

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

**Bishopston Primary School
Bishopston Road,
Swansea, SA3 3EN**

School Number: 6702105

Date of Inspection: 26/06/06

by

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78706**

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- * secondary schools;
- * special schools;
- * pupil referral units;
- * independent schools;
- * further education;
- * adult community-based learning;
- * youth support services;
- * LEAs;
- * teacher education and training;
- * work-based learning;
- * careers companies; and
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Bishopston Primary School was inspected as part of a national programme of school inspection. The purpose of inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents information about the performance of their child's school.

The inspection of Bishopston Primary School took place between 26/06/06 and 29/06/06. An independent team of inspectors, led by Dr David G Evans, undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

"There are three types of inspection.

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

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

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

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

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

This school received a **standard** inspection.

Year groups and key stages

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

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

Primary phase:

Year	R	Y 1	Y 2	Y 3	Y 4	Y 5	Y 6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y 7	Y 8	Y 9	Y 10	Y 11	Y 12	Y 13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The National Curriculum covers four key stages as follows:

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

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Context

The nature of the provider

1. Bishopston Primary School is situated in the middle of a large village on the edge of the Gower peninsula, to the west of Swansea. Bishopston village is located in a semi-rural setting, surrounded by common and farm land. The school occupies an extensive site adjacent to the local comprehensive school and benefits from large playing fields and playgrounds. Two school buildings, about 50 metres apart, originally housed the separate infant and junior schools, but the school is now an amalgamated primary.
2. The school's catchment area includes the surrounding villages of Bishopston and Kittle, although some pupils attending the two Specialist Teaching Facility (STF) classes come from other areas within the city of Swansea. There are currently six pupils in the Key Stage 1 STF class and nine pupils in the Key Stage 2 STF class. In total, there are 280 pupils on the school roll, of whom around 28 per cent are preferred placements.
3. The school's catchment area is mixed: housing in the area is predominantly owner-occupied, detached and semi-detached. Bishopston is described as being one of the most advantaged communities in Wales.
4. Around four per cent of pupils are entitled to free school meals (FSM), and this figure has risen over the last four years. Pupils mainly come from homes where English is the predominant language. A small proportion of pupils come from ethnic minority backgrounds. Most pupils participate in pre-school education before coming to the school.
5. Around 23 per cent of pupils are identified as receiving support for special educational needs (SEN) and there are currently 21 pupils with a statement of SEN, six of whom are in the mainstream.
6. The school was last inspected in June 2000.

The school's priorities and targets

7. The school's current major priorities and targets are to:
 - review the school's policies and schemes of work;
 - to develop further the role of subject leaders;
 - to further develop the process of self-evaluation;
 - to continue to develop the school's self-assessment and tracking strategies; and
 - to begin the planning process for the Foundation Phase.

Summary

8. Bishopston Primary is a good school, which is highly regarded by parents. The head teacher provides the school with good leadership and, under his guidance, the school is well placed to improve further.
9. The inspection team agreed with the judgements made by the school in its self-evaluation report in six of the key questions. The difference occurred in Key Question 6, where the inspection team judged that there were some areas to develop further.

Table of grades awarded:

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?	2
5 How effective are leadership and strategic management?	2
6 How well do leaders and managers evaluate and improve quality and standards?	3
7 How efficient are leaders and managers in using resources?	2

Standards:

10. Pupils' standards of achievement in the lessons observed during the inspection are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
17%	80%	3%	0%	0%

11. The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning.

Grades for standards in subjects inspected:

Subject	Key Stage 1	Key Stage 2
English	2	2
Science	2	2
Design and technology	2	2
Art	2	2
Music	2	2
Religious Education	2	2

12. Children under five make good progress with no important shortcomings in the key skills of speaking and listening, early reading and writing through the medium of Welsh. Their progress in speaking and listening through the medium of English is good with outstanding features, while their progress in early reading and writing in English is good with no important shortcomings. Children's progress in bilingual competence, numeracy, information technology and creative skills is good with no important shortcomings. Their personal and social education and problem-solving skills are good with outstanding features.
13. In key stage 1, pupils make good progress with no important shortcomings in the key skills of speaking and listening, reading and writing through the medium of Welsh. Their progress in speaking and listening through the medium of English, in personal and social education and problem-solving skills is good with outstanding features. Their progress in reading and writing through the medium of English, in bilingual competence, numeracy, information technology and creative skills is good with no important shortcomings.
14. In key stage 2, good features outweigh shortcomings in the progress that pupils make in speaking, listening, reading and writing through the medium of Welsh and in bilingual competence. Pupils' progress in speaking and listening through the medium of English, in personal and social education and problem-solving skills is good with outstanding features. Their progress in reading and writing through the medium of English, in numeracy, information technology and creative skills is good with no important shortcomings.
15. At key stage 1 in 2005, the standards in teacher assessments in English, mathematics and science for all pupils were below national and local averages. When compared with similar schools in Wales, based on the number of pupils registered to receive free school meals (FSM), results were well below average. Results in English, mathematics and science have fluctuated over the last few years because of the variable numbers of pupils with significant special educational needs (SEN) both in the two Special Teaching Facility (STF) classes and in mainstream classes. In 2005, for example, 17 per cent of those who were assessed at the end of Year 2 had statements of SEN. However, if these pupils are discounted, the percentages

of pupils attaining level 2 or above have risen substantially to above the national average. Inspection evidence shows clearly that, with very few SEN pupils in the current Year 2 classes, standards of attainment are well above the average for English, mathematics and science. In 2005, girls performed better than boys in the three core subjects.

16. At key stage 2 in 2005, the standards in teacher assessments in English, mathematics, science and in the core subject indicator for all pupils were well above national and local averages. When compared with similar schools in Wales, based on the number of pupils registered to receive free school meals, results in English and mathematics were above average, while those in science were average. Over the last few years, results in English, mathematics and science have been consistently well above the national average, with a substantial number of pupils attaining level 5 in their assessments. In 2005, girls performed better than boys. Girls have generally performed better than boys in key stage 2 because the vast majority of pupils with statements of SEN, both within the mainstream and STF classes, have been boys.
17. All pupils, regardless of age, gender, ability or ethnicity, make good progress in their acquisition of new skills, knowledge and understanding and their achievement is good overall. Those pupils with SEN make good progress and achieve the targets set for them.
18. The development of pupils' personal, social and learning skills is good with no important shortcomings. Pupils throughout the school have good attitudes to their learning. Their understanding of what they are doing and of what they need to do to improve has good features which outweigh shortcomings.
19. Pupils readily participate in the range of activities provided and their capacity to work independently is an outstanding feature of the school. This is displayed in the outstanding development of their problem-solving skills
20. The progress pupils make in their spiritual, moral, social and wider development is an outstanding feature of the school. Excellent relationships are an outstanding feature of the school, enabling pupils to express and explore their views openly.
21. Pupils are well behaved and they know what is expected of them; this judgement is supported by staff, parents, governors and pupils themselves.
22. Attendance and punctuality have good features which outweigh shortcomings. The attendance rate for the last three terms was 92.9 per cent.

