

**Inspection under Section 10 of the  
Schools Inspections Act 1996**

**Arfryn Primary School  
Heol Frank  
Penlan  
Swansea  
SA5 7AH**

**School Number: 670/2080**

**Date of Inspection: 18<sup>th</sup> – 20<sup>th</sup> October 2005**

**by**

**Merfyn Douglas Jones  
Registered Inspector: 78185**

**Date: 20<sup>th</sup> December 2005**

**Under Estyn contract number: T/040/05P**

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**Arfryn Primary School** was inspected as part of a national programme of school inspection. The purpose 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 more information about 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 **Arfryn Primary School** took place between **18<sup>th</sup> and 20<sup>th</sup> October, 2005**. An independent team of inspectors, led by **Merfyn D Jones** 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. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

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 sections.

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 the school receives, mainly on the basis of past performance. Most schools receive a standard inspection 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 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 attain the age of 5 during the academic year. Year 1 refers to the year group of pupils who attain the age of 6 during the academic year and so on. Year 13 is the year group of students who attain 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

<b>Contents</b>	<b>Page</b>
<b>Context</b>	5
<b>Summary</b>	6
<b>Recommendations</b>	11
<b>Standards</b>	12
Key question 1: How well do learners achieve?	12
<b>The quality of education and training</b>	13
Key question 2: How effective are teaching, training and assessment?	13
Key question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?	15
Key question 4: How well are learners cared for, guided and supported?	17
<b>Leadership and management</b>	20
Key question 5: How effective are leadership and strategic management?	20
Key question 6: How well do leaders and managers evaluate and improve quality and standards?	21
Key question 7: How efficient are leaders and managers in using resources?	21
<b>Standards achieved in subjects and areas of learning</b>	23
Early Years	23
English	26
Design and Technology	27
Art	28
Physical Education	29
Religious Education	30
<b>School's response to the inspection</b>	31
<b>Appendices</b>	32
A Basic information about the school	32
B School data and indicators	32
C National Curriculum assessments results	33
D Evidence base of the inspection	34
E Composition and responsibilities of the inspection team	34

## Context

### The nature of the provider

Arfryn Primary School, a 'Community First' school, is situated in the centre of a large council-owned housing estate on the north-western fringes of the city of Swansea. The school opened in 1959 and it serves an economically disadvantaged area where there is a high incidence of unemployment. The catchment area tends to have a transit population and many families move on a regular basis. It is also a designated area for asylum seekers. Seventy two per cent of pupils are entitled to free school meals.

The school caters for pupils between the ages of 3 and 11 years and there are 122 on roll, including 12 part-time in the nursery. Of the 42 pupils identified as having special educational needs (SEN), 4 have a statement of SEN, 24 are on 'school action' and 14 on 'school action plus'. Eleven pupils receive support in English as an additional language (EAL).

The predominant language spoken at home is English (91 per cent) and nine per cent come from an ethnic minority background. No pupils come from a Welsh speaking home. No pupils were excluded in the last twelve months.

Including the headteacher, who was appointed in January 2005, the school has seven full-time teachers and seven Learning Support Assistants (LSAs). The school was last inspected in December 1999.

### The aims of Arfryn Primary School are to:

- provide an environment wherein children are provided with the best possible educational activities and experiences;
- enlarge each child's knowledge, experience and imaginative understanding and thus his awareness of moral values and capacity for enjoyment through a balanced, relevant and appropriate programme of activities presented in a sympathetic and stimulating manner;
- allow children to acquire the habits, skills, knowledge, interests and attitudes of mind which will make them useful members of society, capable of achieving as much independence as possible.

### The school's priorities and targets

The school's main priorities and targets for 2005 – 2009 are to:

- introduce individual targets for pupils;
- use assessment data for forward planning;
- review assessment criteria across school;
- review marking policy;
- review and monitor homework;
- review policies and schemes of work;

- improve co-ordinators' monitoring role, and
- identify key skills in weekly planning

## Summary

1. Arfryn Primary School is a rapidly improving school where the headteacher and staff work hard to provide the pupils with a wide range of exciting experiences and opportunities in a very caring and supportive environment. The headteacher's leadership is outstanding and teaching is a strength of the school.
2. The inspection team agreed with most of the judgements made by the school in its self-evaluation.

### Table of grades awarded

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

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

### Standards

3. In 23 lessons or part lessons, the pupils' standards of achievement in the Early Years and in the subjects during lessons observed are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
5%	90%	5%	0%	0%

4. In this inspection, standards of achievement in Early Years and in five subject areas in Key stages 1 and 2 were inspected. They are as follows:

### Subjects and Areas of Learning in Early Years

Language, literacy and communication	2
Personal and social development	2
Mathematical development	2
Knowledge and understanding of the world	2
Creative development	2
Physical development	2

Subject	Key stage 1	Key stage 2
English	2	2
Design and Technology	3	3

Art	2	2
Physical Education	2	2
Religious Education	2	2

5. The overall quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's learning.
6. Early Years children make good progress in the key skills of speaking, listening, reading, writing, numeracy and information and communications technology (ICT).
7. Pupils in Key stages 1 and 2 also make good progress and achieve good standards in all the key skills.
8. Pupils with Special Educational Needs (SEN) make good progress and achieve the targets set for them. 'Looked- after', EAL and ethnic minority pupils perform well in relation to their peers.
9. Overall, pupils' creative and problem solving skills are good. However, their bilingual skills in terms of Welsh and English are under-developed.
10. The *Cwricwlwm Cymreig* is well promoted through different areas of the curriculum and pupils have a good knowledge of the heritage and culture of Wales.
11. Over the last few years, end of Key stage assessment results have been consistently below LEA and national averages. Results in both Key stages have remained static. However, in comparison to similar schools (i.e. those with a similar percentage of pupils entitled to free school meals), pupils' assessment results have recently improved.
12. Recent initiatives, such as 'catch up' support and 'guided reading', are having a significant impact on pupils' learning, and are already showing measurable improvements in standards.
13. Pupils participate with interest and enthusiasm in lessons and activities. They have a good attitude to learning, their self-confidence is developing well and they progress as well as they can.
14. Overall, pupils' spiritual, moral, social and cultural understanding is good.
15. Behaviour in the school is good. Disruptive behaviour is dealt with consistently.
16. Whole-school attendance remains below 90 %. One reason for this low figure is the number of transient and disappearing families whose children have had to be retained on the register.
17. The relationship between staff and pupils is good and promotes an awareness of right and wrong and a good response to personal and wider development.
18. Pupils demonstrate an exceptional awareness of equal opportunities and respect for diversity within society.

