

**Inspection under Section 25 of the
Education Act 2005**

A Report on the Quality of Education in

**Penclawdd Primary School
Park Road, Penclawdd,
Swansea, City of Swansea, SA4 3FH**

School Number: 6702167

Date of Inspection: 30/06/08

by

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Penclawdd Primary 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 Penclawdd Primary School took place between 30/06/08 and 02/07/08. An independent team of inspectors, led by Peter J Treadwell undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **standard** 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. Penclawdd Primary School is a community primary school for boys and girls aged three to eleven years. There are six classes: a nursery providing morning sessions, three mixed age classes catering for Reception/Y1 and Y1/Y2 and Y3/Y4 pupils; and two age classes for Y5 and Y6 pupils. In total, there are 124.5 full time equivalent [fte] pupils currently on roll. The average class size is 23 [not including nursery and special classes]. There are 6 full-time teachers, including the Headteacher and 2.1 [fte] part-time teachers. There is one full-time teaching assistant and 4 part-time learning support assistants [LSAs].
2. The school is situated on the Loughor estuary in the outer areas of Swansea, and was built in 1948. The school was originally built as a secondary school and was converted for primary school use in 1989. The school serves the immediate area of Penclawdd and surrounding communities. The school reports that the intake of pupils represents the full ability range, and contains sizeable groups of children who are from neither prosperous nor disadvantaged backgrounds. About 9 per cent of pupils are entitled to receive free school meals, which is well below the national average. The pupil population has English as its predominant language and 3 per cent of pupils come from ethnic groups. No pupils speak Welsh as their first language, no pupils are formally cared for by the Local Authority; and no pupils were excluded in the last year.
3. Baseline assessments indicate that children's attainment on entry to reception reflects the full range of ability, is largely commensurate with age and compares well with local averages. Around 18 per cent of pupils have special educational needs (SEN), including one pupil with a formal statement of SEN. The entry of children into the nursery is controlled and administered by the City and County of Swansea (the local education authority).
4. The school was last inspected in 2002. Since that time two new teachers and a new deputy Headteacher and Headteacher have been appointed. All classrooms have been refurbished, a classroom has been adapted for the use of computers and library use and interactive whiteboards have been installed.

The school's priorities and targets

5. The school's work is guided by its mission statement "Fulfilling dreams together." This mission statement reflects the school's concern for partnership building and inclusivity.
6. The school's vision statement is to:
 - provide a happy, welcoming, safe and secure learning environment, which values attainment and achievement equally

- provide a broad and balanced, relevant Primary Curriculum which provides structured learning experiences that focus on the needs of the individual pupil, enabling them to become lifelong learners
- continually reflect and evaluate the progress of the school, within a culture of trust, honesty and openness, so that the quality of the learning and teaching within school continues to improve.

7. The school's major priorities and targets for 2007-2008 have included:

- embedding key skills across the curriculum
- embedding assessment for learning techniques across the curriculum
- further embedding the self evaluation process
- monitoring and managing the impact of falling rolls
- preparing staff, parents, governors for the start of the Foundation Phase
- continue to develop the quality of the learning environment for all pupils
- working towards a healthier school
- gaining bronze status in Swansea's Self-Evaluating schools.

Summary

8. Penclawdd Primary School is a good school, with a number of outstanding features, which has raised the standards achieved by its pupils and the quality of education it provides since the last inspection. The inspection team agreed with many of the judgments made by the school about the standards pupils achieve and with nearly all the school's judgments about other areas of its work.

Table of grades awarded

9. The inspection team judged the school's work as follows:

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

10. The management of resources in the school was deemed to be outstanding and ensured real value for money.

Standards of achievement

11. Overall, pupils' standards of achievement in the areas of learning and subjects inspected are as follows:

| Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|---------|---------|---------|---------|---------|
| 40% | 60% | 0% | 0% | 0% |

12. These figures are far above the Welsh Assembly Government's [WAG] all-Wales 2007 targets for 65% of standards to be Grade 2 or better, as well as those published in HMCI's latest Annual Report for 2006 -7, where overall standards in primary schools in Wales are reported to be Grade 2 in 70% of lessons and Grade 1 in 10%. Also, the school is already meeting the 2010 target of 98% grade 3 or better.
13. The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils are making very good progress towards the Desirable Outcomes for Children's Learning.
14. In the early years, overall standards in the six areas of learning are:

Nursery

| Area | Grade |
|--|---------|
| Language, literacy and communication | Grade 1 |
| Personal and social development | Grade 1 |
| Mathematical development | Grade 1 |
| Knowledge and understanding of the world | Grade 1 |
| Creative development | Grade 1 |
| Physical development | Grade 1 |

Reception

| Area | Grade |
|--|---------|
| Language, literacy and communication | Grade 2 |
| Personal and social development | Grade 1 |
| Mathematical development | Grade 1 |
| Knowledge and understanding of the world | Grade 2 |
| Creative development | Grade 2 |
| Physical development | Grade 1 |

15. Children under-five make a very good start in acquiring basic and key skills in communication, numeracy and information communications technology [ICT] and they steadily acquire appropriate bilingual skills.
16. In key stage 1 and key stage 2, in the five subjects inspected, the standards of achievement are as follows:

| Subject | Key stage 1 | Key stage 2 |
|-----------------------|-------------|-------------|
| English | Grade 1 | Grade 2 |
| Welsh second language | Grade 2 | Grade 2 |
| History | Grade 2 | Grade 2 |
| Art | Grade 1 | Grade 2 |
| Physical Education | Grade 2 | Grade 1 |

17. Pupils make good progress through the school, regardless of their social, ethnic or linguistic background. Most pupils with SEN make good progress in relation to their targets and achieve standards commensurate with their abilities.
18. National Curriculum [NC] assessment results for the core subjects in 2007 in KS1 were above both the national and local figures for 2006, as was the CSI, which is the percentage of pupils attaining at least level 2 in all three subjects. NC assessment results for the core subjects in 2007 in KS2 were above both local and national figures in the three core subjects as was CSI, which is the percentage of pupils attaining at least level 4 in all three subjects.
19. In comparison to schools of a similar type in Wales, the standards of attainment over the last three years have fluctuated in KS1 from the best 25% to the lowest 50% and in KS2 from the best 50% to the lowest 50%. In 2007, for example, the KS1 performance was comparable to the best 25% of schools in mathematics, in the lowest 50% band for English and the lowest 25% for science; overall, the school was in the lowest performing 50% of similar schools. In KS2 the school was in the highest 50% band for all three subjects and in the highest 50% overall. It should be noted that the cohort size in KS1 was very small in 2007.
20. There is no evidence of any significant gender issues in performance.
21. Children under-five make outstanding progress and achieve very good standards with no important shortcomings in the key skills of speaking, listening, reading and writing and in their use of numeracy and information and communications technology (ICT). They make good progress and achieve good standards in bilingual skills.
22. Pupils in KS1 and KS2 successfully build on their experiences in the early years. Speaking, listening, reading and writing skills are good overall across the school. Standards and progress in numeracy and ICT across the curriculum are also good. Pupils use their knowledge, abilities and understanding in these key skills effectively in many subjects. In both key stages, pupils' bilingual skills are good. When given the opportunity they make good use of their developing grasp of the language in other curriculum areas and especially in more informal situations. Pupils' bilingual skills are generally good.
23. Pupils' acquisition of new knowledge and skills is good and the great majority make good progress towards fulfilling their potential and moving on to the next stage of learning. Although, pupils' contribution to the assessment process is an area which has been targeted for further development, overall, older pupils in particular are developing a good understanding of what they are doing, how well they are progressing and what they need to do to improve.
24. Pupils' behaviour, their attitudes towards learning, the interest they show in their work and their efforts to sustain concentration are outstanding features and contribute significantly to the standards pupils achieve and to the quality of life in the school. Pupils work diligently in lessons and are keen to do their best. They display great enthusiasm and know their teachers appreciate their efforts. The school is a happy, supportive community where pupils demonstrate care, respect and courtesy towards all involved in the life and work of the school.

25. Attendance rates average 94.5 per cent, which is above national and local rates of attendance for pupils of primary school age. Most pupils are punctual and keen to attend school. A small number of families often take holidays during the school year and this can adversely affect pupils' progress.
26. Registration is conducted efficiently and lessons start promptly. The school meets all National Assembly for Wales (NAW) statutory requirements with regard to attendance.
27. Pupils' ability to work independently, in pairs and as part of a group is developing well. They organise group activities fairly, share responsibilities and ensure everyone contributes. Pupils' problem-solving and decision-making skills are good, and the mutual help and support they offer to each other through work and play are particular features of their learning.
28. Children in the nursery and reception classes are developing the capacity to work independently and are encouraged to make their own choices and decisions. They are confident and eager to explore new learning situations. This is particularly evident when they undertake activities in the Forest School setting.
29. Pupils' personal, spiritual, moral, social and wider development is outstanding. The very good relationships that pupils enjoy with staff, the sensitive moral content of collective worship and the high priority given to the development of social skills through the PSE programme enables pupils to develop a secure set of moral and personal values to guide them. Pupils demonstrate kindness, fairness and tolerance in their work and play.
30. In discussion with pupils they demonstrate mature attitudes, relative to their age and they have a good awareness of equal opportunities issues. They feel strongly that everyone should be treated fairly and without favouritism or discrimination. Pupils display a growing respect for the diversity of beliefs, attitudes and cultural traditions within their locality and the wider world.
31. Pupils are very well prepared for effective participation in the life and work of the local community and very good use is made of the community as a learning resource. Governors, staff and pupils work in close partnership with the local community and support a range of community initiatives and activities.

The quality of education and training

32. Overall, the quality of teaching in the areas of learning and subjects inspected are as follows:

| Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|----------------|----------------|----------------|----------------|----------------|
| 48% | 52% | 0% | 0% | 0% |

33. The percentage of lessons which are good or better is well above the Welsh average. These figures are a vast improvement from the last inspection and are very significantly above those targets published by the Welsh Assembly Government [WAG] for 2007, where 84 per cent of the overall quality of teaching in primary schools should be Grade 2 or better, and of that 17 per cent should be Grade 1.

