Inspection under Section 28 of the Education Act 2005

A Report on the Quality of Education in

PORTMEAD PRIMARY SCHOOL CHERITON CRESCENT PORTMEAD SWANSEA SA5 5LA

School Number: 670 2075

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by

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The purpose of Estyn is to improve quality and standards in education and training in Wales. Estyn is responsible for inspecting:

- nursery schools and settings maintained or used by local education authorities (LEAs);
- * primary schools;
- * secondary schools;
- * special schools;
- * pupil referral units;
- * independent schools;
- * further education:
- adult community-based learning;
- * youth support services;
- * LEAs:
- teacher education and training;
- * work-based learning;
- * careers companies; and
- * the education, guidance and training elements of Jobcentre Plus.

Estyn also:

- * provides advice on quality and standards in education and training in Wales to the National Assembly for Wales and others; and
- * makes public good practice based on inspection evidence.

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Portmead 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 Portmead Primary School took place between 5th and 7th February 2007. An independent team of inspectors, led by Mr Eifion R Morgan, 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

[&]quot;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 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	Y 1	Y 2	Y 3	Y 4	Y 5	Y 6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y 7	Y 8	Y 9	Y 10	Y 11	Y 12	Y 13
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. Portmead Primary School is located in a large local authority housing estate some two miles to the north west of Swansea City centre. The estate also has a small number of private houses. The school was built in 1954 and comprises 14 classrooms, two halls, resources areas, library and a special educational needs (SEN) classroom. The original separate infant and junior departments were amalgamated in 1979. The school has been partly refurbished recently with new UPVC windows, but is now in need of completion and renovation. However, the outside environment is being improved with a sensory garden for the early-years children, improved play areas and wall and yard paintings. Colourful classroom displays improve the internal learning environment.
- 2. The number of pupils on roll has steadily decreased over recent years to the current number. Many pupils who enter the school have language and behavioural problems and many children lack the skills expected of children of this age. The school also has a significant transient population as parents move house in and into the estate. There are also twelve asylum children at the school.
- 3. There are 198 pupils on roll at present and a further 30 pupils attend the nursery on a part-time basis. The school has identified 50 pupils with additional educational needs with a further 6 pupils (5 boys and 1 girl) having a statement of special educational needs.
- 4. Nearly all pupils speak English and none come from homes where Welsh is the predominant language, or speak Welsh to an equivalent standard. The area has social and economic problems and currently 58.5% of pupils are registered as being entitled to receive free school meals.
- 5. The school aims, as stated in the School Development Plan, are to create a happy, caring and supportive community with high expectations and a varied curriculum for its pupils, where everyone's contribution is valued and every child respected.
- 6. The school was last inspected in February 2001.

The school's priorities and targets

- 7. The school's priorities for improvement as indicated in the School Development Plan [SDP] are:
 - raise standards overall;
 - raise standards in reading;
 - reviews and adapt schemes of work make them skill based;

- introduce/use key skills where appropriate note in schemes of work;
- develop a structure for improving community links;
- improve behaviour;
- develop/improve environment;
- eco school;
- healthy school;
- prepare for 2nd round of I/P;
- prepare for 2nd round of Quality Mark;
- review workforce re-modelling policy/procedures;
- prepare structure for T.L.R's;
- nursery/pre-nursery.

Summary

- 8. Portmead School is a caring environment and pupils of all ages are happy at school. Relationships between teachers, support staff and pupils are good and this establishes the good provision for pupils' moral, social and cultural development.
- 9. The school's self-evaluation document is based upon the seven key questions (KQ) identified by Estyn. The school graded 6 of the KQ as Grade 2 (good with no significant shortcomings) and the seventh KQ, that is KQ4, as Grade 1 (good with outstanding features). The inspection team recognised good features in the seven aspects of the school's work but identified shortcomings in each aspect. In KQ4 (How well are learners cared for, guided and supported) the inspection team judged there to be no important shortcomings hence this KQ is graded 2. In each of the other KQ good features outweigh shortcomings and are judged to be Grade 3.
- 10. In summary, the inspection team judged the school's work as follows:

Table of grades awarded

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

Standards

11. Pupils' standards of achievement in lessons or sessions observed are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	30%	57%	13%	

- 12. Standards of achievement are good with no important shortcomings (Grade 2) in 30% of lessons and in another 57% of lessons good features outweigh shortcomings (Grade 3). In the remaining 13% of lessons there are some good features but there are shortcomings in important areas (Grade 4).
- 13. Overall, standards of achievement are Grade 3 or better in 87% of lessons and Grade 2 in 30% of them. The Welsh Assembly Government target for 2007 is for 98% of lessons to be at least satisfactory (i.e. Estyn Grade 3) and 65% of lessons to be good or very good (i.e. Estyn Grades 1 and 2).
- 14. Children's attainment on entry is generally low, particularly in language development. However, children very quickly settle into school life and progress well, particularly in their personal and social development.
- 15. The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Desirable Outcomes for Children's Learning.
- 16. The standards of achievement of children in the nursery and reception classes are good with no important shortcomings in the six areas of learning. In summary, children's standards of achievement are as follows:

Desirable Outcomes	Standards of Achievement in the
	Nursery and Reception
Language, literacy and communication	Grade 2
Personal and social development	Grade 2
Mathematical development	Grade 2
Knowledge and understanding of the world	Grade 2
Creative development	Grade 2
Physical development	Grade 2

17. Pupil's standards of achievement overall in the National Curriculum subjects inspected and religious education in Key Stage 1 (KS1) and Key Stage 2 (KS2) are as follows:

Subjects	KS1	KS2
English	Grade 3	Grade 3
Welsh (second language)	Grade 3	Grade 2
Design Technology	Grade 4	Grade 4
Music	Grade 3	Grade 2

Religious Education	Grade 4	Grade 4
Neligious Education	Glaue 4	Glaue 4

- 18. The end of KS1 National Curriculum assessment results (2006) based on teacher assessment in English and mathematics were below local (LEA) and National averages and above local and National averages in science. In comparison with similar schools (based on the number of pupils eligible to receive free school meals), the results in English and mathematics were below those of similar schools and well above in science. The core subject indicator (combination of the three core subject) showed the school in the bottom quartile in comparison with similar schools.
- 19. The end of KS2 National Curriculum assessment results (2006) based on teacher assessment in English, mathematics and science showed that the school is in the bottom quartile when compared with local (LEA) and National results and in comparison with similar schools. The core subject indicator also showed the school in the bottom quartile.
- 20. The school, however, recognised last year's cohort as a group comprising 48% as having additional educational needs and including a significant number of transient pupils. When KS2 results are averaged over the last three years the results compare favourably with local (LEA), National and similar school results in the three core subjects of English, mathematics and science.
- 21. There are good features in pupil's progress in both KS1 and KS2 but there are shortcomings and in some instances these shortcomings are in important areas. These shortcomings are most apparent in pupil's writing skills across the curriculum and where pupils have an inadequate knowledge and understanding of subjects, such as in design technology and religious education.
- 22. Children in the nursery and reception classes make good progress in acquiring their key skills. A particularly good feature is children's developing personal and social skills enabling them increasingly to become independent workers, capable of making decisions when deciding on their classroom activities.
- 23. Pupils, in both key stages, make good progress that outweighs shortcomings in acquiring their key skills. Pupils of all ages have good listening skills and show interest in class discussion. Pupils' speaking and reading skills have good features that outweigh shortcomings. Pupils are keen to participate in class activities and to read, but many have a poor vocabulary that inhibits their full participation. However, the main shortcoming in pupils' literacy and communication skills is in pupils' writing. Overall, pupils' poor grammatical and presentation skills adversely affect their ability to write and to present their ideas across the whole curriculum. Pupils' work shows lack of attention to detail.
- 24. Pupils' Welsh vocabulary and their understanding of the language are progressing well, particularly in KS2. By Year 6 pupils have a good vocabulary enabling them to respond positively to their teacher. A notable and good feature of the school is the development of pupils' bilingual skills, resulting in

the majority of pupils becoming increasingly confident to use the Welsh language.

