

REPORT

on the

INSPECTION UNDER SECTION 10 OF SCHOOLS INSPECTION ACT 1996

**BURRY PORT JUNIOR COMMUNITY SCHOOL
STEPNEY ROAD
BURRY PORT
CARMARTHENSHIRE
SA16 OBE**

School Number: 669/2377

Date of Inspection: 4th, 5th & 6th November 2002

by
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under Estyn contract number: T/25/O2P

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Report Reference

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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	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13
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 some 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

The school is located in the small town of Burry Port, near Llanelli, Carmarthenshire. There are 167 pupils, aged between 7 and 11 years, on the school roll and the vast majority come from the town itself or from the surrounding area. The area is described as one that is primarily economically disadvantaged and 28% of the pupils are entitled to receive free school meals. This figure is higher than the county average. English is the main language spoken in the home. 43% of pupils are included on the special educational needs [SEN] register, including seven pupils with a statement of SEN. This figure is significantly higher than the county and national average.

The School Development Plan [SDP] includes the following priorities:

- to introduce performance management systems;
- to raise standards across the subjects;
- to extend pupil target setting;
- to improve the school buildings and the environment.

2. MAIN FINDINGS

The main findings of the report

The school succeeds in its aim of creating a supportive, caring environment where pupils are valued and helped to develop positive attitudes towards learning. All the staff know the pupils well and take a keen interest in their personal development and welfare.

- Pupils' standards of achievement in the National Curriculum (NC) subjects are as follows:

	Key Stage 2
English	Listening- good, speaking-satisfactory, reading-good, writing-good.
Mathematics	Satisfactory
Science	Good
Welsh Second Language	Satisfactory
Design and Technology	Satisfactory
Information Technology	Satisfactory
History	Good
Geography	Satisfactory
Art	Satisfactory
Music	Satisfactory
Physical education	Satisfactory
Religious Education	Good

- The standards achieved in the key skills across the curriculum are satisfactory. To date, there is no whole school strategy to foster the development of key skills namely literacy, numeracy and information and communication skills (ICT), across the subjects.
- It was judged that the quality of teaching was good in 53 % of lessons, satisfactory in 45% and unsatisfactory in the remaining 2%. In the best teaching, lessons are well planned, objectives are shared with the pupils, presentations are clear, explanations are detailed and plenary sessions are used effectively to reinforce the learning. Where there are shortcomings in the teaching, the tasks set lack sufficient challenge to extend more able pupils and there is insufficient emphasis on developing pupils' speaking skills.
- Teachers and staff have a very good relationship with pupils maintaining firm discipline in a sensitive manner. A strong feature of the provision is the relationship of trust that is created in every class. Pupils are encouraged to co-operate and their efforts and contributions are valued.
- The quality of provision for pupils with SEN is good. The requirements of the former Code of Practice are met and pupils make consistent progress in their work. Pupils benefit from the additional support provided by the teachers and the learning support staff.
- Overall, the school provides pupils with a broad curriculum that includes all NC subjects and religious education. There are policies and schemes of work for all subjects. In the best practice, schemes of work are well organised and are used effectively by the staff. Insufficient attention is given to some aspects to ensure balance across the subjects. There is a whole school approach to short term planning but it is not implemented consistently across the classes.
- The arrangements for assessing and recording pupils' progress are good. A range of assessment strategies is in use to assess and track pupils' progress and development. Work is carefully marked and, in the best practice, assists pupils to improve the quality of their work. Parents have the opportunity to discuss their child's progress each term and appreciate the school's 'open door' policy and ready access to staff.
- The head offers good leadership and a clear sense of purpose. Under his leadership, the school has gained the Basic Skills Agency's Quality Mark, the Curriculum Award and the Investors in People Award.
- The governing body is highly supportive of the school and members fulfil their responsibilities conscientiously. The SDP notes suitable targets in a range of curricular and general matters and good progress is being made towards achieving the targets set. The budget is managed carefully and expenditure is closely linked to school priorities.
- A structure for monitoring the curriculum and standards of achievement has been in place for some time. The head and deputy monitor specific subjects through class observation, and curriculum leaders produce subject -monitoring reports identifying strengths and weaknesses. To date self- evaluation does not focus sufficiently on the impact of the approaches agreed to address the weaknesses to ensure improvement in all areas.
- The head's self-evaluation report provides a valuable analysis of the school's performance and establishes priority areas for development. National and local data is used effectively to compare the performance of the school against that of other schools and significant

trends are noted. The senior management team meets regularly to monitor progress and development.