34. The quality of teaching is a notable strength of the school and a key element in the progress pupils make and the standards that are achieved. The school already meets the 2010 target of grade 2 or better in 80% of lessons.
35. Teachers are role models of a high standard and throughout the school there are very good working relationships between teachers, support staff and pupils. The atmosphere in classes is calm and conducive to learning. Pupils and members of staff clearly like and respect one another.
36. In the most effective lessons, teachers provide opportunities for pupils to talk about concepts and to explain their thinking in reaching answers. They use open-ended questions and investigation to encourage independent thinking. In most lessons observed, teachers pace lessons well providing both challenge and reinforcement. Teachers manage pupils well and have a good range of strategies to stimulate and motivate more passive or slower learning pupils. Lessons are usually lively and varied ensuring that pupils maintain interest throughout.
37. The school has an effective system of assessment, which records and rewards pupils' achievements well over time. Results from national, standardised tests are analysed accurately. Teachers short term planning needs refinement so as to ensure that analysis of pupils' individual records are used to target set, raise standards and inform their own teaching. Most pupils have a good understanding of their own progress and are beginning to talk about their targets and achievements as they are challenged in lessons. There are detailed records of every pupil's strengths and weaknesses.
38. The school responds very well to pupils' learning needs. It provides a good range of opportunities for pupils to learn well and experience a broad and balanced curriculum.
39. The quality of teachers' long and medium term planning is good, however, short term planning lacks detailed analysis so as to inform development planning. All teachers are beginning to evaluate the success of their lessons in writing in their planning records, and, therefore, build an assessment for learning culture within the school.
40. The planning for and teaching of key skills across the curriculum is progressing well. The school development plan has prioritised this as an area for development.
41. Pupils benefit from equal opportunities to take part in a wide range of extra-curricular sports activities, clubs and creative arts events.
42. The school promotes pupils' spiritual, moral, social and cultural development outstandingly well. As a consequence, pupils have a real sense of ownership and responsibility to the school and their local environment. Acts of collective worship make a good contribution to pupils' understanding of moral issues and help them to respect truth and justice.
43. The provision for promoting bilingual skills is good. The school celebrates St David's Day, and pupils have a sound knowledge of Welsh culture.

44. The provision for learners with additional needs is good. The school identifies, assesses and monitors pupils' individual needs effectively. It contributes significantly to raising pupils' achievements. In particular, the arrangements for providing literacy support, in withdrawal groups or in the classroom, fits seamlessly into daily routines so that all pupils study the full curriculum. Pupils with special educational needs are well supported by dedicated and effective support staff. Both classroom and external support is good and is managed well by the SEN coordinator. Additionally, support systems created by the SEN co-ordinator enable learners with additional needs to make good individual progress. The Headteacher is presently the acting co-ordinator for SEN.
45. Links with parents, the community, schools and voluntary organisations are very effective. Links with local industry are good. All parents are very supportive and have good relationships with the school. The school prospectus and the annual report of the governors to parents are both informative and meet statutory requirements.

Leadership and management

46. The overall quality of leadership shown by the Headteacher, deputy Headteacher, staff with management responsibilities, subject coordinators and governors is good. The quality of management shown by the Headteacher is very good. Her management is purposeful and she gives a clear sense of direction to the school's work.
47. The Headteacher, deputy Headteacher and the senior class teacher constitute the senior management team. They work closely together in leading the school forward and make a significant contribution to the overall quality of leadership and management. The overall quality of team leadership and subject coordination is good.
48. The governing body is very supportive and involved in school life. A number of governors have considerable experience and this is demonstrated in their commitment to the school and their ability to offer support to the Headteacher in particular. A number of governors have been involved in receiving governor training from the local education authority. The governing body have received annual self evaluation reports from the Headteacher but the extent of their critical governance is currently under-developed.
49. The Headteacher, governors and staff, both teaching and non-teaching, are committed to improving standards. In some areas, the views of pupils, notably members of the School Council, have been taken into account. The senior management team effectively monitors school performance and plans school development. The school is beginning to foster a more rigorous culture of self-evaluation, however, this is not yet sufficiently embedded in subject co-ordination.
50. The school's self-evaluation report is comprehensive but not yet prioritizing development planning. It does identify strengths and areas where improvements are required. In almost all respects, the inspection team agreed with the school's identification of its strengths and areas for improvement in

subjects inspected. The inspection team also agreed with nearly all the judgments made by the school in each of the seven key questions.

51. The school has made very good progress since the last inspection. It has responded positively and effectively to the key issues identified in the 2002 inspection report.
52. The overall quality of staffing is very good. The school management team has ensured a good match of skills amongst the staff. Overall, the accommodation is very good. All classrooms offer light, spacious teaching areas. Additionally, with the creation of a library facility and an ICT suite, there are opportunities for quiet reading and research, especially for pupils in key stage 2.
53. There are also ample spaces for effective displays of pupils' work and use of school corridors for innovative mind-mapping and active learning displays are a notable feature of the school. There is also very good use made of outdoor space for pupils to enjoy practical activity.
54. The overall quality and quantity of resources for learning for the teaching of the under fives and for the subjects inspected are very good. The school manages its resources very well. Since the last inspection, the quality of teaching has been improved, standards have risen and the quality of leadership and management has been improved. Overall, the school gives very good value for money.

Recommendations

55. In order to improve the school in the areas inspected, the staff and governing body need to:
 - R1. Raise standards further in those subjects inspected;
 - R2. Develop further, key skills of pupils across the curriculum *;
 - R3. Extend self evaluation using the school's peer observation framework in order to improve teachers' short term development planning and further improve standards*;
 - R4. Continue to develop assessment for learning procedures and give particular reference to pupil participation in the process*;
 - R5. Extend the role of the governing body so that it offers a critical governance particularly with respect to the whole school improvement agenda.

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.

*The school has identified the need to develop the teaching of key skills in its school development plan.

Standards

Key question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

56. Overall, the findings of the inspection team match the judgment made by the school in the self-evaluation report.

57. Overall, pupils' standards of achievement in the areas of learning and subjects inspected are as follows:

| Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|---------|---------|---------|---------|---------|
| 40% | 60% | 0% | 0% | 0% |

58. These figures are far above the WAG's all-Wales 2007 targets for 65% of standards to be Grade 2 or better, as well as those published in HMCI's latest Annual Report for 2006-7, where overall standards in primary schools in Wales are reported to be Grade 2 or above in 70% of lessons and Grade 1 in 10%.

59. Information from baseline assessments confirms that most children enter the nursery with average or above average attainment.

60. The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils are making very good progress towards the Desirable Outcomes for Children's Learning. In the early years, overall standards in the six areas of learning are:

Nursery

| Area | Grade |
|--|---------|
| Language, literacy and communication | Grade 1 |
| Personal and social development | Grade 1 |
| Mathematical development | Grade 1 |
| Knowledge and understanding of the world | Grade 1 |
| Creative development | Grade 1 |
| Physical development | Grade 1 |

Reception

| Area | Grade |
|--|---------|
| Language, literacy and communication | Grade 2 |
| Personal and social development | Grade 1 |
| Mathematical development | Grade 1 |
| Knowledge and understanding of the world | Grade 2 |
| Creative development | Grade 2 |
| Physical development | Grade 1 |

61. In key stage 1 and key stage 2, in the six subjects inspected, the standards of achievement are as follows:

| Subject | Key stage 1 | Key stage 2 |
|-----------------------|--------------------|--------------------|
| English | Grade 1 | Grade 2 |
| Welsh second language | Grade 2 | Grade 2 |
| History | Grade 2 | Grade 2 |
| Art | Grade 1 | Grade 2 |
| Physical Education | Grade 2 | Grade 1 |

62. These grades are the same as the last inspection in English and Art in KS2, but better in both subjects in KS1. Grades in History and in Welsh as a second language are better in both key stages. There was insufficient evidence to judge standards in Physical Education during the last inspection.

63. Pupils make good progress through the school, regardless of their social, ethnic or linguistic background. Most pupils with SEN make good progress in relation to their targets and achieve standards commensurate with their abilities.

64. NC assessment results for the core subjects in 2007 in KS1 were above both the national and local figures for 2006, as was the CSI, which is the percentage of pupils attaining at least level 2 in all three subjects. NC assessment results for the core subjects in 2007 in KS2 were above both local and national figures in the three core subjects as was CSI, which is the percentage of pupils attaining at least level 4 in all three subjects.

65. In comparison to schools of a similar type in Wales, the standards of attainment over the last three years have fluctuated in KS1 from the best 25% to the lowest 50% and in KS2 from the best 50% to the lowest 50%. In 2007, for example, the KS1 performance was comparable to the best 25% of schools in mathematics, in the lowest 50% band for English and the lowest 25% for science; overall, the school was in the lowest performing 50% of similar schools. In KS2 the school was in the highest 50% band for all three subjects and in the highest 50% overall. It should be noted that the cohort size in KS1 was relatively small in 2007.

66. There is no evidence of any significant gender issues in performance.

67. Children under-five make outstanding progress and achieve very good standards with no important shortcomings in the key skills of speaking, listening, reading and writing and in their use of numeracy and information and communications technology (ICT). They make good progress and achieve good standards in bilingual skills.

68. Pupils in KS1 and KS2 successfully build on their experiences in the early years. Speaking, listening, reading and writing skills are good overall across the school. Standards and progress in numeracy and ICT across the curriculum are also good. Pupils use their knowledge, abilities and understanding in these key skills effectively in many subjects. In both key stages, pupils' bilingual skills are

good. When given the opportunity they make good use of their developing grasp of the language in other curriculum areas and especially in more informal situations. Pupils' bilingual skills are generally good.