- 25. Pupils' numeracy skills and their information and communication skills in both key stages have good features that outweigh some shortcomings. Pupils have good personal and social skills and they work together well. Similarly pupils have good problem solving and creative skills.
- 26. There is no significant difference between the performance of girls and boys and pupils identified with special educational needs (SEN) are making good progress.
- 27. Taken overall learners in both key stages are developing an aptitude for learning and are developing a greater understanding of what they need to do to improve. This is particularly evident in Year 6 where pupils are encouraged to take greater responsibility for their learning.
- 28. The general standard of behaviour of pupils around the school and in lessons is good. Pupils are friendly and their relationship with each other and with adults is good. They show a growing capacity to collaborate with others and, when appropriate, to work independently.
- 29. Pupils have a good awareness of equal opportunity issues and participate in a variety of events in the community.
- 30. Attendance over the last three terms averages below 90% and is unsatisfactory. However, the school has worked hard to improve attendance of pupils that was above 90% for the last term and has also been successful in reducing the number of unauthorised absences.

The quality of education and training

31. In lessons and sessions observed the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
3%	41%	50%	6%	

- 32. The quality of teaching in 44% of lessons has good features and no important shortcomings (Grade 2) and in 3% there are outstanding features (Grade 1). In 50% of lessons there are shortcomings but these are outweighed by good features (Grade 3). In 6% of lessons there are shortcomings in important areas (Grade 4).
- 33. Nationally the quality of teaching reported by Her Majesty's Chief Inspector of Schools in her annual report 2004-05 indicates that the quality of teaching is good or better (i.e. Grade 1 and 2) in 79% of lessons and outstanding (i.e. Grade 1) in 18% of lessons.
- 34. The quality of teaching in the early years is generally good as is apparent from the quality of children's work and aptitude. The teaching is well directed at

- developing children's personal and social skills and this is reflected in children's good decision-making skills and their ability to work independently.
- 35. In KS1 and KS2 the quality of teaching is good with outstanding features (Grade 1) in 4% of lessons and it is good with no important shortcomings (Grade 2) in a further 43% of lessons. In the remaining 53% of lessons good features outweigh shortcomings (Grade 3).
- 36. A good feature of the teaching in virtually all lessons is the quality of relationships that exist between staff (including non-teaching assistants) and pupils and this effectively fosters learning. Pupils know that teachers value their contributions and this raises pupils' self-esteem and their motivation for learning. Where teaching is good, lessons are well planned and the work is well matched to pupils' ability.
- 37. Overall, however, the quality of teaching lacks consistency and whilst all lessons have good features, there are shortcomings in about half the lessons. Teachers give too little attention to develop pupils' writing skills across the curriculum and the marking of pupils' work is not always sufficiently critical. In some lessons the work is not sufficiently differentiated so as to meet the needs of individual pupils.
- 38. Pupils' reading skills are not developed sufficiently progressively and whilst more able pupils read well, even these pupil's knowledge of books and authors is limited.
- 39. Assessment and its use have good features that outweigh shortcomings. The school analyses data at the end of both key stages in the core subjects and compares the school results with local (LEA) and National data. Ongoing assessment of pupils' achievement in mathematics is very well developed but less so in English and science. Assessment in the foundation subjects is inconsistent.
- 40. Pupils with SEN and those requiring language support are well assisted according to their needs. Overall, however, assessment is insufficiently diagnostic throughout the school especially in identifying at an early age those with poor language skills.
- 41. Pupils' understanding of the purpose of assessment and planning their own progress has good features but shortcomings in important areas in that pupils' understanding of what they need to do to improve is limited. Reports to parents are detailed and of good quality and comply with statutory requirements.
- 42. The school provides pupils with a generally broad and balanced curriculum but lacks depth in some areas of the foundation subject curriculum. Current initiatives to promote key skills is now permeating all subject planning and the provision to promote pupils' numeracy, information technology, problem solving and creative skills is progressing well and having a positive impact. Planning also ensures that pupils' bilingual skills are given prominence and the development of the Welsh language is well integrated into the curriculum.

- However, planning to fully develop pupils' literacy skills is insufficiently developed.
- 43. Pupils' personal and social development is good and issues are sensitive broached in, for example, circle time. Pupils' spiritual development is satisfactory and their moral, social and cultural development is good. The school provides pupils with good opportunities to gain new learning experiences outside school through after school activities, visits and visitors to the school.
- 44. Links with parents are good and a home-school agreement is in place. Transition arrangements with the secondary schools are good.
- 45. The school is active in promoting the idea of sustainable development and the school effectively reflects national priorities for life long learning.
- 46. The headteacher and staff place a high priority on pastoral care throughout the school and provide good guidance, care and a supportive environment where pupils feel safe and secure. The school works in partnership with relevant support agencies and seeks additional help for pupils when required. Parents and carers are fully involved in discussion about the care of their child.
- 47. Child-protection arrangements are well documented and understood by all who work in the school. Issues that arise are sensitively handled. Arrangements take into account the All Wales Child Protection Procedures.

Leadership and management

- 48. The recently appointed headteacher has successfully drawn together the staff and developed a sense of purpose within the school, focused on improving standards. All staff, including non-teaching staff, are encouraged to contribute and their input is valued.
- 49. The headteacher is ably supported by the recently appointed deputy headteacher whose wealth of experience is beginning to impact positively on the school.
- 50. The school has put in place systems to monitor the quality of its provision and these are already having an impact. The quality of teaching is regularly monitored and this is proving effective. Monitoring arrangements are in place for some subjects and are impacting well on standards in these instances. However, the monitoring of the curriculum is incomplete and is an area for further development to ensure a well-balanced curriculum in all subjects.
- 51. The School Development Plan (SDP) identifies many priorities for development. Whilst the school uses the SDP as a working document it does not include an evaluation of previous plans nor does the SDP indicate planning beyond the current school year.
- 52. The school's self-evaluation report lacks detail, as there is little indication of how each grade has been achieved. Overall, the school s' self-evaluation

- process is at an early stage of development and is only beginning to provide useful data.
- 53. The school governors are supportive of the school and committed to raising standards. Governors know the main strengths and weaknesses of the school and appreciate the current changes taking place and the impact it is already having on the educational provision.
- 54. The school is appropriately staffed by suitably qualified and experienced teachers and non-teaching assistants to meet the needs of pupils and to teach the curriculum. Learning support assistants provide effective support for pupils.
- 55. Overall, learning resources are good and recent additions, such as the new library and information technology room, have been effective. Day-to-day activities are well organised and the school secretary makes a valuable contribution to the life of the school.
- 56. The school has the advantage of substantial space with good size yards and playing fields. Recent improvements, such as a tyre park, a garden area for the Early Years children and wall and yard paintings have enhanced the outside play areas. The accommodation is in need of redecoration, however colourful displays of pupils' work brighten up corridors and classrooms and cover up a weakness in the general condition of the school.
- 57. Overall, resources have been deployed to meet the needs of the curriculum and the school provides satisfactory value for money.

Recommendations

- 58. In order to improve the school needs to:
- R1* raise the standards of pupils' literacy skills, particularly their writing, across the curriculum;
- R2 raise the standards in design technology and religious education and address other weaknesses identified in the subject reports;
- R3* continue to develop the roles of curriculum leaders, so as to ensure continuity, progression and a well balanced curriculum in all subjects;
- R4* further refine assessment procedures so that it informs teachers' planning so that the work is suitably differentiated to meet pupils' needs;
- R5* develop effective self-evaluation procedures so that the school can evaluate its performance, plan for improvement, monitor development and review progress.

R6 improve attendance rates and punctuality.

* These issues for development are recognised by the school.

The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

Standards

Key Question 1: How well do learners achieve?

Grade 3: Good features outweigh shortcomings.

