

**REPORT**

**on the**

**INSPECTION UNDER SECTION 10 OF  
THE SCHOOL INSPECTION ACT 1996**

**BRYN-Y-MÔR WELSH PRIMARY SCHOOL  
HEOL SANT ALBAN  
BRYNMELIN  
SWANSEA  
SA2 0BP**

School Number: 670/2098

Date of Inspection: 30 June – 3 July 2003

**By**

**Mr Robert Jones**  
Registered Inspector W156/78144

Under Estyn contract number: T/276/02P

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## **CURRICULUM NOMENCLATURE AND KEY STAGES**

A new nomenclature to describe pupils' progress through school was introduced in 1989. This system of numbering year groups from the start of compulsory schooling to age 18 is intended to ease communication among schools, governing bodies, parents and LEAs and emphasise the importance of continuity.

The term "Reception" (R) is applied to the year group of pupils in a primary school (not a nursery class) who attain the age of 5 during the academic year "Year 1" (Y1) is applied to the year group of pupils who attain the age of 6 during the academic year and so on to Y13 the year group who attain the age of 18 during the academic year:

	R	Y	Y	Y	Y	Y5	Y6	Y7	Y8	Y9	Y1	Y1	Y1	Y1
		1	2	3	4						0	1	2	3
Years	4-5	5-6	6-7	7-8	8-9	9-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18

Key stage 1 of the national curriculum consists of Y1 and Y2; KS2 of Y3 to Y6; KS3 of Y7 to Y9; KS4 of Y10 and Y11 (which is the final year of compulsory education).

## **GRADE DESCRIPTIONS**

The five-point grading scale used to represent the main judgements in this report is as follows:

1. Very good: many good features, some of them outstanding.
2. Good: good features and no major shortcomings.
3. Satisfactory: good features outweigh shortcomings.
4. Unsatisfactory: some satisfactory work but shortcomings in important areas.
5. Poor: many shortcomings.

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## 1. CONTEXT

### The school and its priorities

Bryn-y-Môr is situated in the west of the city of Swansea and it serves a district which includes not only the surrounding area but also other parts of the city, as well as Gower. The school states that its catchment area is comparatively prosperous. 10% of the pupils are entitled to free school meals which is lower than the national percentage. The school provides for pupils aged 3-11. There are 301.5 (fte) pupils on the roll. They are organised in 12 classes, including a nursery unit which receives a total of 49 children for half a day, some in the morning and the others in the afternoon. There are two classes of mixed ages, one containing pupils from years 1 and 2 and the other pupils from years 3 and 4. There are 103 pupils, which is 34% of all pupils, on the special educational needs (SEN) register. Two pupils have a statement of AAA. Only 29% of the pupils come from homes where Welsh is the main language. There is one pupil in the care of the local authority. The school's priorities for the present year, as noted in the School Development Plan (SDP), include raising standards in information technology and communication (ITC).

The last school inspection was held in October 1997.

## 2. MAIN FINDINGS

### The main findings of the report

- The overall quality of the educational provision for under fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's learning. Standards of achievement in the six areas of learning are as follows:

Personal and social development	Very good
Language and literacy development	Good
Mathematical development	Good
Knowledge and understanding of the world	Good
Physical development	Good
Creative development	Good

- Throughout the school, the standards were very good in 5% of the work in the lessons which were seen, good in 73%, satisfactory in 21% and unsatisfactory in 1%. The standards in all the subjects of the national curriculum (NC) and religious education in Key Stage (KS) 1 and key stage 2 (KS2) are as follows:

Subject	KS1	KS2
Welsh	Good	Good
English	-	Good
Mathematics	Satisfactory	Good
Science	Good	Good
Design and technology	Good	Good

Information technology	Good	Good
History	Good	Good
Geography	Good	Good
Art	Satisfactory	Good
Music	Good	Very Good
Physical Education	Satisfactory	Good
Religious education	Good	Good

- KS1 pupils do not study English. Pupils with SEN improve according to their ability and the standards of achievement are good.
- In the NC assessment tests in 2003, the KS1 results were lower than the average for Wales (2002) in Welsh and mathematics and higher than the national results in science. In KS2, the results (2003) were substantially higher than the national average (2002) in English, Welsh, mathematics and science. In comparison with similar schools in Wales, the KS1 results are in the first (lowest) 25% in mathematics, in the second 25% in Welsh and in the third 25% in science. In KS2, the results are in the highest 25% in Welsh, English, mathematics and science.
- Children under five make good progress when applying their early numeracy and literacy skills across the six areas of learning. They make effective use of their developing ICT skills. The school does not have a plan for the development of key skills across the curriculum but, in practice, they are developed appropriately in KS1 and KS2.

### **Ethos of the school**

- The spiritual, moral, social and cultural development is good. The behaviour is appropriate during the periods of collective worship and the pupils learn respect and courtesy. The pupils understand what is expected of them in terms of behaviour and moral standards and they respond well. They share work and resources well and are ready to take their turn and cooperate happily. They learn a great deal about the culture and heritage of Wales and they benefit culturally from visits to a number of places of historic interest. They study other religions as a part of the curriculum, and they show that they have a respect for other cultures.
- Standards of behaviour and pupils' attitudes to learning are good throughout the school. There is a happy and orderly atmosphere in the school. Pupils have good relationships with each other and with all members of staff. They are courteous and self-confident when talking to visiting adults both in the classroom and the school yard.
- Levels of attendance are satisfactory. Whole school attendance levels were consistently well above 90% in the past three terms and unauthorised absences occur infrequently.

### **Quality of education**

- The quality of teaching was very good in 11% of the 66 lessons which were observed, good in 65%, satisfactory in 20% and unsatisfactory in 4%. Usually, when the teaching is good or very good the teachers have high expectations of the pupils and the work is appropriate to their ability.

- Overall, the quality of assessment recording and reporting is good. The achievements of pupils in the early years are assessed systematically using a baseline profile. Full and useful records are kept and staff know their pupils very well. The school has an appropriate policy and a generally well-developed system for assessing and recording pupils' progress. SEN pupils are assessed annually using a range of appropriate tests including one for the LEA.
- The curriculum is appropriate, broad and balanced, and all the NC subjects and religious education are taught. The pupils with SEN are supported effectively and the quality of the curricular provision is good. The curricular provision is socially inclusive and equal opportunities are given to all pupils to take part in all school activities. The Cwricwlwm Cymreig has been developed well. The school had a satisfactory programme of extra-curricular activities.
- Overall, the quality of support, guidance and the welfare of pupils is good. Staff know their pupils well and respond with sensitivity and a caring commitment to their individual pastoral needs. The arrangements for educational guidance are generally good. Pupils are well supervised throughout the day. Pupils enjoy the new play initiatives and games which are available at playtime and lunchtime.
- The provision for SEN pupils is satisfactory. Pupils who receive support make good progress. One hundred and three pupils (34%) are identified as having SEN; this includes two pupils with statements. The school has a generally satisfactory policy based on the procedures in the Code of Practice for Wales. Overall, Individual Education Plans (IEPs) are of a satisfactory quality and reviewed termly, with parents when possible. The quality of the withdrawal teaching support provided for pupils at the School Action stage is good. In class, SEN pupils have access to a broad, balanced and relevant curriculum which, overall, is satisfactorily matched to their needs. The criteria used by the school for identifying pupils needing support are not rigorously implemented and are not related closely to those set out in the Code of Practice. Consequently a large proportion of pupils who are identified as having SEN do not have a significantly greater difficulty in learning than the majority of pupils of the same age. Recording processes are over-complex and do not clearly demonstrate pupil progress.
- Partnership with parents and community and other institutions is good and with other schools it is satisfactory. During the pre-inspection consultation exercise, parents returned 62 questionnaires. With few exceptions, they expressed approval for the communication between the school and pupils' homes and the welcome given to parents to play a part in the life of the school and their children's education. The information provided for parents is generally clearly understandable, encouraging and wide-ranging. The school prospectus meets the recommendations of the National Assembly for Wales (NAW) but some items would benefit from additional explanation. The governing body's annual report for parents does not meet fully the recommendations of the NAW. The school's PTA is particularly active in organising regular and varied activities which raise considerable sums to support the school, and their contribution is an important element in providing transport for pupils to access physical education facilities. Partnerships with other schools are satisfactory but not well developed.

