



Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on

**Burry Port Infants
Elkington Park
Burry Port
Carmarthenshire
SA16 0AU**

Date of inspection: October 2012

by

**Estyn, Her Majesty's Inspectorate for Education
and Training in Wales**



During each inspection, inspectors aim to answer three key questions:

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

Judgement	What the judgement means
Excellent	Many strengths, including significant examples of sector-leading practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh areas for improvement
Unsatisfactory	Important areas for improvement outweigh strengths

The report was produced in accordance with Section 28 of the Education Act 2005.

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Context

Burry Port Infants School is in the town of Burry Port near Llanelli in Carmarthenshire. The school serves the local area where there is a mixture of social and economic advantage and disadvantage.

There are 70 pupils on roll between the ages of four and seven years. Pupils generally begin in the term before their fourth birthday. Very few have attended a nursery provision prior to entry and generally begin with basic skills levels below those expected for children of their age.

Currently the school has identified nine pupils as having additional learning needs, including three who receive additional outside support.

Approximately 33% of pupils are entitled to free school meals. This is well above local and national averages. This percentage has increased significantly recently. No pupil is 'looked after' by the local authority. No pupil was excluded in the previous 12 months.

Nearly all pupils are from white British backgrounds. No pupil has Welsh as their first language. Four pupils have English as a second language.

The previous inspection was in November 2006.

The headteacher of Burry Port Junior School has become the headteacher of both the junior and infant schools. There are well-advanced plans for the two schools to amalgamate in September 2013 and subsequently to occupy the infant site, as Burry Port Primary School.

The individual school budget per pupil for Burry Port Infants in 2012-2013 means that the budget is £4,039 per pupil. The maximum per pupil in the primary schools in Carmarthenshire is £25,997 and the minimum is £3,005. Burry Port Infants is 32nd out of the 107 primary schools in Carmarthenshire in terms of its school budget per pupil.

Summary

The school's current performance	Good
The school's prospects for improvement	Good

Current performance

The current performance of the school is good because:

- standards are high;
- the school provides very well for pupils' wellbeing;
- the quality of teaching is consistently good across the school;
- the curriculum is well organised and meets the needs of all pupils very effectively;
- there is good provision for pupils with additional learning needs; and
- the school is well led and managed.

Prospects for improvement

The prospects for improvement at the school are good due to:

- the strong sense of direction, which is shared by all staff;
- very successful management of the changing nature of the school;
- continued and effective development of the roles of co-ordinators;
- the very effective support of the governors, who have a good understanding of the school's future needs; and
- the accurate self-evaluation, which is well focused on raising standards.

Recommendations

R1 Review regularly teachers' understanding of the standards pupils achieve and the consistency and reliability of their assessments at the end of the Foundation Phase

R2 Improve the relative performance of pupils entitled to free school meals

R3 Improve levels of attendance further

What happens next?

Burry Port Infants School will draw up an action plan which shows how it is going to address the recommendations.

Main findings

Key Question 1: How good are outcomes?	Good
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Standards: Good

Nearly all pupils make good progress in developing their speaking, listening, reading and writing skills. Nearly all speak confidently and with an appropriate range of vocabulary. They use their literacy and bilingual skills very effectively in their work across the curriculum.

Early reading skills are developing well and, by seven years of age, most read for information and show good understanding of the text. They use a good range of appropriate strategies to learn new words. The majority at the end of the Foundation Phase produce extended pieces of writing independently with neat handwriting and correct spelling.

Pupils' numeracy and information and communication technology skills are good and appropriate for their age and ability. Nearly all use these skills very effectively in their work across the curriculum.

Pupils develop well as independent learners. They build upon their prior knowledge effectively, develop appropriate strategies for solving problems and adapt their understanding and skills readily to new situations, for example in creating graphs from tally charts in numeracy.

Nearly all pupils have good skills for their age in the Welsh language and in using English and Welsh together. They use Welsh phrases in context and respond well when most or all of the teaching is in Welsh. Standards in reading in Welsh are good. Pupils use Welsh to discuss their favourite stories.

Pupils make good progress in applying a wide range of skills. Their physical development is good as they are able to carry out intricate manipulative work, such as using scissors in creative work. Nearly all, including the younger pupils, dress themselves independently.