### The quality of education and training

19. In the 23 lessons observed during the inspection, 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>
13%	74%	13%	0%	0%

20. Teaching shows good features, with no important shortcomings, in 87% of the lessons observed. This is well above the Welsh Assembly Government target for 2007 of 65% to be grade 2 or better.
21. Teaching in the Early Years is consistently good; with a variety of activities that motivate children and are clearly linked to the Desirable Outcomes for Children's Learning.
22. Teachers have good relationships with their pupils and demonstrate consistent and effective pupil management.
23. Lessons are well-planned with clear objectives and take account of the needs of individual pupils, including those with SEN or with English as an additional language (EAL).
24. Teachers make good use of questioning to elicit pupils' views and feelings and to develop their communication and investigative skills.
25. Teachers have good up-to-date subject knowledge through regular in-service training, and demonstrate enthusiasm in their teaching.
26. Where there are shortcomings, lessons are too teacher-directed and worksheets lack challenge and restrict pupils' thoughts and creativity.
27. Baseline assessment is carried out when children first enter school. This provides a starting point from which teachers can begin to plan strategies to meet the pastoral and learning needs of children within their care.
28. The arrangements the school makes for assessing and reporting the achievements of pupils with SEN are good and pay due regard to the revised code of practice.
29. There are, however, no assessment procedures in place to gauge accurately the achievement of pupils in foundation subjects.
30. Pupils are not involved in setting their own targets nor are they actively involved in planning for their own improvement in learning.
31. Annual reports to parents are of good quality.

32. The school successfully meets the needs of all its pupils including those with SEN, pupils with EAL, the socially disadvantaged and the under fives.
33. Within the strongly inclusive ethos of the school, all pupils have equal access to every activity the school provides.
34. The delivery of the curriculum is of good quality. Due regard is given to ascribing sufficient time to core and foundation subjects and to successfully meeting national curriculum (NC) requirements.
35. The provision the school makes for the development of key skills is good. Teachers work hard to successfully enhance pupils' communication skills, which includes ICT.
36. Bilingualism is neither sufficiently nor consistently integrated into the life of the school.
37. Planning for the development of personal and social education is good.
38. The school provides an impressive range of extra-curricular activities and out-of-school experiences that enhance learning in subjects.
39. The school makes good provision for the development of pupils' spiritual, moral, social and cultural development. The *Cwricwlwm Cymreig* is well promoted through curriculum subjects and through the educational visits pupils make. They develop good awareness of other cultures through religious education.
40. There is a good range of opportunities for pupils to develop their problem-solving and creative skills during lessons.
41. Members of the school council are keen and enthusiastic to make decisions for the benefit of the school community.

### **Leadership and management**

42. The quality of leadership provided by the headteacher is outstanding. In the short period of time since her appointment (two and a half terms), she has brought about changes that are having a very positive effect on the overall management of the school.
43. By virtue of her own diligence and compassion, she gains and retains the respect and loyalty of staff, parents and pupils alike.
44. Under the present leadership, the school sets out to significantly raise the expectations of all its pupils and the expectations parents have of their children. The drive to push up expectations involves celebrating the many achievements pupils make and through providing an outward looking education that is enhanced by the provision it makes for pupils to explore the world outside the area from which they come.
45. The headteacher is very ably supported by an experienced and dedicated deputy headteacher and senior management team.

46. The school takes good account of national priorities, but the provision for promoting bilingualism is under-developed.
47. Although teachers know their pupils very well, target setting and tracking pupils' progress across the school is not fully established.
48. The SDP has challenging and realistic targets and goals, which are regularly reviewed.
49. The governing body is in a state of change and currently re-adjusting to the new strategic direction of the school. They are not yet fully and effectively involved in monitoring and evaluating the quality of provision.
50. Good procedures are in place to enable the school to evaluate its own work and to plan for improvements. The self-evaluation report clearly identifies the school's strengths and areas for development, referring to the appropriate sources of evidence. These inform the priorities in the SDP.
51. A programme of classroom observations, to monitor teaching and learning, is not fully developed and there is no overall system in place for tracking and monitoring individual pupils, or specific groups of pupils, across the school.
52. Overall, the school has made good progress since the last inspection. Five of the six key issues have been fully addressed and the sixth has been partly addressed.

## **Recommendations**

53. In order to improve further, the school needs to:

R1 raise standards in design and technology;

R2 further develop the role of the curriculum co-ordinators in monitoring teaching and learning across the school;

R3 continue to develop manageable procedures for assessing and tracking pupils' progress and ensure the pupils' involvement in target setting;

R4 improve provision to develop pupils' bilingual skills; and

R5 develop the governors' role in monitoring the quality of provision and in meeting statutory and legal requirements.

*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 2: Good features and no important shortcomings

54. The findings of the inspection team match the judgements made by the school in its self-evaluation.
55. The pupils' standards of achievement in the Early Years and in the subjects during lessons observed are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
5%	90%	5%	0%	0%

56. In this inspection, standards of achievement in Early Years and in five subject areas in key stages 1 and 2 were inspected. They are as follows:

#### Subjects and Areas of Learning in Early Years

Language, literacy and communication	2
Personal and social development	2
Mathematical development	2
Knowledge and understanding of the world	2
Creative development	2
Physical development	2

Subject	Key Stage 1	Key Stage 2
English	2	2
Design and Technology	3	3
Art	2	2
Physical Education	2	2
Religious Education	2	2

57. The overall quality of the educational provision for the under-fives is appropriate for their needs and children make good progress towards the Desirable Outcomes for Children's Learning.
58. Baseline assessments indicate that standards on entry are consistently below or well below LEA and national averages.
59. Early Years children make good progress in the key skills of speaking, listening, reading, writing, numeracy and information and communications technology (ICT).

