outweigh shortcomings. Teachers track the progress of pupils and their achievement in the core subjects in a variety of ways and the SENCO makes very good use of baseline and standardised assessments to ensure those on the SEN register are appropriately supported. However, the policy lacks detailed guidance on procedures and there is inconsistency between year groups and between individual teachers in the approaches and methods they use.

95. A good feature of the assessment system is the way that assessments are used to show progress of those pupils who attend the nurture class and the social skills group.
96. The school has started to involve pupils in planning their own progress and in setting targets for improvement, but this is still at an early stage of development.
97. Very useful portfolios of work for each subject have been developed to help teachers assess standards.
98. Pupils' work is marked regularly, although practices vary between classes. Some teachers provide useful comments and point the way forward, but in other cases little feedback is provided for pupils. In some books assessment statements are intermingled with comments for pupils. There is a school policy, but this lacks detailed guidance.
99. Annual pupil reports to parents meet statutory requirements and provide helpful information about pupils' progress and what they have studied. Parents appreciate the reports and feel that they have appropriate opportunities to meet with teachers both formally and informally. They also agree that teachers are approachable and helpful when advising them of the best ways they can support their children's 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**

100. The findings of the inspection team differ from the Grade 1 judgement made by the school in its self-evaluation report, because insufficient outstanding features were identified by the team.
101. The curriculum is suitably broad, relevant and balanced and meets the needs of the full range of pupils and the recommended hours per week. There is a strong emphasis on literacy and practical work, particularly in preparation for the forthcoming Foundation Phase, with appropriate attention being given to the development of skills. There is consequently less attention to the recording of work in science and the foundation subjects. The manner in which some work is collated and kept in these subjects also is not conducive to identifying continuity and progression.
102. The school has introduced a number of curriculum initiatives, which are having a marked effect on standards and the quality of provision. These include Popat, Accelerated Literacy, 'I can' methods in mathematics and 'Write Dance'.
103. Learning experiences for the under-fives are well planned in accordance with the Desirable Outcomes for Children's Learning and there is a good balance of activities across the six areas of learning. The school is moving successfully

towards the implementation of the Foundation Phase in its approach to planning and delivering the curriculum for the under-fives, particularly in the way the nursery is organised.

104. Appropriate subject policies are in place and schemes of work have been adopted for the early years and all subjects, as well as for some aspects, such as PSE, although the majority of the schemes are based on commercial materials that are designed for the curriculum in England. However, coverage of the NC and religious education and continuity and progression in these subjects are assured.
105. The planning process involves teachers in drawing up long term curriculum maps for each subject or aspect and then downloading the relevant parts of the scheme of work to produce fortnightly or weekly plans. Staff plan together in year groups and regularly evaluate what they have delivered, but there are differences in the process and formats used. There are also some inconsistencies between subjects; for example, in KS1 literacy and music have weekly plans, while in mathematics there are individual daily plans.
106. Consequently, although relevant policies are in place, key skills and the common requirements of the NC are not embedded in the planning process. Separate slips of paper are used in KS1 to highlight these aspects as part of the weekly planning, but this practice is not adopted throughout the school and tends to be added on rather than integral to the whole approach. As a result, pupils' experiences in these aspects lack continuity and progression.
107. Planning for the development of the Welsh language and pupils' bilingual skills is also inconsistent. In the short term it is minimal and at times it is marked as 'not applicable'.
108. There is a PSE policy and framework in place and this aspect of the curriculum, which permeates the life of the school, is a strength. Generally it is cross-curricular in nature, but every class has a least one specific weekly session, usually in the form of circle time. The school does not directly teach sex education, but any questions are dealt with sensitively.
109. Through the PSE curriculum, in particular, the school actively promotes equality of opportunity and ensures no child is disadvantaged. There is equal access to all aspects of the curriculum, including extra-curricular activities, whatever a pupil's gender or background. Pupils report that they are treated equally and fairly.
110. The school appropriately promotes sustainable development and global citizenship through recycling, saving energy and waste management, although these procedures are mainly in the early stages of development. However, the school's designation as a fair trade organisation is an outstanding feature and unique to the area; the headteacher sits on the local Fair Trade Committee, as well as the Milford Environmental Action Team, and staff and pupils have adopted fair trade principles as part of their daily routines.