The quality of education and training:

23. The quality of teaching in the lessons observed was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
28%	64%	8%	0%	0%

24. Some outstanding teaching was observed, with the vast majority of lessons being judged good with no important shortcomings.
25. Some of the outstanding features are:
 - exemplary relationships between staff and pupils, and very clear expectations of behaviour and productivity; and
 - very good emphasis on promoting pupils' speaking and listening skills through the medium of English, their independent and problem-solving skills.
26. Where teaching was judged to be good with no important shortcomings, the good features include:
 - well planned, organised and crisp lessons which capture pupils' interest and enthusiasm from the outset;
 - clear lesson objectives which are shared well with pupils;
 - good subject knowledge with a clear understanding of the most appropriate ways of presenting the subject content;
 - teaching methods, particularly questioning, that take good account of the different ways in which pupils learn; and
 - good behaviour management strategies which ensure that all pupils work well.
27. The few shortcomings noted in the teaching relate to:
 - the pace of teaching slowing on occasions during the lesson; and
 - teachers not planning well enough to promote pupils' use of incidental Welsh.
28. The school meets statutory requirements for assessing, recording and reporting pupils' progress, including those for the under-fives and those with additional learning needs. Teachers use a variety of strategies to assess and record pupils' progress in the core subjects of English, mathematics and science. However, there is a lack of consistency in the approaches teachers use and, consequently, it is difficult to track individual and group progress throughout the school. Assessment data is not yet used in enough detail to help identify trends in performance in order to influence future teaching and learning.
29. The assessment of pupils' progress in the foundation subjects is less rigorous. However, the school is developing strategies to improve this aspect. Portfolios have been assembled for all subjects and these contain useful collections of pupils' work. As yet, however, the portfolios have not been consistently levelled and annotated.
30. Teachers mark work accurately and helpfully and, in many classes, they set learning targets which are often displayed in the classrooms. The school acknowledges, however, that the process of target setting is not consistently applied across the key stages and that pupils are not yet fully involved in planning and assessing their own progress and improvement.

31. The school meets statutory requirements for reporting to parents. However, the reports often contain standardised comments and they do not consistently provide targets or suggestions that would help children to improve the quality of their work.
32. The school provides a broad and balanced curriculum that fully complies with statutory requirements and meets the learning needs of pupils well. Schemes of work are detailed and comprehensive, and they are revised and updated regularly to ensure that they continue to meet the needs of all pupils.
33. The promotion of pupils' bilingual skills has good features that outweigh shortcomings. The provision varies from class to class, and curriculum planning does not yet ensure that pupils' Welsh skills are promoted effectively at key stage 2.
34. The study of the culture and heritage of Wales through *Y Cwricwlwm Cymreig* is good with no important shortcomings.
35. The enrichment of the curriculum is an outstanding feature of the school. The school provides an excellent range of extra-curricular activities, which enhance pupils' academic and personal development very well.
36. The school makes outstanding provision for the development of pupils' personal and social education (PSE), including sex and relationship education and substance misuse.
37. The provision for the promotion of pupils' personal, spiritual, moral, social and cultural development is outstanding and is underpinned by the caring, supportive ethos of the school.
38. There are outstanding and very well-established partnerships with parents and the community, and the school is very much a focus of the village. Parents are very supportive of the school and of their children's learning at home.
39. Equality of access is a good feature of the school. Pupils from the STF classes are especially well supported and integrated into the life of the school. Parents are appreciative of the school's philosophy and practices to promote equal opportunities for all. Boys and girls are treated fairly and equally.
40. All adults in the school provide consistently good care and support in a happy environment. Relationships are very good. The school has a positive ethos, which is underpinned by a belief that every child is unique and deserves a high level of support, care and encouragement.
41. Health, safety and security matters are regularly reviewed; and rigorous risk assessments take place frequently. Although the school makes every effort to ensure the health, safety and well-being of all pupils, there remain some concerns about the overall safety and security of the campus and these were discussed with the Governing Body (GB).

42. The school's procedures and policies for child protection are effective and are thoroughly reviewed. Governors and all members of staff have been appropriately trained.
43. The provision for pupils with complex additional language needs in the STF classes is outstanding and a model of the very best practice.
44. Overall, the provision for pupils with additional learning needs in the mainstream classes is good. The school fully meets the requirements of the Code of Practice for Wales.
45. The school promotes pupils' understanding of diversity and race relations well through, for example, PSE, religious education and assemblies. There are effective race equality and multi-cultural policies and action plans.
46. The school's disability access plan is well implemented and every effort is made to ensure that all pupils have access to the buildings.

Leadership and management

47. The head teacher, since his appointment in September 2004, has provided keen and purposeful leadership and management. He is very committed to the school and strives for pupils to achieve their best. He gives clear direction to the life and work of the school.
48. The head teacher is supported well by the deputy whose managerial skills have been developed effectively in recent years both through experience within the school and external training. Both head teacher and deputy are good role models for other members of staff and pupils. The Senior Management Team (SMT) is effective, meets regularly and its members are committed to further developing a more effective, self-critical culture within the school.
49. The Governing Body (GB) provides effective support for the school and its work in the community. Many governors are regular visitors and make a significant contribution to the life and work of the school. The governors meet all statutory requirements.
50. The school's self-evaluation report, which was prepared by the head teacher, discussed and approved by members of staff and the GB, is a clear, detailed and comprehensive summary of the school's current strengths and areas for development. The inspection team agreed with the school's judgements in six of the seven key questions; however, the inspection team lowered the grade for Key Question 6.
51. The self-evaluation procedures are systematic and are beginning to provide first-hand evidence, for example, regarding the quality of teaching and learning. As part of self-evaluation arrangements, national data, assessments and internal tests are now regularly scrutinised and the data gathered is used to inform the targets for improvement in English, mathematics and science.

