

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

**A Summary Report for Parents  
on the Quality of Education in**

**Gorseinon Infant and Nursery School  
High Street  
Gorseinon  
Swansea  
SA4 4BN**

**School number: 6702146**

**Date of inspection: 19/10/09**

**by**

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## Introduction

Gorseinon Infant and Nursery School was inspected as part of a national programme of school inspection. The purpose of inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents information about the performance of their child's school.

A copy of this summary is sent to every family with a child at the school. The full report can be obtained from the school.

The inspection of Gorseinon Infant and Nursery School took place between 19/10/09 and 22/10/09. An independent team of inspectors, led by Dorothy Morris 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.

Estyn's reports follow its guidance for the writing and editing of reports, which is available on the Estyn website ([www.estyn.gov.uk](http://www.estyn.gov.uk)). The table below shows the terms that Estyn uses and a broad idea of their meaning. The table is for guidance only.

<b>Nearly all</b>	with very few exceptions
<b>Most</b>	90% or more
<b>Many</b>	70% or more
<b>A majority</b>	over 60%
<b>Half/around half</b>	close to 50%
<b>A minority</b>	below 40%
<b>Few</b>	below 20%
<b>Very few</b>	less than 10%

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

<b>Grade 1</b>	good with outstanding features
<b>Grade 2</b>	good features and no important shortcomings
<b>Grade 3</b>	good features outweigh shortcomings
<b>Grade 4</b>	some good features, but shortcomings in important areas
<b>Grade 5</b>	many important shortcomings

There are three types of inspection.

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

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

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

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

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

This school received a **standard** inspection.

### Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and LEAs.

The term 'Reception' (R) refers to the year group of pupils in a primary school who reach the age of 5 during the academic year. Year 1 refers to the year group of pupils who reach the age of 6 during the academic year and so on. Year 13 is the year group of students who reach the age of 18 during the academic year.

Primary phase:

Year	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The National Curriculum covers four key stages as follows:

Key stage 1	Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

## **Context**

### **The nature of the provider**

- 1 Gorseinon Infant and Nursery school is situated in the small town of Gorseinon on the outskirts of Swansea and is maintained by the City and County of Swansea local authority (LA). The school is accommodated on two sites, half a mile apart. There are 180 pupils (full-time equivalent) aged between 3 and 7 years of age on the school register. The school admits pupils to the nursery class in the term following their third birthday on a part-time basis. Pupil numbers have steadily increased over recent years.
- 2 The school's data indicates that its natural catchment area includes many areas that are economically and socially disadvantaged. The LA's family groupings data states that 57% of the school's pupils live in the 30% most deprived areas in Wales. Pupil mobility is 13% and 2% of pupils have English as an additional language. Thirty one per cent of pupils are entitled to receive free school meals; this figure is above the county and national averages.
- 3 The school admits pupils from the full range of ability. Thirty-two pupils (18%) have been identified as having special educational needs (SEN) including five pupils who have a statement of SEN. This percentage is lower than the national average. Ninety-seven per cent of pupils come from homes where English is the main language spoken. A few pupils are of a minority ethnic group and the LA looks after one pupil.
- 4 The school's Basic Skills' Quality Mark has been renewed for the third time and it has gained Eco and Healthy Schools accreditation. It has also gained the Dyslexia Friendly School Award and the Nurture Group Quality Mark.
- 5 The school was last inspected in November 2003. Since that inspection, there have been many changes in staffing at the school and some improvements made to the accommodation. The headteacher has been in post since September 2002.

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

- 6 The school's main aim is to provide a secure and happy environment where skills are learned and developed and where each child has the opportunity to develop to their potential.
- 7 The school's main priorities and targets for 2009-10 include:
  - to continue to raise standards across the school;
  - to develop assessment procedures further;
  - to promote global citizenship further;
  - to extend staff development; and
  - to expand the outdoor learning areas further.