111. The school provides after school gym and 'Cook-it' clubs, which are well attended. There is also an appropriate range of regular visits to places of interest, linked to the topics pupils are studying. Similarly, many visitors come into classes to talk about their lives and experiences, thus enriching pupils' learning.
112. Pupils regularly take reading books home and parents and teachers complete reading diaries, outlining progress. Other forms of homework are generally voluntary, although at times older pupils have holiday projects and keep diaries of what they do at home. Parents are happy with the procedures in place.
113. Pupils' spiritual, moral and social development is a strength of the school. Collective worship sessions include very beneficial whole school occasions that effectively promote the school's ethos and values, based on honesty, fairness and truth. Statutory requirements are fully met. Pupils also have opportunities to recognise and admire the wonders of the world through various aspects of the curriculum, for example by observing and talking about living things.
114. Pupils know the difference between right and wrong and show a concern for others. Relationships between them are very good and they are keen to help each other. They accept responsibilities willingly and older ones genuinely care for those younger than themselves. They regularly support various charities and develop an empathy for those less fortunate than themselves.
115. Pupils experience aspects of the life and culture of people who reside in the locality and in Wales. Welsh language assemblies are held each week, which effectively foster pupils' knowledge and understanding of their Welsh heritage. Various festivals, such as St. David's Day, are also recognised and celebrated and pupils engage in Welsh folk dancing. However, these types of experiences are not consistently and sufficiently planned into the curriculum.
116. Diversity is celebrated in the school through such events as 'One World Week' and there is a link with an orphanage in India. Various visitors from different backgrounds also come in to classes and assemblies, but there is scope to plan such aspects more directly in the curriculum, for example through the celebration of different religious festivals, beliefs and customs.
117. The strong partnership that exists with parents and carers is an outstanding feature. Parents' views are carefully taken into account and many are regular visitors to the school. They assist in lessons and with a range of other activities. There is also an active Friends of the School Association, which raises substantial funds for the school. Parents report that they are kept well informed and that the school is welcoming and receptive to their ideas and suggestions; they are confident that any complaints will be dealt with quickly and efficiently.
118. There is a home-school agreement, which sets a firm foundation for the effective partnership between parents and teachers.
119. The partnership with the community is also a particularly outstanding feature. There are strong links with various churches, local services and community groups and very effective use is made of the community for external visits. The

school is also involved in projects, such as the inter-agency Milford Early Years Initiative and the local Travel Plan to ensure safe routes to school. Members of the community are encouraged to visit the school and are invited to special events. During the inspection, a number of visitors came to the school to express their support, including two local community police officers, the fire service officer and a town and county councillor.

120. Excellent links are also in place with the local family of schools, which includes the main receiving secondary school that pupils visit for various activities. Secondary students also come to The Meads to undertake projects with classes and for work experience. In-service education and training (INSET) days are shared and teachers from the local schools meet regularly. During the inspection the headteacher of the receiving junior school, a link teacher from the secondary school and the headteacher of the adjacent aided primary school all visited to report on the strong links that exist between the schools in the area.
121. Very positive arrangements are also in place with a local teacher training college. Students regularly attend the school on placements and the college praises the support given by the school.
122. The school has well established connections with local businesses and effective use is made of these arrangements to organise visits for pupils to develop an understanding and awareness of the world of work. Employers also visit the school to speak to pupils about their businesses.
123. The school effectively develops pupils' entrepreneurial skills. Cross-curricular themes on the principles of the Dynamo project are integrated into the curriculum and pupils use the expertise and skills they learn to develop ideas for the Christmas Fair and to arrange projects to raise money for various charities.

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

##### **Grade 1: Good with outstanding features**

124. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
125. The quality of care, support and guidance is consistently good with many outstanding features. Pupils are nurtured in a happy and supportive environment. All relevant policies are in place.
126. All adults within the school know pupils very well. The day to day care and guidance they provide is of a very high quality and pupils confirm that they trust them and feel able to approach them for help when required. Supervision during playtimes and lunch times is good and all supervisors know the school rules and routines and are supplied with a handbook containing these. Two staff are trained in first aid.