52. Systems to track pupils' achievements are relatively new and have yet to be used effectively to pinpoint quickly whether groups of pupils are achieving as well as they should. The school recognises that a sharper and more focused approach based on pupils' performance would enable teachers to challenge pupils even more effectively.
53. The School Development Plan (SDP) correctly identifies areas for further development and is a useful planning tool. However, the school recognises that the actions planned and the criteria by which success is measured need to be sharpened so that the SDP becomes an even more effective tool for school improvement.
54. The school takes good account of the views of pupils, parents and members of the community. Pupils make their views known through the School Council and, in discussion, said that their opinions were valued and, where possible, implemented.
55. The school acknowledges that the role of subject leaders in supporting school self-evaluation and school improvement is at a developmental stage. A good start has been made in supporting and guiding subject leaders in the skills of monitoring and evaluating standards and provision.
56. Progress since the last inspection has good features which outweigh shortcomings. Standards of achievement have improved in design and technology in key stage 2; ICT is now used effectively across the curriculum and pupils' standards in information technology skills are good with no important shortcomings.
57. The school has a suitable number of well-qualified and experienced teachers. The school is generously staffed with learning support assistants because of the high proportion of pupils with additional learning needs attending the STF and mainstream classes. All members of staff are beneficially deployed and all given adequate Planning, Preparation and Assessment (PPA) time.
58. The school is appropriately resourced for the under-fives and for most areas of the curriculum. Many of the classroom computers are quite old, but there are two interactive whiteboards in school, there is a well-stocked computer suite and new computers are now on order. Although generally good use is made of the available resources, some areas are in need of updating.
59. The staff make good use of every available space to support learning and the accommodation is adequate for the number of pupils on roll. The extensive school fields, rooms for small-group activities and special facilities for pupils attending the STF classes are good features of the school accommodation.
60. However, although improvements have been made since the last inspection, there are shortcomings in relation to the school accommodation, for example: pupils' toilets are in need of improvement; toilet cubicles in the infant school are too small to ensure maximum privacy; and parts of the junior school building are in need of urgent attention.

61. The school provides good value for money because of appropriate financial management. Good use is made of limited, financial resources to support the school's priorities in its development plan. Expenditure on resources and staffing is closely monitored and subject leaders are able to bid for funds based on an audit of need. The school ensures fair competition in its tendering and consistently and effectively applies the principles of best value in the decisions it makes.

Recommendations

62. In order to improve standards further, it is recommended that the school should:

- R1 improve the provision for developing pupils' bilingual skills in Welsh;
- R2* continue to develop whole-school assessment procedures and practices;
- R3* build on existing good practice to develop a more structured approach to self-evaluation; and
- R4* address the safety and accommodation issues highlighted in the report.

* These recommendations are already being prioritised by the school

63. 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

64. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
65. Pupils' standards of achievement in the lessons observed during the inspection are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
17%	80%	3%	0%	0%

66. The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning.

Grades for standards in subjects inspected:

Subject	Key Stage 1	Key Stage 2
English	2	2
Science	2	2
Design and technology	2	2
Art	2	2
Music	2	2
Religious Education	2	2

67. Children under five make good progress with no important shortcomings in the key skills of speaking and listening, early reading and writing through the medium of Welsh. Their progress in speaking and listening through the medium of English is good with outstanding features, while their progress in early reading and writing in English is good with no important shortcomings. Children's progress in bilingual competence, numeracy, information technology and creative skills is good with no important shortcomings. Their personal and social education and problem-solving skills are good with outstanding features.
68. In key stage 1, pupils make good progress with no important shortcomings in the key skills of speaking and listening, reading and writing through the medium of Welsh. Their progress in speaking and listening through the medium of English, in personal and social education and problem-solving skills is good with outstanding features. Their progress in reading and writing through the medium of English, in bilingual competence, numeracy, information technology and creative skills is good with no important shortcomings.
69. In key stage 2, good features outweigh shortcomings in the progress that pupils make in speaking, listening, reading and writing through the medium of Welsh and in bilingual competence. Pupils' progress in speaking and listening through the medium of English, in personal and social education and problem-solving skills is good with outstanding features. Their progress in reading and writing through the medium of English, in numeracy, information technology and creative skills is good with no important shortcomings.

70. At key stage 1 in 2005, the standards in teacher assessments in English, mathematics and science for all pupils were below national and local averages. When compared with similar schools in Wales, based on the number of pupils registered to receive free school meals, results were well below average. Results in English, mathematics and science have fluctuated over the last few years because of the variable numbers of pupils with significant special educational needs (SEN) both in the two Special Teaching Facility (STF) classes and in mainstream classes. In 2005, for example, 17 per cent of those who were assessed at the end of Year 2 had statements of SEN. However, if these pupils are discounted, the percentages of pupils attaining level 2 or above have risen substantially to above the national average. Inspection evidence shows clearly that, with very few SEN pupils in the current year 2 classes, standards of attainment are well above the average for English, mathematics and science. In 2005, girls performed better than boys in the three core subjects.
71. At key stage 2 in 2005, the standards in teacher assessments in English, mathematics, science and in the core subject indicator for all pupils were well above national and local averages. When compared with similar schools in Wales, based on the number of pupils registered to receive free school meals, results in English and mathematics were above average, while those in science were average. Over the last few years, results in English, mathematics and science have been consistently well above the national average, with a substantial number of pupils attaining level 5 in their assessments. In 2005, girls performed better than boys. Girls have generally performed better than boys in key stage 2 because the vast majority of pupils with statements of SEN, both within the mainstream and STF classes, have been boys.
72. All pupils, regardless of age, gender, ability or ethnicity, make good progress in their acquisition of new skills, knowledge and understanding and their achievement is good overall. Those pupils with SEN make good progress and achieve the targets set for them.
73. The development of pupils' personal, social and learning skills is good with no important shortcomings. Pupils throughout the school have good attitudes to their learning. They enjoy their lessons and they are interested in their tasks. Their learning is characterised by enthusiasm, mutual respect and a good sense of fun. They are well motivated and they participate well in the introductory and review sessions in lessons. Their understanding of what they are doing and of what they need to do to improve has good features which outweigh shortcomings.
74. Pupils readily participate in the range of activities provided and their capacity to work independently is an outstanding feature of the school. This is displayed in the outstanding development of their problem-solving skills
75. The progress pupils make in their spiritual, moral, social and wider development is an outstanding feature of the school. Excellent relationships are an outstanding feature of the school, enabling pupils to express and

explore their views openly. Pupils very successfully develop their personal values, together with a respect for, and an understanding of, the values of others. They are very enthusiastic to broaden and develop their own understanding of moral and social issues. Through active participation in lessons, assemblies, the school council and extra-curricular activities, pupils very successfully develop the skills to work as part of a team and as members of the school community.