- Partnership with industry is satisfactory. The school lacks a whole school policy for a structured development of a partnership with industry to enhance the teaching and learning for pupils of all age groups.

### **Management**

- The quality of self-evaluation and planning for improvement is good. A culture of self-evaluation and monitoring has been effectively established in the school and the process of self-evaluation which includes the head, staff and governors is good. The school has a self-assessment report which, together with the school development plan, facilitates the setting of an appropriate range of objectives for improvement.
- The leadership and efficiency is good overall. The headteacher provides good leadership; she gives direction and purpose to the work of the school. The governors are knowledgeable and are very supportive of the head and the teachers. They play an active part in the financial management and ensure value for money. Each member of staff has a job description which notes his role in the management of the school. They monitor the standards of achievement of the pupils and the provision throughout the school. Nevertheless, this is not done regularly enough, and the recommendations are not sufficiently specific to ensure improvement.
- Staffing, accommodation and learning resources are good overall. Teachers work well as a team and show a strong commitment to the school. Support assistants work effectively alongside the teachers and give good support to pupils. The arrangements for performance management and continuing professional development are good. However, there is no formal programme for the induction and support of teachers new to the school. The accommodation for the number of pupils on roll and the curriculum provided is satisfactory. However, the space available for physical education is limited. The facility for the physically disabled to gain access is restricted. The school is aware of these difficulties and is working hard to resolve them. Teaching resources are generally good and are well utilised.

### **School improvement**

- The school has made good progress in addressing the issues noted in the last inspection report in October 1997. The standards of achievement are now good in design and technology and information technology in KS1 and KS2. The school has a good supply of hardware and software to support the work in ICT. The standards of spelling in English are good and the pupils make effective use of dictionaries to improve. In KS1, the standards in Welsh and music have been raised. In KS2, standards have been raised in Welsh, mathematics, history, geography, art, music, physical education and religious education. During the period of the inspection the use of time was effective. The school has an effective system of noting and recording pupils' progress throughout the curriculum, and the reports to parents include useful information of progress in every subject, together with suggestions for improvement. The school has limited the children it accepts to those living within the catchment area of the school, or those who have brothers or sisters already in the school. Although a new Welsh school opened in the neighbourhood in September 2002, there has been no substantial decrease in the number of children satisfying these criteria.

### **3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS**

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

The standards of achievement are good overall. The standards were very good in 5% of the work in the lessons observed, good in 73%, satisfactory in 21% and unsatisfactory in 1%.

- The children under five years of age make good progress towards the Desirable Learning Outcomes for Children.
- In KS1, the standards are good in Welsh, science, design and technology, information technology, history, geography, music, and religious education. The standards are satisfactory in mathematics, art and physical education.
- In KS2, the standards are very good in music. The standards are good in Welsh, English, mathematics, science, design and technology. Information technology, history, geography, art physical education and religious education.
- In the NC assessment tests in 2003, the results in KS1 were lower than the Wales average (2002) in Welsh and mathematics, and higher than the national results in science. In KS2, the results (2003) were considerably higher than the national average (2002) in English, Welsh, mathematics and science. In comparison with similar schools in Wales, the KS1 results are in the first (lowest) 25% in mathematics, in the second 25% in Welsh and in the third 25% in science. In KS2, the results are in the highest 25% in Welsh, English, mathematics and science.

#### **3.2 Standards achieved in key skills across the curriculum**

Children under five make good progress when applying their early numeracy and literacy skills across the six areas of learning. They make effective use of their developing ICT skills.

- Standards in speaking in both key stages are good. Pupils ask and answer questions confidently as part of class discussions across the curriculum and they are eager to voice their opinions and share ideas with their peers. They use vocabulary which is appropriate for the subject under discussion.
- Standards in listening are good in both key stages. Pupils listen attentively to their teachers and to each other when working in pairs or small groups. They also derive much pleasure, as well as information, from listening to older people speaking of their experiences in the past.
- Reading across the curriculum is good overall. Pupils are encouraged to find information for themselves and use a range of books and other sources of information to support their work across the curriculum.
- Standards in writing are good. Pupils write for a wide variety of purposes and audiences. By the end of KS2, pupils write at length and have developed a range of appropriate

writing techniques to suit different purposes. Pupils use their writing skills effectively in most subjects of the curriculum.

- Pupils' numeracy skills are satisfactory but they are not developed sufficiently through investigative tasks in a range of contexts. Pupils use tables and graphs to present simple statistical data in some subjects but the level of the work is not always commensurate with their ability.
- Standards in ICT are good. Pupils use ICT effectively in many ways, including word processing, data handling and use of CD ROMs and the Internet as research tools.
- Pupils with SEN achieve standards and make progress commensurate with their age and ability in applying their speaking, listening, reading, writing, numeracy and ICT skills across the curriculum.

## **4. ETHOS OF THE SCHOOL**

### **4.1 Pupils' spiritual, moral, social and cultural development**

The spiritual, moral, social and cultural development is good.

- The school meets the statutory requirements regarding collective worship. The behaviour during the periods of collective worship is appropriate, and the pupils learn respect and courtesy.
- The pupils respond well to the periods of communal worship, and Christian values are highlighted in the morning service. A suitable opportunity is given to the pupils to meditate on the main lessons of the worship.
- The staff promote good values and moral standards from the nursery class upwards. The pupils understand what is expected of them in terms of behaviour and moral standards, and they respond well.
- The pupils have a strong sense of what is right and wrong and they show respect to each other and their environment. They share work and resources with ease, and are ready to take their turn and co-operate well.
- The pupils are encouraged to be courteous from the nursery class upwards; they are caring of each other, and the children with SEN integrate easily into all the activities.
- They are ready to chat with a stranger quite openly and courteously, in a friendly manner, and they derive profit from social experiences through having visitors talking to them about their experiences during the Second World War or about raising ducks.
- The pupils develop a good awareness of their Welshness. They learn a great deal about the culture and heritage of Wales and have a good knowledge of the area around the school. They profit culturally from visits to a number of historical sites. They study other

religions as a part of the curriculum and they show that they are developing a respect for other cultures.

- The pupils get an opportunity to contribute to charities and help those less fortunate than they are themselves.

## **4.2 Behaviour and attitudes**

Standards of behaviour and pupils' attitudes to learning are good throughout the school.

- There is a happy and orderly atmosphere in the school. Pupils have good relationships with each other and with all members of staff. They are courteous and self-confident when talking to visiting adults both in the classroom and the school yard.
- Teachers praise and encourage good behaviour with courtesy and kindness and pupils know what is expected of them. This has a significant effect on encouraging good standards of work and concentration. Pupils co-operate well with one another and engage willingly in discussion.
- In large group settings, such as acts of worship and meal times, pupils' good behaviour adds considerably to the appreciation and enjoyment of these occasions.
- The school has an effective policy and procedures to promote good behaviour which are implemented fairly and consistently by staff. The classroom rules are positive in nature and encourage mutual respect and responsibility. They reflect the supportive ethos of the school.
- Good behaviour and effort are celebrated in the classroom and in the school assemblies. Pupils understand what is expected of them and they understand the sanctions imposed for inappropriate behaviour.
- The school has good strategies should behaviour become inappropriate. Staff take the issues of bullying, sexism and racism very seriously and sound procedures are in place to deal with any incidents reported to them. No instances of bullying, aggressive behaviour or discrimination were observed during the inspection.
- Older pupils accept appropriate responsibilities such as helping in assemblies and around the school, supporting the younger children and as members of the School Council.

## **4.3 Attendance**

Levels of attendance are satisfactory.

- Whole school attendance levels were consistently well above 90% in the past three terms.
- Unauthorised absences occur infrequently.

- In the summer term there is a significant number of absences due to family holidays. The school consistently discourages this practice in its communication with parents and ensures that no more than 10 days is authorised in the year.
- In the early years most pupils attend regularly and, in both the nursery and reception classes, attendance levels are usually above 90%.
- The school prospectus and the home-school agreement give appropriate attention to the school's expectations of good attendance, and pupils with high attendance are rewarded. However, the school's self-evaluation document and the SDP do not address attendance issues nor are specific targets set.
- Monitoring of individual pupil's attendance is thoroughly carried out by class teachers and by the headteacher. The school has effective links with pupils' homes, and receives good support from the EWO whenever individual pupil's attendance is a cause for concern.
- The school's attendance registers comply with the requirements of National Assembly for Wales ( NAW) Circular 99/3.
- Punctuality at the start of the school day and after lunch and playtime is generally good.