60. Pupils in Key stages 1 and 2 also make good progress and achieve good standards in all the key skills. They make good use of these key skills in all subjects.
61. Pupils with SEN make good progress and achieve the targets set for them. 'Looked- after', EAL and ethnic minority pupils perform well in relation to their peers. It is evident from discussions with pupils that they are aware that everybody is treated the same and given the same opportunities.
62. Overall, pupils' creative and problem solving skills are good. However, their bilingual skills in terms of Welsh and English are under-developed.
63. The *Cwricwlwm Cymreig* is well promoted through different areas of the curriculum and pupils have a good knowledge of the heritage and culture of Wales.
64. Over the last few years, end of Key stage assessment results have been consistently below LEA and national averages. Results in both Key stages have remained static. However, in comparison to similar schools (i.e. those with a similar percentage of pupils entitled to free school meals), pupils' assessment results have recently improved.
65. Recent initiatives, such as 'catch up' support and 'guided reading', are having a significant impact on pupils' learning, and are already showing measurable improvements in standards.
66. The performance of girls was generally better than that of boys in assessment tasks, but the school has successfully addressed this and the difference has been significantly reduced.
67. Although they are not fully involved in their own target setting, pupils do have a reasonable understanding of how well they are doing and what they need to do to improve.
68. Pupils participate with interest and enthusiasm in lessons and activities. They have a good attitude to learning, their self-confidence is developing well and they progress as well as they can.
69. Behaviour in the school is good, and this contributes to the quality of teaching and learning and to the progress pupils make in their personal and social development. Disruptive behaviour is dealt with appropriately and consistently.
70. Overall, pupils' spiritual, moral, social and cultural understanding is good.
71. Whole-school attendance remains below 90%. One reason for this low figure is the number of transient and disappearing families whose children have had to be retained on the register.
72. A number of pupils arrive late at the start of the day, but their time of arrival is recorded and monitored.

73. The relationship between staff and pupils is good and promotes an awareness of right and wrong and a good response to personal and wider development. Pupils have good moral values and show fair play and consideration for others.
74. Pupils demonstrate an exceptional awareness of equal opportunities and respect for diversity within society.
75. Pupils' direct experience of the world of work is limited by the lack of local industry in the area and the restrictions introduced by Health and Safety issues. However, they have a good understanding of the local area and are involved with the community in supporting local fund-raising events.

## The quality of education and training

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

#### Grade 2: Good features and no important shortcomings

76. The findings of the inspection team match the judgements made by the school in its self-evaluation.
77. In the 23 lessons observed, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
13%	74%	13%	0%	0%

78. Teaching shows good features, with no important shortcomings, in 87% of the lessons observed. Within this proportion 13% had outstanding features. This is well above the Welsh Assembly Government target for 2007 of 65% to be grade 2 or better.
79. Teaching in the Early Years is consistently good; with a variety of activities that motivate children and are clearly linked to the Desirable Outcomes for Children's Learning. The learning environment for these children effectively promotes the skills and attitudes necessary for learning.
80. All teachers actively address the issues of gender, race and ability and promote equality of opportunity for all pupils.
81. Teachers have good relationships with their pupils and demonstrate consistent and effective pupil management.
82. They work hard to raise pupils' self-esteem by showing concern and giving regular praise and encouragement.
83. Lessons are well planned with clear objectives and take account of the needs of individual pupils, including those with SEN or with EAL.

84. Teachers make good use of questioning to elicit pupils' views and feelings and to develop their communication and investigative skills. They intervene sensitively to support pupils and give clear explanations.
85. They use appropriate resources and artefacts to enhance pupils' learning and pupils are well motivated by a variety of exciting experiences, including visits and visitors.
86. Teachers have good up-to-date subject knowledge through regular in-service training and demonstrate enthusiasm in their teaching.
87. Where there are shortcomings, lessons are too teacher-directed and worksheets lack challenge and restrict pupils' thoughts and creativity.
88. The planning for the development of pupils' bilingual skills is under-developed and the use of incidental Welsh is inconsistent.
89. The school makes good use of statutory teacher assessments, commercially produced tests and SAT papers which are still available to identify standards achieved by its pupils in core subjects.
90. Baseline assessment is carried out when children first enter school. This provides a starting point from which teachers begin to plan strategies to meet the pastoral and learning needs of children within their care.
91. The arrangements the school makes for assessing and reporting the achievements of pupils with SEN are good and pay due regard to the revised code of practice.
92. Teachers know their pupils well and this knowledge together with the assessment procedures in place enable teachers to gain an overall view of the progress pupils make in core subjects. There are, however, no assessment procedures in place to gauge accurately the achievement of pupils in foundation subjects.
93. Until recently, there was no formal tracking system to monitor closely the progress pupils make in their learning and to inform planning. The school has identified the need to refine assessment procedures across the school in its school improvement plan 2005/2009. A start has been made and a comprehensive but manageable tracking system is in the process of being devised ready for trial across the school.
94. Throughout the school, pupils' work is consistently marked. This marking contains many supportive comments that help pupils to develop confidence, to take pride in their work and to strive to achieve higher standards. Although discussions between pupils and their teachers about their work take place, the marking of their work does not generally set next-step targets for pupils to work towards.
95. Targets cards are used however, to ensure progress in learning for pupils with SEN.
96. Pupils are neither involved in setting their own targets nor are they actively involved in planning for their own improvement in learning.
97. Annual reports to parents are of good quality. Parents appreciate them for the information they provide regarding the progress their children make in their

schoolwork. In these reports, teachers indicate to parents what their children need to do to improve and parents themselves have the opportunity to respond in writing.

98. Parents also have opportunities to discuss the work of their children with teachers at the formal meetings arranged by the school twice a year. Currently these meetings are not well attended.

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

<b>Grade 2: Good features and no important shortcomings</b>
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99. The inspection team did not arrive at the same judgement as the school in its self-evaluation report, the school having graded the key question as a 1. The inspection team felt that aspects of this key question, such as providing sufficient progression in some foundation subjects, were not as strong as the school considered them to be.
100. The school successfully meets the needs of all its pupils including those with SEN, pupils with EAL, the socially disadvantaged and the under fives.
101. Under the present leadership, the school sets out to significantly raise the expectations of all its pupils and the expectations parents have of their children. The drive to push up expectations involves celebrating the many achievements pupils make and through providing an outward looking education that is enhanced by the provision it makes for pupils to explore the world outside the area from which they come.
102. Within the strongly inclusive ethos of the school, all pupils have equal access to every activity the school provides. Through the many interesting and stimulating lessons, pupils are introduced to, among other things, the world of art, literature and scientific exploration.
103. All pupils, whatever their background or ability have access to a broad, balanced and rich curriculum.
104. The delivery of the curriculum is of good quality. Due regard is given to ascribing sufficient time to core and foundation subjects and to successfully meeting NC requirements.
105. The use of topic work to deliver the foundation subjects is a good feature of the school's approach to the delivery of the curriculum. While not always providing sufficient opportunities for the development of specific skills, in design technology for example, it does, in general, provide significant opportunities for the development of key skills and for the enrichment of learning through cross-curricular links.
106. The provision the school makes for the development of key skills is good. Teachers work hard to successfully enhance pupils' communication skills, which includes ICT.
107. Bilingualism is neither sufficiently nor consistently integrated into the life of the school.