69. Pupils' acquisition of new knowledge and skills is good and the great majority make good progress towards fulfilling their potential and moving on to the next stage of learning.
70. Although, pupils' contribution to the assessment process is an area which has been targeted for further development, particularly with respect to the development of agreed learning goals, overall, older pupils in particular are developing a good understanding of what they are doing, how well they are progressing and what they need to do to improve.
71. Pupils' behaviour, their attitudes towards learning, the interest they show in their work and their efforts to sustain concentration are outstanding features and contribute significantly to the standards pupils achieve and to the quality of life in the school. Pupils work diligently in lessons and are keen to do their best. They display great enthusiasm and know their teachers appreciate their efforts. The school is a happy, supportive community where pupils demonstrate care, respect and courtesy towards all involved in the life and work of the school.
72. Attendance rates average 94.5 per cent, which is above national and local rates of attendance for pupils of primary school age. Most pupils are punctual and keen to attend school. A small number of families often take holidays during the school year and this can adversely affect pupils' progress.
73. Registration is conducted efficiently and lessons start promptly. The school meets all National Assembly for Wales (NAW) statutory requirements with regard to attendance.
74. Pupils' ability to work independently, in pairs and as part of a group is developing well. They organise group activities fairly, share responsibilities and ensure everyone contributes. Pupils' problem-solving and decision-making skills are good, and the mutual help and support they offer to each other through work and play are particular features of their learning.
75. Children in the nursery and reception classes are developing the capacity to work independently and are encouraged to make their own choices and decisions. They are confident and eager to explore new learning situations. This is particularly evident when they undertake activities in the Forest School setting.
76. Pupils' personal, moral, social and wider development is outstanding. The very good relationships that pupils enjoy with staff, the sensitive moral content of collective worship and the high priority given to the development of social skills through the PSE programme enables pupils to develop a secure set of moral and personal values to guide them. Pupils demonstrate kindness, fairness and tolerance in their work and play.

77. In discussion with pupils they demonstrate mature attitudes, relative to their age and they have a good awareness of equal opportunities issues. They feel strongly that everyone should be treated fairly and without favouritism or discrimination. Pupils display a growing respect for the diversity of beliefs, attitudes and cultural traditions within their locality and the wider world.
78. Pupils are very well prepared for effective participation in the life and work of the local community and very good use is made of the community as a learning resource. Governors, staff and pupils work in close partnership with the local community and support a range of community initiatives and activities.

The quality of education and training

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

Grade 1: Good with outstanding features

79. Overall, the findings of the inspection team do not match the judgment made by the school in the self-evaluation report as almost a half of the lessons observed were allocated a grade 1 for teaching. The inspection team, therefore, allocated a higher grade for this key question.

80. In the lessons observed, the quality of teaching was judged as follows:

| Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|---------|---------|---------|---------|---------|
| 48% | 52% | 0% | 0% | 0% |

81. These figures are a vast improvement from the last inspection and are very significantly above those targets published by the Welsh Assembly Government [WAG] for 2007, where 84 per cent of the overall quality of teaching in primary schools should be Grade 2 or better, and of that 17 per cent should be Grade 1. This is an outstanding success for the school.
82. The quality of teaching is a notable strength of the school and a key element in the progress pupils make and the standards that are achieved.
83. Teachers are role models of a high standard and throughout the school there are very good working relationships between teachers, support staff and pupils. The atmosphere in classes is calm and conducive to learning. Pupils and members of staff clearly like and respect one another.
84. In classes, teachers are very enthusiastic and provide stimulating classroom environments and use a variety of teaching strategies and relevant resources effectively. Their class management is always fair and of a very good standard. Equal opportunities are very effectively ensured for all pupils.
85. Lessons are always stimulating and succeed in interesting pupils. Expectations of what pupils can achieve and the amount of work they can complete are good and pupils' efforts are praised. The procedures for celebrating effort and attitude

to work are popular with pupils and they make an important contribution to their development.

86. Teachers have a very good knowledge of the subjects they teach and demonstrate a good familiarity with recent developments in primary education. They are good language models for pupils to emulate in English, and demonstrate very positive attitudes towards the promotion of pupils' bilingual skills. In this field, they make effective use of their own developing grasp of the language and are focusing more rigorously on ensuring progression in terms of the use pupils make of the language.
87. The lessons observed during the inspection were well planned. The content was interesting and lessons had clear learning objectives and were well structured and organised. Lessons objectives and for the most part, key skills, were, explicitly shared with pupils so that pupils had a clear understanding about what was expected of them. In the best teaching, lesson objectives were revisited in closing sessions and there was also a clear reference to the key skills which have been under focus. For the most part, teachers' planning of differentiated tasks was good. However, the usual procedures for short term planning do not identify the focus on the key skills and the nature of differentiated tasks in a sufficiently consistent and rigorous manner.
88. Teachers use a good range of teaching methods and approaches. The school places a good emphasis on the importance of giving pupils first-hand, practical learning experiences and teachers consistently and effectively implement this policy. Very occasionally, lessons are not always planned to take account of the needs and capabilities of individual pupils and, as a result, pupils are not involved enough in independent learning and goal setting. As a result, the most able pupils were not always challenged.
89. When working alongside teachers, the learning support assistants make valuable contributions to the quality of the teaching and learning. They give very well focused help to small groups of pupils within the classroom as well as supporting individuals who need additional encouragement to satisfy special educational needs.
90. Outstanding features in lessons graded as 1 included:
 - very high skills and strategies with regard to gaining and maintaining pupils' interest
 - opportunities for pupils to talk about concepts and the provision time for them to explain their thinking in reaching answers
 - open-ended questioning and opportunities for investigation to encourage independent thinking
 - the design and delivery of lessons at a very good pace
 - purposeful intervention when pupils need help to complete their tasks effectively
 - very effective plenary sessions at the end of lessons
 - designing of innovative tasks for pupils' learning logs
 - insightful and diagnostic feedback which promotes further learning
 - very skilful use of interactive whiteboards and appropriate computer software.

91. Teachers also know their pupils very well, value them as individuals and establish very good relationships with them. They display a caring attitude to them and offer a firm, fair, consistent and effective approach to discipline. Teachers make clear what they expect of pupils in terms of achievement and behaviour using judicious and frequent praise to help build pupils' self esteem. Consequently, pupils feel very happy and secure in their learning environment.
92. Teachers ensure that pupils have equality of access to the whole curriculum. The school has very few pupils from ethnic minorities but their additional needs are met sensitively and constructively. Only one teacher speaks Welsh as their first language and all teachers have made a very positive effort to learn Welsh and encourage the use of incidental Welsh in lessons. This has resulted in an improvement in the provision for Welsh since the last inspection.
93. Overall the quality of assessment, recording and reporting is good. A well focused policy document is in place which provides good guidelines to ensure that assessment meets statutory requirements and plays an important role in teaching and learning.
94. Across the school, the quality of the analysis of information gained from a wide range of tests is good. Baseline profiles, teacher assessments, standardised and national curriculum tests are used to identify pupil strengths and areas for further development in the core areas. They play an important part in identifying pupils with SEN and in monitoring the progress and achievements of all pupils. The process of target setting is well developed and an appropriate tracking system is in place.
95. While on going assessment procedures in the foundation subjects are less formal good use is made of work in pupils' books to identify individual progress. Pupil progress as a year group in subjects is assessed on an annual basis. The use of portfolios which provide examples of levelled work in some subjects further aid this process, however, this work is not standardised across all subjects inspected. Procedures for assessing and recording the progress of pupils with additional learning needs are good.
96. Good use is made of teachers' record books to record individual pupil progress and each pupil has a record of achievement file which contains test results and personal information.
97. While teachers evaluate short-term planning, the process is not always sufficiently formalised. In the best examples good use is made of the evidence obtained to inform further planning.
98. Teachers' marking of pupils' work is regular and together with teacher/pupil dialogue is for the most part successful in identifying ways forward for pupils. Pupils are increasing their involvement in the assessment process. They contribute to the setting of individual targets in mathematics and English and are beginning to demonstrate an appropriate awareness of their progress. The school has, however, focused on the development of pupil self evaluation and peer evaluation skills as areas for further development.

99. The school has appropriate arrangements for informing those with a legitimate interest about learners' progress and achievements. The Welsh Assembly Government receives the results of statutory testing, all test data is supplied to the LEA and the school exchanges relevant data with receiving secondary schools. The school keeps governors very well informed through meetings and visits.
100. Annual reports to parents comply with statutory requirements and overall are of a good quality. They present a detailed account of pupils' achievements and progress, particularly in the core subjects. Parents have opportunities to respond and meet teachers to discuss their children's progress. In addition to the school's open door policy, the school provides more formal opportunities for parents to discuss their children's progress on two occasions during the year.

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

Grade 1: Good with outstanding features

101. The findings of the inspection team match the judgment made by the school in the self-evaluation report.
102. Outstanding features of provision include:
- the variety and richness of the contribution which visitors, educational visits and extra curricular activities make to pupils' learning experiences
 - the promotion of pupils' personal, social, spiritual, moral and cultural development
 - the quality of the school's partnership with parents, the community and other schools and institutions.
103. The school provides a broad, balanced and relevant curriculum which meets legal requirements. The overall quality of the curriculum is good with outstanding features and the wide range of very interesting, challenging and rich experiences meets the needs and interests of pupils. The Forest School initiative is providing an important additional dimension in this context. The learning experiences provide very well for pupils' social, moral, spiritual and cultural development and very good account is taken of the Personal and Social Education Framework.
104. The Early Years curriculum focuses very effectively on the desirable outcomes for learning and the learning experiences offered meet the needs and interests of young children well. Teachers make very good provision for children aged under five, structured around an integrated day with a carousel of activities, some of which involve the whole class and some of which is delivered via group and partner work. Children in nursery and reception classes find the curriculum they are offered is interesting, motivating and often attention-grabbing. The school meets learners' aspirations particularly well in KS1 and KS2. There are well focused policies and schemes of work for all subjects which include well focused reference to the common requirements in the National Curriculum

programmes of study. The Headteacher and subject co-ordinators carefully monitor longer term planning to ensure it effectively promotes continuity and progression in knowledge, understanding and skills across the key stages. Teachers ensure that there are effective systems for building on what pupils know.