76. Pupils are well behaved and they know what is expected of them; this judgement is supported by staff, parents, governors and pupils themselves. Most pupils are courteous and polite and they respond well to the school's reward system. Throughout the day, they move sensibly in and around the school. As a result, the quality of life within the school is good.
77. Attendance and punctuality have good features which outweigh shortcomings. Attendance figures have been adversely affected this year by the higher than normal absences during the spring term when pupils in Years 1 and 4 were especially badly hit by a virus. Overall, however, attendance figures are generally in line with the national average. The rate for the last three terms was 92.9 per cent. The school discourages families from taking holidays during term, but just over one per cent of absences are due to term-time vacations. Punctuality for the majority of pupils is very good, with very few late arrivals overall.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

78. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
79. The quality of teaching in the lessons observed was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
28%	64%	8%	0%	0%

80. Some outstanding teaching was observed, with the vast majority of lessons being judged good with no important shortcomings.
81. Some of the outstanding features are:
- exemplary relationships between staff and pupils, and very clear expectations of behaviour and productivity; and
 - very good emphasis on promoting pupils' speaking and listening skills through the medium of English, their independent and problem-solving skills.

82. Where teaching was judged to be good with no important shortcomings, the good features include:
- well planned, organised and crisp lessons which capture pupils' interest and enthusiasm from the outset and systematically develop their skills and understanding in small, manageable steps;
 - clear lesson objectives which are shared well with pupils in lesson introductions and reviewed well in the closing sessions;
 - good subject knowledge with a clear understanding of the most appropriate ways of presenting the subject content;
 - teaching methods, particularly questioning, that takes good account of the different ways in which pupils learn and build effectively upon their prior learning; and
 - good behaviour management strategies which ensure that all pupils work well.
83. The few shortcomings noted in the teaching relate to:
- the pace of teaching slowing on occasions during the lesson; and
 - teachers not planning well enough to promote pupils' use of incidental Welsh.
84. The school meets statutory requirements for assessing, recording and reporting pupils' progress, including those for the under-fives and those with additional learning needs. Teachers use a variety of strategies to assess and record pupils' progress in the core subjects of English, mathematics and science. However, there is a lack of consistency in the approaches teachers use and, consequently, it is difficult to track individual and group progress throughout the school. An appropriate tracking system has been established in the school, but this is still in its infancy and has yet to impact fully on standards of achievement. Assessment data is not yet used in enough detail to help identify trends in performance in order to influence future teaching and learning.
85. The assessment of pupils' progress in the foundation subjects is less rigorous. However, the school is developing strategies to improve this aspect. Portfolios have been assembled for all subjects and these contain collections of pupils' work. As yet, however, the portfolios have not been consistently levelled and annotated.
86. Teachers mark work accurately and helpfully and, in many classes, they set learning targets which are often displayed in the classrooms. The school acknowledges, however, that the process of target setting is not consistently applied across the key stages and that pupils are not yet fully involved in planning and assessing their own progress and improvement.
87. The school meets statutory requirements for reporting to parents. However, the reports often contain standardised comments and they do not consistently provide targets or suggestions that would help children to improve the quality of their work.

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

Grade 2: Good features and no important shortcomings

88. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
89. The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Desirable Outcomes for Children's Learning. The curriculum for the under-fives is based on a good understanding of how young children learn best, and a range of interesting, practical activities is planned effectively.
90. The school provides a broad and balanced curriculum that fully complies with statutory requirements and meets the learning needs of pupils well. Schemes of work are detailed and comprehensive, and they are revised and updated regularly to ensure that they continue to meet the needs of all pupils.
91. The curriculum has many positive features and it is full of interesting and meaningful experiences that link across all subjects well. It is generally well planned to meet the needs of all pupils, including those with special educational needs.
92. Provision for the overall development of pupils' basic and key skills, including bilingual competence, has good features that outweigh shortcomings. However, the school recognises that the promotion of pupils' bilingual skills is an area for further development. The provision varies from class to class, and curriculum planning does not yet ensure that pupils' Welsh skills are promoted effectively at key stage 2.
93. The study of the culture and heritage of Wales through *Y Cwricwlwm Cymreig* is good with no important shortcomings. Pupils learn about Welsh personalities, traditions and various national emblems in subjects such as history, music, art and religious education.
94. The enrichment of the curriculum is an outstanding feature of the school. The school provides an excellent range of extra-curricular activities, which enhance pupils' academic and personal development very well. A large number of visitors from the locality and beyond add greatly to pupils' enjoyment and interest in learning. Pupils visit places of interest in the locality and there are residential visits and field trips to many centres of learning in Wales and the United Kingdom.
95. The school makes outstanding provision for the development of pupils' personal and social education (PSE), including sex and relationship education and substance misuse. It uses outside agencies very well to support its work in this area. An outstanding feature is the way in which the school creates an ethos where pupils can develop confidence and self-esteem and where they

feel valued as individuals. This ensures that, by the time they leave school at the end of Year 6, older pupils are thoroughly capable of making healthy, safe and sensible decisions; and, as a result, they are very well prepared for future life.

96. The provision for the promotion of pupils' personal, spiritual, moral, social and cultural development is outstanding and is underpinned by the caring, supportive ethos of the school. Not only does prayer and reflection form an integral part of school life, but the school successfully promotes a wider understanding of spirituality. Pupils' joy in discovering and reflecting upon their place in the world is an exceptional feature of the school. Equally, the promotion of moral and social development is outstanding. The school successfully instils in the pupils the difference between right and wrong, a clear sense of fair play and a mature awareness of team spirit. Through helping to raise money for those less fortunate than themselves, visits from different faith groups and extensive studies of other cultures, pupils are encouraged to develop a good understanding of life in multi-cultural Wales.
97. There are outstanding and very well-established partnerships with parents and the community, and the school is very much a focus of the village. Parents are very supportive of the school and of their children's learning at home. Communication is open and very effective and the range of information provided for parents through, for example, the school prospectus and the annual report of the Governing Body, is outstanding. The school website is a lively means of communication and kept very well up-to-date. The Home School Association (HSA) is very active and events are very well supported.
98. Well-established partnerships with the local high school support learning in subjects such as design and technology, and positive links with local artists are promoting effective learning in art. Sporting links with other primary schools are very strong and pupils enthusiastically represent their school in various competitions both locally and nationally. Students from schools and colleges, including those training to become teachers, are warmly and regularly welcomed to the school. All these features very effectively broaden pupils' horizons beyond the locality and enhance pupils' skills very well
99. Equality of access is a good feature of the school. Pupils from the STF classes are especially well supported and integrated into the life of the school. Parents are appreciative of the school's philosophy and practices to promote equal opportunities for all. Boys and girls are treated fairly and equally.
100. Awareness of sustainable development and global citizenship is promoted well by all members of staff and the school actively encourages pupils to show a good level of interest in environmental issues. For example, the recent assembly on 'Fair Trade' given by the school 'Eco Bugs' was well received. Attractive displays throughout the school encourage pupils to think how they can contribute to sustainability and remind them of the importance of recycling various items and materials. The school regularly and consistently focuses on this important area of work and pupils inform visitors that, as a result of what they have learnt in school, they now recycle various materials at home.