- 59. The findings of the inspection team differ from the judgement of grade 2 made by the school in the self-evaluation report, as there are shortcomings in some subjects and in literacy skills across the curriculum.
- 60. Pupils' standards of achievement in lessons and sessions observed are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	30%	57%	13%	

- 61. Standards of achievement are good with no important shortcomings in 30% of lessons and in another 57% of lessons good features outweigh shortcomings. In the remaining 13% of lessons, there are some good features but there are shortcomings in important areas.
- 62. Overall, standards of achievement are Grade 3 or better in 87% of lessons and Grade 2 in 30% of them. The Welsh Assembly Government targets for 2007 is for 98% of lessons to be at least satisfactory (i.e. Estyn Grade 3) and 65% of lessons to be good or very good (i.e. Estyn Grades 1 and 2).
- 63. Children's attainment on entry is generally low, particularly in language development. However, children very quickly settle into school life and progress well, particularly in their personal and social development.
- 64. The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Desirable Outcomes for Children's Learning.
- 65. The standards of achievement of children in the nursery and reception classes are good with no important shortcomings in the six areas of learning. In summary, children's standards of achievement are as follows:

Desirable Outcomes	Standards of Achievement in the Nursery and Reception
Language, literacy and communication	Grade 2
Personal and social development	Grade 2
Mathematical development	Grade 2
Knowledge and understanding of the world	Grade 2
Creative development	Grade 2
Physical development	Grade 2

66. Pupils' standards of achievement overall in the National Curriculum subjects inspected and religious education in Key Stage 1 (KS1) and Key Stage 2 (KS2) are as follows:

Subjects	KS1	KS2
English	Grade 3	Grade 3
Welsh (second language)	Grade 3	Grade 2
Design Technology	Grade 4	Grade 4
Music	Grade 3	Grade 2
Religious Education	Grade 4	Grade 4

- 67. There are good features in pupils' progress in both KS1 and KS2 but there are shortcomings, and in some instances these shortcomings are in important areas. These shortcomings are most apparent in pupils' writing across the curriculum, and where pupils have an inadequate knowledge and understanding of subjects, such as in design technology and religious education.
- 68. Children in the nursery and reception classes make good progress in acquiring their key skills. A particularly good feature is children's developing personal and social skills, enabling them increasingly to become independent workers capable of making decisions when choosing their classroom activities.
- 69. Pupils in both key stages make good progress that outweighs shortcomings in acquiring their key skills. Pupils of all ages have good listening skills and show interest in discussion and are eager to answer questions. There are no important shortcomings in pupils' listening skills. Pupils' speaking and reading skills have good features that outweigh shortcomings. Pupils are keen to participate in class activities and to read, but many have a poor vocabulary that inhibits their full participation, their ability to read interesting books and to search for information. However, the main shortcoming in pupils' literacy and communication skills is in pupils' writing. Overall, pupils' poor grammatical and presentation skills adversely affect their ability to write and to present their ideas across the whole curriculum. Pupils' work shows lack of attention to detail and the writing is often disorganised. The school recognises the shortcomings in pupils' writing.
- 70. Pupils' Welsh vocabulary and their understanding of the language are progressing well, particularly in KS2. By the end of KS1 pupils have a good understanding of the basic words, phrases and sentences spoken by their teacher. By Year 6 pupils have a good vocabulary enabling them to respond positively to their teacher.
- 71. A notable and good feature of the school is the development of pupils' bilingual skills resulting in the majority of the pupils becoming increasingly confident to use the Welsh language. Pupils have a good understanding of the Cwricwlwm Cymraeg.
- 72. Pupils' numeracy skills in both key stages have good features that outweigh some shortcomings. Pupils use their numeracy skills purposefully in some

- subjects such as science, but overall pupils' numeracy skills in other subjects, such as design technology are not developed sufficiently.
- 73. Pupils' information and communication skills are well developed in both key stages. However, they are not consistently used across the curriculum.
- 74. Pupils have good personal and social skills; pupils work together well from an early age and there are no important shortcomings in these areas. Similarly pupils also have good problem solving and creative skills.
- 75. The end of KS1 National Curriculum assessment results (2006) based on teacher assessment in English and mathematics were below local (LEA) and National averages and above local and National averages in science. In comparison with similar schools (based on the number of pupils eligible to receive free school meals), the results in English and mathematics were below those of similar schools and well above in science. The core subject indicator (combination of the three core subject) showed the school in the bottom quartile in comparison with similar schools.
- 76. The end of KS2 National Curriculum assessment results (2006) based on teacher assessment in English, mathematics and science showed that the school is in the bottom quartile when compared with local and National results and in comparison with similar schools. The core subject indicator also showed the school in the bottom quartile when compared with similar schools.
- 77. The school, however, recognised last year's cohort as a group comprising 48% as having additional educational needs and including a significant number of transient pupils. When KS2 results are averaged over three years the results compare favourably with local (LEA), National and similar school results in the three core subjects of English, mathematics and science.
- 78. There is no significant difference between the performance of girls and boys and pupils identified with special educational needs (SEN) are making good progress.
- 79. Taken overall, learners are developing an aptitude for learning new skills from a very early age. The school council also introduces them to the democratic processes and members understand their responsibilities in working as a team while representing those who elected them.
- 80. In some classes pupils are developing greater understanding of what they need to do to improve. This is a particular strength in Year 6 where pupils are aware of their strengths and weaknesses and are encouraged to think about their learning and what they need to do to improve. Overall, pupils are making satisfactory progress towards fulfilling their potential and moving on to the next stage of learning.
- 81. Children under-five develop appropriate personal, social and learning skills and pupils in both key stages have positive attitudes to learning and enjoy the

lessons. They demonstrate a good degree of motivation, concentrate well and work reasonably productively.

- 82. The general standard of behaviour of pupils around the school and in lessons is good. Pupils are friendly and their relationships with each other and with adults are good. Playground buddies receive a contract to highlight their responsibilities in promoting good relationships, to show sensitivity towards others and concern for the well-being of younger pupils in the playground.
- 83. Attendance is below that expected and averaged at 88.6% for the 3 previous terms, but this does not reflect the improvement in both attendance and unauthorised absence since September 2006. The school takes good account of current requirements in recording the pupils' attendance. Most pupils arrive at school promptly. School term holidays also affect attendance levels.
- 84. Pupils demonstrate a growing capacity to collaborate with others and when appropriate to work independently. However, pupils' writing and reading skills do not show the necessary consistency and progression to maintain lifelong learning.
- 85. Pupils' progress in their personal, social, moral and wider development is good. They have good moral values and take responsibility for their actions as is evident in the work of the school council, and appreciate the values of others. They demonstrate good awareness of equal opportunity issues as the staff ensure that all pupils have access to all aspects of school life, such as sport. Pupils show appropriate respect for, and an increasing understanding through dance and role play of the diversity of culture within society.
- 86. Pupils participate in a variety of events and services within their community, for example within the local church. The curriculum and their knowledge of the world of work is broadened and enhanced through a number of good links, for example with the police. Pupils also visit museums, the theatre and an art gallery and benefit from visiting authors and an artist in residence. The provision to promote pupils' awareness of the workplace is currently underdeveloped.

The quality of education and training

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

Grade 3: Good features outweigh shortcomings.

87. The findings of the inspection team differ from the judgement of Grade 2 made by the school in the self-evaluation report. The inspection team noted that there were some shortcomings in the teaching but were outweighed by good features, hence a Grade 3 is awarded.

88. Overall, the quality of teaching in lessons or sessions seen during the inspection is as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
3%	41%	50%	6%	

89.

The quality of teaching in 44% of lessons has good features and no important shortcomings and in 3% of these there are outstanding features. In 50% of lessons there are shortcomings but are outweighed by good features. In 6% of lessons there are shortcomings in important areas.

- 90. Nationally the quality of teaching reported by Her Majesty's Chief Inspector of Schools in her annual report 2004-05 indicates that the quality of teaching is good or better (i.e. Grade 1 and 2) in 79% of lessons and outstanding (i.e. Grade 1) in 18% of lessons.
- 91. The quality of teaching overall in the nursery and reception classes is generally good and is reflected in the children's work and their aptitude. The teaching is well directed at developing children's personal and social skills and the high expectations of the teachers are met. In these lessons, pupils' decision-making skills are well developed, as is their ability to work independently and in small groups.
- 92. The overall quality of educational provision for the under-fives is appropriate to their needs and children are making good progress towards the Desirable Outcomes for Children's Learning.
- 93. The quality of teaching in KS1 is good with no important shortcomings in 43% of lessons and in the remaining 57% of lessons good features outweigh shortcomings. The quality of teaching in KS2 is good with no important shortcomings in 43% of lessons and good with outstanding features in a further 5% of lessons. In the remaining 52% of lessons, good features outweigh shortcomings.
- 94. A good feature of the teaching in virtually all lessons is the quality of relationships that exist between staff (including non teaching assistants) and pupils and this effectively fosters learning. Pupils know that teachers value their contributions and this raises pupils' self-esteem and their motivation for learning. However, where children are not kept on task they become disinterested and less involved in the lessons. This is an important shortcoming in a small minority of lessons.
- 95. The teaching promotes equality of opportunity and all pupils are actively involved. In KS1 classes the teaching provides pupils with opportunities to develop their decision-making skills and their independence. Another notable feature of the majority of lessons is the emphasis placed on developing pupils' bilingual skills. The Welsh language is used purposefully in lessons and pupils react positively to their teachers' questions and instructions.