## 5. QUALITY OF EDUCATION

### 5.1 Teaching

The quality of the teaching was very good in 11% of the 66 lessons observed, good in 65%, satisfactory in 20%, and unsatisfactory in 4%.

#### **When the teaching is good:**

- the teachers have a secure knowledge of the subject;
- the sessions have been planned and structured well;
- the language of the teachers is refined and they are a good example to the pupils. They use a wide range of questioning techniques effectively;
- the sessions move along at a good pace and the attention of the children is maintained continually;
- the teachers have high expectations of the pupils;
- the work is matched to the ability of the pupils;
- a good range of teaching techniques are used effectively.

**On occasions when there are shortcomings in the teaching:**

- sessions are not well planned;
- the activities lack challenge and the pupils are not stretched sufficiently;
- the work does not always correspond sufficiently to the pupils' abilities;
- the pace of the teaching is slow;
- pupils and resources are not organised effectively;
- class management is not firm.

**5.2 Assessment, recording and reporting**

Overall the quality of assessment recording and reporting is good overall.

- The achievements of children in the early years are assessed systematically using a baseline profile. An exemplary system of continuing methodical assessment is used productively and impacts directly on standards. Full and useful records are kept and staff know their pupils very well.
- The school has an appropriate policy and a generally well-developed system for assessing and recording pupils' progress.
- General assessment procedures are systematic with regular testing in the core subjects, providing useful information about pupils' achievements. The information available is used to set individual learning targets in the classroom.
- SEN pupils are assessed annually using a range of appropriate tests, including one produced by the LEA. The language support teacher keeps full and beneficial records of progress. However, this information is not always used sufficiently carefully in order to match provision accurately to pupils' special educational needs.
- The school analyses whole school assessment data and uses it to set individual targets in the core subjects. The results of NC assessments are analysed, and school targets are set for improvement.
- The recording system is generally manageable and is useful in demonstrating pupils' achievement. It includes recording systems for the majority of foundation subjects.
- Full portfolios of pupils' work are kept in all subjects but the processes for moderation and standardisation of these samples in order to exemplify standards are underdeveloped.
- Overall, the day to day marking of pupils' work is good. Teachers mark pupils' work regularly and often with the pupil. Work is marked positively and, in the best practice, written comments indicate steps for improvement.

- Opportunities for parents to visit the school are very well developed. Parents are welcomed formally to three meetings a year to review their child's progress, and, informally at any time. The annual reports to parents are of good quality and give useful information about their child's progress and what steps can be taken to improve.

### **5.3 Curriculum**

The curriculum is appropriate, broad and balanced, and it meets the requirements of the NC and religious education.

- The curriculum for the children under five is good and promotes the Desirable Outcomes. The planning is effective in ensuring continuity and progress in the six areas of learning.
- All the subjects of the NC and religious education are taught, but there is no document which denotes the total amount of teaching time available each week, and which ensures that each subject receives appropriate attention.
- The school has appropriate policies and work plans for all the subjects of the NC and religious education.
- The pupils with SEN are purposefully supported, and the quality of the curricular provision is satisfactory.
- Personal and Social Education is promoted appropriately across the curriculum.
- The school has no plan for developing the key skills across the curriculum, but in practice, they are all developed appropriately.
- The home work is appropriate, and it usually contains home reading or tasks which support the class work. However, there is some inconsistency seen within classes in the amount of work done by pupils.
- The curricular provision is socially inclusive and equal opportunities are given to all pupils to take part in all the school activities. The school raises the awareness of the pupils appropriately of cultural differences and it promotes racial harmony.
- The Cwricwlwm Cymreig has been developed well and the school makes considerable use of the local environment; this enriches the learning of the pupils and raises their awareness of the history and culture of Wales.
- The school has a satisfactory programme of extra-curricular activities. It includes after-school netball, football and rugby clubs for pupils of years five and six. These are held on a field about half a mile from the school. Some parents say that these activities are often cancelled with little warning. Choir practices and art sessions are held occasionally and an Eco club weekly. The pupils also profit from having music specialists to teach them. Each pupil in KS2 plays a recorder, and from Y4 onwards each pupil who wishes can apply for lessons on another instrument. All the activities improve the standards of the pupils who participate in them.

- The curriculum has not been disapplied or adapted for any one of the pupils.

#### **5.4 Support, guidance and pupils' welfare**

Overall, the quality of support, guidance and the welfare of pupils is good.

- Staff know their pupils well and respond with sensitivity and a caring commitment to their individual pastoral needs. The arrangements for educational guidance are generally good.
- Health education is developing well, with sex education and daily health and hygiene routines given appropriate attention.
- Procedures for child protection are good. There is a clear policy and all staff are aware of the procedures to follow and there are good links with the relevant authorities. Procedures comply with the latest NAW advice.
- The school has a comprehensive health and safety policy and regular checks are made regarding the safety of the building and the equipment. All members of staff have received basic training in first aid practice and a number have received full training. Staff are concerned to ensure that every care is taken if a pupil has an accident or is unwell.
- All pupils enjoy equal opportunities to participate in the whole range of school activities and both boys and girls receive appropriate support. The pupil who is looked after by the local authority receives sensitive support from the teaching and support staff.
- Pupils are well supervised throughout the day. Pupils enjoy the new play initiatives and games available at playtime and lunchtime.

#### **5.5 Provision for pupils with special educational needs (SEN)**

The provision for SEN pupils is satisfactory. Pupils who receive support make good progress. One hundred and three pupils (34%) are identified as having SEN; this includes two pupils with statements. Provision for pupils identified as having SEN includes a mixture of in-class and withdrawal support.

- The school has a generally satisfactory policy based on the procedures in the Code of Practice for Wales
- The criteria used by the school for identifying pupils needing support are not rigorously implemented and are not related closely to those set out in the Code of Practice. Consequently a large proportion of pupils who are identified as having SEN do not have a significantly greater difficulty in learning than the majority of pupils of the same age.
- Pupils are assessed annually, identified early and given initial support by their classroom teacher.
- Overall, Individual Education Plans (IEPs) are of a satisfactory quality and reviewed termly, with parents when possible. Often, however, the targets set in IEPs are

insufficiently focused to be easily measurable and at times they are over ambitious in number. Recording processes are over-complex and do not clearly demonstrate pupil progress.

- The school provides from its own finances much of the time for teacher support. The quality of the withdrawal teaching support provided for pupils at the School Action stage is good. Pupils who receive this support make good progress. Pupils with learning difficulty benefit from the small number in the groups, the expertise of the teacher and their learning programmes. KS2 pupils make good use of ICT to practise basic skills in these sessions.
- Pupils with statements are well included in the life of the school. Procedures relating to the reviews of statements are carried out systematically. The quality of teaching and non-teaching support for statemented pupils is generally good although the curriculum is not sufficiently modified for optimum independent learning.
- In class, SEN pupils have access to a broad, balanced and relevant curriculum which, overall, is satisfactorily matched to their needs. Overall, pupils with behaviour problems make good progress, reflecting the effectiveness of strategies put in place by the school and the support received from the LEA behaviour team.
- The attitude of pupils with SEN towards learning is good and they make good progress in line with their ability.
- A new initiative to give literacy support to KS1 pupils is having a beneficial effect on their reading standards.
- The governors with responsibility for SEN are well informed about SEN matters: the school benefits from their involvement. Staff have good links with outside agencies, including Education and Health.

## **5.6 Partnership with parents and community, schools and other institutions**

Partnership with parents and community and other institutions is good and with other schools it is satisfactory.

- Parents, during the pre-inspection consultation exercise, returned 62 questionnaires. With few exceptions, they expressed approval for the communication between the school and pupils' homes and the welcome given to parents to play a part in the life of the school and their children's education.
- The information provided for parents is generally clearly understandable, encouraging and wide-ranging. The school provides three open evenings for parents to attend and discuss their children's progress. During the autumn term event, parents receive an insight into the content of the curriculum, homework policy and teaching approaches in the core subjects. Non Welsh-speaking parents are assisted to help their children by the provision of bilingual instructions with pupils' homework. The school also provides useful additional supportive information for parents of pupils entering the early years classes.

Parents who accompany their children to school and collect them each day have easy access to the head and teachers and the school has an open door policy that allows parents to raise any concerns on a daily basis.