101. Links with industries and local businesses are well established and pupils enjoy visits, for example, to local farms and to other commercial and industrial ventures.
102. The school promotes pupils' entrepreneurial skills well. Pupils are actively involved in raising money for charities and School Council representatives manage their own budget. Pupils throughout the school and in many different areas of learning, particularly in information technology and communications (ICT) sessions, are gaining important lifelong learning experiences.

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

Grade 2: Good features and no important shortcomings

103. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
104. All adults in the school provide consistently good care and support in a happy environment. Relationships are very good. The school has a positive ethos, which is underpinned by a belief that every child is unique and deserves a high level of support, care and encouragement.
105. There is very good daily informal contact with parents. The vast majority are very supportive of the school and value the approachability of all members of staff. They feel that the school has a genuine open door policy.
106. The way that the school helps younger children settle quickly and prepares older pupils for their next classes is good. Nursery children regularly visit the reception class before they start and this helps them to settle quickly into the school routines and enables them to proceed with their learning. Older children spend time getting to know their next class teacher each year, while Year 6 pupils visit their new secondary schools. At present, however, no special transfer projects are undertaken.
107. Pastoral support and guidance are good features of the school. The school works well with outside agencies and is very quick to seek additional help and support if, and when, this is required. The school works hard to ensure that all pupils are made very well aware of the benefits of healthy eating and taking regular exercise. Through an effective programme of Personal Relationship Education pupils are encouraged to make sensible choices in their lives. The school places a strong emphasis on creating an environment in which pupils are not afraid to voice their opinions nor to ask for advice if they are unhappy.
108. Staff monitor attendance carefully and parents support the school in letting staff know when their children are absent. Recording and reporting of attendance fully meets requirements; targets are set in conjunction with the local authority and full attendance is rewarded. Overall, the arrangements to monitor attendance and punctuality are good.

109. Health, safety and security matters are regularly reviewed; and rigorous risk assessments take place frequently. Although the school makes every effort to ensure the health, safety and well-being of all pupils, there remain some concerns about the overall safety and security of the campus and these were discussed with the GB.
110. The school's procedures and policies for child protection are effective and are thoroughly reviewed. Governors and all members of staff have been appropriately trained. They know the referral process and procedures well. The designated officer is experienced and attends regular training.
111. The provision for pupils with complex additional language needs in the STF classes is outstanding and a model of the very best practice. This is due to the high quality support and guidance provided by members of staff who ensure that every pupil can quickly settle down to learning in unfamiliar environments. Throughout each school day staff provide highly effective support, both in the STF and mainstream classrooms. Every child is valued as an individual and provided with highly effective individual learning targets, specialist therapies and effective teaching so that they make very good progress.
112. Overall, the provision for pupils with additional learning needs in the mainstream classes is good. The school fully meets the requirements of the Code of Practice for Wales. The school ensures that pupils' learning difficulties are identified early and additional support provided quickly. Additional small-group support in English is effectively helping pupils to improve their basic literacy skills. Pupils' individual education plans (IEPs) are detailed and match pupils' individual learning needs well; however, these are not yet monitored effectively in key stage 2. A strength of the overall provision is the very good link with outside agencies that ensures that the school is able to access expert advice and additional support very quickly.
113. Pupils with emotional and behavioural difficulties are sensitively and effectively supported. Pastoral support is highly effective and well-implemented strategies, developed in partnership with specialist advisors, ensure that pupils quickly learn to conform to normal behaviour patterns.
114. The school is a fully inclusive community which values all pupils' contributions. The school goes out of its way to ensure that pupils in the STF classes, and those with additional learning needs and other difficulties, are valued members of the school community. The school is fully committed to equal opportunities so that pupils of all ages and abilities have equal access to the curriculum and all that the school has to offer.
115. Good behaviour is effectively promoted. Staff are consistent in the way they show respect for pupils and pupils say that any misbehaviour is dealt with very fairly. Pupils have been fully involved in the recent review of the behaviour policy and understand the "Golden Rules" which are displayed well in classrooms. They explain that they love the Friday 'Golden Time' and they try very hard to achieve the rewards.

116. The school promotes pupils' understanding of diversity and race relations well through, for example, PSE, religious education and assemblies. There are effective race equality and multi-cultural policies and action plans. Values such as mutual respect and tolerance are sensitively and consistently promoted and the school ensures that pupils visit many other places of worship and different cultural centres.
117. There is an effective, new anti-bullying policy, which is understood and respected by all. Pupils are swift to point out that children are friendly and kind towards each other, and inspectors agree that this is a good feature of the school.
118. The school's disability access plan is well implemented and every effort is made to ensure that all pupils have access to the buildings. No pupil is placed at a disadvantage; and several parents commented on the support that their children received in previous years.

Leadership and management

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

Grade 2: Good with no important shortcomings

119. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
120. The head teacher, since his appointment in September 2004, has provided keen and purposeful leadership and management. He is very committed to the school and strives for pupils to achieve their best. He gives clear direction to the life and work of the school and successfully promotes shared values and norms about learning, behaviour and relationships that sustain the achievement of good standards.
121. The head teacher is supported well by the deputy whose managerial skills have been developed effectively in recent years both through experience within the school and external training. Both head teacher and deputy are good role models for other members of staff and pupils. The SMT is effective, meets regularly and its members are committed to further developing a more effective, self-critical culture within the school.
122. Co-ordinators are in place for all subjects, the early years and other major aspects of learning and they are now taking a coherent and consistent approach to the management of their area of responsibility and its resources.
123. Despite the difficulties of having two buildings, lines of communication are extremely clear within the school. All teaching staff receive useful briefs about the coming week's events and visitors. Minutes are kept of staff meetings, indicating that full discussions are held before decisions are taken. Day-to-day

administration is effective; consequently, the school day proceeds at a good pace and little time is wasted.