108. Planning for the development of personal and social education (PSE) is good. It ensures that opportunities permeate the curriculum. Circle time is also well planned throughout the school.
109. The quality of planning ensures that pupils benefit from a PSE curriculum that has continuity and progression and develops the skills necessary to enable pupils to grow into well-balanced personalities.
110. The school provides an impressive range of extra-curricular activities and out of school experiences that enhance learning in subjects. All pupils are encouraged to take part. Clubs, such as those associated with sport often take place at lunch-times to ensure equality of access for all pupils. They contribute strongly to the development of pupils' personal and social skills. Additional support for pupils with behavioural difficulties or those with low esteem is provided through the Aikido club.
111. The school makes good provision for the development of pupils' spiritual, moral, social and cultural development. Acts of collective worship contribute to the spiritual dimension. While subjects in the school curriculum such as religious education and Circle time make good contributions to pupils spiritual moral, social and cultural development, so too does the rich programme of educational visits on which pupils are taken.
112. Pupil's spiritual awareness is well developed. Through the collected range of opportunities provided by the school pupils develop a curiosity in the minutiae of life, develop an understanding of their own uniqueness and an appreciation that different religious groups hold beliefs in a creator who is beyond human understanding.
113. Pupil's moral and social awareness is well addressed through the provision the school makes in its PSE programme. Pupils come to terms with themselves and their emotions and begin to understand that actions they take often have profound effects on others.
114. The *Cwricwlwm Cymreig* is well promoted through curriculum subjects and through the educational visits pupils make. Also, pupils develop a good understanding of the culture of Wales through working alongside artists and authors and through projects they undertake, such as the cross-phase work they completed on Dylan Thomas with the local comprehensive school.
115. However, opportunities for promoting and developing bilingualism are often missed.
116. Pupils develop good awareness of other cultures through religious education. A recent visit to a mosque in Cardiff enabled pupils to begin to understand the impact worship has on the lives of Moslems.
117. There is a good range of opportunities for pupils to develop their problem-solving skills during lessons. Pupils encounter them during mathematics as a display in the hall associated with a mathematics week signifies. In art also, pupils are challenged to resolve problems. 'XL Wales Family Technology Centre' from Swansea visit the school on a weekly basis and give pupils hands-on access to robotics and construction kits.

118. Members of the school council are keen and enthusiastic to make decisions for the benefit of the school community. Currently they are pressing for the installation of CCTV cameras. Through class representatives, all pupils from Y2 to Y6 are involved in the process.
119. In all respects, the school through its policies and procedures and through good teaching helps pupils to develop good positive attitudes to learning, as seen during the inspection. As a result pupils' interest in learning is sustained and they are well prepared to access subsequent stages of statutory education.
120. The school successfully promotes sustainable development and global citizenship through a range of topics.
121. Good links have been established with a local computer firm that provides electrical equipment for use within the science department.
122. The school is committed to Eco-School status. Recycling green boxes for paper and card are placed in each classroom. The school is currently actively involved in the reduction of the use of electricity within the school.
123. The school has membership at the Swansea Environment Centre and has purchased areas of rain forests in Belize and Ecuador. There is good provision to develop pupils' understanding of sustainability.

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

<b>Grade 1: Good with outstanding features</b>
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124. Overall, the findings of the inspection team do not match the judgment of Grade 2 made by the school in its self-evaluation report. The inspection team felt that many outstanding features can be found in the quality of care, support and guidance, and the quality of provision for equal opportunities.
125. Pupils are well cared for, guided and supported. Consequently the school is a happy and caring community where pupils feel secure and valued.
126. Effective use is made of support services. The co-operation between the school and external support agencies enhances the provision of support and guidance for the pupils.
127. Every effort is made to work in partnership with parents and carers. There is a good relationship with a small percentage of parents and it is hoped to reintroduce an active PTA committee.
128. The area surrounding the school presents a high level of social problems, which are not always conducive to partnerships with parents.
129. Good information is provided on all opportunities available to pupils through the regular school newsletter.

130. Excellent arrangements and guidelines are in place to help new pupils to settle in quickly to the daily routine of the school.
131. The school emphasises the importance of mutual respect, support and collaboration within a caring, secure and disciplined environment. The school strives to maintain and build on the good provision of PSE for its pupils.
132. Teachers identify and monitor pupils' needs, behaviour and progress well.
133. Attendance and punctuality are systematically monitored. The secretary collates the information and enters the data into a computer system on a weekly basis.
134. The school receives regular support in monitoring patterns of attendance by the Education Welfare Officer ( EWO ) and appropriate action is taken when necessary.
135. Individual cases of poor punctuality are also followed up by the EWO. During the last inspection, the school was asked to ensure that the marking of attendance registers complies with the National Assembly for Wales regulations and this request has been adhered to.
136. There is a strong emphasis on all aspects of Health and Safety within the school. The policy, risk assessments and pupils' health-care plans are all in place. More members of staff are scheduled to take part in a training programme to qualify as First Aiders.
137. The school has effective procedures to ensure the protection of children. The headteacher is the person responsible for child protection and relevant information is disseminated to all staff and governors to help ensure a clear understanding of their responsibilities in this area.
138. There are effective procedures in place to deal with oppressive behaviour and bullying. These have a positive and successful influence on improving inappropriate behaviour.
139. Provision for pupils with SEN is good and meets the requirements of the revised code of practice.
140. Pupils with EAL are well supported by staff who have had appropriate training to enable them to provide effectively for the pastoral and educational needs of these pupils.
141. Currently, there are 42 pupils on the register for SEN of whom the majority receives support to enhance their communication skills. Eleven pupils are receiving support teaching in EAL.
142. Record keeping and assessment procedures are well managed by the full-time SENCO, who is active in helping pupils with SEN achieve their targets for improvement, through small withdrawal groups and in class lessons throughout the school.
143. The SENCO, teachers and learning support assistants (LSAs) work effectively together, in writing individual education plans (IEPs) for pupils, monitoring them and evaluating the progress that pupils make.