- The school prospectus meets the recommendations of the NAW but some items are not clearly explained. The governing body's annual report for parents does not fully meet the recommendations of the NAW.
- The home-school agreement meets statutory requirements.
- The school values parents' views and they are consulted by questionnaire. The school has appointed a teacher to be responsible for parental links, and parents are regularly encouraged to become involved and assist in the daily life of the school although, currently, there is only limited response. A small number of parents provide valuable support for teachers in classroom activities and supervising pupils on educational visits. Some parents visit the school and speak to pupils about their work.
- The school's PTA is particularly active in organising regular and varied activities which raise considerable sums to support the school. Their contribution is important in providing transport for pupils to access physical education facilities not available in the school.
- Pupils attend the school from a wide geographic area. They contribute to the life of the community by taking part in annual charity events and competitions, and the school choir performs locally. They visit the local church, and local clergy are regular visitors to the school, making useful contribution to collective worship. Some individual members of the community visit and enhance pupils' learning; for example, in local history. Pupils learn about the role of local services in the community through visits by the police, fire fighters, and the nurse.
- Partnerships with other schools are satisfactory but not fully developed. The head and deputy meet on a termly basis with their counterparts in Welsh-medium schools in the LEA. However, there is little focused co-operative activity within the curriculum with other primary schools and the comprehensive school. Arrangements for Welsh-medium comprehensive education within the LEA have been subject to major change in recent years and, consequently, the current Y6 pupils have not benefited from the usual full range of familiarity activities.
- There is a formal partnership with institutions of teacher training and the school regularly receives students. Childcare students from tertiary colleges undertake practical experience in the younger age classes.

## **5.7 Partnership with industry**

Partnership with industry is satisfactory.

- The school lacks a whole school policy for the structured development of a partnership with industry to enhance the teaching and learning for pupils of all age groups.

- Links with Careers Wales and Elwa have resulted in good opportunities for staff development. Some members of staff, including the headteacher, have benefited from courses covering such areas as management and science.
- Pupils' key skills and studies in geography and design and technology are enhanced by activities arising from their visits to a local restaurant, a farm, local shops and supermarkets. All pupils learn about the world of work from visits by officers from local public services.
- Reception and Y1 pupils' language development through role-play activities is stimulated and enriched by their experiences during visits to a local garage and the local airport.

## **6. MANAGEMENT**

### **6.1 Quality of self-evaluation and planning for improvement**

The quality of self-evaluation and planning for improvement is good.

- A culture of self evaluation and monitoring has been effectively established in the school and the process of self evaluation which includes the head, staff and governors is good.
- The school has a self-assessment report which, together with the SDP, facilitates the setting of an appropriate range of objectives for improvement.
- The head draws upon a wide range of sources to gather information about the school. The report is detailed and focused on judgements about the school's strengths and weaknesses and on school improvement. The evidence-base for self-evaluation includes lesson observation, questionnaires for staff, parents and pupils, the previous inspection report and action plan, monitoring of subjects, advice gained from the LEA and the analysis of test results.
- Appropriate use is made of national and county data to compare aspects of the school's performances. The results of internal and NC assessments are analysed and compared with benchmark information. The progress of all pupils is tracked as they move through the school, and challenging targets are set for improvement.
- Effective use is made of in-service training (INSET) in order to meet the professional development needs of staff and to fulfil the requirements and targets of the SDP. The SDP is a useful document which identifies appropriate priorities and strategies for achieving them. It includes a vision statement, aims, targets for improvement, clear time-scales, costings, monitoring arrangements and responsibilities for the actions. The process of monitoring progress towards achieving these targets is effective.
- The school uses a good range of qualitative and quantitative measures to evaluate the curriculum, monitor pupils' progress and set targets for improvement. The headteacher and staff work well as a team, and their professional development is appropriately linked to targets in the SDP.

## **6.2 Leadership and efficiency**

Leadership and efficiency is good overall.

- The headteacher provides good leadership; she gives direction and purpose to the work of the school. There is a positive ethos within the school, and a warm, friendly feeling.
- The governing body takes an active interest in the school, is well informed and has a clear insight into educational provision and life of the school. The governors are very supportive of the headteacher and the staff. Recently, individuals were appointed to be in charge of all the subjects of the National Curriculum (NC) and two governors share the responsibility for SEN.
- The governing body plays an active part in the financial management and they ensure value for money. The school budget is managed effectively although it has suffered this year since a number of pupils have transferred to a new Welsh school which opened in September 2002. Also, the Local Education Authority formula for financing the school has been changed. As a result of the considerable reduction in the school finances, the governors will have to release one teacher at the end of the present term. A number of parents expressed their concern about the implications in the pre-inspection meeting.
- A financial audit was held recently and the school arrangements were found to be good. Two small weaknesses were noted but the school has reacted positively to the recommendations.
- The head and the staff deal with the needs of the school, and the head and the deputy then plan the SDP. The SDP is a structured, practical document including a statement of vision which emphasises the importance of co-operation. The priorities of the school are clearly stated and there is a concise and comprehensive programme for the current year.
- The school does not have a programme of support and induction for teachers who are new to the school.
- Each member of staff has a job description which indicates his role in the management of the school, and the teachers have produced policies in subjects for which they have a special responsibility. They also monitor the pupils' standards of achievement and the provision across the curriculum. But this is not done regularly enough and the recommendations are not specific enough to ensure improvement in the provision and the standards of achievement.
- Staff meetings are held regularly and they are recorded appropriately.
- The regular administration and the daily routine are efficient, and the teaching time, staff expertise, the buildings and the resources are used effectively.

## **6.3 Staffing, accommodation and learning resources**

Staffing, accommodation and learning resources are good overall.

- The school is mainly staffed by experienced teachers, some of whom have undertaken further professional qualifications. Two teachers are currently employed by the school on a part-time basis. Staff have the necessary knowledge and experience to fully meet the requirements of the NC and religious education. The adequacy of staff, the match of teachers' qualifications to the subjects they teach and their deployment are good.
- All teachers have responsibilities for the curriculum and for assessment and these are carried out diligently. Teachers work well as a team and demonstrate a strong commitment to the school. Support assistants work effectively alongside the teachers and provide good support for pupils.
- INSET is planned to cater for the professional development needs of staff and also linked to priorities for school development. The arrangements for performance management and continuing professional development are good.
- For the number of pupils on roll and the curriculum provided, the accommodation is satisfactory. The space available for teaching and learning is fully exploited. However, the space available for physical education is limited and the school makes good and extensive use of external facilities to compensate for this. The PTA makes a substantial contribution towards the use of these facilities and the cost of transport.
- The quality of the building, both internally and externally, is good. The display of pupils' work is varied in content and quality. The facility for the physically disabled to gain access is restricted. The school is aware of these difficulties and is working hard to resolve them.
- The playground is small but the school's arrangements for a staggered playtime means that provision is adequate. The playground has no grassed area but the play areas are purposefully marked for recreation. There is an enclosed outdoor area for the nursery class.
- Teaching resources are generally good and are well utilised. Regular use is made of computers to enhance and extend pupils' work and good use is made of the computer suite. The library is adequately resourced.
- The secretary, canteen staff, midday supervisors and the caretaker perform their duties effectively and efficiently. The school is kept very clean.

## **7. SUBJECTS AND AREAS OF LEARNING**

### **Standards achieved by pupils**

#### **Provision for the under-fives**

The overall quality of the educational provision for under fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's learning. Standards of achievement are good in all areas except personal and social development where they are very good.

## **Good features**

### **Language, Literacy and Communication Skills**

- Nursery children (three-four year old children) listen very well. They listen carefully to stories and are beginning to build a good vocabulary and use it confidently. Children from homes where English is the spoken language make good progress in learning Welsh. They confidently use a variety of instruments to make marks on paper, both formally and incidentally in play.
- Reception children (four and five year old children) listen intently and make good progress in building their vocabulary, asking questions and answering confidently. Children handle books confidently and make good progress in recognising letters and words. Older children read accurately using well-developed decoding skills. Children's writing skills develop well, with children able to overwrite, underwrite and write independently. They can write simple sentences on the computer.

### **Personal and social development**

- Nursery children respond very well to school routines making very good progress in becoming independent members of the class. They make very good progress in their ability to play together and in exercising self-control and regard for others. When playing in the sand or water they share equipment and take turns appropriately. They take responsibility for their personal hygiene very well.
- Reception children follow instructions very well and undertake responsibilities in the classroom in a sensible and confident manner. In role-play, they co-operate very well showing imagination and enthusiasm. They communicate well with both adults and other children. Children work independently and persevere in their learning. They share their ideas and work together very well when undertaking structured play activities.