127. Policies relating to health and safety and the welfare of pupils are well established and these aspects are effectively managed throughout the school. Security is very well maintained and all doors are locked during the day and closed-circuit television (CCTV) cameras monitor the environment around the school. Visitors can only enter the premises through ringing the bell at the front door. Fire equipment is regularly checked and the fire safety officer visits the school periodically.
128. Healthy eating is encouraged and the importance of following a balanced diet is emphasised. The school operates a daily tuck shop, from which pupils may purchase healthy snacks, such as fruit, and water is available in lessons and at playtimes. The school also accommodates a Breakfast Club, offering cereal, toast and juice to its own pupils, as well as those from the adjacent aided school and the receiving junior school.
129. The transition from home to school is very well managed and the school encourages parents to bring their pre-school children to the Mother and Toddler group that meets one morning per week in the school hall, where children from birth to three years of age engage in play, singing and craft activities with their parents. Language and play programmes run during alternate terms as part of this arrangement and parents report that the socialisation aspect of the group eases the transition into school, as their children already know some of the staff and peers who will be in the same class.
130. Regular visits to the junior school by staff and pupils, together with reciprocal visits from the receiving school staff, help to ensure a smooth transition to KS2. Y2 pupils also benefit from a 'Buddy' scheme, whereby individuals in Y5 befriend them in the term preceding the transition and during the first term at the junior school. Staff and parents report that this is highly effective in helping them to settle in to their new school environment.
131. Members of the school council are proud to represent their fellow pupils and have regular meetings to discuss initiatives and issues. They report that they have been given opportunities to help their fellow pupils by attending anti-bullying events and they feel that staff and pupils listen to their views and respond positively.
132. The registration of pupils' attendance meets statutory requirements. The school monitors attendance and punctuality rigorously and efficiently. Parents are reminded at an early stage of the importance of regular attendance and close contact is maintained through weekly visits with the pupil support officer (PSO), who deals with any cases where there is cause for concern. Appropriate incentives and rewards are in place.
133. The school also monitors behaviour very carefully and has positive arrangements for rewarding those who behave well; there is a weekly celebration assembly, taken by the headteacher, when rewards are given out. Any poor behaviour is managed extremely well by all adults in the school and dealt with quickly and efficiently.

134. The school has effective procedures for child protection; the headteacher is the named person with responsibility for this aspect and there is a designated school governor. All staff have received relevant training and all adults who work in the school are checked according to the Criminal Records Bureau (CRB) procedures.
135. Support for pupils with SEN is exemplary and an outstanding feature of the school. The SENCO ensures early identification and assessment of those who are experiencing difficulties in their learning and any cause for concern is acted upon quickly and efficiently. Class teachers and support staff liaise with the SENCO to identify appropriate targets in IEPs and, where appropriate, pupils are involved in their reviews with their parents. These are undertaken regularly, involving all relevant personnel, in accordance with the SEN Code of Practice.
136. One pupil in the school has a statement, as a result of which many teachers, support staff and pupils have commendably learned British Sign Language. This helps the pupil to access the curriculum fully and to socialise with his peer group. This is a particularly outstanding feature.
137. The provision of the nurture group is another exceptionally good feature. It provides close support for a small group of pupils who need careful attention. Detailed daily records are kept for each pupil in the group, together with clearly identified targets for development. The school uses formative and summative assessments to show the progress of those who attend the group.
138. There are very good links with external agencies. For example, the few pupils whose behavioural difficulties impede their progress have the opportunity to attend a social skills group, which operates in the school once per week. The local education authority (LEA) visiting teacher and support worker undertake different programmes with different age groups, focusing on feelings, identifying triggers for poor behaviour and providing strategies for pupils to modify their behaviour, all of which are appreciated by the school and parents.
139. The designated governor for pupils with SEN has undertaken training since her election to the GB in November 2007. Despite being new to the role, she has a good understanding of the strategies employed by the school for identifying and monitoring those on the SEN register. She plans to develop her role further through regular fortnightly meetings with the SENCO, although this practice is not yet established.
140. More able and talented pupils are identified within the school and given appropriate challenge in their learning. They are supported further through their involvement in the 'Buzzlings' project, which is promoted by the LEA as a county initiative. The school recently hosted a 'Buzzlings' event for pupils from the Milford family of schools. Those involved in the initiative and their parents feel that the school caters effectively for individual needs.
141. The quality of provision for equal opportunities, the promotion of gender equality, good race relations and respect for diversity are all very effectively