- 96. Where the teaching is good, teachers plan their lessons well and clearly identify learning objectives. This effectively focuses pupils on their task. Good teaching provides pupils with well-differentiated work matched to their ability and prior attainment. Such lessons have well defined plenary sessions so that pupils become aware of their learning. Overall, however, the quality of teaching lacks consistency and whilst all lessons have good features, there are shortcomings in the teaching in about half the lessons and very occasionally these are in important areas. Whilst teachers in good lessons use questioning well to develop pupils' thinking skills, in other lessons insufficient emphasis is given to developing pupils' oracy skills so as to develop their vocabulary.
- 97. Teachers, in the main, give too little attention to developing pupils' literacy skills and the marking of pupils' work is not always sufficiently critical. Insufficient attention is given to developing pupils' writing skills consistently and across the curriculum.
- 98. In some lessons tasks are not sufficiently differentiated so as to meet the needs of individual pupils so as to secure the active engagement of all learners.
- 99. Pupils' reading skills are not developed sufficiently progressively taking into account pupils' ability and interests and whilst more able pupils read well, even these pupils' knowledge of books and authors is limited.
- 100. Overall, the rigour of assessment and its use in planning and improving learning has good features that outweigh shortcomings. National Curriculum data produced by the LEA is available on pupil performance at the end of both Key Stages for the core subjects of Mathematics, English and Science. This data includes a local and national comparative analysis including gender differences. Currently the headteacher is the acting coordinator as there is no designated person for assessment, recording and reporting. (ARR) Statutory requirements for assessing, recording and reporting on the National Curriculum are met.
- 101. Children in the early years and in KS1 are closely monitored and the standard of ongoing assessment and recording is of good quality. A baseline strategy is in place and this is analysed ensuring intervention and support. Early diagnostic assessment, especially those with poor language skills, is currently underdeveloped.
- 102. Ongoing assessment of pupils' achievements in mathematics is very well developed but less so for English and science. Assessment within the foundation subjects is inconsistent and limited. Standardised tests are used effectively to track pupils progress in mathematics, spelling and reading from early years. This information is used to set pupils' mathematical groups.
- 103. Pupils with SEN and those requiring language support, are identified, and supported according to their needs. Continual regular review of the individual educational plans is good and these assessments inform the annual reviews of the statements of the pupils currently within the school. Tracking of pupils' progress requiring language support is good. Good use is made of outside agencies for pupils' requiring emotional or behavioural assessment and support.

- However, assessment is insufficiently diagnostic and is not undertaken at a sufficiently early so as to highlight pupils' language problems at an early age.
- 104. Pupils' understanding of the purpose of assessment and involvement in planning their own progress and improvement has some good features but shortcomings in important areas. Pupils' work is marked regularly but it is not always sufficiently critical nor does it define the next step in children's learning. Pupils' understanding of what they need to do to improve their performance is limited and underdeveloped.
- 105. Individual reports to parents are detailed and parents appreciate the balanced picture given of their child. The reports are of good quality and comply with statutory requirements. The school provides detailed information on standards expected and standards achieved.
- 106. There are formal and informal opportunities for parents to discuss their child's progress with class teacher and the headteacher. Transition records are detailed and there are effective processes in place for liaison between schools, especially ensuring support and guidance for pupils with special educational needs or for pupils who have a statement.

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

Grade 3: Good features outweigh shortcomings.

- 107. The findings of the inspection differ from the school's self-evaluation in that the school graded this key question grade 2. The inspection confirms some good features of provision that enrich pupils' learning experiences and promote their personal development, but also identifies shortcomings in that pupils have an inadequate curriculum in design technology and religious education.
- 108. The overall quality of the educational provision for the under-fives is appropriate to their needs.
- 109. New skills based schemes of work are being introduced to support planning and teaching. These are in their early stages of implementation but the absence of clearly focused medium–term planning to guide provision, particularly in the foundation subjects, sometimes results in a lack of depth in pupils' studies. This is most evident in design and technology and religious education.
- 110. The provision to promote pupils' basic numeracy skills is appropriate but the provision to promote pupils' literacy skills is less well developed. Opportunities to promote key skills are now permeating subject planning and teachers are aware of the need to ensure that all pupils gain competence. Currently the planning is insufficiently precise to develop literacy skills across all the curriculum subjects.

- 111. The school provides good opportunities for pupils to gain new learning experiences outside school. They participate in after school sports activities that include football, lacrosse, cricket, rugby and dance. On occasions pupils perform in the community, such as in a local home for the elderly.
- 112. Visits to the local community, and beyond to such places as Pendine educational centre, St Fagans, Llancaiach Fawr, Swansea museum and the Senedd add a valuable dimension to pupils' learning experiences. The local Assembly Member visits the school and has welcomed members of the school council to the Senedd in Cardiff. This enriches pupils' learning experiences.
- 113. The spiritual development of the pupils is satisfactory and their social, moral and cultural development is good. Collective worship makes a valuable contribution to pupils' understanding of spiritual issues although opportunities for promoting spiritual reflection are limited. The moral, social and cultural development of pupils is well integrated into everyday school life. Moral issues are highlighted in the curriculum and pupils demonstrate sensitivity to the needs of those less fortunate than themselves and raise money for charities, for example RSPCA, and Children in Need. The school curriculum, extra curricular activities and visits all help to promote pupils' social and cultural development. Cultural awareness is fostered through curriculum links and other school functions.
- 114. The school makes good provision for the personal and social education for pupils, integrating this within the requirements of the curriculum. Initiatives such as Circle Time and the peer buddy scheme, Eco Club and Healthy Eating Scheme provide good opportunities for pupils to express their opinion and to share concerns. They are generally aware of the need for a safe community and healthy lifestyle.
- 115. Pupils' awareness of social disadvantage and the adverse effects of stereotyping are promoted through charitable initiatives and the personal and social education (pse) programme. Pupils have equal access to school activities with, for example both boys and girls having opportunities to participate in mixed team sporting activities.
- 116. The school benefits from strong links with other primary schools in the area, such as joint assemblies that are held in the local church. A mother and toddler group meet regularly within the school building. Transition arrangements with secondary schools are good with cross-phase projects and visits by both pupils and teachers. The school regularly receives students from the local colleges on initial teacher training, and secondary school pupils attend for work experience placements. These partnerships are mutually beneficial.
- 117. Links between the school and parents are good. The Home-School agreement is signed by most parents. Parents are invited to three meetings annually to discuss their children's work and letters are sent regularly to inform parents of events. Friends of the school help to raise money and support school fairs and discos.

- 118. The provision for the development of pupils' bilingual skills is good. Day-to-day use of Welsh is well established and the Cwricwlwm Cymreig is well developed across the curriculum. Many pupils benefit from a residential visit to Pendine and to the Brecon Beacons that adds a valuable dimension to their learning experiences.
- 119. With no Education Business Partnership link, the school depends for work related education on the close links with local retail outlets that are very supportive. There is a money management scheme for parents and pupils. Themed role-play is undertaken successfully and visits from professionals to the school expand pupils' experiences.
- 120. The school responds well to pupils' learning needs, and the policies reflect the school's commitment to equality as all pupils have equal access to every aspect of school life and are actively encouraged to participate in all activities.
- 121. Pupils show a developing awareness of environmental issues and the impact they have on their school and the community. Having gained the Eco-school Bronze Award, work is now being undertaken towards the Silver Award with a major focus on recycling and energy conservation. The successful Eco Club provides opportunities to further explore local environmental issues.
- 122. The management of the Fruit Tuck Shop in Year 6 and the management and distribution of fruit from class fruit stalls in KS1 are the school's main entrepreneurial enterprises. The manufacture of small items for sale for charities is undertaken for sale at school fairs. The school's provision effectively reflects national priorities for lifelong learning and community regeneration.

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

Grade 2: Good features and no important shortcomings

- 123. The findings of the inspection team differ from the judgement of Grade 1 made by the school in the self-evaluation report. Whilst there are good features, there are some shortcomings in the overall provision for learners with additional learning needs.
- 124. The headteacher and staff place a high priority on pastoral care throughout the school and provide good guidance, care and a supportive environment where pupils feel safe and secure. There is a strong community spirit and staff and pupils are very welcoming to visitors. Staff know their pupils well, particularly those with special needs and are very sensitive to their often profound and complex difficulties.
- 125. The school works closely with parents and carers in supporting and guiding pupils and provides them with regular and good quality information about pupils' progress. The school listens carefully to the views of parents and carers and they in turn appreciate the ready access they have to the headteacher and staff.