105. The quality of whole-school planning for the development of key skills is good. These are appropriately identified in individual lessons and as a result, pupils achieve well in literacy, numeracy and ICT. The focus on independent thinking, problem solving and creative skills is a marked feature of the provision. The quality of the musical experiences provided, including the designated music week and the role of the school choir make an outstanding contribution to pupils' creative development. Very good opportunities are provided to enable pupils to develop the skill of working independently as well as in pairs or groups.
106. Offsite provision, a range of visitors and the quality of extra curricular activities make outstanding contributions to learning experiences. Pupils are provided with a wealth of first-hand experiences. They benefit from equal opportunities to take part in various sports, creative arts activities and organised clubs. A very good range of visits are arranged to supplement and enhance their class studies in subjects such as history, geography, science, design and technology and religious education. Older pupils are given opportunities for residential visits. The school makes very effective use of its grounds and the local area, which provide a rich source of educational opportunities for all year groups.
107. Pupils also learn much from the school's many visitors, including, local clergy, historians authors, artists, musicians, composers, theatre groups and members of the caring services. The range of extra-curricular activities includes a focus on board games, sporting and musical activities, dance, enterprise work and computing. Homework for the most part is appropriately targeted and for the most part builds effectively on pupils' experiences in school.
108. The school has a strong Welsh ethos and this is reflected positively in Y Cwriculwm Cymreig. Staff and pupils demonstrate positive attitudes towards the Welsh language which features prominently in many displays in classrooms and around the school. The school is at present developing a more rigorous approach to further the progressive use of incidental Welsh across the subject areas and in more informal situations. The school places a good emphasis upon the promotion of Welsh culture and the heritage of Wales and the Welsh dimension features prominently in many subject areas and in the general life of the school. In addition the school is involved in a number of activities associated with the Urdd movement.
109. There are very effective and very well focused procedures to develop pupils' knowledge and understanding of other cultures, through studying other religions and through their work in geography. Participation in the Comenius project and the celebration of UNICEF day make valuable contributions in this context.
110. The promotion of pupils' spiritual, moral and social development is good with outstanding features. Acts of collective worship often led by visiting clergy

members contribute effectively in this context and they make a good contribution to pupils' understanding of moral issues and help them to respect truth and justice. The Headteacher and her colleagues also create good opportunities for pupils' spiritual development on these occasions.

111. Music and singing play a very important part in assemblies and there are appropriate opportunities for pupil participation and for quiet reflection. A wide range of curricular activities provides opportunities to fire their imagination. Acts of worship, religious education lessons and circle-time sessions, together with the recently introduced values education initiative focus particularly well on caring values. Pupils are aware of those less fortunate than themselves locally and in the wider world and focus well on charitable ventures. There are very good opportunities for effective co-operation within groups in the classroom and good opportunities for pupils to take on responsibilities and exercise initiative through their involvement in the School Council. As a consequence, pupils have a real sense of ownership and responsibility to the school and its immediate community.
112. The focus on Personal and Social Education permeates all aspects of school life. The community police officer and members of the caring services make a very important contribution in this context. Pupils' focus on health promotion is particularly impressive and the school is working towards Stage 2 of the Health Promoting School programme. The school enjoys positive partnerships with personnel from the emergency services and pupils' understanding of their work has been enhanced through their involvement in the 'crucial crew' programme.
113. The school's partnerships with parents, the local community, other schools and higher education institutions are highly successful and have outstanding features that enrich the life and work of the school and enhance pupils' learning experiences. Most parents are very supportive of the school, express satisfaction with the aims and values that the school promotes and appreciate the sense of community fostered by the school. They value the ready access they have to the Headteacher and staff. In the pre-inspection meeting with parents and in the questionnaires returned to the inspection team, parents expressed great satisfaction with all aspects of the life and work of the school.
114. Communication with parents is well-established with regular newsletters, noticeboards and a school website acting as highly effective communication channels. Parents are also kept well informed about curriculum developments via an informative school prospectus, the annual report of the governing body, and by informal, daily contact with staff. The school prospectus and the annual report of the governors both meet statutory requirements. Consultation meetings with teachers to discuss children's work and progress are well attended by parents. A constructive home/school agreement is in place that has readily been accepted by parents.
115. A very good partnership with parents is developed at an early stage. Nursery and reception staff work diligently to provide parents with information and opportunities to become involved in their children's education. Parents are very

pleased with the quality of education their children receive in the Early Years classes.

116. A small number of parents, friends of the school and adult helpers give freely of their time and make a valuable contribution to the life and work of the school, helping out in the classroom, accompanying pupils on educational visits, supporting specific initiatives and in fundraising for the school. There is a small, active Parents Association and together, parents and teachers work hard to organise social and fund-raising events in order to provide the school with an additional source of income and funds are used purposefully to enhance learning resources for all pupils. This work also enhances links with the local community and raises the school's profile.
117. There are productive links with the local community. Educational visits and the expertise of members of the local community make a particularly valuable contribution to pupils' motivation and learning in a number of subject areas. The school contributes well to local events particularly through the contributions of the school choir.
118. There are excellent links with other schools in the North Gower Partnership and particularly with the secondary school to which pupils transfer. Regular liaison meetings, an exchange of information and ideas, joint in-service training and teacher exchanges help to promote continuity of education for pupils. Arrangements for the transfer of pupils are very well managed and ensure Y6 pupils look forward to secondary school and approach it with real confidence. This is an outstanding feature of the school.
119. The school has very good partnerships with several institutions of higher education and regularly welcomes student teachers on placements. Students are very well mentored and supported and they make a positive contribution to the life and work of the school.
120. The school's commitment to work-related education is good and pupils' learning has been enriched by a range of partnerships with local employers and relevant agencies. Teachers successfully address the vocational aspect of the PSE programme and a range of well-planned visits to commercial and retail sites enhances pupils' understanding of the world of work.
121. Local employers are supportive of the school but no teachers have recently undertaken a relevant business placement with a view to enhancing professional development and enriching curriculum provision for pupils.
122. The standards in, and provision for education for sustainable development and global citizenship (ESDGC) are good. The whole school community actively promotes sustainable development. Pupils are involved in re-cycling schemes, for which they have received awards, and understand the problems of litter and pollution, and the necessity for water and energy conservation. At KS2, pupils take part in an Eco club linked to 'Fun on Friday' structured activities.

123. Global citizenship is well promoted throughout the school. The links with other schools in Europe through the Comenius project give pupils good insight into the lives of children in other countries and the global forces that impact upon their lives.
124. The school makes good provision for the development of pupils' entrepreneurial skills. Pupils help run a successful food co-operative for the community and run the school's healthy eating tuck shop. The Enterprise Club, open to Y6 pupils, makes an outstanding contribution to the development of entrepreneurial skills and the skills needed to support economic development. Pupils organise themselves into a company, share responsibilities and ensure everyone contributes. They have a clear understanding of the need to cost all activities and ensure profit margins are acceptable to the running of their business enterprises. A notable feature of the club is the way in which pupils themselves take control of enterprise activities and translate their ideas into practical and profitable solutions.
125. The school is successfully laying the foundations for lifelong learning and community regeneration, and national priorities are very well reflected in the life and work of the school. The development of close transition links with receiving secondary schools is another strong feature of the school.

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

Grade 2: Good features and no important shortcomings

126. The findings of the inspection team differ from the Grade 1 judgement made by the school in its self-evaluation report. While the level of provision is good, the inspection team did not identify a sufficient number of outstanding features to justify a Grade 1.
127. The respect shown to every pupil, the emphasis on raising their self-respect and the focus on developing an awareness of the needs of others are strong elements of the school's life.
128. The school works in full and productive partnership with a range of agencies and support services to ensure pupils' needs are carefully assessed and provided for. Close working partnerships have been forged with parents and carers; the school listens carefully to parents and carers and takes into consideration their views and opinions. Pupils also have regular opportunities to voice their views and opinions and do so with confidence through the school council.
129. The school council, led by the deputy Headteacher, is a very good forum for the development of pupils' personal and social skills and provides a good opportunity for pupils of different ages to work together. Councillors undertake their responsibilities seriously and feel they can make a real difference to the school. They have an agenda for future developments and feel the Headteacher listens carefully to them and is prepared to act upon their recommendations. They are very good ambassadors for their school.

130. The induction procedures for pupils entering the school, moving up classes and transferring to secondary school are highly effective and ensure pupils settle quickly into their new environments. The youngest children in the nursery class are settling in well and are happy and secure in their work and play.
131. All pupils have access to high quality personal support and guidance. The Headteacher and staff know pupils well and are sensitive to their needs. The school has an appropriate personal and social education (PSE) programme, in line with national recommendations. Health education, sex education and drugs awareness are given suitable attention and good use is made of outside agencies to deliver the programme. The school's use of specialist agencies including health professionals, welfare agencies, psychological and social services is effective.
132. Very effective procedures are in place to monitor pupils' performance, attendance, punctuality and behaviour. The Headteacher and administrative officer monitor attendance and punctuality rigorously, and very effective follow-up procedures are in place, including regular liaison with the education welfare service. The school's policies and procedures to promote good behaviour work very well and pupils respond positively to the high expectations of staff.
133. The school has clear policies and procedures in place to promote health and safety, including risk assessment and every reasonable measure is taken to ensure staff and pupils work in a safe environment. Arrangements to undertake fire drills, respond to accidents and emergencies and deal with the administration of medicines are well established and effective.
134. The school makes every effort to promote healthy eating and a healthy lifestyle. Pupils are encouraged to eat fresh fruit and healthy snacks, and fresh water is readily available. Pupils have access to a wide range of physical and sporting activities, which contribute significantly to their well being.
135. The duty of care is fundamental to the school's ethos and consequently the school works in children's best interests to nurture their welfare and to protect them. The school's policy and procedures to deal with child protection issues are clearly understood by staff and training is regularly updated. The Headteacher is the designated member of staff with responsibility for child protection issues and effective working partnerships have been developed with social services and other external welfare agencies.
136. The quality of provision for pupils with additional learning needs is good. There are 25 pupils on the register of Special Educational Needs [SEN], one of whom has a statement of educational needs. There is a well focused policy document to guide teachers' work in this field. Although there have been staff changes in relation to responsibilities in this field during the last six months, the Headteacher as acting special educational needs co-ordinator (SENCO) together with a very newly appointed part-time SEN teacher help ensure that all necessary policies and procedures are in place to meet the requirements of the Code of Practice and that pupils are well supported. Pupils with SEN have access to a broad and balanced curriculum and most make good progress in

relation to specific targets. At times a small minority of pupils are removed from the register because of the very good quality progress they have made.