- The school has made good progress in addressing a number of the key issues raised in the last inspection report but shortcomings in subject areas require further attention.
- A number of health and safety issues require attention. The interior of the building is well maintained but the exterior needs improvement. Pupils are closely supervised during playtimes and as they move around the site but crumbling masonry is a potential hazard. Playground surfaces are uneven and in a poor condition in places. Effective measures have been taken to prevent access into the school buildings but there is no secure boundary to prevent access onto the campus.
- Partnership with parents, the community, schools and other institutions is good. The school receives generous financial support from the parents and the local community and the money is used appropriately to purchase resources and to finance educational activities.
- The quality of pupils' spiritual, moral, social and cultural development is very good. Pupils show respect and courtesy towards their teachers, and towards other staff and visitors. Moral values are fostered throughout the school through consistent practice that supports very good standards of behaviour.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards achieved in the subjects and areas of learning

Pupils' standards of achievement were good in 47% of lessons and satisfactory in the remaining 53%.

- In English, good standards are achieved, commensurate with pupils' levels of ability, in listening, reading and writing. Standards in speaking are satisfactory. Standards in mathematics are satisfactory and good in science. Standards in history and religious education are good. Standards in Welsh second language, design and technology, information technology, geography, art, music and physical education are satisfactory.
- Girls make better progress than boys. The school is aware of this and is taking steps to address the issue through reviewing teaching approaches and learning materials. Pupils with SEN make good progress relative to their age and ability.
- The school's results in National Curriculum [NC] assessment tests for 2002 compare satisfactorily with national averages in English and science but are below national averages in mathematics.

3.2 Standards achieved in key skills across the curriculum

The standards achieved in the key skills across the curriculum are satisfactory.

- Pupils' listening skills are good and have a positive effect on their learning. They listen attentively to both adults and their peers and respond appropriately. Speaking is less well

developed. Pupils generally speak well when they are questioned by an adult but their ability to participate in group or paired discussions is limited.

- Pupils generally read well and this is used effectively across the curriculum to read from a range of media. Insufficient use is made of reading skills to research information for other curriculum areas.
- Pupils write in a range of forms across the curriculum. The writing of diary extracts, poetry and newspaper articles is used well to enhance learning across the curriculum, but other opportunities to use extended writing are less evident.
- Pupils' numeracy skills are not extended sufficiently through investigative tasks in a range of contexts in other subjects. Pupils use tables and graphs to present simple statistical data but the level of work is not always commensurate with their ability. In the best practice, pupils use measuring skills to enhance their learning in science but these opportunities are not always maximised.
- The development of pupils' ICT skills is varied. In the best practice, pupils make good use of word processing skills and use spreadsheets to enhance work across the curriculum. Opportunities to gain access to a wider range of information from CD ROM and the Internet is less well developed. Pupils have limited access to database and modelling experiences which could improve their understanding across the subjects.
- To date, there is no whole school approach to planning the key skills to ensure their effective development.

4. ETHOS OF THE SCHOOL

4.1 Spiritual, moral, social and cultural development

The quality of pupils' spiritual, moral, social and cultural development is very good.

- Daily assemblies make an important contribution to pupils' development and comply with the statutory requirements for providing a daily act of collective worship. They are based on mainly Christian principles, provide opportunities to reinforce the sense of community, and develop positive relationships and thoughtfulness to others. Pupils' participation is good. Their understanding of the Christian faith is enhanced by the visits of religious leaders to the school.
- Staff promote good values and moral standards throughout the school. Pupils develop an effective understanding of the difference between right and wrong. They are polite and courteous.
- Pupils develop positive attitudes to themselves and others in Golden Time and with the Pathway to Success and Pupil of the Week reward schemes. They are happy and secure in school and work and play together well.
- Good relationships between pupils and staff are based upon trust and mutual respect. Pupils in turn respect and respond well to adults including teachers and visitors.