- 126. There are good, effective induction arrangements for children entering the nursery and transferring to the secondary school that helps pupils adapt quickly to their new surroundings. Effective transition arrangements are also in place between KS1 and KS2. There are good arrangements for settling new pupils, especially those with English as an additional language, who join school at a later stage. New pupils are well received, supported and welcomed by both fellow pupils and staff. The effective "friendship" system ensures pupils have peers to turn to for support and reassurance in their work and play.
- 127. The provision for pupils' personal support and guidance is good with no important shortcomings. All pupils have access to good personal support and guidance from all staff and this successfully establishes a climate where each child is valued and nurtured. The quality of the relationships between staff and pupils is exemplary and adults provide very good role models for the pupils in their care.
- 128. Policies that outline clear procedures ensuring pupils' health, welfare and safety are well understood and followed. There are good day-to day systems in place to deal with pupils who may become unwell throughout the day. Currently, two members of staff are trained in first aid. Pupils feel confident to approach staff to discuss matters that may give them cause for concern. The school makes good provision for pupils' personal and social education including health-related issues and takes account of the guidance within the Framework for Personal and Social Education (ACCAC).
- 129. The school works in partnership with relevant support agencies, including social services to provide the best care for its pupils. When required, the school is quick to seek additional help and ensures parents and carers are fully involved in discussions about the care of their child. However, there is currently limited access to wheelchair-bound children and adults within the school environment.
- 130. The school monitors attendance, punctuality, pupil's behaviour and performance quite closely. The school has recently been very successful in reducing unauthorised absences and the Education Welfare Officer (EWO) works diligently with the headteacher to improve attendance. The school has high expectations of pupils' behaviour and achievements and takes action whenever necessary. Pupils whose behaviour is giving cause for concern are positively managed, parents are involved and support is sought from external agencies when required. The school seeks outside support systems for pupils who have emotional problems and these are beginning to have a beneficial effect on pupils' confidence and ability to cope with everyday life in school.
- 131. The school makes every effort to ensure the safety and well being of pupils in their care. The school has large, secure playgrounds including grassed areas, on which the children can safely play. Careful and comprehensive risk assessments are carried out for the major activities in the school, including educational visits and pupils' use of resources.
- 132. The promotion of healthy eating and a healthy lifestyle is an important aspect of the school's daily life. Pupils have access to fresh water and fruit and pupils

clearly understand that eating a sensible diet and exercising regularly are good for their health and well-being.

- 133. The particularly good duty of care is fundamental to the school's ethos and this is a good feature. Child protection arrangements are well documented, understood by all who work at the school and are sensitively handled. There is a dedicated team with responsibility for child protection issues and all arrangements take account of the All Wales Child Protection Procedures. The school has developed appropriate working partnerships with social services and other welfare agencies with some core meetings being held at the school.
- 134. The overall provision for learners with additional needs has good features that outweigh shortcomings. Identification of pupils with SEN in the school ensures purposeful support. However, this identification lacks early intervention and diagnostic assessment of need especially for those who have poor speech and limited language on school admission. Able pupils are identified but only a few are given appropriate challenge in their work. Outside agency involvement with children who have emotional problems is good. The school's policy is comprehensive and complies with Code of Practice and the framework for inclusive education.
- 135. The Special Educational Needs Co-ordinator (SENCO) is efficient and works effectively with class teachers, support staff and the governor with responsibility for SEN. Targets, in individual educational plans (IEP's) are stated in observable, measurable terms that are monitored and reviewed appropriately. The assessment of these pupils' attainment and progress lacks rigorous weekly assessment of basic and key skills. Behavioural plans are in place for a few pupils who exhibit challenging behaviour. Parents are fully consulted regarding their child's SEN status. Parents do not always take up the invitation to attend review meetings but good communication arrangements exist enabling them to discuss their child's progress at any time.
- 136. There are currently six pupils with statements of special educational need. These include pupils with significant and compound language difficulties, physical, and sensory impairments. These pupils make good progress relative to their special and profound needs. The annual reports and reviews of the statements meet statutory requirements. Teachers and support staff provide a continuity of support and assessment of need for these pupils and relationships are exemplar.
- 137. Additional support meets the needs of different groups of pupils who have been identified as requiring literacy enhancement programmes. These pupils identified by the school are funded by the LEA. These pupils receive good timely support on a withdrawal basis and are making progress according to needs and ability. However, timetabling is sometimes inflexible and disturbs pupils' access to the core subjects and reduces their inclusion in classroom activities.
- 138. The school's behaviour management programme for the minority of pupils with profound and challenging behaviour has good features that outweigh

shortcomings. It is positive and effective for the majority of pupils and is based on the positive recognition of pupils' achievements and success. In some classrooms, pupils' understanding of the need to follow teacher's directions "first time", is underdeveloped and leads to low level disruption. Pupils' understanding of the hierarchy of consequences for unacceptable behaviour is underdeveloped. Good provision is in place for pupils who are at risk of exclusion and the school liases with the relevant outside agencies for further support. Five pupils were excluded in the last twelve months and through collaborative arrangements are educated in offsite provision. This is a good arrangement and pupils are well supported and reintegrated as soon as they are able.

- 139. The school excels in its provision for complete pupil inclusion, and its knowledge of the pupils. An outstanding feature is the Year 6 "Stars", where each pupil is acknowledged as the expert in a subject or topic, and willing to help, and support other pupils in the class.
- 140. The school has a positive approach to behaviour management and Circle Time is seen as an integral part of the weekly timetable. Any incidences of bullying are dealt with quickly and efficiently.
- 141. The school has taken reasonable steps to ensure that disabled pupils do not suffer less favourable treatment than other pupils. However the school has no accessibility action plan at present, but is aware of the necessary arrangements that would need to be undertaken to fully integrate a disabled pupil.
- 142. The school promotes good racial harmony and respect for different cultures as part of its personal development programme and the initiatives undertaken to integrate all pupils happily within the school community.

Leadership and management

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

Grade 3: Good features outweigh shortcomings.

- 143. The findings of the inspection team differ from the judgement of Grade 2 made by the school in the self-evaluation report. Whilst there are good features, there are shortcomings in the strategic management of the school.
- 144. The recently appointed headteacher has successfully drawn together the staff (including non teaching staff) and developed a sense of purpose within the school focused on improving standards. The school now works well as a unit where all individuals are encouraged to contribute and their input is valued.
- 145. The headteacher is ably supported by the recently appointed deputyheadteacher whose wealth of experience is beginning to impact positively on the

school, both in terms of academic achievement and in pupils' understanding of their learning.

- 146. The senior management team comprises teachers with specific responsibilities for different aspects of the school and are working together well. Its impact on the school is already apparent, such as in developing aspects of the curriculum. However, this is at an early stage of development and does not, as yet, develop the capacity to critically evaluate all aspects of the school.
- 147. The school takes account of National priorities and local initiatives. A notable feature in the work of the school is the way it has incorporated bilingualism into the curriculum. The school also is active in developing the concept of sustainable development as an Eco-school and in the healthy eating initiative. Locally it works within the cluster to improve the quality of teaching and more recently to develop pupils' literacy skills.
- 148. The school is at an early stage in setting targets. Whilst targets are set for pupils' academic achievement and pupils' attendance, targets are not routinely set across all aspects of the life of the school. As such, individual members of staff are insufficiently accountable for their responsibilities.
- 149. Monitoring arrangements are in place for some subjects and aspects of the school. In some instances these are impacting well on standards, such as in music. In this instance deficiencies both in the curriculum and in the available resources were identified and addressed with the consequent improvement in standards.

150.

- Another notable improvement through analysing records of planning and monitoring is the substantial reduction in non-authorised absences. This is a model of good practice that is now beginning to impact on the previously unsatisfactory level of attendance.
- 151. Staff appraisal is now undertaken regularly and routinely and is successful in promoting the professional development of staff. The performance of individual members of staff, such as the monitoring of the teaching, has only recently been initiated. However, where it has taken place, is already impacting well on standards.
- 152. The fairly recent changes in the school's senior staff and organisation, has resulted in systems being put in place to evaluate, plan and monitor change and to bring about improvement in the quality of provision. Whilst a great deal remains to be done, there are sufficient quantifiable improvements taking place to justify the effectiveness of the new systems and to illustrate that they are already having an impact on standards and the quality of educational provision.
- 153. Overall, the governors meet their responsibilities. They are supportive of the school and committed to raising standards. Governors know the main strengths and weaknesses of the school and appreciate the current changes taking place and the impact it is already having on the standards of the educational provision.