124. The school takes good account of national and local priorities, and works closely in partnership with other providers. Literacy and numeracy strategies are implemented well and the school actively ensures that pupils and members of staff are fully aware of the strategies to promote sustainable development.
125. Performance management procedures are well established; targets are linked to the SDP and school improvement, as well as to staff development. Effective staff appraisal is successfully promoting teachers' professional development and effectively balancing the needs of the individual with the priorities of the school.
126. The governing body provides effective support for the school and its work in the community. Many governors are regular visitors and make a significant contribution to the life and work of the school. They have a thorough appreciation of their responsibilities and are well informed by the head teacher. Through their regular meetings, they monitor progress in many aspects effectively and help to set clear goals. The governors meet all statutory requirements.

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

Grade 3: Good features outweigh shortcomings

127. The findings of the inspection team differ from the school's self-evaluation in that the school judged this key question as Grade 2. The inspection team recognises the good systems and procedures now in place and their potential; however, these are fairly recent and are yet to have a full impact.
128. The school's self-evaluation report, which was prepared by the head teacher, discussed and approved by members of staff and the GB, is a clear, detailed and comprehensive summary of the school's current strengths and areas for development. The inspection team agreed with the school's judgements in six of the seven key questions; however, the inspection team lowered the grade for key question 6.
129. The self-evaluation procedures are systematic and are beginning to provide first-hand evidence, for example, regarding the quality of teaching and learning. As part of self-evaluation arrangements, national data, assessments and internal tests are regularly scrutinised and the data gathered is being used to inform the targets for improvement in English, mathematics and science.
130. Systems to track pupils' achievements are relatively new and are yet to be used effectively to pinpoint quickly whether groups of pupils are achieving as well as they should. The school recognises that a sharper and more focused approach based on pupils' performance would enable teachers to challenge pupils even more effectively.

131. The SDP correctly identifies areas for further development and is a useful planning tool. However, the school recognises that the actions planned and the criteria by which success is measured need to be sharpened so that the SDP becomes an even more effective tool for school improvement.
132. The school takes good account of the views of pupils, parents and members of the community. Pupils make their views known through the School Council and, in discussion, said that their opinions were valued and, where possible, implemented. Parents are supportive of the school and almost all the parents who responded to the pre-inspection questionnaires were positive about the school and noted how easy it was to approach members of staff. The school has also conducted its own surveys of parental opinion.
133. The school acknowledges that the role of subject leaders in supporting school self-evaluation and school improvement is at a developmental stage. A good start has been made in supporting and guiding subject leaders in the skills of monitoring and evaluating standards and provision. Subject leaders have begun to monitor teaching on a regular basis, scrutinise pupils' work and sample curricular planning.
134. Progress since the last inspection has good features which outweigh shortcomings. Standards of achievement have improved in design and technology in key stage 2; ICT is now used effectively across the curriculum and pupils' standards in information technology skills are good with no important shortcomings. However, although good features outweigh shortcomings with regard to the role of subject leaders in monitoring and evaluating standards and provision, the school recognises that this is an area for further development.

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

Grade 2: Good features and no important shortcomings

135. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
136. The school has a suitable number of well-qualified and experienced teachers. The school is generously staffed with learning support assistants because of the high proportion of pupils with additional learning needs attending the STF and mainstream classes. All members of staff are beneficially deployed and all given adequate Planning, Preparation and Assessment (PPA) time. At present, the head teacher covers a significant amount of this time; but there are plans to change this arrangement next year.
137. An effective in-service training programme ensures that teachers' awareness of new initiatives is good; all members of staff are committed to professional development, as is evidenced by the award of the Investor in People status. The school makes good use of additional grants to support professional development and this has made a good contribution to teaching and learning

in many subjects. For example, in English, staff have used grants to fund joint projects with other schools.

138. The school is appropriately resourced for the under-fives and for most areas of the curriculum. Many of the classroom computers are quite old, but there are two interactive whiteboards in school, there is a well-stocked computer suite and new computers are now on order. Although generally good use is made of the available resources some areas, such as Welsh, are in need of updating.
139. The staff make good use of every available space to support learning and the accommodation is adequate for the number of pupils on roll. The extensive school fields, rooms for small-group activities and special facilities for pupils attending the STF classes are good features of the school accommodation. However, although improvements have been made since the last inspection, there are shortcomings in relation to the school accommodation. For example:
- pupils' toilets are in need of improvement, and toilet cubicles in the infant school are too small to ensure privacy;
 - there is no shower for younger pupils attending the STF class and the changing room is not conveniently located;
 - one junior class, which is accommodated in a small room at the end of the hall, is small for the number of pupils and lacks storage and display space; however, there are plans to relocate this;
 - parts of the junior school building, such as the ceiling in the junior hall and cracks in the outside walls, are in need of urgent attention; and
 - some concerns were discussed with the GB regarding the overall safety and security of the school campus
140. The school makes efficient, effective and economic use of its resources. The school ensures fair competition in its tendering and consistently and effectively applies the principles of 'best value' in the decisions it makes. Expenditure on resources and staffing is carefully monitored and subject leaders are able to bid for funds based on an audit of need. The school provides good value for money.

Standards achieved in subjects and areas of learning

English

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

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

Good Features:

141. In key stages 1 and 2, pupils' speaking and listening skills are outstanding features. In key stage 1, all pupils listen very carefully to their teachers and show that they have understood the instructions by asking sensible and mature questions. They are eager to share their news and ideas, providing extended answers and using complex sentences. They very successfully use a wide range of vocabulary to add detail to their comments and they are not afraid to voice their opinions.
142. In key stage 2, pupils continue to make outstanding progress in developing their speaking and listening skills. They give more imaginative and thoughtful answers to questions and most pupils are able to justify their opinions very well, using well-constructed and logical arguments. Pupils are confident to speak in a wide variety of situations and, by Year 6, they use a sophisticated range of vocabulary. They listen very carefully to each other and to their teachers and they show they have fully understood by the high quality of their responses.
143. Most pupils in key stage 1 are confident early readers and tackle unfamiliar words well. In year 2, most pupils read their texts accurately. More able pupils often use good expression in their voices and they confidently explain what they are reading. All pupils use their knowledge of letter sounds well to help them to read words that they do not know. Most pupils readily find information, using an index or a contents page.
144. In key stage 2, most pupils continue to make good progress in reading. The vast majority of Year 6 pupils scan the text to locate information. They discuss the characters and the plots of books well, and more able pupils make effective use of inference and deduction to aid their understanding.
145. In key stage 1, most pupils use capital letters and full stops well. Most pupils employ appropriate punctuation in their writing. Most pupils spell simple words correctly and they all try to spell unfamiliar words using their knowledge of letter sounds.
146. In key stage 2, pupils continue to make good progress and, by Year 6, most pupils write convincingly for a range of audiences. Most pupils use paragraphs well to structure their work and they develop a mature and interesting style, using an extensive range of vocabulary well to add interest to their work. The vast majority of pupils present sensible arguments, for example, to justify the

need for the school playtime to keep healthy. All pupils plan and draft their work well and this helps them to improve the quality and style of their work.