### **Mathematical development**

- Nursery children's mathematical skills are developing well. They know and use appropriate vocabulary and count and read numbers up to five. They confidently recognise and match numbers to seven. They sequence and match shapes according to shape and colour. They know basic 2D shapes. They enthusiastically join in with number rhymes and songs.
- Reception children continue to make good progress in their mathematical skills. They accurately recognise and order numbers to 20. They name 3D and 2D shapes. Their mathematical vocabulary is developing well. They write numbers and they use this in a practical way.

### **Knowledge and understanding of the world**

- Nursery children observe and talk about the weather well. They talk about the seasons and clothes needed for winter and summer. They learn through role play about features of

daily life such as washing and mending cars. They use the computer with confidence, controlling the cursor with precision.

- Reception children learn about the work people do through role-play and about the work in a mechanic's workshop through a visit to a local garage. They conduct simple experiments systematically to see which method makes their hands cleanest. They can talk about old and new toys. Children's ability to use the computer is developing well and they make and follow a pattern independently.

### **Physical development**

- Nursery children's fine motor skills are developing well; they use scissors, glue, paintbrushes and crayons competently and confidently. Children are developing good physical control and they move safely and with due regard to others. Gross motor skills are developing well; children move very confidently with increasing coordination. They control trikes and bikes confidently when playing in the playground.
- Reception children's manipulative skills are developing well, They use scissors, brushes, fingers and crayons competently. The more able develop good pencil skills. Gross motor skills are developing well. They move in the hall confidently and with good control, demonstrating good awareness of space. They move safely with due regard for others.

### **Creative development**

- Nursery children enjoy singing; they know a good number of songs and sing them well. They handle instruments competently and make up simple songs. They print and use paint brushes confidently to make patterns and draw shapes of daffodils. They use coloured chalks effectively to draw floor pictures of butterflies.
- Reception children make good and sometimes very good progress in developing their creative skills. They use paint to make good and colourful representations of people and patterns. Children are beginning to appraise the work of others: they mix paint well and use brushes to paint effective pictures in the style of Van Gogh. They sing enthusiastically to a good standard. They know a good range of songs and hymns. They adopt a role easily when they informally act out a story.

### **Shortcomings**

- There are no significant shortcomings.

### **Welsh**

Standards of achievement are good in KS1 and KS2.

### **Good features**

- Pupils' listening skills have been developed very well across the two key stages. Children listen attentively to the teachers and to other points of view during discussion, and react

effectively to instructions. The pupils' speech is good in the two key stages. They chat with confidence in groups and also with individuals, expressing themselves clearly and in language suitable to the occasion. The older children express their opinions effectively across the curriculum.

- The reading skills of the majority of the pupils develop well in KS1. The pupils enjoy books and the majority read correctly. Others correct themselves as they read and build words using their knowledge of phonics. They make an effort to read expressively and the best succeed in doing so, reading fluently and with enthusiasm. They are able to repeat a story in detail and make sensible predictions. They speak about characters and events quite well, they have an increasing awareness of the difference between fact and fiction and they recognise rhyming patterns.
- In KS2, the development of fluency and the interest in reading continues with the majority reading successfully. A number of pupils read correctly. They know a number of authors and are able to name their favourite books. The best speak easily of the books they have read, and of the characters and main events in the work of their favourite authors. They are eager to read at home and at school. Reading at home is well supported by parents. Pupils use reference books quite effectively to look for information.
- Good progress is obvious in the writing of KS1 pupils. They write well for a range of purposes, including letters, reports, news, portraits and stories. Generally, the letters are clear and are well formed, and the spelling is good; the pupils punctuate effectively and use capital letters and full stops regularly.
- Pupils across KS2 write for different purposes and use different forms which suit the task. As they move through the key stage they become more aware of paragraphs and they use them more often and more effectively. The writing of a considerable number of the older pupils is accomplished. They use adverbs and adjectives imaginatively and their stories and reports are well structured. They are beginning to understand the craft of writing a lively dialogue which holds the reader's attention. The best write neatly and the work is well presented.

### **Shortcomings**

- In KS2, the pupils do not use the information about language gained through formal exercises in their writing, for example, insufficient use is made of comparison and idiom.
- The spelling of a number of pupils in KS2 is faulty and this detracts from the quality of their work.

### **English**

English is not introduced formally until KS2. Standards of achievement are good in KS2.

### **Good features**

- Pupils listen well and, at times, very well. They listen attentively to their teachers and to other pupils in discussion.

- Pupils' speaking skills develop well across the key stage. Pupils respond willingly, and the most able answer questions fully and at length. Pupils of all abilities speak with confidence and good intonation, both informally and formally. The most able speak with clarity and expression, for instance when discussing aspects of the story 'The Boy of Dreams.'
- The majority of pupils make good progress with their reading across the key stage. Books are well-matched to pupils' stages of reading development. Generally, pupils read accurately and have well-developed word-building skills. The more able pupils read with a good standard of fluency and expression.
- Pupils of all abilities are knowledgeable about books and can discuss the characters and demonstrate good understanding of the plot. At times, the standard of reading of the most able pupils is very good, when pupils read silently with good levels of understanding and at speed.
- When studying part of a text, older pupils in KS2 make effective use of their well-developed higher reading skills such as scanning and skimming. They have well developed comprehension skills.
- Pupils develop a good style of writing for a wide range of purposes and audiences. Older KS2 pupils successfully discuss their ideas for writing, modelling their ideas on texts they have read but also incorporating their own ideas well. They plan, draft and redraft and make good use of ICT for word processing. Pupils develop a good grasp of grammar and punctuation as they move through the key stage. More able pupils develop an individual writing style, being able to develop both plot and character in a story.
- Overall the standard of spelling is good. Pupils make good use of dictionaries and thesaurus and use well-developed strategies for improving spelling.
- Overall, handwriting is developing satisfactorily across the key stage. Older and abler pupils write clearly, fluently and with good style.

### **Shortcomings**

- There are no significant shortcomings.

### **Mathematics**

Standards of achievement are satisfactory in KS1 and good in KS2.

### **Good features**

- In KS1, pupils have a secure grasp of place value and order number accurately. They use addition and subtraction bonds confidently, initially to 10 and 20 and then to 100 and beyond.
- Most pupils count correctly in twos, fives and 10s and count forwards and backwards accurately from large numbers.

- Pupils understand and use mathematical vocabulary accurately. They understand and use such terms as ‘more than,’ ‘less than,’ ‘greater,’ ‘smaller,’ ‘heavier’ and ‘lighter’ to compare numbers or objects. Older pupils in KS1 understand the principle of addition and subtraction. They know the difference between odd and even numbers. Most pupils respond satisfactorily to tasks in mental addition. They use a number line effectively.
- Most pupils in the key stage have a good knowledge of multiplication tables and double and half numbers correctly.
- Pupils recognise coins of a different value and apply suitable methods to solve every day money problems.
- Pupils identify a variety of two and three-dimensional shapes confidently. They understand concepts such as halves and quarters and understand symmetry.
- Pupils in KS1 develop concepts of time, measurement and shape through practical activities. Older pupils are beginning to measure using standard units and some estimate using a range of mental strategies.
- Pupils make a good start in handling data and can record their findings in simple graphs.
- They can tell the time accurately to the hour and half hour.
- By the end of KS1, pupils read, write and order numbers satisfactorily. Most pupils identify and use the appropriate methods to solve problems involving numbers and quantities and some explain their methods and reasoning.
- In KS2, pupils have a good understanding of place value to 1000 and beyond which they use confidently to solve mental and written calculations, involving the four rules of number.
- Pupils show a growing confidence in tackling problems in mental mathematics. They respond well to challenging questioning and examine different strategies by which they can arrive at reasonable solutions. Pupils are conversant with multiplication tables and solve problems competently in number, decimals and money.
- Pupils have a good knowledge of fractions and decimals. Pupils understand the equivalence of decimal fractions and percentages. They accurately calculate numbers to the nearest 10, 100 or 1000, and estimate sensibly. Pupils make good progress in applying their knowledge and understanding in solving ‘real life’ problems. They extend their understanding of the number system to negative numbers.
- Pupils further develop their knowledge of two and three-dimensional shapes and have appropriate knowledge of some of their properties. Pupils can identify lines of symmetry within two-dimensional shapes. By the end of the key stage pupils show a good understanding of the concepts of symmetry including rotational symmetry.