- A range of extra-curricular activities contributes significantly to the pupils' development. Pupils participate in activities to raise money to contribute to charities.
- The school has good links with the locality and pupils enjoy visits to places of historical and cultural interest. They gain awareness of other cultures and faiths in their studies in personal and social development (PSE), religious education and geography.
- The school complies with the requirements to have an effective racial equality policy.
- Pupils are developing a knowledge and appreciation of the culture and heritage of Wales through work across the curriculum.

4.2 Behaviour and attitudes

Behaviour and attitudes are of a very good standard and contribute significantly to the quality of learning.

- Very good relationships have been established in class between pupils and staff. Kindness and courtesy by staff produce similar attitudes in pupils.
- Pupils display respect and consideration to all adults and to each other.
- Pupils collaborate successfully with each other and enjoy working in groups and pairs.
- The school has an appropriate policy to encourage good behaviour and to prevent discrimination and bullying.
- There are no exclusions.

4.3 Attendance

Attendance rates are good.

- Pupils are encouraged and rewarded for good attendance.
- Attendance is carefully monitored and the school works closely with the Education Welfare Officer.
- Parents notify the school when their children are absent.
- Registration complies with the statutory requirements.

5. QUALITY OF EDUCATION

5.1 Quality of Teaching

The quality of teaching was good in 53 % of lessons, satisfactory in 45% and unsatisfactory in 2%.

- Teachers have a secure knowledge of most of the subjects they teach. They make effective use of a range of teaching techniques and of suitable resources to offer pupils relevant learning experiences.
- In the best teaching, lessons are well planned, objectives are shared with the pupils, presentations are clear, explanations are detailed, tasks are well matched to the needs of pupils of different abilities and plenary sessions are used effectively to reinforce the learning.
- When teaching is satisfactory, although there are some good features, lessons lack pace, opportunities to develop key skills are lost and there is insufficient differentiation of tasks to extend more able pupils. In a small number of lessons, objectives are not achieved due to insufficient structure and coherence.
- In whole class sessions, pupils are insufficiently pressed to offer extended responses and there is too little use of group discussion to extend pupils' speaking skills. In a good number of lessons, a significant number of less able pupils are disengaged during class discussion.
- Teachers have a very good relationship with pupils maintaining firm discipline in a sensitive manner. A strong feature of the provision is the relationship of trust that is created in every class. Pupils are encouraged to co-operate and their efforts and contributions are valued. There is good use of learning support assistants to support individuals and groups.

5.2 Assessment, Recording and Reporting

The quality of assessment, recording and reporting is good.

- There is a concise whole school policy on assessment which provides clear guidance for teachers.
- End of key stage assessments are carried out according to statutory requirements. Systematic use is made of commercially produced tests in the core subjects and detailed individual profiles are produced for reading, speaking and listening, writing, ICT and science.
- Each pupil has a formative record sheet for all subjects of the N C, which provides a dated cumulative record of work covered, and concepts understood.
- Pupils' work is conscientiously marked and, in the best practice, teachers' comments point the way forward for future improvement of their work.
- Parents have the opportunity to discuss their child's progress each term. During these meetings, teachers share observations on progress and discuss the next term's targets for the child. Annual reports to parents meet statutory requirements, but individual subject comments sometime lack sufficient detail or clarity on achievement.
- Key targets for individual pupils are recorded each term. The system is still developing but the aim is for the pupil to participate in the setting of the targets and for parents to agree appropriate home support.

- Whole school assessment systems are supplemented with diagnostic tests to provide good information for the effective setting of Individual Education Plan (IEP) targets for pupils with SEN.

5.3 Curriculum

Overall, the school provides pupils with a broad curriculum that includes all NC subjects and religious education. Insufficient attention is given to some aspects to ensure balance within and across the curriculum.