promoted by the school. A Disability Equality Scheme and an accessibility action plan are both in place; the school is fully accessible to any pupil or adult who has a physical or mobility impairment.

## Leadership and management

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

#### Grade 1: Good with outstanding features

142. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
143. The school has very clear aims and values, based on a distinctive philosophy that creates a very positive learning environment. A clear sense of purpose and high aspirations permeate the life of the school. This is an obvious strength.
144. The leadership of the headteacher is outstanding and she has moved the school forward since her appointment in 2006. She is extremely thorough in her approach and proactive in planning and implementing improvements and new initiatives. She has a clear vision for the future and is well supported by the GB, staff, parents and the LEA.
145. The deputy headteacher, as well as being a very effective classroom practitioner, supports the headteacher well and fully participates in the management of the school.
146. All staff work extremely well together as a team and support each other very well; relationships are extremely good. Staff meetings are held on a weekly basis and LSAs also meet together regularly. Minutes are taken of meetings and good practice is disseminated. There is a daily staff room diary, which staff sign. The unity of the staff, many of whom have worked in the school for several years, and the obvious team spirit that pervades the staff room are outstanding features and this is reflected in the low amount of staff absence.
147. All teachers have some form of management responsibility. Subject co-ordinator roles are allocated evenly and newly qualified teachers (NQT) are carefully monitored and supported and appropriately eased in to any management roles they are asked to take on.
148. The headteacher and her deputy undertake performance management reviews for teachers and targets are closely linked to personal development, training needs and school priorities.
149. Day to day administrative procedures operate very effectively and the school day runs smoothly.

150. The GB is proactive and very supportive; its role in the life and strategic direction of the school is continuing to develop. Several governors regularly visit the school and all have specific subject interests; they attend training courses, as necessary. The GB meets frequently and appropriate sub-committees are in place. It is kept well informed through the headteacher's termly reports.
151. The GB has agreed on the structure of the teaching and learning responsibility (TLR) post, but no individual has yet been appointed.
152. Financial management is sound and spending decisions are carefully considered and monitored by the finance sub-committee, which meets regularly. A higher than average proportion of the budget is spent on support staff, but this has been a conscious decision by the GB and the amount spent on pupils is above average and a small surplus remains. The minor recommendations from the latest auditor's report of November 2007 are in the process of being addressed.
153. The school has all necessary statutory documentation in place and good account is taken of national priorities and WAG initiatives. However, there are a few minor omissions in the GB's annual report to parents.

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

**Grade 1: Good with outstanding features**

154. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
155. The school has a well established system and culture of self-evaluation and planning for improvement. Procedures are robust and based on first hand evidence; they have been further developed since the last inspection and are an outstanding feature of the school's provision.
156. All stakeholders are involved in the self-evaluation process. Staff contribute at the outset and feed in ideas and governors likewise make valuable contributions. Parents and pupils are canvassed regularly for their ideas and opinions through questionnaires and meetings, such as the school council. A very detailed analysis is made of parental responses. The wide range of views that contribute to the process is clearly a strength.
157. The school's self-evaluation report is a very comprehensive and thorough document that directly addresses each key question of the Common Inspection Framework; it is closely linked to the SDP. Judgements are well supported by a range of evidence and data and progress since the last inspection is outlined. Staff and governors are fully conversant with its contents and were involved in much discussion over the grades to be awarded.