137. Pupils with additional learning needs are identified early, given appropriate help and assessed regularly. The SENCO works alongside class teachers and support staff to prepare IEPs, which are shared with parents and reviewed twice a year. The IEPs are sufficiently detailed and include the agreed targets, the achievement criteria, possible resources required, learning strategies, ideas for support and the intended outcome.
138. While for the most part, teachers provide appropriately differentiated tasks for pupils of all abilities these are not consistently identified in teachers' short term planning. Support focuses, for the most part, on the development of language skills. The part-time SEN teacher, mainly in withdrawal sessions, the LSAs who work with the statemented pupil and groups of pupils provide good quality support. They are involved in on-going training and staff development.
139. There is a good system of record-keeping to monitor the progress of pupils with SEN. The school has good links with relevant outside agencies and effective use is made of the range of expertise offered. Outside agencies and peripatetic teachers and specialists, such as the educational psychologist and speech and language teacher visit regularly and the LEA is very helpful and facilitates termly SENCO meetings. There is a named SEN governor, who liaises with the SENCO regularly.
140. The quality of the support provided for those pupils whose behaviour might impede their progress or that of others is very good. The school has worked with relevant outside agencies in this context. Within the school, there is a clear behaviour policy and clear routines and procedures are very effectively implemented.
141. The overall provision for equal opportunity is good. There is a clear equal opportunities policy which highlights the school's commitment in this field. The PSE programme and acts of collective worship make important contributions in this context. The school recognises the diversity of pupils' backgrounds and all pupils are treated equally and with dignity and respect. Teachers ensure that all pupils have equal opportunities to participate in school activities. There is a well focused policy and detailed action plan to deal with incidents of racial discrimination should they arise. Pupils report that they are treated equally and fairly, whatever their background or ability. No issues of race equality exist in the school.
142. The measures taken to eliminate oppressive behaviour, bullying and all other forms of harassment are very effective. A clear and well focused Anti-Bullying Policy has been adopted and members of staff and pupils are aware of the procedures in this context. The general ethos of the school and the focus on raising self-esteem make very important contributions to the very good relationships that are a marked feature of the life and work of the school.

143. The school takes reasonable action to secure the equal treatment of disabled pupils and to welcome disabled visitors to the school and is aware of its responsibilities under the Disability Discrimination Act (2005). An accessibility plan is in place to demonstrate how the school will make improvements in access to the curriculum, physical access and in the provision of information for disabled persons. The school has consulted widely during the process of drawing up its Disability Equality Scheme, which is awaiting ratification by the governing body. Most of the school is accessible to wheelchair users.

Leadership and management

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

Grade 2: Good features and no important shortcomings

144. Overall, the findings of the inspection team match the judgment made by the school in the self-evaluation report.
145. The overall quality of leadership shown by the Headteacher, deputy Headteacher, staff with management responsibilities, subject coordinators and governors is good. The quality of management shown by the Headteacher is very good. Her management is very purposeful and she gives a clear sense of direction to the school's work, especially with respect to the maintenance and promotion of high standards and the quality of teaching in the school.
146. The Headteacher, deputy Headteacher and the most experienced class teacher, who is also the English subject coordinator, constitute the senior management team. They work closely together in leading the school forward and make a significant contribution to the overall quality of leadership and management.
147. The quality of team leadership and subject coordination is good, overall. It is very good in English and Physical Education and at least good in all other subjects inspected. Subject co-ordinators have monitored the quality of provision in all subjects, and schemes of work are reviewed and updated in a planned cycle of improvement.
148. Self-evaluation and target-setting are beginning to be developed well in the school's management structures. Subject coordinators monitor and evaluate their areas of responsibility and share their findings with colleagues. Short term development planning has yet to become established. However, a distributed leadership approach has allowed new curriculum initiatives to flourish and this is beginning to respond effectively to the school's needs and educational priorities. Additionally, a new framework for peer observation has recently been constructed by the senior management team but has yet to be implemented.

149. An effective staff performance management system promotes teachers' continuous professional development well and helps to improve the quality of teaching and of the curriculum. A staff handbook aids staff induction and new staff confirm that they are mentored well when they are first appointed and induction systems are very good.
150. The governing body is very supportive and involved in school life. A number of governors have considerable experience and this is demonstrated in their commitment to the school and their ability to offer support to the Headteacher in particular. A number of governors have been involved in receiving governor training from the local education authority. The governing body have received annual self evaluation reports from the Headteacher but the extent of their critical governance is currently under-developed.
151. Overall, they offer highly positive advice and guidance to the Headteacher and her senior management team.

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

Grade 2: Good features and no important shortcomings

152. Overall, the findings of the inspection team match the judgment made by the school in the self-evaluation report.
153. The Headteacher, governors and staff, both teaching and non-teaching are committed to improving quality and standards. In some areas, the views of pupils, notably members of the school council, have been taken into account. The senior management team effectively monitors school performance and plans school development carefully against agreed priorities. The school is beginning to effectively foster a culture of self-evaluation.
154. The school development plan is a comprehensive and detailed document, thoroughly and thoughtfully prepared. It includes objective evaluations of previous priorities and regular monitoring of current objectives. Targets within the school development plan include time schedules, success criteria and are consistently costed.
155. A detailed analysis is made of a range of pupils' assessments, including baseline assessments in reception, NC teacher assessments in KS1 and KS2. The school has made a valid analysis, has set appropriate targets for all pupils, and has initiated effective strategies.
156. The performance management process is in its early stages but is beginning to have a good impact on the school. It sets a framework for teachers and their team leaders to agree and review priorities in the context of the school's development plan. The senior management team has recently constructed a sensitive peer observation framework that, when fully implemented, will lead towards a self-critical culture. It focuses attention on pupils' standards of

achievement and teaching quality and highlights the need for, where appropriate, teachers' continuing professional development.

157. The school's self-evaluation report before the inspection is rigorous and yet cautious. It identifies strengths and areas where improvements are required. In almost all respects, the inspection team agreed with the school's identification of its strengths and weaknesses in subjects inspected. The inspection team also agreed with nearly all the school's judgments in each of the seven key questions.
158. The school has made very good progress since the last inspection. It has responded positively and effectively to the key issues identified in the 2002 inspection report.

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

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| Grade 1: Good with outstanding features |
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159. Overall, the findings of the inspection team do not match the judgment made by the school in the self-evaluation report as a number of outstanding features were noted in relation to this key question.
160. The outstanding features included:
- highly efficient use and deployment of human resources to deliver the NC
 - regular resource management review procedures and evaluation reports into the senior management team and onto the school governing body
 - the overall quality and utilisation of the buildings and school grounds to create a vibrant and informative learning environment for pupils, parents and carers.
161. The overall quality of staffing is very good. Throughout the school, pupils are given very good support by well-qualified and experienced staff who are effectively deployed. Teachers are confident and experienced in their subjects. There is a very supportive blend of youth and experience in the teaching and support staff and they share their considerable breadth of knowledge openly and willingly. The senior management team has ensured a very good match of skills amongst the staff. New staff and supply teachers feel valued and there are good induction procedures in place. Additionally, teachers make good use of their planning, preparation and assessment[PPA] time and the whole workforce re-modelling activity has been handled sensitively by both the Headteacher, her senior management team and staff.
162. Part-time support teachers and learning support assistants provide high quality support for pupils across the curriculum and particularly within SEN.
163. The school administrator carries out daily routines and a range of other responsibilities very efficiently and effectively.
164. Overall, the accommodation is of very good quality. All classrooms offer light, spacious teaching areas. There are many very good areas for additional

support. Recent expenditure on improving teaching resources and the general fabric of the school has helped improve pupils' learning opportunities. The school has developed its library and ICT facilities, including the provision of networked computers. The school is steadily improving access to the building for disabled persons. Colourful and highly innovative displays of pupils' work in many classrooms, corridors and shared areas celebrate pupils' achievements and provide a cheerful and informative atmosphere for learning. The playgrounds are very well-kept and thoughtfully resourced with facilities for quiet reflection and active play. The proximity of the Forest School, based near the school provides very good opportunities for pupils to develop their environmental understanding and personal, moral and social skills.

165. Opportunities for quiet reading and research for pupils in KS2 have improved considerably and the development of the library and a computer room has been a major supporting factor.
166. The accommodation for pupils is now of a high standard throughout the school and this is as a result of a clear prioritisation by the Headteacher, her senior management team and the governing body. As a result, the school offers a vibrant, stimulating and challenging learning environment which pupils, staff and parents cherish.
167. The quality and quantity of resources for learning for the teaching of the under fives and for the subjects inspected are very good overall. The provision of computers in classrooms and the regular use of interactive whiteboards in these classrooms mean there are ample opportunities for research and investigative work.
168. Spending decisions are matched very well to the school's priorities. Investments in ICT and for children aged under five, for example, match the school's objectives in the school development plan. Since the last inspection, the quality of teaching has been improved, standards have risen and the quality of leadership and management has been improved.
169. Overall, the school gives very good value for money.

Standards achieved in subjects and areas of learning

Under-fives

Language, literacy and communication skills

Nursery: Grade 1: Good with outstanding features

Reception: Grade 2: Good features and no important shortcomings

Outstanding features

170. Outstanding features in the nursery include:

- outstanding skills in language with many pupils being able to express themselves confidently
- very good listening skills and a growing and varied vocabulary that pupils use well to speak about their feelings and experiences
- fluent reading by many pupils who clearly enjoy reading and poetry in particular.

Good features

171. All children express themselves effectively and they enjoy basic writing and have a growing awareness of letters and symbols. They develop an understanding of the purposes of writing through activities like 'my caterpillar story.' They use descriptive vocabulary well, for example, when describing insects when using a magnifying glass as 'prickly' and 'furry.'