144. Parents too, are involved in the process of helping their children to make progress. They have copies of their children's IEPs so that they know what their children need to do to improve and how to help them to achieve it.
145. The school makes good use of agencies and specialised support from outside the school for assistance and advice and to benefit from expertise in dealing with specific problems. For example, the school makes good use of LEA services in order to meet more effectively the needs of pupils with EAL.
146. The *Strategic Intervention Group* helps pupils who have the potential to achieve level 4 at the end of KS2, with well-structured support. Such pupils and pupils on the SEN register and EAL pupils make good progress because of the school's good approach towards special needs.
147. Teachers use positive intervention techniques well to forestall potential difficult situations arising involving pupils with behavioural problems. As a result no pupil has access to learning impeded.
148. The provision the school makes for equal opportunities is good with outstanding features. All pupils have the same access to pastoral support and help to enable them to progress in their achievements.
149. Teachers celebrate the achievements of their pupils very well both in class and during their achievement assemblies.
150. Although there are no pupils at present attending the school with physical disabilities, access provision for wheel-chair users is provided.
151. Teachers know their pupils and their backgrounds well. They are sensitive to the needs of all pupils. They promote good relationships between themselves and their pupils, and use a very effective approach to PSE in providing well-focused individual and group support.
152. A close watch is kept for potential gender issues. For instance, the achievements of boys and girls in test results are monitored. The school is mindful of the need to be vigilant in the avoidance of stereotyping in lessons and in the reading material it provides for pupils.
153. A clear policy and action plan is in place for the promotion of racial equality and valuing diversity. Teachers and LSAs have had appropriate training in this respect. Teachers enable pupils from ethnic minorities to share their cultures and traditions with their peers.
154. There are many opportunities for pupils to develop positive attitudes to diversity within the school curriculum, including PSE. However, it is the very strong spirit of inclusiveness to be found in the school that ensures the high levels of respect and tolerance that pupils show in their dealings with one another. Pupils themselves say that children who come to their school from other countries enjoy being there because everyone is so friendly.

## Leadership and management

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

#### Grade 2: Good features and no important shortcomings

155. The findings of the inspection team match the judgements made by the school in its self-evaluation.
156. The quality of leadership provided by the headteacher is outstanding. In the short period of time since her appointment (two and a half terms), she has brought about changes that are having a very positive effect on the overall management of the school. She has a clear vision to lead the school successfully forward, identifying the ways in which this can be achieved and utilising the skills of a hard-working staff, both teaching and non-teaching.
157. By virtue of her own diligence and compassion, she gains and retains the respect and loyalty of staff, parents and pupils alike.
158. The headteacher is very ably supported by an experienced and dedicated deputy headteacher and senior management team.
159. Shared aims and values, which promote equality for all, are very well reflected in the work of the school. Policies, including those for racial equality and personal and social development, have clear objectives, which are well understood by all staff and well promoted across the school.
160. The school takes account of national priorities, but the provision for promoting bilingualism is under-developed. The headteacher and staff work closely with other local schools
161. Although teachers know their pupils very well, target setting and tracking pupils' progress across the school is not fully established.
162. There is an effective staff appraisal system, which successfully links both teachers' professional development and the priorities set by the school in its school development plan (SDP).
163. The SDP has challenging and realistic targets and goals which are regularly reviewed.
164. The governing body is in a state of change and currently re-adjusting to the new strategic direction of the school. They are not yet fully and effectively involved in monitoring and evaluating the quality of provision.
165. The school generally meets its regulatory and legal requirements, but the governors' annual report to parents does not fully comply with them.

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

**Grade 2: Good features and no important shortcomings**

166. The findings of the inspection team agree with the judgements made by the school in its self-evaluation.
167. Good procedures are in place to enable the school to evaluate its own work and to plan for improvements. They are based on first-hand experience and involve all those who have an interest in the school's work. All are aware of its findings.
168. Core subject leaders have identified strengths and weaknesses in standards by analysing assessment results and by monitoring the pupils' work. Although assessment in foundation subjects is not yet fully developed, teachers know their pupils very well and are well aware of their individual needs.
169. The self-evaluation report clearly identifies the school's strengths and areas for development, referring to the appropriate sources of evidence. These inform the priorities in the SDP.
170. Targets are set in the SDP and these are regularly monitored by the staff and governors, who ensure that each target is fully supported by appropriate resources.
171. Previously set targets, for example in pupils' reading skills, have resulted in measurable improvements.
172. A programme of classroom observations, to monitor teaching and learning in the foundation subjects, is not fully developed and there is no overall system in place for tracking and monitoring individual pupils, or specific groups of pupils, across the school.
173. In general, the inspection team agrees with the school's identification of its strengths and areas for development. The team agreed with the school's judgement in five of the seven key questions. The team awarded a higher grade for key question 4 because of the outstanding care and support demonstrated by the staff. Key question 3 was given a lower grade because there are aspects still to be developed.
174. Overall, the school has made good progress since the last inspection. Five of the six key issues have been fully addressed and the sixth has been partly addressed.

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

**Grade 1: Good with outstanding features**

175. The findings of the inspection team agree with the judgment of grade 1 in the school's self-evaluation report.

176. The school is well staffed for the present number of pupils on roll. Teachers have suitable qualifications and are sensibly deployed.
177. LSAs are well trained and well motivated. They are closely involved in teachers' planning, including that made on a daily basis. Close team work is a strong feature of the school and it provides excellent support for the pastoral and learning needs of all pupils including those with SEN, EAL and the under fives.
178. Performance management is up to date and there are appropriate job descriptions for all who work at the school. Due regard is given to in-service training and the professional development of staff.
179. The outcomes from performance management meetings are used together with the identified needs of the school to determine training provision, which is then processed through the school's development plan. Such training is highly valued by teachers and is seen as a vital factor in raising the standards of achievements of pupils. LEA funding for staff development and training is never enough and so extra money to cover the shortfall is provided by the school budget.
180. Valuable support is given by the caretaker, school secretary, canteen staff and mid-day supervisors in ensuring the smooth running of the school. Mid-day supervisors have had appropriate training and are therefore fully equipped to deal with any incidents if and when they happen at lunch-times.
181. Teachers make excellent use of the available accommodation to ensure that learning activities are stimulating. Classrooms provide ample space for sedentary and practical activities. Inside the school, the environment is bright and colourful due to the many displays of pupils' work arranged by their teachers. The school hall is spacious and offers plenty of room for indoor gymnastic activities. The outdoor secure play area for the under fives is large and provides ample space for playground activities. However, its surface is uneven and, in places, in a poor state of repair.
182. Learning resources are good in quantity, quality and range, and are well used in all classes. The school makes good use of the Education Learning Resource Service run by the LEA to provide resources, including artifacts, for specific purposes in topic work.
183. The well-stocked library provides effectively for pupil research activities, including those generated by the *Cwricwlwm Cymreig* and the need to explore the diversity of other cultures, as planned for in the curriculum.
184. Computers are in good supply and are used consistently during the school day by pupils for a wide range of purposes. Such provision is enhancing pupils' experience of ICT learning and is thereby pushing up standards of achievement in the subject.
185. Staff and governors ensure that spending matches the priorities as set out in the SDP. There is a rolling programme of improvements planned for school buildings and outside areas that will greatly enhance pupils' learning experiences.
186. The finance committee liaises closely with the LEA to monitor the budget. Spending plans are properly monitored.