158. The inspection team agreed with the school's judgements in six of the seven key questions. Key Question 3 differed from the school's Grade 1 judgement, because insufficient outstanding features were identified by the team.
159. The SDP is similarly a well constructed document that highlights a number of appropriate targets with measurable success criteria, financial implications and timescales. Appropriate procedures are in place for setting and reviewing these targets, but there is a large number of them and they are not prioritised. The document would also benefit from an introduction, explaining the context to the plan, and a report of progress from the previous year.
160. The school carefully analyses performance information, trends over time and benchmarking data and is provided with good support from the LEA in this process. Staff and governors are kept well informed by the headteacher of how this evidence should be used and interpreted, so that decisions about future targets and priorities can be fully justified.
161. Subject co-ordinators monitor and review their subjects annually by observing in classes, looking at pupils' work across the ability range, listening to learners, consulting with colleagues, analysing results and drawing up portfolios of pupils' work, so that standards can be accurately agreed. They produce annual reviews of their subject areas, which feed in to the self-evaluation process and the SDP.
162. The school has continued to make very good progress since the last inspection and it has moved forward in many ways. Although standards were not assessed in this inspection, much has clearly been achieved in key skills, especially ICT, over the last six years, although planning for these is a recommendation in this report. Staff expertise had been improved and much more use is now made of computers and other electronic equipment across the curriculum. The amount of teaching time for reception pupils has been increased and is now at least adequate.

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

##### **Grade 1: Good with outstanding features**

163. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
164. The school's excellent approach to the deployment, management and development of teaching and support staff is an outstanding feature. All teachers have appropriate qualifications and a wide range of expertise, which is fully utilised for the benefit of pupils' learning.
165. The quality of support staff is a strength of the school. Their talents and experience are well used and they play a very effective part in maintaining the high standards of pupil achievement and attainment, particularly in the nursery.

166. The administrative officer makes an excellent contribution to the smooth and efficient daily routines of the school. She is often the first point of contact with parents, who comment on her approachable manner and willingness to help them and their children.
167. All other staff in the school, including cleaning, cooking and lunchtime supervisory staff, are valued members of the team and undertake their duties very effectively, contributing to the close family atmosphere that permeates the school. The caretaker recently received an 'unsung hero' award for her diligence.
168. There are suitable arrangements in place to provide all teachers with sufficient planning, preparation and assessment (PPA) time. This occurs mainly on a Friday afternoon to enable them to work and plan together. The school at this time is taken all together by the headteacher for the celebration assembly with help from support staff and one or two teachers on a rolling programme basis and this is followed by 'golden time' supervised by support staff. The system is well managed and teachers appreciate the time out of the classroom and consider that it is apportioned fairly and usefully.
169. Teachers and support staff undertake a good range of training courses and this has a positive effect on their skills and understanding, particularly in the area of ALN. All have recently undertaken training in preparation for the Foundation Phase and the school has already adopted many of its practices.
170. The school building is spacious, welcoming, well maintained and kept clean and tidy. Staff make good use of all the available space and colourful displays enhance the learning environment, although pupil involvement in these is limited and there is generally a lack of a Welsh ambience. Effective use is made of the hall for collective worship and physical education and of the interactive whiteboards in every classroom.
171. The external play areas are secure and well used, although the large field at the front of the school provides open access for members of the public. There is evidence of dog fouling at the bottom of the field, but not near the play area. However, the school only uses the field for preparing for sports day in the summer.
172. The quality, quantity and appropriateness of teaching resources are very good and this has a positive impact on pupils' learning experiences. Spending is managed by the headteacher, but in close consultation with staff and governors to ensure the effective use of resources throughout the school. Good use is also made of grants the school receives. Investment in ICT, including the provision of an interactive whiteboard in each classroom, is an example of how money has been spent wisely in line with identified priorities to ensure standards and quality are maintained and improved.
173. Overall, in light of the standards pupils achieve and the quality of the provision, the school gives very good value for money.