## Summary

- 8 This is a good school with many outstanding features. It is exceptionally well led by a committed headteacher, who is ably supported by a conscientious team of governors, teachers, support and ancillary staff. The school has successfully maintained the good standards since the last inspection and enhanced the quality of its educational provision in many areas.

### Table of grades awarded

- 9 The inspection team judged the work of the school as follows:

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

- 10 The self-evaluation report, written by the head teacher, the governing body and the teachers prior to the inspection, is a comprehensive and well-illustrated document. The inspection team agreed with the school's judgements in five out of the seven key questions. In the remaining two questions, there were insufficient outstanding features to merit a higher grade.

### Standards

- 11 In the lessons inspected, pupils' standards of achievement are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
21%	79%	0%	0%	0%

- 12 These figures are significantly above the findings of the previous inspection. They are also well above the national averages published in HMCI's latest Annual Report for 2007-2008, which states that standards in primary schools in Wales were Grade 1 or 2 overall in 84% of lessons, of which 12% were Grade 1.

### Areas of learning for under-fives

- 13 In the areas of learning inspected, children's standards of achievement are as follows:

Areas of Learning	Foundation Phase
Personal and social development, wellbeing and cultural development	Grade 1
Language, literacy and communication skills	Grade 2
Mathematical development	Grade 2
Welsh language development	Grade 2
Knowledge and understanding of the world	Grade 2
Creative development	Grade 1
Physical development	Grade 1

### Grades for standards in subjects inspected

- 14 In key stage 1, pupils' standards of achievement in the subjects inspected are as follows:

Subject	Key Stage 1
English	Grade 2
Mathematics	Grade 2
Information and Communications Technology	Grade 2
Music	Grade 2
Physical education	Grade 2

- 15 The education the school provides effectively meets the range of pupils' needs. Pupils, including those with SEN, make good and sometimes very good progress in acquiring new skills, knowledge and understanding and achieve the agreed learning objectives.
- 16 The quality of provision for the under-fives is appropriate to their needs and the children make very good progress towards the Foundation Phase outcomes.
- 17 Over the years, the results of the baseline assessments show that many children's attainment on entry is well below the county average, with children exhibiting low levels of language and social skills. The children in the nursery and reception class make very good progress from this low baseline. They achieve good standards overall in listening, speaking, reading, writing, numeracy and in the use of information and communication (ICT) skills in their work across the seven areas of learning.
- 18 In key stage 1, pupils' standards and progress in using thinking, communication, number and ICT skills across the curriculum are good overall. Most children use these skills confidently to support their work across the curriculum.
- 19 Pupils' bilingual competence is good. They communicate readily in English and are developing a good grasp of basic vocabulary and language patterns in Welsh. Pupils are enthusiastic learners of the Welsh language. Their knowledge of the life and

culture of Wales is good and they also learn well about the diversity of people who live elsewhere in the world.

- 20 In 2009, pupils' attainments in the National Curriculum (NC) assessments, according to teacher assessment, were above the county and national averages in English, mathematics and science. The proportions of pupils achieving the higher level, that is level 3, in these subjects were above local and national averages. When compared with similar schools across Wales, on the basis of entitlement to free school meals, the results overall place the school in the upper 25%. Over a four-year period, the school's results place it in the upper 50% of similar schools in most years. In recent years there has been a continuous improvement in pupils' overall attainments and there are no significant differences in the performance of boys and girls.
- 21 A study of school assessment data indicates that, overall, most pupils make consistent progress in moving to the next stage of learning. This is demonstrated, for example, in the outcomes of on-going assessment of pupils' language and mathematics skills.
- 22 Pupils' learning skills are good. They increasingly apply the thinking and problem solving strategies promoted by the school to good effect. Pupils' creative skills are also good across the school and they apply their skills effectively in subjects such as art, music and physical education.
- 23 There are outstanding features in pupils' personal, moral, social and wider development. Pupils have a clear understanding of spiritual and religious values and can distinguish between right and wrong. They work very well with others in small groups and pairs and interact productively with adults. They have a good awareness of those less fortunate than themselves and contribute well to good causes.
- 24 Relative to their age, pupils show a good awareness of equal opportunity issues. They understand that everyone should be treated fairly and that they should respect the views of others.
- 25 Pupils are developing a range of skills to assess their own work. More able pupils discuss well the activities they enjoy and can explain simply the nature of the task completed. Pupils' ability to make simple judgements about the next stage in their learning and to be more involved in evaluating their progress is an area appropriately identified for attention in the school development plan.
- 26 Pupils' behaviour and their attitudes towards learning are outstanding features of the school and contribute significantly to the standards pupils achieve, to their personal, social and emotional development and to the quality of life in the school. The school is a happy, vibrant and inclusive community where pupils feel valued and nurtured.
- 27 Attendance rates for the past three terms average 92.8%, a significant improvement since the last inspection. These rates, however, are below national rates of attendance for pupils of primary school age but compare favourably with schools that have a similar number of pupils entitled to receive free school meals. Most pupils arrive in school punctually and the daily timetable operates smoothly.