187. The quality of human and material resources in place at the school ensures that pupils get an excellent start to their education. As a result it is clear that the school gives very good value for money.

## **Standards achieved in subjects and areas of learning**

### **Early Years**

#### **Grade 2: Good features with no important shortcomings**

##### **Good features**

##### **Language Literacy and communication skills**

188. Nursery and reception children achieve good listening and speaking skills. Conversing with adults and with each other is an integral part of their learning and as a result children become confident speakers. Children not only listen attentively to stories, but develop active listening skills when others are speaking. This helps them retain information well and respond appropriately when questioned. They enjoy the listening station and concentrate very well.
189. Nursery children communicate clearly when playing in the different role-play areas and they extend this skill when they answer questions from the teacher. Reception children begin to sustain a conversation using complete sentences when speaking with each other and they do this for increasingly longer periods when talking with an adult.
190. Children in both age groups know a good range of songs and rhymes in both English and Welsh. Adults model bilingualism effectively and as a result nursery children new to the language quickly develop confidence in speaking Welsh.
191. Reception children are enthusiastic Welsh learners and respond correctly to simple commands.
192. Nursery children handle books confidently and develop good attitudes to reading. They love story time and books are clearly important to them. Most children begin to recognise their own name and quickly learn the letters of the alphabet. They are very aware that print carries meaning and many are enthusiastic emergent writers.
193. Reception children select their own books and express a preference for different types of stories. By the end of their time in reception, most children know many letters of the alphabet and begin using phonics to help them read new words. Many read a simple text.
194. Nursery and reception children understand how to convey meaning through writing. They develop their early writing skills by being given frequent opportunities to act as writers and they begin to overwrite or underwrite depending on the task and their own level of control.
195. Reception children quickly develop confidence as writers through a variety of planned writing experiences. They handle writing materials confidently and develop the capacity to

write independently and naturally in a range of situations. They understand that writing is an integral part of life and they enjoy making books and cards.

### **Personal and Social Development**

196. Nursery children's personal and social development is good. They enthusiastically explore the stimulating multi-sensory learning environment that the school provides and settle into school well. Nursery children are confident and sociable with adults and quickly establish very good relationships with them. They quickly develop a growing respect for the rights of other children and learn to share toys, equipment and their teachers' time.
197. The personal and social development of reception children is good. They respond well to adults and they are friendly and encouraging towards each other. They collaborate well with their peers and enjoy working together. They work with growing independence, finding the equipment they need for their tasks and making decisions for themselves.
198. Children in both nursery and reception increasingly understand health issues. They use the toilet independently and explain clearly why they must wash their hands afterwards. They also know why they must wash before and after handling food, particularly during their regular cooking sessions.
199. Because of the opportunities the school provides, children in both age groups quickly learn to develop independence in making choices about their snacks, the activities in which they take part and the materials they use.

### **Mathematical Development**

The mathematical development of children in both age groups is good.

200. Children know a good number of counting songs and rhymes and quickly learn to count as a result. Children begin to see the connection between the names of the numbers and groups of objects. They understand that numbers are part of everyday life and apply their knowledge in their play and in helping their teachers work out how many children are present.
201. They explore capacity and explain which of the containers are full and which are empty. They begin to predict which will hold more.
202. They correctly match identical shapes and patterns and they accurately name triangles, squares and circles.
203. Reception children accurately count groups of objects up to ten. They recognise number symbols to ten given at random and correctly match these to groups of objects. They also accurately draw sets of objects. Some children correctly recognise numbers to twenty and beyond.
204. Reception children correctly add one to a given number. They recognise many of the numbers on a number line to twenty and also use a number line to correctly indicate numbers that are bigger and smaller than the number given. They also begin to correctly identify missing numbers. Reception children record numbers to five accurately on paper and develop increasing control over the form and orientation of the symbols.

205. Reception children use non-standard measures to accurately record the length of common objects in the Early Years area.
206. They demonstrate a good understanding of the use of money when they play in the shop.

### **Knowledge and Understanding of the World**

207. In both age groups children's knowledge and understanding of the world is good. They develop a strong appreciation of beauty and a sense of wonder because of the wealth of experiences that surround them.
208. Children of all ages have a well-developed sense of the place of information and communications technology in everyday life. They use computers confidently and tape recorders with growing skill.
209. Reception children explore the local environment and develop good early geographical skills when they include pictures and drawings in the simple map they make to show the location of different features.
210. They begin to talk about God and discuss celebrating harvest. Children know that we need food in order to live and they understand the concept of saying thank you for this.
211. Children know some of the names of some vegetables and begin to use descriptive language when talking about their colour and shape. They know that some food products are changed before we eat them.

### **Physical development**

212. The physical development of children in both nursery and reception is good. They develop increasing control over their bodies and the tools and equipment they use through the frequent opportunities they are given to explore. Children use scissors, glue sticks, art and writing materials confidently.
213. In both nursery and reception, children dress and undress with increasing skill and independence when they are encouraged to do so.
214. They use computers frequently and, as a result, their mouse control is excellent.
215. They frequently cook and prepare food, using kitchen equipment with increasing skill.
216. In their well-organised outdoor play opportunities, children choose from a wide selection of equipment that develops their fine and gross motor skills very well. Children use hula-hoops, beanbags and small balls with increasing control. They climb confidently and control their movements well when travelling.
217. Reception children develop accuracy in throwing and succeed in catching across an increasing distance, using two hands.

### **Creative development**

218. The creative development of children in both nursery and reception is good. This is because their work is celebrated and becomes an integral part of the décor.
219. Children in both nursery and reception explore their creativity through being given exciting opportunities to experiment with a vast range of materials including mixed media.
220. As a result of very effective involvement of adults in modelling role-play and drama, nursery children develop their creative imagination very well. They become totally engrossed in role-play.
221. Children of both age groups successfully develop their musical understanding and skill through frequent opportunities to sing, listen to music and independently explore a good range of instruments.