172. Most nursery pupils can recite simple rhymes like 'incy wincy spider' during their 'chatterbox challenges.' Children in nursery speak confidently and clearly and are eager to engage with adults and other children.

173. Older children use elaborated and extended language patterns well in order to express themselves and, in role play situations, talk confidently over the phone and read carefully from menus. They can also recognise the sounds in words, encode words and write simple stories from their visits and outdoor experiences. They enjoy writing their names in foam and spelling words in sand and write with particular accuracy and care.

Shortcomings

174. There are no important shortcomings.

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| Personal and social development |
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| Nursery: Grade 1: Good with outstanding features |
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| Reception: Grade 1: Good with outstanding features |
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Outstanding features

175. Outstanding features in both nursery and reception include:

- the ability of children to establish effective relationships with each other and with their teachers and teaching assistants
- their ability to become independent learners and quickly take responsibility for their actions
- their confidence to ask and answer basic questions, to offer ideas for solving problems and ability to concentrate very well and stay on task in a wide variety of learning situations
- their exemplary behaviour both inside and outside the classroom environment.

Good features

176. The majority of older children dress themselves without help and all children show a good concern for personal hygiene by washing and drying their hands after any class activity. They all socialise very well with their friends and are sensitive to the needs and feelings of others. The majority can cut their food themselves when eating lunch and handle cutlery competently, displaying excellent manners.

177. All children enjoy new learning experiences and participate with real enthusiasm and confidence. They like each other and develop a real sense of caring for one another and particularly for living things. They respect each other and formally greet new adults into their classroom with genuine kindness. The youngest children persevere very well with tasks that capture their imagination and all children maintain their concentration for extended periods of time.

Shortcomings

178. There are no shortcomings.

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| Mathematical development |
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| Nursery: Grade 1: Good with outstanding features |
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| Reception: Grade 1: Good with outstanding features |
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Outstanding features

179. Outstanding features include:

- all children can recognise and create patterns very effectively

- all children can compare sizes, carry out simple counting routines, understand and use money in role play and match shapes well
- older children count, sort and measure lengths of objects and perimeters of shapes very well.

Good features

180. All children know well a range of mathematical rhymes and songs. Nursery children can count to five and ten and hold up the correct number of fingers to demonstrate their understanding. Older children count to 10 in Welsh and up to 100 or more in English and they can count well in multiples of 2, 5 and 10. They also know numbers follow or precede each other and they know how to place two numbers together to create a new number.

Shortcomings

181. There are no major shortcomings.

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| Knowledge and understanding of the world |
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| Nursery: Grade 1: Good with outstanding features |
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| Reception: Grade 2: Good features and no important shortcomings |
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Outstanding features

182. Outstanding features include:

- the ability of nursery children to explore and recognise features of living things, especially insects, plants and flowers
- the ability of all children to talk about and build respect for their environment and have sound understanding of the differing seasons of the year
- the confidence all children demonstrate in using a range of sources, including books and information and communications technology to help understand living things, their local community and environmental issues.

Good features

183. All children know the days of the week, the date and the month and especially when their birthday is. They describe the weather accurately and their knowledge and awareness of the seasons is developed well by their investigations carried out at Forest School and visits to places like 'Plantasia.'

184. Older children can identify a range of plants like fern, holly and oak and are aware that leaves decompose and can describe the basic structure and function of a plant. They can also identify certain animals and talk sensibly, record their observations and ask questions as to why things happen, for example, when handling young chicks, playing with dough, and cutting vegetables like peppers.

185. All pupils enjoy planting seeds and show a good interest in the natural world, especially when watching butterflies develop and following how ants and worms move and work under ground.
186. Older pupils show a developing awareness of their immediate area via visits to local shops, houses and buildings and ask questions of adults and recount their experiences in pictures and simple sentences.
187. All pupils talk well when asked about the jobs their parents do and can offer simple explanations about the work their adults do in their own homes.

Shortcomings

188. There are no major shortcomings.

| |
|-----------------------------|
| Physical Development |
|-----------------------------|

| |
|---|
| Nursery: Grade 1: Good with outstanding features |
|---|

| |
|---|
| Reception: Grade 1: Good with outstanding features |
|---|

Outstanding features

189. Outstanding features include:

- the ability of all children to move confidently and imaginatively and with real control and co-ordination on simple gymnastic apparatus and in simple partner work and dance situations
- the ability of all children to handle tools, objects and living things with appropriate care, safety and control
- the ability of all children to demonstrate fine manipulative skills through simple cooking, drawing, cutting, glueing, painting, print- making and weaving.

Good features

190. Older and younger children demonstrate good gross motor skills and co-ordination skills when engaged in structured physical activity and when engaged in learning tasks in the classroom and when using toys and bikes in outdoor play.
191. Older children develop good ball skills and can effectively demonstrate the difference between walking, running, skipping and hopping.
192. All pupils demonstrate confidence and good balance in movement situations and some older children show very good balance and poise in gymnastic situations.

Shortcomings

193. There are no shortcomings.

Creative Development

Nursery: Grade 1: Good with outstanding features

Reception: Grade 2: Good features and no important shortcomings

Outstanding features

194. Outstanding features include:

- the ability of nursery children to watch and imitate movement in gymnastics and dance and to engage in role-play and imaginative drama
- the ability of nursery children to explore use of colour and materials to create images.

Good features

195. All children enjoy singing rhymes and songs and they perform them well as individuals and as a whole class. They all enjoy painting, drawing and print-making and make bold use of colour and make distinctive pictures of themselves, fish, birds and plants.

196. All children enjoy a wide range of indoor and outdoor creative play environments and participate co-operatively. They also engage in a wide range of musical experiences and have many opportunities to perform and sing in assemblies and in Easter and Christmas festivities.

197. All pupils have many opportunities to use their Welsh in lessons and in informal and formal situations.

Shortcomings

198. There are no shortcomings.

English

Key stage 1: Grade 1: Good with outstanding features

Key stage 2: Grade 2: Good features and no important shortcomings

Outstanding features

199. These included:

- The persuasive writing skills of KS1 pupils
- The speaking and listening skills of most KS1 pupils
- The creative writing and handwriting skills of most Y1 pupils

Good features

200. Most pupils in KS1 listen attentively to their teachers' explanations and to other pupils' contributions. They speak in a variety of contexts with increasing confidence and are keen to answer teachers' questions and offer their own comments and observations.
201. Standards in reading are good in KS1. Pupils display a good understanding of the characters, settings and structure of stories. Some can identify grammatical conventions such as an exclamation mark or a question mark in a Big Book.
202. Y1 pupils recognise full stops, capital letters and speech bubbles. They sequence events and retell a story in their own words well.
203. By the end of KS1, more able pupils read unfamiliar texts with confidence and fluency. Other readers have a positive attitude to reading and use a range of reading strategies to help them understand the text. They generally apply their knowledge of letter and sound correspondences effectively when they meet an unfamiliar word.
204. Standards in spelling are generally good. Many have developed a good knowledge of the alphabetical order of letters.
205. Pupils make good progress in their writing during KS1, from emergent to independent writing. By the end of KS1, some pupils write good stories using some of the key features of narrative. The handwriting of most is legible and spelling is accurate.
206. Y2 pupils are quick to learn the meaning of new words.
207. More able KS1 pupils write fluently. Their writing is well organised and they are beginning to plan, draft and revise their work. Their writing is good when they write in response to stimuli that have inspired them, especially their trips to St Fagans Folk museum and Plantasia. Most pupils write imaginatively about the lives and work of local cockle pickers and about the seasons of the year.
208. Nearly all pupils in KS2 listen respectfully to their teachers and to others. In lessons, they remain focused for a sustained time. When answering questions, most give answers, in writing and verbally, in full sentences.
209. They make good progress in speaking for different purposes and audiences and collaborate effectively in discussions. Storytelling activities like the 'two monsters' allow pupils to develop their speaking and listening skills and to build interaction skills which involve simple discussion, summarising and questioning.
210. Pupils in lower KS2 read aloud to a good standard and whole class 'hot seating' of 'Charlie and the Chocolate Factory' encourage them to say why they liked a particular book or a story and read from text. They grow in confidence when participating in front of their peers and focus well on their learning objectives.

211. Pupils in lower KS2 quickly show an awareness of different degrees of formality in writing. The majority is familiar with the differences between fiction and non-fiction texts. They understand terms such as contents, index and glossary and recognise that these are guides to finding information. Most pupils also build a good understanding of the differences between direct and indirect speech. Tasks in instructional writing as prompted by 'The Captain's shirt' are innovative ways of challenging pupils' awareness of the relative power of words, pictures, numbers and video.
212. Overall, standards in writing are good in KS2. Pupils' writing shows sound command of the characteristics of persuasive and informational writing as well as satisfactory use of punctuation. Y6 paired writing tasks linked to letter writing, descriptions of local views and reporting on school sporting events are of particular quality. Creative arts work by Y5 pupils linked to the fable 'Jack and the Beanstalk' produced outstanding work in poetry following the style of Dahl's 'revolting rhymes.' This focus also produced a superb 'Beanstalk song' planned, scripted and performed by pupils. It resulted in a 'Beanstalk' song CD produced by a parent in collaboration with the class teacher and pupils, demonstrating the high quality creative ability of Y5 pupils. This was an example of where collaborative working stretched all pupils and raised standards.
213. Generally, the work of more able pupils in KS2 is good, showing sound use of adjectives, neat sentence construction, good punctuation and creative content.
214. Y5 and Y6 pupils ask questions about the topics they investigate and suggest and use appropriate sources of information, when available. They evaluate texts like Roald Dahl's 'Danny, Champion of the World' carefully to find the answers to their questions and perform this type of work sensitively in class dramas. They all use dictionaries and thesauruses effectively to find the meaning of unfamiliar words. Most pupils read fairly fluently and can offer emphasis to key descriptive words. Most can also discuss plot and character well.
215. Y5 and Y6 pupils develop very good reporting and presentation skills of historical events linked to the 2nd World war and to local history. Their drafting of formal letters, diaries and poetry is at least of good quality.
216. Pupils in KS2 have developed their skills in using a library and computer for independent research across the curriculum. Their higher order reading skills are developing soundly.
217. Y6 pupils successfully perform a 'play in a day' – A Midsummer Night's Dream - with another local primary school and this aptly demonstrates their growing confidence in their oral skills and highlights their ability to read text and interpret commands. It also re-enforces their ability to work collaboratively and provides them with an invaluable initial acting experience.
218. Throughout the school, pupils' skills in oracy are developing well and this is aiding their thinking skills and building a real spirit of inquiry.