Governors meet regularly and have been kept informed of recent developments by the headteacher. They meet statutory and legal requirements.

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

Grade 3: Good features outweigh shortcomings.

- 154. The findings of the inspection team differ from the judgements of Grade 2 made by the school in the self-evaluation report. There are some good features in the way leaders and managers evaluate to improve quality and standards but shortcomings in the monitoring process and in setting priorities for improvement.
- 155. The school has fairly recently put in place monitoring procedures that are providing the school with information about the quality of its provision. There are effective procedures in place to monitor the teaching where the criteria for evaluation have been set out, targets for improvements identified and matters for discussion incorporated.
- 156. Curriculum co-ordinators are in place and have job descriptions. The school has identified the need to incorporate key and basic skills in its curriculum and currently these are being incorporated. This is an on-going task with about a third of the work completed. Much remains to be done to produce a holistic key skills curriculum.
- 157. Curriculum co-ordinators have begun to monitor their curricular responsibilities and whilst this is beginning to be effective in the core areas of the curriculum, much remains to be done and it is incomplete as far as the foundation subjects are concerned.
- 158. The school has actively sought the views of pupils, parents and staff and this has shown there to be a good level of satisfaction with the school. Such sentiments were reflected in the pre-inspection questionnaires and comments made in the pre-inspection meeting with parents.
- 159. The school's development plan (SDP) identifies priorities for development. It indicates its highest priority being to raise standards. It also lists 14 other priorities and action plans for some subjects (mainly foundation subjects) reading and spelling and SEN. The Action Plan incorporates success criteria, action, responsibility, cost and timeline.
- 160. The school uses the SDP as a working document but it lacks the necessary detail to facilitate this. The 14 priorities are not prioritised, although it is stated that up to 4 areas for whole school development is chosen for each academic year.
- 161. The Action Plans include success criteria, action responsibility and timeline and are not directly linked to the identified priorities. In total, there are a further 14 action plans, only some of which e.g. raise standards in reading are the same

as the previous priorities. However, these are not prioritised nor are the medium and long-term plans indicated. The SDP does not include an evaluation of previous monitoring, and success criteria do not include measurable criteria. Whilst the school has used the SDP as a working document, it lacks several refinements that would improve its value.

- 162. The school's self-evaluation report lacks detail. Whilst the school has graded each key question, there is little indication as to how these grades have been achieved. There is little evidence provided to justify the grade awarded. It is of limited use in preparing improvement strategies neither does it effectively identify the school's strengths and weaknesses. Overall, the school's self-evaluation process is at an early stage of development and whilst there has been noticeable progress over the last year, the school is limited in the data it has to undertake effective self-evaluation across all aspects of the school.
- 163. Priorities identified by the school for development, such as improving the library provision and development of IT provision, have been supported through the adequate allocation of resources. In these instances the actions taken have resulted in measurable improvements.
- 164. The school has made satisfactory progress in addressing the Key Issues for action highlighted in the previous report. These include:
 - i) refining assessment, recording and reporting procedures (on-going)
 - ii) opportunities for curriculum co-ordinators to monitor their subject areas (on-going)
 - iii) complete schemes of work for music and physical education (complete)
 - iv) establishing a senior management team (complete)
 - v) improving strategies to improve pupil attendance and punctuality (ongoing)
 - vi) establishing a Home/School Agreement (complete).

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

Grade 3: Good features outweigh shortcomings.

- 165. The findings of the inspection report differ from the school's self- evaluation in that the school graded this key question Grade 2. The inspection identified shortcomings in the accommodation and in the resources to support the teaching in, for example, design technology and religious education, hence Grade 3.
- 166. Throughout the school, there is good level of staffing for all classes and curricular activities. Teachers are appropriately qualified and are effectively deployed. In line with expertise and experience they undertake the role of coordinators for subjects and areas of the curriculum.

- 167. Learning support assistants provide effective support for pupils, including a particular focus on those pupils identified as having SEN. They attend training to help them develop their skills in supporting the pupils' learning.
- 168. The day-to-day life of the school runs smoothly. The school secretary and other ancillary staff make a valuable contribution to the life and work of the school.
- 169. The overall provision of learning resources is good, and enables teachers and pupils to gain access to appropriate equipment. The new computer suite is well utilised and caters well for pupils working independently under the supervision of teachers and support staff. Interactive whiteboards are used effectively in most classrooms
- 170. The recent reorganisation of the school libraries has resulted in an effective source of learning to support pupils' research and library skills. Gradually the books are being updated but further spending is needed to aid the development of pupils' literacy skills in KS2.
- 171. The school has the advantage of substantial space within the classrooms and halls to provide a purposeful working environment to teach the curriculum. Pupils benefit from having access to suitable tarmac and grassed play areas around the school. Some improvements such as a tyre park is a recent acquisition. The Early Years children also benefit from a recently established garden area. Wall and yard paintings also enhance the outside play areas.
- 172. However, the school lacks funding to enable them to start an internal and external decoration programme in order to improve and enhance the learning environment. Colourful displays of pupils' work cover up a lot of weaknesses in the general condition of the school accommodation. The building currently provides a limited access for pupils with physical disabilities
- 173. The school is suitably resourced to meet the needs of the curriculum in most areas. The recently renovated library and information technology room are a valuable and worthwhile addition to the school. In the main, resources are managed well and whilst the school is working with an overdraft, it is being reduced and overall the school provides satisfactory value for money.
- 174. Overall, staff use their time effectively for planning, preparation and assessment and suitable times have been made available to the staff outside their normal teaching time.

Standards achieved in subjects and areas of learning

Under 5s

Grade 2: Good features and no important shortcomings.

- 175. The overall quality of the educational provision for the under fives is appropriate to their needs and they make good progress towards the Desirable Outcomes for Children's Learning.
- 176. Teachers' assessments indicate that attainment of children on entry to the Nursery is generally below the expected level for children of this age, particularly in their attainment in language and communication skills.
- 177. Standards of achievement are good in all areas of their learning and are summarised in the table below.

Desirable Outcomes	Standard of Achievement in Nursery and Reception.
Language, literacy & communication	Grade 2
Personal and social development	Grade 2
Mathematical development	Grade 2
Knowledge & Understanding of the World	Grade 2
Physical development	Grade 2
Creative development	Grade 2

Language, literacy and communication skills:

Grade 2: Good features and no important shortcomings.

Good features

- 178. Children in both nursery and reception classes are making good progress in developing their listening skills and most children listen well to their teacher and other adults.
- 179. Children in the nursery have limited speaking skills, essentially due to an underdeveloped vocabulary, but improves significantly during the year.
- 180. Nursery children enjoy listening to stories and several talk expressively about events and characters in the stories. Nursery children know that words have meaning and most hold books correctly. Nursery children are learning to hold paintbrushes and writing instruments and to follow number shapes.
- 181. Reception children show an improved vocabulary and pronunciation. Most respond thoughtfully to questions posed by their teachers and adults when engaged in group activities. More able children express their ideas well, as for example when undertaking cooking activities.
- 182. Reading skills are developing well in the reception class. All children hold books correctly and are beginning to recognise words and know that words have meaning. More able children can identify some initial sounds.

183. Children's writing shows that most can form discernable letters and number and some can write their names. Children in both classes respond to basic words and phrases in Welsh when spoken by their teacher.

Shortcomings

184. Children's language and communication skills are underdeveloped.

Personal and social development:

Grade 2: Good features and no important shortcomings.

Good features

- 185. Children in both Nursery and Reception classes make good progress in their personal and social development. Children in both classes enjoy coming to school and in meeting their friends. They leave their parents and carers happily and quickly engage in the activities set out for them. Relationships between children and between children and adults are very good and this creates a positive atmosphere in the classrooms where children can flourish.
- 186. In the Nursery, children are learning to co-operate with each other, take turns and share resources well. Many of the children are beginning to show the ability to make choices and to work independently.
- 187. In the Reception class children show well developed decision-making skills and the ability to concentrate on specific activities for sustained periods of time. They co-operate well and are able to take increasing responsibility for their personal hygiene and dressing themselves.
- 188. Children in reception are confident and seek help when necessary. They show a caring attitude towards each other and are sensitive to the needs of others.