147. In both key stages, pupils with additional language needs achieve well in their communication, reading and writing skills and they participate fully in a good range of activities.
148. In both key stages, pupils' handwriting develops well and the presentation of their work is clear and neat.

Shortcomings:

149. There are no important shortcomings, but a small minority of pupils in key stage 1 do not use capital letters and full-stops consistently to add structure to their writing.

Science

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

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

Good Features:

150. In both key stages, pupils understand clearly the scientific process of planning, experimenting and evaluating, and they use relevant templates to record their questions, needs and evidence effectively.
151. Pupils have a good knowledge across each attainment target of the National Curriculum; they study all aspects effectively, building successfully upon their previous scientific experiences. They recall prior learning well and produce a good range of quality work.
152. In both key stages, pupils' use of relevant scientific terminology and vocabulary is consistently good.
153. In key stage 1, pupils begin to understand the concept of a fair test and they can explain what has to change and what has to remain constant. Pupils' understanding increases as they progress through the school so that, by Year 6, while devising their own lines of enquiry, they manipulate a range of variables to ensure consistent and accurate results.
154. In key stage 1, pupils have a good understanding of reversible and irreversible changes, for example when materials are heated and cooled. They successfully investigate a range of materials and their properties and where they come from.
155. In key stage 1, pupils have a good, emerging understanding of how electricity and circuits work. They carry out several, successful experiments to test their theories.

156. In both key stages, pupils have a good knowledge and understanding of life processes and living things in relation to human beings, animals and plants. In key stage 2, they have a good understanding of how the snail and the woodlouse adapt to their environments.
157. In key stage 2, pupils are able to distinguish effectively between solids, liquids and gases, and they explain well the differences between them.
158. Throughout key stage 2, pupils have good investigative and enquiry skills. They plan their experiments well and they make good predictions of future events based on their systematic planning.
159. In key stage 2, pupils undertake effective, mature research projects on a variety of scientific topics and they link their work well to other areas of the curriculum.

Shortcomings:

160. There are no important shortcomings.

Design technology

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

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

Good Features:

161. In key stage 1, pupils have good design and making skills. As a result, they cut, shape and join materials well in their work. They describe what they intend to do, plan their work well and carefully select the materials and tools they will need. All pupils take good care when working with different tools.
162. Pupils in key stage 1 use different skills effectively to make toys with a moving part, such as giraffes and elephants with moving tails, and many evaluate the finished product well.
163. Pupils understand the use of fixed axles, bases, axle holders and wheels. They use a wide variety of construction materials to solve the problem of designing a vehicle to take a boulder to the castle. They make the necessary changes to produce the desired result.
164. In key stage 1, pupils have a good awareness of food technology and use their knowledge of healthy-eating to plan, make and evaluate healthy fruit salads. Their culinary skills develop well in key stage 2 when pupils use the food technology area of the local high school to adapt recipes to bake their own original biscuits.

165. In key stage 2, pupils have a well-developed knowledge and understanding of different tools, the application of techniques and the choice of various materials necessary to make certain products. In Years 3 and 4, pupils use different ways to make pop-up cards. They have a good understanding of V-folds, coil folds, spiral mechanisms and the use of internal stands to create imaginative cards with a good standard of finish.
166. In Years 5 and 6, pupils produce effective toy boxes with moving parts to illustrate a children's story for younger children. The designs are inventive and original. The pupils work well to solve the problem of where to place the different cam mechanisms and they assemble them accurately to achieve the desired effect.

Shortcomings;

167. There are no important shortcomings, but a few pupils in key stage 2 do not evaluate their work well enough.

Art

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

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

Good features:

168. In key stage 1, pupils develop simple colour-mixing skills well. They use bold colours well and with a good eye for shade and tone; for example, when they create different shades of green for leaves or jungle pictures.
169. In year 2, pupils make good progress when creating three-dimensional pieces of art work. Using different fabrics and cards, for example, they make creative and interesting animal masks.
170. In key stage 1, pupils develop good drawing skills and are beginning to understand the use of line and shade in their drawings. Many pupils display a good eye for detail, producing mature and precise sketches of fruit.
171. In key stage 2, pupils' colour-mixing and painting skills develop well. In Years 3 and 4, pupils produce bold and original abstracts in the style of Kandinsky. By Year 6, they paint subtle watercolour landscapes using effective colour-wash techniques. Most have a good appreciation of key features in picture composition
172. In key stage 2, pupils successfully study the work of Alexander Calder and they make effective, three-dimensional butterflies, learning the techniques of wire sculpturing. Working with local artists, pupils also create interesting and original three-dimensional structures, using different natural materials such as willow.

173. In key stage 2, pupils make good progress in their drawing skills. In Years 3 and 4, pupils produce good representations of human movement. With the help of local artists, they also produce Tudor portraits, using shade and line well and the finished portraits display a good sense of proportion.
174. Throughout the school, pupils' clay modelling, printing and textile skills develop well.
175. Most pupils explain clearly the different techniques they use. Older pupils use techniques to produce fabric designs in the style of Laura Ashley and they print porcelain tiles, patterned in the style of William Morris.

Shortcomings:

176. There are no important shortcomings, but pupils do not use sketchbooks well enough to aid their learning.

Music

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

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

Good Features:

177. The overall quality of singing and pupils' performing skills are outstanding. Throughout the key stages, pupils sing very well and with immense enjoyment in both English and Welsh. They are successfully building up a good repertoire of sacred and secular songs and learning very effectively to sing as part of a large group.
178. Pupils achieve clear diction and clarity of interpretation in their work. They maintain pitch successfully and they breathe well to make added sense of the songs.
179. Pupils in key stage 1 repeat rhythmic patterns quickly and with increasing confidence. They keep a steady beat well and their skills progress well to more complex patterns within the lessons.
180. Pupils in key stage 1 discuss a good number of musical elements within their work and use this information with confidence.
181. In key stage 2, pupils make good progress and progressively develop their skills as they move through the school. By Year 6, pupils confidently play a range of instruments. They display good creative skills and a real empathy for the music.
182. Older pupils make good progress as they rehearse their end-of-term performances. They maintain their parts well in groups and they display a good understanding of musical scores.