<b>English</b>
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<b>Key Stage 1-Grade 2:</b> Good features with no important shortcomings.
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<b>Key Stage 2-Grade 2:</b> Good features with no important shortcomings.
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222. In KS1, pupils make good progress in their speaking and listening skills. They pay close attention when their teachers are speaking and show confidence when answering questions. Their ability to formulate extended answers to questions is developing well and, at times, more-able pupils demonstrate individuality when doing so.
223. Pupils in KS2 listen well when being spoken to, so that when answering questions they know what is being asked of them and make appropriate responses. At the end of KS2, pupils are often good at finding different ways of expressing themselves and show proficiency in mounting arguments for and against propositions in class debates.
224. Although the development of joined script is not taught early in KS1, pupils do concentrate on producing writing that is clear and legible. More-able pupils consistently form letters accurately and ensure even spacing of words in their written work. Pupils persevere with their spelling and punctuation and make good progress.
225. In KS2, pupils enhance the quality of their written work through neatness in their joined script. Their written work across the curriculum and the attention they pay to punctuation and spelling is mostly consistent in this respect.
226. Pupils in KS1 make good progress in the development of reading skills. Those of lower ability, through the guided reading initiative, are developing good strategies to recognise and read unfamiliar words. Pupils of higher ability read with good levels of accuracy and fluency and often use intonation when reading out aloud.

227. Pupils in KS2 respond to books well. They talk with enthusiasm about books they have read and identify the reasons for the enjoyment of particular books. When they read for an audience, most pupils do so with expression and clearly relish the opportunity. More-able pupils demonstrate proficiency in their higher order reading skills, finding their way around non-fiction books and extracting information with ease.
228. In KS1, pupils progress well in the skill of writing for a range of purposes. During this key stage, pupils move from writing simple sentences about themselves and their families to writing reports of visits, writing letters of thanks and creating simple stories with interesting characters and ordered plots.
229. Pupils across KS2 further develop their skills in writing for a wide range of purposes and audiences. Increasingly, they use more complex sentences to enrich the quality of their writing and experiment with words and phrases in a search to create the best effect.
230. Pupils in year 5 explore the writings of Dylan Thomas, assimilating his unique approach to writing, to successfully create poems of their own in his style, after reading the *Hunchback in the Park*.
231. Year 6 pupils successfully work alongside a local writer to experiment with different forms of writing, based upon the Welsh folk tale *The Green Isle of the Ocean*.
232. Pupils in KS2 make effective use of information technology in their research work and gain good understanding of the different ways in which their writing can be presented.

### **Shortcomings**

233. Pupils' progress in writing is often impeded by the restrictive format of some of the worksheets.

<b>Design and Technology</b>
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<b>Key Stage 1 – Grade 3:</b> Good features outweigh shortcomings
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<b>Key Stage 2 – Grade 3:</b> Good features outweigh shortcomings
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### **Good features**

234. Pupils in both key stages are aware that they design a product for a specific purpose. They are developing the ability to record and label their plans and evaluate their designs.
235. Pupils in KS1 use construction kits effectively to create a variety of structures.
236. Their knowledge and skills of joining different materials and fabrics are good, and they demonstrate good skills in cutting, shaping and assembling.

237. In KS2, pupils identify the need for modification and are developing good problem solving skills. This is very obvious in the pupils' finished Viking longboats and Celtic necklaces, which are of high quality.
238. They recognise the value in carrying out research before creating a design and are aware of suitability, craftsmanship and aesthetic appeal.
239. Pupils use a variety of key skills when designing and making items; which are often linked to the topic or theme being studied at that time.
240. Good use is made of their knowledge from other subject areas, particularly science, to create movement or light in their models. This was very evident in their models of lighthouses and Viking longboats.
241. They are very aware of the importance of hygiene and safety when designing and making sandwiches or pizzas.

### **Shortcomings**

242. Pupils' skills in using a variety of methods, including levers, cogs, wheels, motors and pneumatics, to create different movements, are under-developed.
243. Pupils' individuality and flair are often restricted by teachers' over-direction.
244. Pupils' range of making skills is limited by the tasks given, which are often too topic led.

<b>Art</b>
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<b>Key Stage 1 – Grade 2:</b> Good features with no important shortcomings.
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<b>Key Stage 2 – Grade 2:</b> Good features with no important shortcomings.
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245. In KS1, pupils gain a good understanding of the use to which different media can be put in making pictures and creating objects. Pupils enjoy the experience of using such media and do so without inhibition.
246. Through leaf printing, pupils begin to appreciate form and texture. The study of the work of Paul Klee, and the use of well-chosen coloured paper, enables pupils to produce collages that explore the richness of autumnal colours.
247. Pupil's work using pastels is good. They handle the medium well and often produce sensitive images derived from close observation of objects such as shells found on a visit pupils made to Langland beach.
248. Pupils enjoy handling clay and through the opportunities they have to use it develop the skills of moulding and shaping to produce objects such as decorative plates embellished with glaze or slip.

249. In KS2, pupils practise and perfect sketching and shading techniques in sketchbooks. Through experimenting and through close observation pupils record, for example, the essential features of landscape and sometimes take this on to produce more finished pieces of work.
250. Pupils in lower KS2 demonstrate good development in the use of charcoal. They use their emerging skill to create pictures of Oystermouth castle after a recent visit.
251. Pupils in the Y4 and Y5 class, correctly identify symmetry inherent in Celtic knot designs and use that knowledge to create their own. Through their discussions with one another and with their teacher, they show the ability to evaluate their designs and define the factors that make some more successful than others.
252. At the end of KS2, pupils use mixed media well in their artwork connected with a topic in history. They use silhouettes set against pastel and painted backgrounds of hot colours to create images representing the blitz in Swansea during World War 2.

<b>Physical Education</b>
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<b>Key Stage 1 – Grade 2: Good features and no important shortcomings</b>
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<b>Key Stage 2 – Grade 2: Good features and no important shortcomings</b>
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**Good features**

253. In both key stages, pupils are developing good control of their body movements. They are very enthusiastic and work hard to improve their performance in all aspects of physical education.
254. They listen and follow instructions well and can sustain energetic activities over a long period.
255. In KS1, pupils have a wide range of ideas for moving in different ways and for creating different shapes with their bodies. Their awareness and use of space is often good.
256. They demonstrate good co-ordination, control and balance when moving to a variety of musical stimuli. They follow a pattern and interpret music correctly when performing a Welsh folk dance.
257. In KS2, pupils further develop their confidence and ability to move on and off the large apparatus. They jump from different heights and land correctly and safely with good control.
258. They move the apparatus safely and sensibly and react quickly to teachers' commands and instructions.
259. A range of extra-curricular activities and regular support from specialist agencies has a significant impact on raising pupils' skills and self-esteem.

260. Pupils demonstrate good hand and eye co-ordination when throwing and catching balls during play-times.

### **Shortcomings**

261. Pupils' evaluation skills are under-developed.

<b>Religious Education</b>
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<b>Key Stage 1 - Grade 2:</b> Good features and no important shortcomings
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<b>Key Stage 2 - Grade 2:</b> Good features and no important shortcomings.
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### **Good features**

262. Across KS1, pupils are aware of the need to care for one another and actively demonstrate this awareness during the school day.