- The school has policies and schemes of work for all NC subjects and RE. In the best practice, schemes of work are well organised and are used effectively. Schemes of work do not always reflect classroom practice. Weekly phase planning meetings ensure that pupils in parallel year groups receive similar opportunities.
- In the best practice, planning for cross-curricular opportunities is good. When planning is less effective it limits the focus on the necessary knowledge, understanding and skills to be developed.
- Subjects are time -tabled and classes block time according to their needs. This sometimes results in insufficient time being allocated for in-depth work in aspects of the foundation subjects.
- There is a whole school approach to short term planning. In practice, the needs of differing abilities are not consistently identified. The inconsistent approach to evaluating the planning has a limiting effect on the development of the subject throughout the school and on future planning.
- Planning for the common requirements is developing satisfactorily but specific planning of the key skills is under developed.
- In the best practice, subject co-ordinators monitor work in their subject and gain an overview of continuity and progression. Where monitoring is underdeveloped, co-ordinators do not have a clear overview of their subject and progression is more limited.
- Homework, given regularly, supports the work pupils undertake in school.
- A range of worthwhile educational visits to places of interest enriches the curriculum and pupils benefit from the provision of a good range of extra-curricular activities.
- Arrangements for promoting personal and social education, and for promoting racial equality and harmony, are good.
- The school is working towards the Health Promoting Schools award scheme. The School Council is used as a vehicle for the discussion of issues relating to the pupils and as a vehicle for communication with the head and staff.
- Curriculum Cymreig is developed satisfactorily across the curriculum using resources from Welsh artists, authors, places and music.

5.4 Support, guidance and pupils' welfare

The quality of the school's provision for support, guidance and pupils' welfare is very good.

- The school has a comprehensive range of policies to ensure the safety and welfare of pupils, including appropriate procedures on child welfare.
- Staff know pupils well and take a keen interest in their personal development and well being. Pupils readily turn to them for assistance whenever help or guidance is needed.
- Pupils who are ill or have an accident are well cared for and parents are notified immediately. All staff are trained in first aid.
- Liaison with external agencies and the use of specialist support is very good.
- The very caring and supportive attitude of the head and all the staff in the school is significant in providing a happy and caring environment for pupils.

5.5 Special Educational Needs

The provision for pupils with special educational needs is good.

- Eighty pupils are identified on the SEN register; seven pupils are the subjects of statements of SEN. The arrangements for identifying and monitoring pupils with SEN are good.
- Although pupils are still categorised according to the old stages of the Code of Practice, the school is fully aware of the new requirements. A comprehensive review is currently being undertaken in order to ensure that no pupil loses quality support because of re-categorisation.
- The Individual Education Plans (IEPs) are drawn up by the SENCO and special needs support teacher, in consultation with class teachers. The plans are effective and set suitable small step targets for improvement.
- Regular reviews are undertaken of the progress of pupils with SEN and these are appropriately documented. Parents are well informed and fully involved in the process of review.
- Pupils with SEN receive good support within main classrooms, both from class teachers, support staff and the SEN support teacher. The contribution of pupils with SEN is valued and they are appropriately involved in the whole curriculum.
- Pupils with SEN are withdrawn for extra support in both language and mathematics. These sessions are well planned, the pupils co-operate well in these small groups and they make appropriate progress. Occasionally, pupils miss crucial work in class during these sessions. The SENCO and staff are aware of this problem and are considering alterations to time tabling as part of their review.
- The governors with responsibility for SEN take a keen interest in the school. They attend policy review meetings which inform the school's written policies and resource provision.

- The school has extensive liaison with outside support agencies. The accent is on early intervention. Whole school inset is to be undertaken on behaviour management issues under the direction of the pupil support service.

5.6 Partnership with parents, community, schools and other institutions

Good links have been established with parents, the local community, other schools and institutions.

- Parents are kept well informed by newsletters, school reports and regular meetings. A small number of parents assist on school trips and functions and raise money for additional materials and equipment.
- Pupils visiting residential homes, churches, chapels and the town hall have built up good relationships with the local community. The school also uses the town playing field.
- Local people visit the school to talk to pupils about their work and experiences.
- The school has good pastoral, administrative and curriculum links with the Comprehensive School and benefits from the partnership with the initial teacher trainer colleges.
- The school receives good support from the UA and outside agencies.

5.7 Partnership with industry

A good partnership has been established with industry and local business.

- The school is continuing to develop links with industry and local businesses.
- Sponsorship has been received for a number of sport projects and for producing the school prospectus.
- The school has taken advantage of a good number of courses and work placements organised by the Education Business Partnership.