Care should be taken when considering the performance of pupils in the end of Foundation Phase teacher assessment in 2012. This is because, within the relatively small group of pupils who were assessed, seven boys had some degree of additional learning needs. Of these, three were receiving additional support from outside agencies.

In language, literacy and communication, the performance at the expected level (outcome 5+) was below the family of similar schools and national averages. Results in mathematical development and personal and social development, wellbeing and cultural diversity followed the same pattern. Results at the higher level (outcome 6+) were also below these averages.

In these assessments, data indicates that girls performed better than boys. Those entitled to free school meals did not perform as well as the other pupils. Pupils with additional learning needs made at least the expected progress. From the evidence of the samples of work from last year, it is clear that the outcomes of teacher assessment at the end of the Foundation Phase in 2012 were harsh. Standards in the pupils' work and other reliable assessments indicate that pupils achieved well and many reached or exceeded the expected levels for seven-year-olds.

Wellbeing: Good

Pupils behave well. They are polite and courteous and show respect for one another. They have positive attitudes to learning and engage fully in all the activities the school provides.

Pupils have a good understanding of healthy eating and the benefits of exercise. They feel safe in school and have good opportunities to express concerns.

Attendance has steadily improved over the past three years. However, at just under 93%, the attendance level is above average for similar schools. Unauthorised attendance is better than average and has improved greatly over the past two years. Nearly all pupils arrive punctually at the start of the school day. No pupil was excluded in the year prior to the inspection.

The school makes good use of the community around the school and further afield to develop pupils' understanding of subjects and the world around them. A few pupils join children from the junior school as part of a federated school council and eco committee. They are beginning to understand their roles in the school and how the democratic process works.

Key Question 2: How good is provision?	Good
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Learning experiences: Good

The school successfully provides a wide range of learning experiences for pupils. The curriculum is broad and meets pupils' needs successfully. There is a clear focus on developing pupils' skills in all areas of the curriculum. The review of teachers' planning is carefully structured to ensure that all pupils make good progress and build systematically on their previous learning.

The school's detailed planning framework for skills provides a good base to develop these systematically. There is well-structured provision to promote skills in literacy, numeracy and information and communication technology, Welsh language development and the Welsh dimension. The school plans well to promote the Welsh dimension, with interesting studies of Welsh and local composers and artists. Displays within classrooms include suitable vocabulary, which promotes pupils' ability to develop Welsh and positive attitudes towards their Welsh identity.

The school provides a wide range of clubs and extra-curricular activities that enrich pupils' education and are well supported.

There is good provision for education for sustainable development and citizenship activities. The school has established good links with several schools in Indonesia, which are utilised imaginatively to enrich learning.

Teaching: Good

Across the school, all teachers have a very good understanding of how to teach pupils of this age. They prepare thoughtfully a wide range of investigations and activities, which ensure that all pupils work independently and learn for themselves through first-hand experience. Teachers use resources imaginatively, for example when developing a 'pirate theme' to make learning fun. They set challenging objectives for individual pupils and encourage all pupils to strive hard to reach them. Tasks are well matched to the different abilities in the classes.

In all classes, pupils respond well to adults. A particular strength is the very effective way in which teachers use learning support assistants to help pupils as individuals when they need encouragement or find the tasks hard. They work very closely with all professional staff in this and form a strong and cohesive team within classes, sharing their expertise and observations very effectively.

There are detailed and rigorous arrangements for the assessment of pupils' work. Following recent reviews, procedures provide reliable judgements on the progress of individuals and groups of learners. Progress and wellbeing are recorded regularly and used purposefully to set targets and plan future learning.

Teachers use assessment information effectively to identify those pupils who need additional support. Strategies to involve children in the assessment of their own learning are well established and are used successfully in all classes. All teachers give useful oral and written feedback to pupils to enable them to know how well they are doing and what they need to do to move their learning forward. All staff successfully encourage pupils to reflect on their own work and to identify ways it can be improved. Annual reports to parents are informative and identify skills achieved across all areas of learning.

Care, support and guidance: Good

The school is a friendly and caring community and all members of staff promote positive attitudes. The provision for moral, social, cultural and spiritual development is consistently good. Pupils show respect for each other and for their environment. There is good provision for health and wellbeing, which successfully helps pupils to understand how to live healthily and safely.