Shortcomings

189. There are no important shortcomings.

Mathematical development:

Grade 2: Good features and no important shortcomings.

Good features

190. In the Nursery class children's numeracy skills are developing well. Most children understand the rudiments of counting and several can count accurately to 10. Most children in the nursery recognise circles and squares and are beginning to understand the use of money.

- 191. Children in the Reception class have a developing mathematical language and most have a secure knowledge of the concept of "more than" and "less than"; heavy, light, and the same weight.
- 192. Reception children identify two-dimensional shapes such as circle, square, and triangles and the more able recognise the three-dimensional shapes of cylinder, cone, sphere and cube. In a few instances children can add simple numbers and copy and write numbers with a reasonable degree of accuracy.
- 193. Children are introduced to the idea of weighing and measuring as part of their cooking activities.
- 194. Children in reception are beginning to understand the mathematics of money as when collecting their mid-morning milk and using money in their classroom shop.
- 195. More able children are beginning to match number to sight and sound.

Shortcomings

196. Less able children, in both nursery and reception, have poorly developed counting skills.

Knowledge and understanding of the world:

Grade 2: Good features and no important shortcomings.

Good features

- 197. Children in the nursery class are able to talk about experiences such as the weather. They show excitement and curiosity about the world around them and of activities they had taken part in outside the classroom.
- 198. Nursery children have good basic computer skills and use the whiteboard to practice their writing skills.
- 199. Nursery children grow seeds and plant Willow saplings as part of their work out of doors associated with their Eco-project.
- 200. Children in the reception class understand the concept of change as it applies to changes that occur in winter. They know that trees shed their leaves and that different clothes are required to keep them warm.
- 201. Reception children have studied ice melting, initially recognising that ice floats and that it gets smaller as it melts in water.
- 202. Visits to the community and visitors to the school enable the children to recognise the work different people do in the community and who are there to help them.

Shortcomings

203. There are no important shortcomings.

Physical development:

Grade 2: Good features and no important shortcomings.

Good features

- 204. Overall, children make good progress in developing their physical skills and have a good understanding of the different ways of moving.
- 205. In the nursery children handle small tools and implements with increasing skills and control, such as when painting and drawing. They use a range of small and large equipment with increasing confidence and an awareness of each other.
- 206. Nursery children's ball skills indicate good control and an awareness of space. They know the difference between throwing, catching and bouncing balls.
- 207. Reception children show good fine dexterity skills when using paintbrushes, pencils and crayons. Their work shows increasing attention to detail.
- 208. Reception children show good co-ordination and an awareness of space. They move confidently and understand the differences between walking, running, skipping and jumping. More able children show good control and balance in their movement.

Shortcomings

209. Both nursery and reception children quickly lose interest when not kept on task as when working in the hall. Their performances become disjointed and use space poorly.

Creative development:

Grade 2: Good features and no important shortcomings.

Good features

- 210. Children in the nursery enjoy singing songs and nursery rhymes and these activities improve children's vocabulary and pronunciation and introduces them to Welsh words and songs.
- 211. Nursery children enjoy role-play they show a good degree of independence and this significantly improves their expression and creative ability.

- 212. Children in the nursery recognise basic colours and mix and paint independently. They experiment with paint and use different materials to reproduce shape, such as fruits cut in half.
- 213. By the time children are in the reception class their imaginative role-play is well developed and they engage adults in their activities. They have well developed decision-making skills and co-operate well with each other when engaged in role- play.
- 214. Reception children experiment with paint and different shapes. Their recording skills are developing well as is illustrated in their drawings of toys, fruit and minibeasts.

Shortcomings

215. There are no important shortcomings.

English

Key Stage 1: Grade 3: Good features outweigh shortcomings. Key Stage 2: Grade 3: Good features out weigh shortcomings.

Good Features

- 216. Pupils, in both key stages, have good listening skills. They listen attentively to their teachers in lessons and when discussing their tasks in small groups and in role-play. They are attentive for sustained periods of time, as for example during school morning assemblies.
- 217. Pupils in KS1 are often reluctant to speak and their limited vocabulary is apparent in their answers to teacher's questions. Whilst a few pupils have a good vocabulary, many pupils' answers are often limited to single words and short phrases.
- 218. Pupils' vocabulary develops well in KS2 and several more able pupils are able to recall previous work and make sensible predictions as to what might happen in a story. However, in the main, pupils' vocabulary is limited and this adversely affects their ability to speak and to develop their ideas.
- 219. Pupils reading skills in KS1 build effectively on the sound basis established in reception. Pupils handle books carefully and virtually all can orientate books correctly. More able pupils can recall the story in their reading book and name some of the characters. However, a significant number of pupils have difficulty recognising simple words and require constant support.
- 220. By the end of KS2, many pupils read confidently and competently. These more able pupils show understanding of significant ideas and events in the story they are reading and are beginning to use inference and deduction. These pupils, in discussion, name authors of books they have read and their favourite stories.

They describe how they use the library to find information and are aware of how books are classified.

221. A small minority of pupils in both key stages have satisfactory writing skills. In these instances the writing in Key Stage 1 shows some attention given to punctuation. A few pupils in Key Stage 2 are able to organise their writing into sentences using a basic grammatical structure and vocabulary.

Shortcomings

- 222. Pupils, in both key stages, have poorly developed writing skills that are reflected in their poor standards of presentation, grammar and vocabulary.
- 223. A significant number of pupils' vocabulary is limited and adversely affects their ability to express themselves.

Welsh second language

Key Stage 1 - Grade 3: Good features outweigh shortcomings.

Key Stage 2 - Grade 2: Good features and no important shortcomings.

Good features

- 224. Pupils show a developing interest and enthusiasm for using the language in both key stages.
- 225. Pupils in KS1 have good oral skills as when asking and answering questions about themselves, what they wear, about the weather and days of the week. They respond well to their teacher's suggestions and commands.
- 226. Pupils in KS2 are developing good language patterns which they use in day-today Welsh to describe characters, the weather, what their likes and dislikes are and to talk about themselves.
- 227. Upper KS2 pupils use an increasing range of words, phrases, sentences and questions in the present and past tense to describe their likes and dislikes, what they had for food and places they visited. They respond quickly to a range of teacher's questions.
- 228. In Year 6 pupils use conjunctions to give extended sentences. Pupils make good use of idiomatic phrases for example 'mae'n gas 'da fi', mae'n well 'da fi'. They work well in pairs and groups when practising. Role-play is used effectively to motivate pupils to use Welsh with each other.
- 229. Pupils' writing skills are also developing well as they gain confidence in their oral ability.

230. Some pupils in KS1 have a poor recall of the language patterns and lack confidence outside the confines of lessons.

Design technology

- Key Stage 1 Grade 4: Some good features but shortcomings in important areas.
- Key Stage 2 Grade 4: Some good features but shortcomings in important areas.

Good features

- 231. In Key Stage 1, pupils develop good skills of working collaboratively and independently in their designing and making. They use suitable finishing techniques to improve the appearance of their finished product.
- 232. KS1 pupils design pop-up Christmas cards, developing their ideas using coloured pencils and card. They realise the value of investigating and the need to design prior to making. In designing a hat for Floppy's birthday, they look at the suitability of materials, record their ideas using words, pictures and sketches and evaluate their finished product.
- 233. Lower KS2 look at six different criteria when making a treasure box. They consider if and why the appearance reflects the nature of the contents.
- 234. Pupils design a chair for a particular character of their choice. They discuss their ideas and produce interesting labelled sketches. They consider appearance, and select appropriate materials.
- 235. Upper KS2 pupils test modify and evaluate a cup of tea. They understand the importance of health and safety issues when making and serving. They make paper carriers and consider the suitability of the design.
- 236. Pupils are currently making toy vehicles. They investigate the chassis, axle and wheels. They measure, cut and join the materials using appropriate tools. They plan to use their scientific knowledge of circuits to enhance the finished product.

- 237. Pupils' ability to identify how their artefacts can be improved or to refine their original designs is underdeveloped.
- 238. Pupils' knowledge of materials, structures and joining techniques and their skills in using simple tools are limited.
- 239. Pupils make insufficient use of their ICT skills in the design process and their ability to use control equipment is underdeveloped.