- Older pupils have a sound understanding of space, shape and measure. They calculate perimeter, area and volume with increasing accuracy. They have a good knowledge of angles and the properties of irregular shapes. They name and measure a variety of angles with confidence. Pupils understand and use the language associated with angles including obtuse, acute and reflex meaningfully.
- They have good knowledge and understanding of two figure co-ordinates, which they use in subjects such as geography.
- Pupils collect and represent data using graphs and diagrams, sometimes using ICT. They develop an understanding of reading scale.
- Presentation is generally neat and logically ordered with clear methodology explained or shown.

### **Shortcomings**

- Pupils' ability and capacity for agile mental calculation are underdeveloped in some classes.
- In KS1, some pupils lack concentration and this impairs the standards achieved.
- In KS1 some pupils have an insecure grasp of basic number work.

### **Science**

The standards of achievement are good in KS1 and KS2.

#### **Good features**

- In KS1, pupils have a good knowledge of living and non-living things. They plant seeds and ensure that these are kept in a suitable climate to enable them to grow into healthy plants. They name the parts of the plant.
- They know that some materials change form with a change in the temperature, for example, that chocolate melts when it is warmed and that water freezes when it is cooled below freezing temperature.
- They can arrange materials into groups according to their properties.
- The pupils develop a good understanding of physical processes. They know that it is possible to move toys by pushing or pulling them.
- They experiment with electrical components and understand how to make a simple electrical circuit. They are aware of the danger of electrical tools around the house.
- They know the sources of sound and know how to make a sound by striking, plucking or shaking untuned instruments.

- In KS2, pupils extend their knowledge of life processes and living things by investigating the life of animals. They understand the life cycle of a frog and food chains in the world of nature.
- They understand that plants need different environments in order to flourish, and they research into what is necessary for water cress to grow. They conduct experiments to show that plants need water to live, and they measure the growth of two plants over a period of time and compare them.
- They develop their knowledge of physical processes through researching into the way in which sound is created. They discover that the source of the sound is something which vibrates.
- They have a good knowledge of the earth and the planets, especially the relationship between the earth, the sun and the moon.
- They observe shadows and predict correctly the result of changing the distance between the object and the light.
- They experiment successfully with a number of colours to discover which one would be the best to wear in the dark.
- They make good use of ITC to support their class work.

### **Shortcomings**

- There are no significant shortcomings.

### **Design and technology**

The standards of achievement are good in KS1 and KS2.

### **Good features**

- In KS1, pupils begin to understand that materials behave in different ways. They choose materials which are appropriate to the task, for example, when making a model of a house, and they use suitable techniques to complete it.
- They evaluate products before planning some themselves, for example, many types of sandwiches, and they make a graph showing the favourite sandwiches of the class. Afterwards, they proceed to plan and make their own sandwiches and evaluate the finished products.
- Older pupils design and make a new fire engine for Sam Tân and finish it attractively.
- After researching and observing house doors in detail, they design and make houses with doors that open.

- In KS2, pupils design and make carriages which move, and models of insects, and consider carefully how to complete them. They evaluate their work and say what they like about it.
- They work as a group to design and make cushions. The plans are original and the materials are chosen carefully. As a result, the products are very attractive.
- They research into different types of bread comparing their taste and texture before applying themselves, with the teacher, to make their own bread.
- They plan and make Christmas sweets as well as boxes to hold them. These are attractive and vary in shape.
- They experiment with different ways of folding paper before planning and making bridges. They test the strength of these by placing weights on them and they evaluate their efforts.
- They conduct research into the mechanisms which could be used to turn the wheels of a carriage. Afterwards, they proceed in pairs to plan the carriage, noting which materials to choose for the frame and how they will fix the axle to it. They sketch well and show the stages clearly.
- They use a logo to manage a screen tortoise and store instructions in a floor tortoise.
- They use a suitable vocabulary to describe materials and processes. They make good use of ICT to design products.

### **Shortcomings**

- There are no significant shortcomings.

### **Information technology**

The standards of achievement are good in KS1 and KS2.

### **Good features**

- In the two key stages, the pupils use information technology equipment and software with confidence. They use their ITC knowledge and skills well to support other subjects across the curriculum.
- In KS1, pupils manage the mouse confidently and follow instructions on the screen. They operate a variety of software well and independently.
- KS1 pupils understand the keyboard and compose text directly onto the screen. They adapt their work through adding and deleting text and changing the font size and style.
- They use painting programmes skilfully and confidently to make pictures.

- They use a computer programme to play their musical compositions, managing the variables with skill.
- KS2 pupils understand the desktop and know their way around the screen. They use the toolbar effectively to perform a variety of actions.
- They display good word processing skills and are creating an information booklet on Swansea for visitors including a suitable choice of pictures. They choose the style, size and colour of the font which suits the task.
- In KS2, pupils use a range of software well to look for information and are able to use the web with an increasing confidence.
- In KS2, the pupils build on their previous knowledge of understanding and skills. For example, they use a wider range of equipment and ITC information sources to support their work across the curriculum, especially in science, art, language and technology.
- Pupils have their own files on disk and they keep their work there.
- The pupils use appropriate vocabulary when describing hardware or software items.

### **Shortcomings**

- There are no significant shortcomings.

### **History**

No lessons in KS1 were seen during the inspection, but scrutiny of pupils' work and discussions with pupils indicate that standards of achievement are good. Standards of achievement are good in KS2.

### **Good features**

- KS1 pupils have a good awareness of chronology and they use common phrases and words to indicate the passage of time.
- Pupils are developing a good understanding of life in the past and are beginning to make comparisons between now and then. They learn how drovers travelled to London and effectively compare the way people travelled then with the way people travel now.
- In KS1, pupils are beginning to understand that change occurs over time. They make comparisons between the clothes the drovers wore with those of today and accurately name various garments.
- Pupils begin to develop historical enquiry skills by compiling a simple but relevant questionnaire to gain information about their grandparents' lives and record the results. The direct experiences pupils gain by visiting places of historical interest such as the

National Museum of Welsh Life make a good contribution to their understanding and awareness of the past.

- In KS2, pupils show a good understanding of the periods studied and they show enthusiasm for the subject.
- Pupils have a good understanding of life in the Victorian age. They can record effectively the differences between the lives of the rich and poor during the period. They successfully compare life in a Victorian school and schools of today. They use photographic evidence appropriately to identify similarities and differences in the clothes worn, the appearance of the classrooms and school routines of children in the Victorian age and in the present. They understand why the ‘Welsh not’ was introduced.
- KS2 pupils’ use of primary and secondary source evidence is good. In studying Lord Shaftsbury’s speech to Parliament about child employment, they recognise that sources reflect different views and opinions.
- Pupils develop further their skills of historical enquiry. They examine historical sources critically and analytically and draw their own conclusions. Their enquiry skills are reinforced by the use of CD-Roms and the Internet. They demonstrate a good understanding of how people lived their lives in the past. Pupils understand the events which led to the Rebecca Riots.
- KS2 pupils have a good understanding of life during the Second World War. They begin to understand differences in the way the past is represented and interpreted and suggest reasons for this. They are developing a sensitive understanding of the human aspects of war especially the plight of evacuees and their feelings on leaving their homes and families. Considerable benefit was derived from a recent visit to the school by a lady who talked about her experiences of the war. Pupils have a good understanding and knowledge of propaganda and censorship, the blitz, an Anderson shelter and the role of women during the Second World War.
- In discussing their work, pupils are confident and articulate and use historical terms correctly. Most older pupils recognise the difference between fact and fiction and appreciate that stories from the past can differ for a variety of reasons.

### **Shortcomings**

- There are no significant shortcomings.

### **Geography**

Standards of achievement are good in KS1 and KS2.

### **Good features**

- In KS1, geographical skills develop well across the key stage. Pupils use appropriate geographical vocabulary to describe features of their school and locality. They find features of the school on a simple map of the school and use a simple key.