The school has many successful links with numerous outside agencies. It responds quickly and effectively to any concerns regarding pupils' wellbeing by seeking advice and information from relevant providers of these services.

The school identifies additional learning needs early. There are well-organised and effective intervention programmes in place to support these pupils. Their progress is tracked and monitored regularly and efficiently. Individual education plans are clear and used well by teachers to plan appropriate work and support. The school liaises closely with parents and has positive links with outside agencies.

The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

Learning environment: Good

The school has an inclusive ethos. It places much emphasis on recognising, respecting and celebrating diversity. All pupils have equal access to the curriculum. The school deals efficiently and effectively with any incidents.

The accommodation is in a very good condition and is spacious. It provides pupils with a stimulating, well-maintained environment for learning. The school has ample resources of good quality to support pupils' learning. The outdoor environment contains a wide range of stimulating resources and opportunities for creative play, such as the desert island and pirates' cabin. There is also a well maintained grassed area, which is shared with the junior school for physical activities.

Key Question 3: How good are leadership and management?	Good
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Leadership: Good

The headteacher has very successfully ensured that the school is well run and is making very good progress towards amalgamation at a time of many significant staff changes. Currently, the senior management team works very effectively to harness the best practice of both federated schools to this end and to ensure that both schools function cohesively together.

The headteacher has a clear vision for the school and has identified the way forward correctly. Staff morale is high and all share their expertise readily, for example in reviewing assessment procedures and in working with other staff to raise standards further. The roles of subject leaders have been strengthened by the astute sharing of responsibilities across the two schools. Performance management arrangements have recently been strengthened. The priorities accurately reflect the needs of the school.

The governing body is well led. Many governors are well informed about the needs of the school and regularly visit on a planned basis to review and evaluate progress towards specific objectives. They have a clear understanding of their roles in the management of the school and hold leaders and managers to account properly and constructively.

The school has addressed national and local priorities well. Provision for the Foundation Phase curriculum is well organised. There are effective partnerships with other schools, which are impacting positively on standards, for example in literacy.

Improving quality: Good

The school uses performance data very rigorously to plan for improvement. The headteacher and leadership team have an accurate picture and understanding of the school's strengths and areas for development. New priorities reflect the changing nature of the school and the progress towards becoming one, amalgamated school. The school involves pupils, staff and the wider community successfully in the process of planning for improvement.

Responsibilities, actions, timescales and procedures for monitoring progress are clearly set out. All staff are aware of the school's priorities for improvement and their role in bringing about the desired results.

There are a wide range of professional learning communities between the infant and junior schools, which enable staff to share expertise and support teaching and the quality of learning experiences. There are effective networks of professional practice with other schools, for example in literacy, numeracy and information and communication technology. Links with other schools in the family are very well developed. Staff meet regularly to discuss issues of common concern and to evaluate the impact of strategies to raise standards across the family. All staff have access to a wide range of continuing professional development opportunities, which are matched closely to the school's needs

Partnership working: Good

The school has positive and successful partnerships with parents and keeps them well informed. It works effectively with a wide range of agencies, including the local authority and the local community. These partnerships help to enrich and support all pupils' learning and wellbeing.

There are strong links with the local junior school to which most pupils transfer. Well-developed transition plans ensure that pupils are prepared effectively for key stage 2. Recently the school has joined other local schools to establish systematic moderation processes to agree standards for assessments at the end of the Foundation Phase.

There are useful links with local businesses and shops, such as local bakers and various shopping outlets. These links enrich learning and give pupils a better understanding of the world of work. There are also strong and mutually beneficial links with adult training centres, local secondary schools and places of higher education. These provide students with good opportunities to learn about how to provide for and support children of this age. The school also benefits from the practical help that these students often give to staff.

Resource management: Good

The school is appropriately staffed to teach the curriculum effectively. All teaching, support and external agency staff are very well deployed to meet the needs of all pupils. Financial resources are closely related to the school improvement plan and to the professional development needs of staff. Highly effective planning for teacher and support staff training takes account of national, school and professional priorities. Arrangements for teachers to have time to plan, prepare and assess pupils' progress are well established. The time is used effectively to help to raise standards and to work closely with other staff to improve provision.