240. Pupils are unclear as to the place of design and technology in meeting the needs of society.

Music

Key Stage 1: Grade 3 Good features outweigh shortcomings Key Stage 2: Grade 2 Good features and no important shortcomings

Good Features

- 241. Singing develops well throughout both key stages. All pupils sing enthusiastically and with clear diction, paying appropriate attention to breathing and quality of sound. Throughout the school, pupils confidently sing a wide variety of songs, hymns and rhymes in English and Welsh during their school day and in celebration concerts.
- 242. Instrumental performance develops very well throughout the key stages. Pupils in KS1 play a range of percussion instruments in time with music, keep a steady beat and make broad distinctions within musical elements, following their own simple pictorial notation.
- 243. Pupils work independently to develop and improve their composition. KS2 pupils focus their listening skills on elements such as pitch, rhythm, beat and dynamics whilst performing and composing using tuned, un-tuned instruments and ICT.
- 244. Musical composition develops well in both key stages. KS1 pupils record their compositions using paper mathematical shapes and play various instruments demonstrating increasing confidence. Groups of KS2 pupils work collaboratively accompanying voices and un-tuned instruments well. Following a conductor, pupils experiment with the human drum kit as an effective instrument, paying particular attention to beat within cyclic patterns. KS2 pupils make good use of ICT to record and compose.
- 245. Throughout the school, pupils' appraisal skills are developing well. KS2 pupils listen attentively to their own and others' music, including personal compositions and performances which they record using ICT. They appreciate music from other cultures and express their likes and dislikes, appropriately. KS1 pupils using a range of un-tuned instruments, talk about how they could improve each other's compositions in a cross curricular session.
- 246. Pupils further their interest in making music in extra-curricula recorder, violin, brass, percussion and choir clubs. Pupils learn to read conventional musical notation, and play together in concerts and celebrations during the school year.

247. KS1 pupils' appraisal skills are underdeveloped and their musical vocabulary is limited.

Religious education

Key Stage 1 - Grade 4: Some good features, but shortcomings in important areas.

Key Stage 2 - Grade 4: Some good feature but shortcomings in important areas.

Good features

- 248. Key stage 1 pupils are aware of religious celebrations; why Christians celebrate Christmas and why Hindus celebrate Divali. They know that Christians worship in the church and they visit the local church to gain first hand knowledge about a Christian christening.
- 249. Muslim pupils in the key stage share their practises, with the rest of the pupils, such as wearing special clothes and washing their hands before praying.
- 250. Pupils in KS1 are developing an awareness of social and moral issues arising in their lives. Through the class council pupils discuss issues that affect their lives in school, they reflect on their own experiences and develop a personal response to questions which affect them, such as the importance of being friends, being helpful and showing kindness.
- 251. Lower KS2 pupils visit a local church and explore key features, symbols and vestments. They name such features as the pulpit, lectern, pew and alter. They compare religious ideas and practices and through the story of Svetaketu and begin to explore the belief that underlies the Hindu concept of God. They know the story of Rama and Sita.
- 252. In the religious education lessons pupils learn about taking responsibilities, think about the beliefs of others and make their own new year's resolutions.
- 253. Older KS2 pupils know that the Christian believes that God is the Holy Spirit. They know that the Bible is divided into the Old and New Testament and the names of the Gospels.
- 254. Older pupils have been introduced to the Jewish faith and they know the significance of the Pesach, Hanukah, and Shabbat. Pupils empathise with the Jews as they discuss the effect of the holocaust.

- 255. Pupils' knowledge of a range of religious traditions is superficial.
- 256. Pupils in both KS have limited knowledge of key stories and events in Christianity.

- 257. Pupils in KS2 show little awareness of key contemporary and historical religious figures.
- 258. Pupils' ability to recall bible stories is underdeveloped.
- 259. Pupils' understanding of how peoples' beliefs influences their lifestyles is poorly developed.

School's response to the inspection

The school agrees with the main findings of the report, and are happy with its positive tone, where we are recognised as providing a caring environment where there are good relationships between all stake-holders which "establish provision for moral, social and cultural development". We are glad that the inspection team recognised that as a school we are moving forward and that systems have been put in place to raise standards.

Appendix 1

Basic information about the school

Name of school	Portmead Primary
School type	Community
Age-range of pupils	3-11
Address of school	Cheriton Crescent,
	Portmead
	Swansea
Postcode	SA5 5LA
Telephone number	01792 583549

Headteacher	Mr K.N Williams
Date of appointment	February 2005.
Chair of governors/ Appropriate authority	Mr R. Lowe
Registered inspector	Mr Eifion R Morgan
Dates of inspection	5 th – 7 th February 2007

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group N R Y1 Y2 Y3 Y4 Y5 Y6 Total							Total		
	(fte)								
Number of pupils	17	19	26	28	25	29	36	30	210

Total number of teachers						
Full-time Part-time Full-time equivalent (fte)						
Number of teachers	11	1	11.5			

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	18.6:1
Pupil: adult (fte) ratio in nursery classes	11:1
Pupil: adult (fte) ratio in special classes	
Average class size, excluding nursery and special classes	24:1
Teacher (fte): class ratio	1.5:1

Percentage attendance for three complete terms prior to inspection					
Term N R Rest of School					
Spring 2006	87%				
Summer 2006	87.2	89.6	87.5%		
Autumn 2006	82.1	91.1	91.5%		

Percentage of pupils entitled to free school meals	58.5
Number of pupils excluded during 12 months prior to inspection	5

Appendix 3

National Curriculum Assessment Results End of Key Stage 1:

National Curriculum Assessment KS1 Results 2006					er of n Y2:	27	7		
Percentage of pupils at each level									
D W 1 2 3									
English:	Teacher Assessment	School		3.3	43.3	40	13.4		
		National		14.7	33	46.5	5.8		
En: reading	Teacher Assessment	School		3.3	36	36	24.7		
		National		4	14	56	26		
En:writing	Teacher Assessment	School		3	50	44	3		
		National		5	14	69	12		
En: speaking and listening	Teacher Assessment	School		3	17	60	20		
		National		2	11	64	23		
Mathematics	Teacher Assessment	School		3.3	16.7	80			
		National		11.7	26.4	58.9	3		
Science	Teacher Assessment	School		0	3.3	86.7	10		
		National		8.4	23.7	61	6.9		

Percentage of pupils attaining at least level 2 in mathematics, science and English					
or Welsh (first language) according to teacher assessment					
In the school	50%	In Wales	80%		

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

D W

National Curriculum Assessment Results End of Key Stage 2:

National Curriculum Assessment KS2 Results 2006			Number of pupils in Y6			30					
Percentage of pupils at each level											
			D	Α	F	W	1	2	3	4	5
English	Teacher assessment	School						21	39	36	4
		National					1	4	15	47	32
Welsh	Teacher assessment	School									
		National									
Mathematics	Teacher assessment	School						18	36	36	10
		National						3	15	47	32
Science	Teacher assessment	School						14	29	50	7
		National						2	11	51	35

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)				
by Teacher Assessment				
In the school	28.6			
In Wales	74.3%			

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

- D A F W

Appendix 4

Evidence base of the inspection

Five inspectors spent a total of 13 inspector days in the school and met as a team before the inspection. The team were accompanied by a peer assessor who took a full part in the inspection.

These inspectors visited:

- 34 lessons or part lessons;
- all classes;
- act of collective worship; and
- a range of extra-curricular activities.

Members of the inspection team had meetings with:

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

The team also considered:

- the school's self-evaluation report;
- 8 responses to a parents' questionnaire;
- comprehensive documentation provided by the school before and during the inspection; and
- a wide range of pupils' past and current work.

The headteacher accepted the role of Nominee.

The Registered Inspector held a post inspection meeting with the governors.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Eifion R Morgan Registered Inspector	School in Context Summary & Recommendations KQ1: 1.1-1.6 KQ2: 2.1-2.8 KQ5 KQ6 KQ7: 7.4-7.7
Mrs Audrey Evans Team Inspector	KQ1: 1.7–1.10; 1.13 1.16. KQ3: 3.1-3.7; 3.9 KQ7: 7.1-7.3
Mrs Julie Jones Team Inspector	KQ1; 1.11 KQ2: 2.9-2.12 KQ4: 4.1-4.12
Mrs Marian Donovan Lay Inspector	KQ1: 1.12 KQ3: 3.8, 3.10-3.14
Mr Kevin Williams Nominee	Contributed to all aspects and subjects.

Contractor Partneriaeth Dyfri Partnership

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Llandovery

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Acknowledgement

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