- KS1 pupils are developing good observation skills and talk about features of buildings and roads around their school accurately and with confidence. Younger pupils talk confidently about features of their locality and show where they live on a map of Wales. They describe their journey to school and they trace their route on a simple map. The more able accurately show where they live, and name and place the four home countries on a map of Britain.
- Older pupils in KS1 draw simple maps related to their language work on ‘Dyfrig yn mynd am dro.’ They keep a simple weather chart and discuss the weather well. They use their numeracy skills to conduct a survey of houses.
- KS1 pupils make good progress in their understanding of place: this is enriched by work in the field. For instance, they describe features of their visit to a farm in Carmarthen and compare its features with a city like Swansea. The most able show the route taken on a simple map.
- In their study of a developing country, younger KS2 pupils are knowledgeable about aspects of daily life in Eritrea. They discuss fully the purpose of buildings in the village of Embeito and the life of children who live in the village. They compare aspects of life in Eritrea with that in Swansea. Their map making skills are generally developing well: they use a key to recognise features and use an atlas appropriately.
- Older KS2 pupils benefit from using fieldwork in their visit to Tan y Bwlch and compare and contrast features of places well when comparing North Wales with Swansea. They are knowledgeable about their local area in particular, and Wales in general.
- Map work skills are developing well across KS2. Older KS2 pupils use four figure grid references to locate places and features of their locality and use maps of different scales to gather information.
- Pupils across the school are knowledgeable about the environment and the measures needed to improve it. Older KS2 pupils are knowledgeable about local environmental issues and have undertaken surveys to highlight the need for recycling. They use their language skills well to write letters to council officers raising questions about the environmental issues surrounding a local development.

### **Shortcomings**

- There are no significant shortcomings.

### **Art**

Standards of achievement are satisfactory in KS1 and good in KS2.

### **Good features**

- Across the school, pupils demonstrate a confident approach to their art work. They use art purposefully to illustrate their work across the curriculum. In particular, pupils’

manipulative skills develop well across the school. Pupils handle tools such as pencils, chalks, brushes and rollers deftly.

- KS1 pupils have satisfactory observational skills which they develop, for example, when sketching on the visit to a farm. Knowledge of line, shape and form develop satisfactorily.
- KS1 pupils mix colours effectively with some pleasing effects, for instance, when consolidating their curriculum experience in their work on the story of Dyfrig. They discuss their work and generally compare it well with that of others.
- KS1 pupils know about the work of famous artists. They can talk about the work of Kandinsky and Mary Lloyd Jones and discuss the content of a painting, relating it well to learning in other areas of the curriculum.
- KS2 pupils have a good appreciation of the work of many established artists. For instance, older pupils have created some effective pencil drawings in the style of Picasso.
- KS2 pupils handle clay competently; they make effective pots and tiles, using well-developed manipulative skills. They plan and undertake their work carefully with good attention to detail and pattern when producing a three-dimensional tile with an African theme. They appraise their work and that of others well, talking knowledgeably about their work and the processes involved.
- Older KS2 pupils have gradually built a range of media techniques and are confident in experimenting practically with a variety of methods. In their work on William Morris they have combined their drawing skills with their printing skills and produced good quality patterns of flowers in the appropriate style.
- Older KS2 pupils are developing their observational skills well. In their watercolour paintings of landscapes, they demonstrate good colour mixing skills, as well as good attention to shape and form. They evaluate their work and compare it constructively with that of others. Their paintings are often of good quality.
- Pupils in both key stages make appropriate use of art software packages, producing colourful pictures and patterns on computers .
- Pupils in both key stages talk about the work of local artists in Swansea. Their work and skills have been enriched by Visits to the Glynn Vivian Art Gallery and the tuition of local artists.

### **Shortcomings**

- Pupils' knowledge of the work of Welsh artists is limited.
- In KS1, pupils' skills lack continuity and progression.

## Music

Standards of achievement are good in KS1 and very good in KS2. Music has a high profile in the life of the school.

### Good features

- Pupils are developing very good listening skills; they listen attentively to a range of music from Wales, as well as music from different cultures in Europe and South America and from various periods in history. Their appraisal skills develop well across both key stages and they use their very good grasp of musical terminology appropriately.
- Younger KS1 pupils name, play and handle untuned percussion instruments confidently and are developing a good idea of different sounds. More able pupils demonstrate good technical competence when creating and selecting sounds. Pupils collaborate well when working together on a simple composition based on Monet's picture of 'La Gare de Lazare' producing a range of sounds which pupils of all abilities perform well. They evaluate each other's performance in a constructive and mature way.
- In KS2, pupils make very good progress across the key stage. They acquire a very good level of understanding and skill through much practical work. Older KS2 pupils of all abilities perform competently in groups using tuned and untuned instruments, creating varied compositions using the pentatonic scale. They understand the value of notes, and record their compositions in graphical form. They demonstrate a good awareness of rhythm and pitch, and play confidently and sensitively.
- Older KS2 pupils have very good listening and appraising skills and apply them to a very high standard. They talk knowledgeably about composers, identify instruments in complex musical pieces and use appropriate language. For instance, when listening to and appraising Grace Williams' *Fantasia on Welsh Nursery Tunes*, they write about the characteristics of the music in detail, demonstrating knowledge and understanding of a high standard.
- Pupils in both key stages are beginning to make good use of software to compose a variety of pieces.
- Pupils enjoy music. The standard of singing in assembly is very good with pupils singing in tune with good diction and expression. Pupils perform confidently, singing in two-part harmony, producing a rich, dynamic tone. They have a wide and varied repertoire of songs and hymns. The school has two active choirs.
- All pupils in KS2 play an instrument, with a high percentage playing a wide range of string, brass and wind instruments. These experiences make a significant contribution to their musical development.

### Shortcomings

- There are no significant shortcomings.

## **Physical education**

Standards of achievement are satisfactory overall in KS1 and good in KS2.

### **Good features**

- In both key stages pupils undertake a range of different movements during warm-up exercises. They understand how important exercise is and the effect of activity on the body.
- Pupils are aware of the need for safety at all times and lift, transport and use equipment carefully.
- In KS1, pupils display satisfactory body control and balance. Pupils' use of games skills and techniques, particularly in handling and passing, are developing well. They work well in groups and in pairs. They have a good awareness of space and use it well. They work safely with others.
- Most pupils in KS1 understand the key elements of an obstacle race and they show these in a practical situation, generally co-operating well with partners. Through practising and repeating their movements they refine their running techniques.
- In KS2, good use is made of facilities at the Gymnastic Centre.
- Good body control is shown in gymnastics. Pupils work energetically on a series of activities and apply their skills effectively to cope with various demands. They demonstrate good skills and co-ordination on the tumble track, floor, vaults and bars.
- In KS2, pupils respond well to instructions. They practise and refine more complex sequences of movement which have a greater degree of physical challenge and show greater control of speed, direction and balance.
- Pupils in KS2 support one another well in gymnastic lessons. They make some perceptive evaluations of one another's performance in order to improve their work.
- KS2 pupils display good skills in dance. They listen and respond well to instructions. They work well with a partner and as members of a group and respond well to the music. Pupils maintain good rhythm and remember their formations well. They display a growing self-esteem and confidence in their movements.
- Pupils in KS2 respond readily to instructions and make good use of space. Their good behaviour has a positive effect on standards.
- Pupils attend swimming lessons at a local centre and school records indicate that they make good progress.

## **Shortcomings**

- In KS1, pupils' awareness of health and safety is underdeveloped and not all pupils change into appropriate clothing for gymnastics.
- KS1 pupils do not always evaluate their own performances and that of their peers adequately in order to improve the quality of the performance.
- In KS1, pupils do not always listen to instructions and sometimes lose concentration. This impairs their performance.

## **Religious education**

Standards of achievement are satisfactory overall in KS1 and good in KS2.

## **Good features**

- In both key stages pupils undertake a range of different movements during warm-up exercises. They understand how important exercise is and the effect of activity on the body.
- Pupils are aware of the need for safety at all times and lift, transport and use equipment carefully.
- In KS1, pupils display satisfactory body control and balance. Pupils' use of games skills and techniques, particularly in handling and passing, are developing well. They work well in groups and in pairs. They have a good awareness of space and use it well. They work safely with others.
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## **8. SCHOOL IMPROVEMENT**

### **8.1 Progress since the last inspection**

The school has made good progress in addressing the issues indicated in the report of the last inspection in October 1997.

- **Improving the standard of pupils' achievement in the two key stages in design and technology and in information technology in KS2.**

The standards of achievement are now good in design and technology and in information technology in KS1 and KS2. The school has a good supply of hardware and software to support the work in ICT.