183. Pupils in key stage 2 internalise, repeat and discriminate within more complex rhythmic and pitch patterns and they demonstrate good progress in their work.

Shortcomings:

184. There are no important shortcomings, but some pupils do not appraise their work well enough in key stage 2.

Religious education

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

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

Good Features:

185. Pupils in key stage 1 develop a good understanding of the beliefs and practices of Christian worship. The more able know about Christian celebrations and relate them well to their own lives.
186. Pupils have a good knowledge and understanding of Christianity. They compose appropriate prayers and they understand that humans have emotions.
187. Pupils in key stage 1 produce good quality stories based on the Easter Christian calendar. They also produce good quality booklets on various Old Testament stories, such as Jonah and the Whale.
188. In key stage 2, pupils have a good understanding of special religious places and local churches and they write effective pieces about various religious centres.
189. In key stage 2, pupils have a good understanding of other faiths such as Hinduism, Buddhism and Islam and they write effectively about their visits to various religious centres.
190. Pupils in key stage 2 undertake effective studies of various creation stories, including more recent scientific and astronomical theories.
191. In key stage 2, pupils effectively study the various ways that different people around the world celebrate the Christmas religious festival.
192. Older pupils in key stage 2 successfully study various historical and contemporary pilgrimages and they undertake effective studies of pilgrimages in Wales through the ages.

Shortcomings:

193. There are no important shortcomings.

School's response to the inspection

The Governing Body and staff of Bishopston Primary School are proud of the report resulting from the recent inspection. The inspection team observed many good and outstanding features and the inspection grades reflect the commitment and consistent hard work of all concerned with the school. We were especially pleased that the inspection team recognised the consistently good care and support for all pupils in a happy environment, the good relationships in school and the pupils' good standards of behaviour and attitudes to work.

We were delighted that the inspectors praised the good standards in several of the key skills; particularly the high standards that pupils achieve in speaking and listening through the medium of English, and in independent and problem-solving skills. It is particularly pleasing that the inspection team found the overall quality of teaching to be a strength of the school, with outstanding features being observed in many lessons.

The report acknowledges that the enrichment of the curriculum and the promotion of pupils' spiritual, moral, social and wider development are outstanding features of the school. We were also delighted by the inspection team's judgement that provision for pupils' additional language needs in the STF classes is outstanding and a model of the best practice.

We are pleased that, of the recommendations made in the report, three were identified as areas for improvement in the school's SDP and self-evaluation report. We will continue to strive to maintain and build upon our high standards. Staff and governors will ensure that the recommendations contained in the inspection report will be incorporated into our SDP. The governors' annual report to parents will inform parents of the progress we are making towards addressing these recommendations.

In conclusion, the staff and pupils of Bishopston Primary School would like to thank the inspection team for the polite, professional and courteous way in which they conducted the inspection.

Appendix 1

Basic information about the school

Name of school	Bishopston Primary School
School type	Nursery and Primary
Age-range of pupils	3-11
Address of school	Bishopston Road, Swansea
Postcode	SA3 3EN
Telephone number	01792 232754

Headteacher	Mr G Widlake
Date of appointment	September 2004
Chair of governors/ Appropriate authority	Mrs D Llewellyn
Registered inspector	Dr David G Evans
Dates of inspection	26-29 th June 2006.

Appendix 2

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	33	33	35	40	34	30	37	38	280

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	11	4	13

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	22:1
Pupil: adult (fte) ratio in nursery classes	11:1
Pupil: adult (fte) ratio in special classes	3:1
Average class size, excluding nursery and special classes	26
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of School
Summer 2005	88%	92%	94.5%
Autumn 2005	82%	92%	95.1%
Spring 2006	88.5%	88.5%	90.8%

Percentage of pupils entitled to free school meals	4%
Number of pupils excluded during 12 months prior to inspection	0%

Appendix 3

National Curriculum Assessment Results End of Key Stage 1:

National Curriculum Assessment KS1 Results 2005__			Number of pupils in Y2:		35		
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher Assessment	School	0	11	12	57	20
		National	0	4	13	63	20
En: reading	Teacher Assessment	School	0	9	14	54	23
		National	0	3	11	63	23
En: writing	Teacher Assessment	School	0	17	9	54	20
		National	0	6	14	69	11
En: speaking and listening	Teacher Assessment	School	0	9	5	60	26
		National	0	5	14	55	26
Mathematics	Teacher Assessment	School	0	9	9	51	31
		National	0	2	11	63	24
Science	Teacher Assessment	School	0	9	8	54	29
		National	0	2	10	66	22

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	77%	In Wales	80%

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

It should be noted that the above figures include **all** the pupils assessed at Key Stage 1 in 2005.

National Curriculum Assessment Results
End of Key Stage 2:

National Curriculum Assessment KS2 Results 2005			Number of pupils in Y6					42				
Percentage of pupils at each level												
			D	A	F	W	1	2	3	4	5	
English	Teacher assessment	School	0	0	0	0	2	2	5	4	4	
		National	1	0	0	1	1	5	1	4	3	
Welsh	Teacher assessment	School										
		National										
Mathematics	Teacher assessment	School	0	0	0	0	0	2	5	5	3	
		National	0	0	0	2	1	3	1	4	3	
Science	Teacher assessment	School	0	0	0	0	0	2	5	3	5	
		National	0	0	0	1	0	1	1	5	3	

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	91%	In the school	N/A
In Wales	70%	In Wales	N/A

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

Appendix 4

Evidence base of the inspection

Three inspectors spent a total of 10 inspector days in the school. A team meeting was held prior to the inspection. There was a nominee, who was the head teacher, but there was no peer assessor.

The inspection team visited:

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

The inspection team held meetings with:

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

The inspection team also considered:

- the school's self-evaluation report;
- 52 responses to the parents'/carers' questionnaires; around 95.4 per cent of answers were positive;
- a comprehensive range of documentation provided by the school before and during the inspection; and
- a variety of pupils' current and past work.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Dr David G Evans Registered Inspector	Context, Summary and Recommendations. Key Questions 1, 2, 5 and 6. Science, Music and Religious Education
Dr Julia Coop Team Inspector	Key Questions 3, 4 and 7 English, Design and Technology and Art
Mrs Charlotte Roberson Lay Inspector	Contributions to Key Questions 1, 3, 4 and 7
Mr G Widlake Nominee	Contributions to all Key Questions

Acknowledgement:

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

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