6. MANAGEMENT

6.1 Quality of Self Evaluation and Planning for Improvement

The quality of self-evaluation is good overall.

- A structure for monitoring the curriculum and standards of achievement has been in place for some time. The head and deputy monitor specific subjects through class observation. Detailed records are kept and useful feedback is given to teachers. Targets for improvement are agreed. The head monitors pupils' books and offers staff regular feedback.

- The head arranges annual professional interviews with each teacher. Areas for development are agreed and reviewed within two months. The head also holds informal interviews with support staff.
- A three-year rolling programme to evaluate specific subjects and aspects of provision has been established. Curriculum leaders produce subject monitoring reports and identify strength and weaknesses. To date self-evaluation does not focus sufficiently on the impact of the approaches agreed to address weaknesses to ensure improvement.
- The head's self-evaluation report provides a valuable analysis of the school's performance and establishes priority areas for development. National and local data is used effectively to compare the performance of the school with other schools. Significant trends are noted.
- The head undertakes an ongoing audit of need. Teachers' views are sought and their observations are analysed. The senior management team meets regularly to monitor school developments.
- The SDP derives from an effective self-evaluation of the schools' current needs by the head. Quantitative and qualitative targets are clearly indicated. Action plans include curriculum responsibilities, the strategies to be used and the desired outcomes to be achieved. Information on the financial commitment and resource needs is less well defined.
- The results of internal and NC assessments are analysed and compared with benchmark information. Whole school targets are in place. Trends in pupil performance are identified and the actual achievements of pupils are compared with prior achievement. The school identifies teaching and learning implications from these analyses. The use of pupil targets arising from teacher assessment is developing well.

6.2 Leadership and efficiency

The quality of leadership and efficiency is good.

- The head offers good leadership and a clear sense of purpose. He is highly supportive of staff and pupils. Under his guidance, the school has gained the Basic Skills Agency's Quality Mark, the Curriculum Award and the Investors in People Award.
- The school has good aims which are well supported by parents.
- The governing body fulfils its statutory responsibilities conscientiously. Staff and governors have a strong commitment to the school and co-operate effectively. A good range of curricular and general policies has been introduced.
- The governing body plays an active part in financial management. Regular discussions take place to discuss financial matters to ensure the best value for money. The most recent auditors' report indicates that the school's financial systems are good.
- Curricular responsibilities have been shared between members of staff and they undertake their planning and advisory role effectively. Curriculum co-ordinators consult with class teachers and offer advice and guidance on subject development. Co-ordinators with

responsibility for the core subjects are released from class duties to carry out their monitoring duties. The co-ordinators' role in monitoring standards of achievement in the foundation subjects is less well developed.

- The school's day to day administration is very good. Routines and procedures are well planned and consistently implemented.

6.3 Staffing, Accommodation and Learning Resources

The provision of staffing and learning resources is good. The quality of the accommodation is satisfactory.

- Staff are suitably qualified and sufficient in number for the school's needs. The school is well served by its classroom support staff and by its administrative assistant. In-service training is specifically planned to provide the professional development of staff and also to meet the specific needs of the school. Recently appointed staff and part-time staff are well integrated into the school. The school is well supported by specialist teacher provision in Welsh and Music.
- The quality of the learning environment within classrooms is good. Colourful and interesting displays include pupils' work and are used routinely by teachers and pupils to enhance learning.
- The inside of the school is spacious, well kept and in good decorative order. The caretaker and cleaner maintain a very high standard of cleanliness throughout the school. Improvements have been made to the exterior of the building but the school lists a good number of improvements as requiring attention. Pupils are closely supervised during playtimes and as they move around the site but crumbling masonry is a potential hazard.
- The school has extensive hard play areas but no green area. Sections of the schoolyard are in a poor condition. The tarmacadam is breaking up in places and potholes flood. The school has good systems in place to prevent unauthorised access into the main buildings but the school boundary is not secure and does not prevent access onto the school site. To date, no risk assessments have been undertaken on security procedures for the school grounds, and on safety in and around the buildings.
- Resources for learning are generally good. The provision of an ICT suite is under utilised and access to computers in the rest of the school is more limited. There is a well-resourced library. Pupils' standards in physical education are adversely affected by lack of useable space in the hall and by inadequate resources, such as rugby balls, for the number of pupils taking part.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by Pupils.