Shortcomings

219. In both key stages the written work of a small minority of pupils shows poor presentation and spelling.

Welsh as a second language

Key stage 1: Grade 2: Good features and no important shortcomings

Key stage 2: Grade 2: Good features and no important shortcomings

Good features

220. In both key stages, pupils demonstrate very positive attitudes towards Welsh and respond effectively when given opportunities to use the language. An effective foundation is established in the Early Years particularly with regard to familiarising children with the sounds of the language and the grasp of a basic vocabulary and sentence patterns. As they move through the school pupils develop an increasing confidence in their use and understanding of Welsh and make good progress in their pronunciation and intonation skills.
221. Pupils in KS1 make good progress in the skills of speaking and listening. They respond particularly well to instructions and ask and answer questions appropriately about the weather, personal information and likes and dislikes. They use prepositions well as they ask and answer questions about mini beasts. Y2 pupils in particular are beginning to develop a good grasp of sentence patterns relating to the past tense.
222. They effectively write phrases, sentences and short paragraphs based on their acquired vocabulary. Across the key stage the great majority make good progress in reading as they work from class reading books which they read with their teachers and to peers. A number of older KS1 pupils are beginning to read more independently.
223. Pupils in the lower end of KS2 demonstrate very good speaking and listening skills and effective levels of understanding as they use an increasing range of sentence patterns and vocabulary relating to personal information, likes and dislikes and features relating to specific experiences. They use the past tense particularly well and make very good use of role play situations to engage in conversations.
224. Overall pupils in the upper part of the key stage demonstrate a sound grasp of a range of sentence patterns and vocabulary and work well in pairs as they ask and answer questions, using their developing grasp of the language effectively. Y5 use the past tense well and are beginning to develop a good grasp of directional terms and a wider range of prepositions as they use a plan of a school to identify different areas. Y6 pupils focus appropriately on further developing their grasp of sentence patterns as they focus on character profiles.

225. Pupils across KS2 make good progress in their writing skills as they write about the weather, dialogues, likes and dislikes in various contexts, opinions about TV programmes and letters. They make particularly good use of diary entries about personal events and the weather to consolidate and enhance their grasp of sentence patterns and vocabulary. Pupils across the key stage make good use of their ICT skills to enhance their writing while pupils in Y5, using their developing grasp of relevant sentence patterns, have produced a well presented electronic book.
226. The majority of KS2 pupils achieve well as they read given texts and class reading books. A significant number at appropriate levels read with good levels of fluency and understanding and the majority are beginning to develop effectively as independent readers.

Shortcomings

227. There are no significant shortcomings.

History

Key stage 1: Grade 2: Good features and no important shortcomings

Key stage 2: Grade 2: Good features and no important shortcomings

Good features

228. KS1 pupils are developing a good historical vocabulary and their understanding of chronology is enhanced as they focus on their own family trees.
229. They make good use of a range of pictures and artefacts to explore differences between the past and the present and of the concept of change.
230. Their awareness of changes relating to everyday life is enhanced as they visit the oldest detached house in the village. They ask relevant questions and gather valuable information from the house owner as they focus effectively on different parts of the house including fireplaces, windows shutters and a range of cooking utensils.
231. KS1 pupils' study of old houses and homes is further developed as they make effective use of a visit to the museum of Welsh life where they become further aware of changes to households from Celtic times to the present.
232. Older pupils in particular are able to communicate their knowledge and understanding effectively in a variety of ways. They give reasons for changes in everyday life and offer good reasons as to why they would prefer to live in present times or, for example, in the Victorian period.
233. Y3 and Y4 pupils demonstrate good background knowledge and understanding of a number of features relating to life in Tudor times. They gather relevant

information from written and pictorial sources as they focus well on key personalities and a number of important events. Pupils develop a good awareness of some of the religious changes that occurred and explore aspects of the lives of the poor people during the period.

234. Pupils in Y3 and Y4 develop a good understanding of the importance of the role of exploration during the period and give good reasons as to why explorers went to find new land. They gather a good range of information about life aboard ships during the period.
235. Pupils in Y5 develop a very good knowledge of aspects of life in their own locality during the Victorian period in particular. They make particularly good use of census enumerators' returns and of the work of local historians and of information provided by these people and other members of the community in this context.
236. Pupils in Y5 and Y6 have a good awareness of some of the important events relating to the 2nd World war and develop a good understanding of the effect of the war. They make good use of primary and secondary sources to explore the effect of the blitz with particular reference to Swansea and focus effectively on the system of evacuation. In addition, they develop a good awareness of aspects relating to the war at sea.
237. Pupils in the upper part of KS2 focus effectively on causes and consequences of a number of developments during the 1960s and draw effective comparisons with life today.
238. Across KS2, pupils make appropriate use of a range of timelines to enhance their grasp of chronology. At appropriate levels, pupils demonstrate good skills in asking historical questions and of communicating their knowledge and understanding in a variety of ways.

Shortcomings

239. There are no important shortcomings.

Art

Key stage 1: Grade 1: Good with outstanding features

Key stage 2: Grade 2: Good features and no important shortcomings

Outstanding features

240. These include:

- KS1 pupils' very good skills of creating natural art images
- Their skills of creating images of mini beasts using a range of materials.

Good features

241. At appropriate levels, pupils in both key stages use of an appropriate subject related vocabulary and ability to evaluate aspects of their work is good. In both key stages, pupils make good use of sketchbooks to make observational drawings, to experiment and to record their ideas.
242. In both key stages they make good progress in responding practically and imaginatively to the ideas, methods and work of other artists and craft workers including those from Wales. Across the school they develop good skills in evaluating their own compositions and those of others.
243. KS1 pupils work effectively with a resident artist demonstrating a good understanding of line, shape as they create impressive observational drawings of plants and flowers during their visit to Plantasia.
244. Based on their focus on the work of Piet Mondrian and Jackson Pollock they have explored the concept of line and pattern effectively using a graphics programme, a range of pastels working in the style of Andy Goldsworthy, pupils in KS1 have created very impressive natural art images and texture prints using a wide range of materials they have discovered in their immediate environment.
245. They demonstrate well developed skills as they construct 3D models made from card and paper to reflect images of a fireworks display and diva candle dishes from clay as part of their study of festivals and light. Using paper, wool and natural materials KS1 pupils demonstrate good skills as they experiment with weaving in different contexts. Their skills of experimenting with colour are well developed and they demonstrate good skills in their collage work as they create effective Autumn scenes.
246. Using a range of tools, processes and techniques, which include working very effectively with wool, clay and felt, pupils across the key stage have produced high quality models of mini beasts.
247. Across the key stage pupils make good use of computer programmes to enhance their work in art.
248. Younger KS2 pupils focus well on aspects of the work of Andy Warhol and demonstrate good skills as they sketch flower shapes and use stencils imaginatively to produce flower prints in his style. They experiment effectively with colour combinations as they complete their compositions.
249. They produce good quality pointillism images of the natural world based on the work of Seurat and use charcoal effectively to draw landscape images in the style of Sir Kyffin Williams.
250. Y5 pupils demonstrate good skills of working collaboratively as they use a range of materials to create good quality end products to represent buildings in their village and in a nearby seaside locality.

251. They use a range of materials and make good use of their study of the work of Will Evans to create good quality pictorial images of the effects of air raids on Swansea and, using materials that would have been available over half a century ago they have produced homemade Christmas cards.
252. Older KS2 pupils have created an impressive display of pop art images in the style of Andy Warhol which include manipulating the colours of their own photographs and using computer graphics to alter images.
253. Pupils in Y6 experiment effectively with the concepts of tone, texture, pattern and shape. They use a wide range of collage material and two and three dimensional objects based on the work of Gustav Klimt and Paul Klee.
254. Using clay, Y6 pupils have created impressive three dimensional images to represent pupils in their class and to express the unity between them.

Shortcomings

255. There are no significant shortcomings but KS2 pupils' skills of working with a wide range of materials in their three dimensional [3D] work is insufficiently developed.

Physical Education

Key stage 1: Grade 2: Good features and no important shortcomings

Key stage 2: Grade 1: Good with outstanding features

Outstanding features

256. These include:
- The quality of performance of many pupils in KS2
 - The quality of direct observation, evaluation and feedback skills of all KS2 pupils
 - The ability of the majority of KS2 pupils to apply and adapt the skills across a range of team sports and individual activities, notably in rugby, soccer, netball, dance, gymnastics, swimming and outdoor activities
 - The secure and developing knowledge and skills of all KS2 pupils with respect to regular exercise and health based fitness and their high performance standards in the 'Jump for rope' aerobic skipping routines for individuals, pairs and groups
 - The school's indoor and outdoor facilities for physical education and sport are outstanding and help contribute to improving standards.

Good features

257. Pupils in both key stages participate enthusiastically in lessons and games. They respond to instructions and directions promptly and sensibly, especially

those linked to health and safety. They follow rules and work together effectively in partner and group work situations.