The school makes very good use of the ample accommodation. The school uses its delegated funding carefully to support the diverse needs of pupils and to enable them to make good progress. There are well advanced plans to utilise current accommodation and to extend the buildings to establish a new primary school. The school provides good value for money.

Appendix 1

Commentary on performance data

In the teacher assessments at the end of the Foundation Phase , the school's performance in language, literacy and communication, mathematical development and personal and social development, wellbeing and cultural diversity was below the family of similar schools and national averages at the expected level (outcome 5+).

At the higher level (outcome 6), outcomes in language, literacy and communication were close to the family average but below the national average. Performance at outcome 6 was below the family and national averages in mathematical development, personal and social development, wellbeing and cultural diversity. The combined results were just below the family and well below the national averages.

In these assessments, girls out-performed boys. Those not receiving free school meals out-performed those who were receiving them by a significant margin. Less than half of those receiving free school meals reached the expected levels. This was a lower percentage than in most other schools in the family.

Care should be taken when considering these results as they refer to only one year's data. Also, in the relatively small group of pupils who were assessed, seven boys were receiving additional learning support. Of these, three were being helped by outside agencies.

School records indicate that all those with additional learning needs made at least the progress it was reasonable to expect of them.

From the samples of pupils' work relating to those who were assessed in 2012, it is clear that the teacher assessments made in the summer term were too harsh. They did not reflect the good achievement and progress made by nearly all pupils. Other reliable data indicates that many were at or above the expected levels for seven-year-olds at that time.

Appendix 2

Stakeholder satisfaction report

There were 13 responses to the parental questionnaire. These responses were in line with, or more positive than, those of other parents in Wales. All of those who responded agreed that:

- they were satisfied with the school;
- their children liked school;
- their children were helped to settle in successfully;
- their children made good progress;
- behaviour was good;
- teaching was good;
- staff had high expectations of their pupils to work hard and to do their best;
- homework was helping their children to make progress;
- staff treated their children with respect;
- the school helped their children to be healthy and to take regular exercise;
- their children felt safe at school;
- the school helped their children to become more mature and to take on responsibility; and
- the school was well run.

Nearly all felt that:

- their children received appropriate additional support in relation to their particular needs;
- they were kept well informed about their children's progress;
- they felt comfortable about approaching the school with questions, suggestions or a problem;
- they understood the school's procedures for dealing with complaints;
- their children were well prepared for moving on to the next school; and
- there was a good range of activities including trips and visits.

Appendix 3

The inspection team

Peter Mathias	Reporting Inspector
Enir Rees Morgan	Team Inspector
Dylan Jones	Lay Inspector
Dawn Brown	Peer Inspector
Alison Williams	School Nominee

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.uk)

Under the Independent School Standards (Wales) Regulations 2003, the school must provide copies of the report to all parents of the school. Where a pupil is subject to placement by a local authority, a copy of the report should be sent by the school to each relevant authority.

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' (FPR) refers to the year group of pupils in a primary school who reach the age of five during the academic year. FYear 1 refers to the year group of pupils who reach the age of six 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	FPR	FPY1	FPY2	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 four key stages cover the following year groups:

Foundation Phase	Reception, 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

Glossary of terms – Primary

National Curriculum

Expected National Curriculum levels

- By the end of the key stage 1, at the age of seven, learners are expected to reach level 2 and the more able to reach level 3.
- By the end of the key stage 2, at the age of eleven, learners are expected to reach level 4 and the more able to reach level 5.

Core subject indicator in all key stages

The core subject indicator relates to the expected performance in English or Welsh first language, mathematics and science, the core subjects of the National Curriculum. Learners must gain at least the expected level in either English or Welsh first language together with mathematics and science to gain the core subject indicator.

All-Wales Core Data sets

Schools and local authorities may refer to performance relative to their family of schools. These families of schools have been created to enable schools to compare their performance to that of similar schools across Wales. Families include schools with similar proportions of pupils entitled to free school meals, living in 20% most deprived areas of Wales, having special education needs at school action plus or statemented and with English as an additional language acquisition less than competent.