263. Pupils know that prayer is the means by which they speak to God and that prayers come in different forms.

264. They have a detailed knowledge of stories from the Old and New Testaments in the Bible. They understand the significance of the Christian festivals of Christmas and Easter and talk about a number of the miracles Jesus performed in healing the sick.

265. Pupils in KS1, involved in the enactment of a baptism in a local church, are developing a good understanding of ritual in such a church event. They are beginning to link rituals in Christianity with those in Islam.

266. KS2 pupils, in their study of world religions, have a detailed knowledge and understanding of Islam. They recently visited a Mosque in Cardiff and have developed a sensitive awareness of the importance of worship in the lives of Moslems.

267. Through their study of Christianity and Islam, pupils compare and contrast beliefs and practices in both religions. Importantly, they identify those aspects of belief that Moslems and Christians share and are developing a good understanding of the commonality of faith amongst different religious groups.

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

The governing body and the staff of Arfryn Primary School are extremely proud of the report resulting in the recent inspection of the school. It is extremely rewarding for everyone concerned, that the inspectors stated:

“Arfryn Primary School is a rapidly improving school where the headteacher and staff work hard to provide pupils with a wide range of exciting experiences and opportunities in a very caring and supportive environment. The headteacher’s leadership is outstanding and teaching is a strength of the school.”

The inspectors recognised that:

“Pupils participate with interest and enthusiasm in lessons and activities, and have a good attitude to learning.”

The inspection team agreed with most of the judgements made by the school in its self-evaluation. The recommendations highlighted by the team for further development are being addressed by the school and will be communicated to the parents.

The governing body and all the staff appreciated the professionalism and sensitivity shown by the team throughout the inspection. The headteacher, in her role as nominee, appreciated the care taken by the team to ensure that she was fully involved in the inspection process, and the staff appreciated the opportunity for constructive dialogue with all members of the team.

## **Appendix A**

### **Basic information about the school**

Name of school	Arfryn
School type	Community
Age-range of pupils	3 – 11 years
Address of school	Heol Frank Penlan Swansea
Post-code	SA5 7AH
Telephone number	01792 584441

Headteacher	Mrs C Gay
Date of appointment	January 2005
Chair of governors/ Appropriate authority	Mr J Murphy City and County of Swansea
Registered inspector	Mr Merfyn Douglas Jones
Dates of inspection	18 <sup>th</sup> – 20 <sup>th</sup> October 2005

## Appendix B

### School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	6	13	8	26	29	8	20	12	122

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	7	2	7.6

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	15:1
Pupil: adult (fte) ratio in nursery classes	3:1
Pupil: adult (fte) ratio in special classes	N/a
Average class size, excluding nursery and special classes	17
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection				
Term	R	KS1	KS2	Whole School
Autumn 2004	83.4	90.2	89.2	87.6
Spring 2005	77.5	84.5	86.0	82.7
Summer 2005	81.7	89.1	85.4	85.4

Percentage of pupils entitled to free school meals	72%
Number of pupils excluded during 12 months prior to inspection	0

## Appendix C

### National Curriculum Assessment Results - End of Key Stage 1:

<b>National Curriculum Assessment KS1 Results 2005</b>	Number of pupils in Y2:	28
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Percentage of pupils at each level								
			D	W	1	2	3	4
English:	Teacher Assessment	School	0	11	39	50	0	0
		National	0	4	13	63	20	0
En: reading	Teacher Assessment	School	0	11	39	50	0	0
		National	0	3	11	63	23	0
En: writing	Teacher Assessment	School	0	11	39	50	0	0
		National	0	5	14	69	11	0
En: speaking and listening	Teacher Assessment	School	0	11	39	50	0	0
		National	0	4	14	55	26	0
Mathematics	Teacher Assessment	School	0	4	25	71	0	0
		National	0	2	11	63	24	0
Science	Teacher Assessment	School	0	4	25	71	0	0
		National	0	2	10	65	23	0

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment

In the school	59	In Wales	80
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D Pupils who have been disapplied from the statutory arrangements

W Pupils who are working towards level 1

### National Curriculum Assessment Results - End of Key Stage 2:

National Curriculum Assessment KS2 Results 2005		Number of pupils in Y6	13									
Percentage of pupils at each level												
			D	A	F	W	1	2	3	4	5	6
English	Teacher assessment	School	0	0	0	0	0	8	31	46	15	0
		National	1	0	0	0	1	5	16	46	30	0
Mathematics	*											
	Teacher assessment	School	0	0	0	0	0	8	23	54	15	0
		National	0	0	0	0	1	3	17	46	31	0
	*											
Science	Teacher assessment	School	0	0	0	0	0	8	15	62	15	0
		National	0	0	0	0	0	1	11	50	37	0
	*											

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)

by Teacher Assessment		by Test	
In the school	66	In the school	*
In Wales	70	In Wales	

D Pupils who are excepted under statutory arrangements from part or all of the National Curriculum

A Pupils who have failed to register a level because of absence

F Pupils who have failed to register a level for reasons other than absence

W Pupils who are working towards level 1

\* The school decided not to enter pupils for the national tests in the core subjects.

### Appendix D

### Evidence base of the inspection

- Three inspectors, including a lay inspector, spent a total of six inspector days in the school and met as a team before the inspection.
- The headteacher was the nominee and played a supportive role during the inspection.
- Pre-inspection meetings were held with staff, parents and the governing body to discuss the life and work of the school.
- Questionnaires were completed and returned by parents, and carefully analysed by the inspection team.
- During the inspection, discussions were held with the headteacher, teachers and support staff.
- Discussions were held with pupils about their work and the life of the school.
- 23 lessons or part lessons were observed.
- A sample of pupils' work, practical and written, from across the ability range in each year group, was examined.
- Pupils' behaviour was observed at various times during the school day.
- Inspectors attended assemblies and observed extra-curricular activities.
- All the documentation presented by the school prior to, and during the inspection, was analysed.
- Post-inspection meetings were held with the staff and with the governing body to discuss the outcome of the inspection.

## Appendix E

### Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Merfyn D Jones Registered Inspector	Context, Summary, Recommendations Key questions 1, 2, 5 and 6 Early Years, design and technology and physical education.
Mr Kerry Knapper Team Inspector	Key Questions 3, 4 and 7 and contributing to key questions 1 and 2. English, art and religious education.
Mr John Foley Lay Inspector	Contributing to all key questions
Mr Andrew Wood Peer Assessor	Contributing to discussions, interviews and observations.

**The inspection contractor was:** Baker-Phillips Educational Communications Ltd.  
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