- 28 Pupils' knowledge about community life in their locality is good and they contribute to many local events. Through visits and the contribution of visitors to the curriculum, pupils have a good awareness of the world of work in their area.

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

#### **Grades for teaching**

- 29 In the lessons inspected, the quality of teaching was judged as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
21%	68%	11%	0%	0%

- 30 Overall, the above figures are an improvement on the outcomes of the last inspection and are well above the national findings reported in HMCI's Annual Report for 2007-8, which states that the quality of teaching in the primary schools in Wales was Grade 1 or 2 in 83% of lessons of which 16% was Grade 1.
- 31 The good and outstanding features in the teaching include high expectations of all pupils across the curriculum, stimulating presentations and effective interaction between teachers and pupils. Where there are shortcomings in the teaching, the tasks provided do not always match pupils' current abilities and skills.
- 32 Teachers and support staff have an excellent working relationship with their children and cater highly effectively for their learning needs.
- 33 Teachers assess children's achievements and progress accurately and regularly and overall there is effective use of the information collected to improve teaching and learning.
- 34 There are outstanding features to the quality of the curriculum provided. The school provides a broad, balanced curriculum enhanced by a range of experiences, activities and visits that consolidate and enrich the learning. Provision reflects the strong emphasis on social inclusion and equal opportunity.
- 35 There is very good provision to ensure that children acquire the necessary basic skills. Pupils are also given good opportunities to acquire and use their thinking, communication, number and ICT skills across the curriculum but the planning of these skills lacks sufficient structure to ensure that they are developed progressively across the school.
- 36 There is good provision to develop pupils' bilingual competence. Staff and pupils demonstrate very positive attitudes towards the Welsh language which is well reflected in the use of incidental Welsh throughout the day. The school places much emphasis upon the Welsh culture and the heritage of Wales.
- 37 The range of learning experiences successfully promotes pupils' spiritual, moral, social and cultural development. The daily act of collective worship has a high profile in the school and regularly involves a visiting minister. It makes a very good

contribution to pupils' spiritual development, their understanding of moral issues and promotes respect for those around them and the environment.

- 38 There are outstanding features in the school's partnerships with parents, other schools, institutions and the local community, which enrich children's learning experiences. Parents, for example, are very supportive of the school and express high levels of satisfaction with the education their children receive. The school's Parent/Teacher Association is very active and provides important funds, which are used effectively to purchase additional learning resources.
- 39 The care, support and guidance provided by the school are outstanding. It is highly effective in providing a safe and supportive environment for all pupils. The pupils confirm that they feel safe and trust all adults, knowing that they can turn to them for help and guidance.
- 40 The school's provision for the healthy development, safety and wellbeing of all pupils is outstanding. The school has a detailed policy and set of procedures to promote health and safety, including risk assessments, which are monitored and implemented consistently by the headteacher, staff and the governing body. Arrangements for dealing with accidents, emergencies and medical needs are well established and effective, and pupils are well supervised at all times.
- 41 This is a school which gives outstanding attention to children's wellbeing which impacts significantly on their educational development and the standards they achieve. The school's child protection policy and procedures meet statutory requirements and all staff are aware of their guidance.
- 42 There are outstanding features in the provision for children with SEN, which meets the requirements of the Code of Practice. Teachers and support staff offer pupils with SEN excellent support. There are very good links with parents, and staff make highly effective use of relevant agencies to support both children and parents. Pupils with SEN make good progress relative to their abilities and stage of development.
- 43 The process of assessment, identification, tracking and supporting pupils in the Nurture class is outstanding. The school has received the Marjorie Boxall Quality Mark and has been used nationally as a model of good practice.