## **School's response to the inspection**

174. The GB, headteacher and staff are delighted with, and extremely proud of, this report, which states that The Meads 'is a very good school with many outstanding features in standards, the quality of education and leadership and management'.
175. We are delighted that the report pays tribute to the outstanding team spirit, which prevails in The Meads, and recognises the contribution that every individual makes to the school's considerable success. This reflects the hard work and dedication of all staff and members of the school community, who strive for continuous improvement.
176. We are particularly proud that the exemplary behaviour of the pupils is also recognised, as is the excellent support provided for pupils with SEN. We are dedicated to continuing the strong partnership that exists with parents and carers, which is identified as another outstanding feature. Together with parents, we are proud of our school and our children.
177. We agree with the report's recommendations. Parents and the LEA will be informed of our action plan and of our progress in achieving the identified goals through the GB's annual report to parents and the school's review procedures with the LEA.
178. The professionalism and courteousness of the inspectors was welcomed by all members of the school community. We were particularly pleased with the team's skill in making such young children feel comfortable in their presence. The inspection process was rigorous, open and transparent. It was carried out thoroughly and comprehensively.

## Appendix 1

### Basic information about the school

Name of school	The Meads C.P. Infant & Nursery School
School type	Nursery and Infant
Age-range of pupils	3 to 7
Address of school	Priory Road, Milford Haven, Pembrokeshire
Postcode	SA73 2EE
Telephone number	01646 693861

Headteacher	Miss Elizabeth Davies
Date of appointment	1/9/06
Chair of governors/ Appropriate authority	Mrs. Teresa Howlin
Registered inspector	Dr. P. David Ellis
Dates of inspection	19/2/2008 – 21/2/2008

## 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	58.5	65	45	50					218.5

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	9	1	9.72

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	16.5
Pupil: adult (fte) ratio in nursery classes	8.5
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	23
Teacher (fte): class ratio	1.1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Spring 2007	82%	86%	90%
Summer 2007	86%	90%	93%
Autumn 2007	88%	92%	94%

Percentage of pupils entitled to free school meals	25%
Number of pupils excluded during 12 months prior to inspection	Nil

## Appendix 3

### National Curriculum Assessment Results End of key stage 1:

National Curriculum Assessment KS1 Results 2007			Number of pupils in Y2:				
			55				
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher assessment	School	0	0	9	84	7
		National	0	3	14	63	20
En: reading	Teacher assessment	School	0	0	11	64	25
		National	0	4	15	55	26
En: writing	Teacher assessment	School	0	0	16	82	2
		National	0	5	16	68	11
En: speaking and listening	Teacher assessment	School	0	0	7	80	13
		National	0	2	11	64	23
Mathematics	Teacher assessment	School	0	0	11	82	7
		National	0	2	11	65	22
Science	Teacher assessment	School	0	0	4	82	15
		National	0	1	9	66	24

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	85.0%	In Wales	80.1%

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

Three inspectors plus a peer assessor spent a total of ten inspector days in the school. There was also a nominee on the team, who was the headteacher.

The inspection team visited:

- twenty-eight lessons or part-lessons;
- all classes; and
- three acts of collective worship.

The inspection team held meetings with:

- staff, governors and parents before the inspection;
- senior managers, teachers and support, ancillary and administrative staff during the inspection;
- groups of pupils during the inspection; and
- staff and governors after the inspection.

The inspection team also considered:

- the school's self-evaluation report;
- eighty-five responses to the parents'/carers' questionnaire; around 99% of answers were positive;
- a comprehensive range of documentation provided by the school before and during the inspection; and
- a variety of pupils' current and past work.

## Appendix 5

### Composition and responsibilities of the inspection team

<b>Team member</b>	<b>Responsibilities</b>
Dr. P. David Ellis Registered Inspector	Context Summary Key Question 1 Key Question 3 Key Question 5 Key Question 6 Appendices
Mrs. Shan Clark Team Inspector	Key Question 2 Key Question 4 Key Question 7
Mr. Gwilym Davies Lay Inspector	Contributions to Key Questions 1, 3, 4 and 7
Mrs. Megan Rogers Peer Assessor	Observing lessons and attending meetings
Miss Elizabeth Davies Nominee and Headteacher	Contributing information and attending meetings School's response

### Acknowledgement

**The inspection team would like to thank the governors, headteacher, staff and pupils for their co-operation and courtesy throughout the inspection.**

### Contractor

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