258. In gymnastics, KS1 pupils generally use space well and move with confidence during both floor work and activities on simple apparatus. Some able pupils in both key stages display a very good sense of co-ordination, balance and creativity in their gymnastics. Gymnastic activity also involves the use of simple apparatus that allows pupils to work at differing heights.
259. In creative dance in both key stages pupils perform with agility and expression to the rhythm of incidental and formal music. They plan and execute simple dance sequences working individually and with partners. Some show real creativity in their performance, especially when acting out roles and responding to music. In KS2, boys and girls demonstrate an ability to refine their creative dance and offer highly imaginative small group dances designed to respond to contemporary music. Some Y6 girls have represented the Swansea School of Dance and held leading roles in performing arts shows to the general public and engaged in 'street dance' competitions. Dance performances by KS2 pupils to parents, staff and governors are regular parts of St. David's Day festivities.
260. All aspects of the NC are covered fully in each class, and pupils undertake an intensive swimming course and also experience high quality outdoor activities at Forest School and an intensive Y6 outdoor activities course.
261. Pupils in all classes help to get out and put away equipment safely and sensibly. They have a good knowledge of warm up and cool down procedures and KS2 pupils have a very good awareness of and practical skills in stretching and mobilising prior to exercise. Most KS2 pupils also show high performance levels in team games, swimming, keep fit and gymnastics.
262. There is a wide range of extra-curricular sporting activities, the most notable being soccer, rugby, cricket, hockey, athletics, netball and orienteering. These activities are very well supported by pupils, particularly at KS2, where some pupils have gained national and regional recognition in competitive swimming, rugby union, soccer, cross-country and skiing. These extra-curricular activities make a valuable contribution to their skill development and overall health and fitness. Staff and parents all provide skilful assistance in all these activities and matches are played regularly with local schools.
263. The school has had some notable sporting successes in team sports, particularly in rugby union, soccer, netball and athletics. Many pupils also take part in safe cycling programmes run by the National Cycling Proficiency agency. School athletics days and gymnastics displays are also prominent parts of the school year.

Shortcomings:

264. There are no shortcomings.

School's response to the inspection

The Governing Body and all staff members are delighted with this extremely positive inspection report that portrays Penclawdd Primary School as a good school with outstanding features.

We are pleased that the “very good progress” the school has made since the last inspection has been recognised. This progress could not have been achieved without the commitment and enthusiasm of all concerned with the school.

The governors are very proud of the fact that the dedication and talent of all members of the school community have been highlighted as strengths of the school. It is particularly pleasing to note that the inspectors found the outstanding quality of teaching to be a key element in the progress pupils make, and the standards that are achieved.

We celebrate the fact that the report recognises not only our pupils’ behaviours and attitudes towards learning as outstanding features; but also their relationships with, and respect for, each other and all adults linked to the school.

The quality of the learning experiences and the learning environment that we provide for the children has been described as outstanding. We strongly feel that this is one of the major strengths of the school.

The head teacher, staff and governors will ensure that the recommendations outlined in the report will be incorporated within the School Development Plan. We will seek to maintain the high standards achieved, whilst maintaining the high quality ethos and culture of the school.

Parents and the LEA will be informed of our Action Plan and our progress in implementing the report’s recommendations through the Annual Report to Parents and through the school’s evaluation procedures with the LEA.

Finally the Governors and staff would like to thank the Inspection Team for the courteous and professional manner in which the inspection was conducted. The process was open and based on evidence, and focused on the continued development of the school.

Appendix A

Basic information about the school

| | |
|---------------------|--|
| Name of school | Penclawdd Primary School |
| School type | Community |
| Age-range of pupils | 3 to 11 |
| Address of school | Park Road Penclawdd Swansea City of Swansea |
| Post-code | SA4 3FH |
| Telephone number | 01792 850239 |

| | |
|--|-----------------------|
| Headteacher | Mrs Elizabeth Jackson |
| Date of appointment | January 2007 |
| Chair of governors/ Appropriate authority | Mr Robert Barnes |
| Registered inspector | Mr Peter Treadwell |
| Dates of inspection | 30/06/08 to 02/07/08 |

Appendix B

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 | 10.5 | 18 | 18 | 13 | 7 | 17 | 25 | 16 | 124.5 |

| Total number of teachers | | | |
|--------------------------|-----------|-----------|----------------------------|
| | Full-time | Part-time | Full-time equivalent (fte) |
| Number of teachers | 6 | 2.1 | 7.1 |

| Staffing information | |
|--|----------|
| Pupil: teacher (fte) ratio (excluding nursery and special classes) | 19 : 1 |
| Pupil: adult (fte) ratio in nursery classes | 10.5 : 1 |
| Pupil: adult (fte) ratio in special classes | n/a |
| Average class size, excluding nursery and special classes | 23 |
| Teacher (fte): class ratio | 1 : 1 |

| Percentage attendance for three complete terms prior to inspection | | | |
|--|-----|-----|--------------|
| Term | N | R | Whole School |
| Autumn 2007 | 92% | 95% | 94.5% |
| Spring 2008 | 89% | 92% | 94% |
| Summer 2007 | 87% | 95% | 95% |

| | |
|--|----|
| Percentage of pupils entitled to free school meals | 9% |
| Number of pupils excluded during 12 months prior to inspection | 0 |

Appendix C

National Curriculum Assessment Results

| National Curriculum Assessment KS1 Results 2007 | | | Number of pupils in Y2 | | 13 | | | |
|---|--------------------|-----------------|------------------------|---|----|----|----|---|
| Percentage of pupils at each level | | | | | | | | |
| | | | D | W | 1 | 2 | 3 | 4 |
| English: | Teacher Assessment | School (2007) | 0 | 0 | 14 | 57 | 29 | 0 |
| | | National (2007) | 0 | 3 | 13 | 63 | 20 | 0 |
| English: reading | Teacher Assessment | School (2007) | 0 | 0 | 0 | 57 | 43 | 0 |
| | | National (2007) | 0 | 4 | 14 | 55 | 27 | 0 |
| English: writing | Teacher Assessment | School (2007) | 0 | 0 | 14 | 57 | 29 | 0 |
| | | National (2007) | 0 | 5 | 14 | 68 | 12 | 0 |
| English: speaking and listening | Teacher Assessment | School (2007) | 0 | 0 | 14 | 57 | 29 | 0 |
| | | National (2007) | 0 | 2 | 10 | 63 | 24 | 0 |
| Mathematics | Teacher Assessment | School (2007) | 0 | 0 | 0 | 43 | 57 | 0 |
| | | National (2007) | 0 | 2 | 10 | 64 | 23 | 0 |
| Science | Teacher Assessment | School (2007) | 0 | 0 | 14 | 14 | 71 | 0 |
| | | National (2007) | 0 | 2 | 9 | 66 | 24 | 0 |

| Percentage of pupils attaining at least level 2 in English, mathematics and science according to teacher assessment | | | |
|---|--------|----------|-------|
| In the school | 85.71% | In Wales | 80.6% |

D Pupils who have been disapplied from the statutory arrangements
W Pupils who are working towards level 1

National Curriculum Assessment Results End of Key Stage 2:

| National Curriculum Assessment KS2 Results 2007 | | | Number of pupils in Y6 | | | | | | 16 | | |
|---|--------------------|----------|------------------------|---|---|---|---|----|----|----|---|
| | | | N | D | W | 1 | 2 | 3 | 4 | 5 | 6 |
| English | Teacher assessment | School | 0 | 0 | 0 | 0 | 4 | 4 | 59 | 33 | 0 |
| | | National | 0 | 0 | 1 | 1 | 4 | 16 | 48 | 30 | 0 |
| Mathematics | Teacher assessment | School | 0 | 0 | 0 | 0 | 4 | 4 | 70 | 22 | 0 |
| | | National | 0 | 0 | 1 | 1 | 3 | 14 | 48 | 33 | 0 |
| Science | Teacher assessment | School | 0 | 0 | 0 | 0 | 0 | 4 | 67 | 30 | 0 |
| | | National | 0 | 0 | 1 | 0 | 2 | 12 | 52 | 34 | 0 |

| Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language) | | | |
|---|-------|----------|------|
| by Teacher Assessment | | | |
| In the school | 88.89 | In Wales | 74.2 |

- D Pupils who are excepted under statutory arrangements from part or all of the National Curriculum
 A Pupils who have failed to register a level because of absence
 F Pupils who have failed to register a level for reasons other than absence
 W Pupils who are working towards level 1

Appendix D

Evidence base of the inspection

The inspection team of three inspectors, including the lay inspector, peer assessor and nominee was at the school for a total of 10 inspector days.

During this time, all teachers were visited and all classes were seen. A total of 40 sessions, part sessions or interactions were observed and a wide range of pupils' work was scrutinised. Inspectors talked to pupils about their work and life in the school, and listened to them reading their own work and extracts from class reading books.

The full range of documentation made available by the school was scrutinised. Discussions were held with the Headteacher, deputy Headteacher, governors, teachers, classroom assistants, other staff and pupils. Pre- and post-inspection meetings were held with governors and staff, and 27 parents attended a pre-inspection meeting with inspectors. Questionnaires completed by 67 parents were also analysed.

Appendix E

Composition and responsibilities of the inspection team

| Inspector | Type | Aspect Responsibilities | Subject Responsibilities |
|------------------------|----------------------|---|--|
| Mr Peter Treadwell | Registered Inspector | Context. Main findings. Leading on Key Questions 5, 6 & 7. How well do governors meet their responsibilities? Recommendations. | Overall provision for children aged under five. English. History. Physical Education. |
| Mr Brinley Wynne Jones | Team Inspector | Leading on Key Question 2 and Key Question 4. Proportions of standards achieved at each grade observed in classes. Quality of teaching. Spiritual, moral, social and cultural development. Additional learning needs. Provision for pupils with SEN. Race equality. Disability. | Welsh 2 nd Language. Art. |
| Mrs Janet Warr | Lay Inspector | Key Skills inc. bilingual competence. Provision for PSE. Education for sustainable development and global citizenship. Attendance. Behaviour. The school's response to the needs of employers and the wider community. The quality of care, support and guidance. The quality of provision for equal opportunities. Child Protection. | |
| Mr Clive Evans | Peer Assessor | | |
| Mrs Elizabeth Jackson | Nominee | | |

Acknowledgement

The visiting inspectors wish to thank the governors, the Headteacher, all the staff and the pupils for the co-operation and courtesy they received during the inspection.

Inspection Contractor:

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Oaks Lea, Higher Knolton, Overton, Wrexham, LL13 0LF.