### **Leadership and management**

- 44 The headteacher demonstrates outstanding leadership and offers a clear vision for the further development of the school. Her high expectations and commitment to children's education are very well reflected in the school's work. All members of staff work exceptionally well together and there is a strong sense of mutual support in furthering children's education and wellbeing.
- 45 The governing body is very supportive, well informed and contributes highly effectively to setting the school's strategic direction. Members are regular visitors to the school and support a wide range of school activities. They meet with the headteacher and staff and have a good knowledge overall of the quality of provision and standards achieved.

- 46 There are outstanding features in the effectiveness of planning for improvement. The school development plan is a comprehensive document, which sets clear priorities for action. The staff and governors are closely involved in discussing and establishing priorities for inclusion in the plan. There is good evidence that actions taken by the school have led to measurable improvements, for example in improving pupils' standards of achievement. The challenging budget is managed with care and expenditure is closely matched to the school's targets.
- 47 The school's procedures for self-evaluation are outstanding. A culture of self-evaluation is well established and staff and governors are fully committed to raising standards and to improving provision. Self-evaluation and the drive towards continuous improvement are seen as key features in the life and work of the school. Its main strength is the collaborative process which underpins the school's systems and procedures.
- 48 The school has made very good progress in addressing the key issues from the last inspection. Standards have improved in English and ICT, behaviour management strategies are now very good, and the monitoring roles of curriculum leaders have significantly improved. There have been improvements in marking and in matching tasks to pupils' current learning needs, but ensuring consistency in practice across the school is an area appropriately identified by the school for further development.
- 49 The accommodation is sufficient for the number of children on roll and is generally well maintained. The school makes very good use of the space available to provide a stimulating learning environment. Bright, attractive displays celebrate pupils' achievements and act as a tool for learning.
- 50 Although there are virtually no green areas in the main school, there is outstanding use of the playgrounds to provide pupils with a stimulating outdoor learning environment. Teachers are innovative in the way they use the school environment.
- 51 The highly effective management and use of resources are outstanding features of the provision. There are enough suitably qualified and experienced teachers and support staff to carry out the work of the school. Their contribution to pupils' learning and to ensuring high standards is a major strength.
- 52 There are outstanding features to the continuing professional development of all members of staff. There is excellent use of focussed visits to other schools, in-house training and the links with a range of providers, to offer staff effective opportunities to extend their knowledge and skills. This approach is having a significant impact on the quality of the school's provision.
- 53 The school manages its budget with great efficiency. Systems for day-to-day financial management are well established and the schools' spending decisions are well linked to plans for future development. Currently it has a considerable surplus but the governing body has clear plans for using the reserves to maintain staffing and the specific provision for pupils with a wide range of additional needs. Staff and governors regularly review and monitor the use of resources according to its priorities for development and to ensure efficient spending. The school offers good value for money.

## Recommendations

In order to develop further, the school needs to -

- R1 refine whole school planning to extend pupils' key skills progressively across the school;
- R2 extend the good practice in lesson planning to ensure that tasks consistently offer all pupils appropriate challenge;
- R3 build on the good practice by extending pupils' involvement in assessing their own learning and development.\*

*\*There is reference to these issues in the current School Development Plan.*

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.

### **Acknowledgement**

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