- **Improving spelling standards in English and raising the standards in other subjects where shortcomings have been noted.**

The spelling standards in English are good throughout and the pupils make effective use of dictionaries to improve them. In KS1, the standards in Welsh have been raised (the standards of achievement are now good), and also in music (the standards of achievement are good). In KS2, the standards in Welsh, mathematics, history, geography, art, physical education and religious education have been raised. The standards of achievement in these subjects are now good. In music the standards are very good.

- **Review the time indicated for 'finishing work' and make regular effective use of the last period of the afternoon.**

During the period of the inspection the use made of time was effective.

- **Develop methods of indicating progress in the basic subjects and give attention to parents' reports so that specific information of progress in each subject is given.**

The school has an effective system for indicating and recording the progress of pupils across the curriculum, and reports to parents contain useful information about progress in each subject, together with suggestions regarding improvement.

- **Form clear objectives in the short, middle and long term to look in detail at the reception policy and its implementation, and the implications of the policy on the size of classes and staffing needs.**

The school has limited the children it accepts to those who live within the catchment area of the school or those who have brothers or sisters already in the school. Although a new Welsh School has opened in the neighbourhood in September 2002, there has been no substantial reduction in the number of children who meet these criteria. The loss of a teacher at the end of the term because of the financial situation will result in problems regarding the size and make-up of the classes. In spite of that, the school is doing its best to meet its responsibilities, while seeking to ensure that no pupil suffers regarding the education provided.

## **8.2 Key issues for action**

To ensure improvement, the school needs to:

- raise standards where there are shortcomings in the subjects judged to be satisfactory, and maintain the good standards seen in several subjects;
- give attention to the other shortcomings indicated in the report;
- improve the SEN provision by ensuring that procedures are more thorough and systematic and easier to use;
- monitor the standards of achievement regularly and make specific recommendations to ensure further improvement in provision and standards of achievement;
- devise and implement a structured and comprehensive programme to support teachers who are new to the school.

## APPENDIX

### A. Basic information about the school

Name of School	Bryn-y-Môr Welsh School
School type	Maintained by the LEA/Community
Age-range of pupils	3-11 years
Address of school	Heol Sant Alban Brynmelin Swansea
Post-Code	SA2 0BP
Telephone Number	01792 466354

Headteacher	Mrs Janet Greig
Date of appointment	20 November 1991
Chair of Governors/ Appropriate Authority	The Reverend Sion Alun
Registered Inspector	Mr Robert Jones
Dates of inspection	30 June – 3 July 2003

### B. School data and indicators

<i>Number of pupils in each year group</i>									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	24.5	33	46	36	39	44	33	46	301.5

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	13	2	14.2

<i>Staffing information</i>	
Pupil:teacher (fte) ratio (excluding nursery and special classes)	25:1
Pupil:adult (fte) ratio in nursery classes	11:1
Pupil:adult (fte) ratio in special classes	n/a
Average class size, excluding nursery and special classes	25
Teacher (fte) : class ratio	1:1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
	R	KS1	KS2	Whole School
Term 1	92.7	96.3	91.9	93.05
Term 2	91.2	91.1	94.8	93.88
Term 3	93.5	94.3	94.3	94.30

Number of pupils excluded during 12 months prior to inspection	0
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## C. Results of National Curriculum assessments and public examinations

### RESULTS OF NATIONAL CURRICULUM ASSESSMENTS END OF KEY STAGE 1: 2003 (Wales 2002)

National Curriculum Assessment KS1 Results: 2003			Number of pupils in Y2:					
Percentage of pupils at each level			D	W	1	2	3	4
WELSH	Teacher Assessment	School	0	0	31	79	5	24
		National	0	2	11	63	24	0
WE: Oracy	Teacher Assessment	School	0	0	16	78	5	0
		National	0	2	11	63	23	0
WE: Reading	Teacher Assessment	School	0	0	35	54	11	0
		National	0	3	17	57	22	0
WE: Writing	Teacher Assessment	School	0	0	41	57	3	0
		National	0	4	20	65	10	0
MATHEMATICS	Teacher Assessment	School	0	0	24	71	5	0
		National	0	2	9	61	26	0
SCIENCE	Teacher Assessment	School	0	0	3	97	0	0
		National	0	2	10	68	20	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:	70	In Wales:	80

- D Pupils who have been disapplied under sections 364 and 365 Education Act 1996  
W Pupils who are working towards level 1, but have not yet achieved the standards necessary for level 1.

**RESULTS OF NATIONAL CURRICULUM ASSESSMENTS  
END OF KEY STAGE 2: 2003 (Wales 2002)**

National Curriculum Assessment KS 2 Results: 2002							Number of pupils in Y6:							
Percentage of pupils at each level														
			D	A	N	B	W	1	2	3	4	5	6	
English	Teacher assessment	School	0	0	0	0	0	0	0	0	17	83	0	
		National	0	0	0	0	0	0	1	6	17	46	30	0
	Test/Task	School	0	0	0	0	0	0	0	0	0	15	85	0
		National	0	2	1	1	0	0	0	5	12	41	38	0
Welsh	Teacher Assessment	School	0	0	0	0	0	0	0	4	59	37	0	
		National	1	0	0	0	0	0	1	4	19	50	23	0
	Test/Task	School	0	0	0	0	0	0	0	0	2	61	37	0
		National	1	2	0	1	0	0	0	3	18	51	24	0
Mathematics	Teacher assessment	School	0	0	0	0	0	0	0	4	46	50	0	
		National	0	0	0	0	0	0	1	4	19	47	28	0
	Test/Task	School	0	0	0	0	0	0	0	0	4	52	44	0
		National	0	2	1	1	0	0	0	4	19	43	30	0
Science	Teacher assessment	School	0	0	0	0	0	0	0	2	39	59	0	
		National	0	0	0	0	0	0	0	2	13	50	33	0
	Test/Task	School	0	2	0	0	0	0	0	0	2	39	57	0
		National	0	2	0	0	0	0	0	1	10	47	38	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:	93	In the school:	92
In Wales:	69	In Wales:	68

- D Pupils who are exempted under statutory arrangements from part or all of the National Curriculum  
A Pupils who have failed to register a level because of absence  
N Pupils who have failed to register a level for reasons other than absence  
B Not registered for the test because they are working outside the test levels  
W Pupils who are working towards level 1 but have not yet achieved the necessary standards for level 1  
n tests which do not include these levels  
n/a not applicable

## **D. Evidence base of the inspection**

The inspection team consisted of four inspectors who were present for a total of fourteen inspection days. During the period:

- pre-inspection meetings were held with the head, teachers, parents and governing body to discuss the life and work of the school;
- 62 questionnaires were completed by parents and they were analysed thoroughly;
- school policies and documents were studied before the inspection;
- discussions were held with the head and the curriculum coordinators;
- 66 teaching sessions or parts of sessions were observed;
- the inspectors listened to pupils reading and their work was discussed with them as part of an enquiry into standards in NC subjects;
- examples of the pupils' work in each class were studied;
- attendance registers, pupils' records and teachers' planning files were studied ;
- the inspectors were present during each whole-school act of collective worship; post-inspection meetings were held with the staff and the governing body.

## E. Composition and responsibilities of the inspection team

Inspector	Type	Aspect Responsibilities	Subject Responsibilities
R Jones	Reg. Insp.	1.0 Context 2.0 Main findings 3.1 Standards achieved in subjects and areas of learning 5.1 Teaching 5.3 Curriculum 6.2 Leadership and efficiency 8.1 Progress since the last inspection 8.2 Key issues for action	Welsh Design and technology Science Information technology
M Lewis	Team	3.2 Standards achieved in key skills across the curriculum 4.3 Attendance 6.1 Quality of self-evaluation and planning for improvement 6.3 Staffing, accommodation and learning resources	Mathematics History Physical education Religious education
D Parris	Team	5.2 Assessment, recording and reporting 5.4 Support, guidance and pupils' welfare 5.5 Provision for pupils with SEN	Children under five English Geography Art Music
E James	Lay	4.1 Pupils' spiritual, moral, social and cultural development 4.2 Behaviour and attitudes 5.6 Partnership with parents and community, schools and other institutions 5.7 Partnership with industry	

*The inspectors who visited the school wish to thank the governors, the headteacher and the staff, for the cooperation and courtesy given to them during the inspection.*