English

Good standards are achieved, commensurate with pupils' levels of ability, in listening, reading and writing. Standards in speaking are satisfactory.

Good features

- Pupils listen attentively to teacher presentations and to the contributions of other pupils. They listen and respond well to a range of activities, including role-play linked to class topics, stories and poetry.
- Pupils speak clearly and talk engagingly with teachers and visitors. More able pupils can present factual information in a clear and logical way.
- Pupils read regularly and their progress is carefully monitored. More able pupils read fluently with expression. Less able pupils are hesitant, but read well in relation to their ability.
- Pupils can outline the text of their reading books and discuss the main characters. More able pupils can discuss their favourite authors. Pupils complete book reviews and the best examples are detailed and informative.
- Pupils can gather information from a range of sources; more able pupils can select and collate information. They make good use of dictionaries to support their work.
- Pupils write in a variety of forms and for different purposes including stories, poems, reports, letters, biographies, autobiographies, questionnaires, adverts and posters. More able pupils' knowledge about language and punctuation is good. They can organise their material well and write accurately and at length. They give good attention to paragraphing. Pupils use their word processing skills purposefully to record and present their work.
- Pupils' handwriting and presentation skills range from satisfactory to very good, and are good overall.

Shortcomings

- More able pupils' ability to offer extended and considered responses is under developed.
- The less able pupils' writing is marred by poor spelling and sentence construction.
- More able pupils' higher reading skills are insufficiently extended.

Mathematics

Standards of achievement are satisfactory.

Good features

- Pupils are secure in their knowledge of place value and older pupils recognise and understand numbers to one million. The vast majority present calculations for the four

number operations neatly and with care. Older more able pupils work effectively with fractions and percentages.

- Pupils use an appropriate range of mathematical vocabulary according to their age and ability.
- Pupils are familiar with the names of two dimensional (2D) and 3D shapes and older pupils are aware of the properties of these shapes. Most pupils understand reflective symmetry and they develop an increasing understanding of rotational symmetry as they progress through the school.
- More able pupils are able to apply their knowledge of number to calculate problems involving measures of length, weight and capacity. Pupils have a satisfactory knowledge of angles and their measurement.

Shortcomings

- Pupils' recall of basic number facts is often insecure.
- Pupils have established an inadequate range of techniques in mental problem solving and estimating.
- Pupils make insufficient use of ICT to reinforce their mathematical understanding and to collect and represent data.
- Pupils do not apply their mathematical skills sufficiently in other subjects.

Science

Standards of achievement are good.

Good features

- Pupils have a good knowledge of scientific vocabulary and use it appropriately. They make reasonable predictions and older pupils identify the requirements of a fair test. Pupils can read the scales on measuring equipment competently.
- Younger pupils identify the materials that classroom objects are made of correctly and link this to their properties. They can define and give examples of solids and liquids.
- Pupils show a sound knowledge and understanding of the structure and function of the skeleton. They make reasonable estimates of their height in an activity to find out if the tallest person can jump the furthest. Pupils carry out investigations to discover the effect of drinks on their teeth competently.
- Older pupils demonstrate a good understanding of the subject matter studied. For example, in their work on changes in materials, they explain the processes of evaporation and condensation clearly and describe methods used to separate materials. They apply this knowledge well in their work on the purification of water. They carry out effective experiments to investigate sound and heat insulation.

- Pupils are able to label parts of the flower and describe their functions correctly. They can explain the processes of seed dispersal and pollination and describe how to keep their body healthy. Pupils' use of spreadsheets to display, manipulate and analyse their findings is developing well.

Shortcomings

- The more able pupils' ability to plan and carry out their own investigations independently, make generalisations and develop scientific enquiry skills by formulating their own questions, is underdeveloped.
- A good number of pupils have difficulty recording their work in different ways. This sometimes limits the effectiveness of their scientific thinking.

Welsh second language

Standards are satisfactory.

Good features

- Pupils listen well and respond accurately to greetings, commands and instructions. They know a good number of Welsh songs and rhymes from memory. They can name the days of the week correctly. Pupils enjoy role-play activities and gain confidence in their use of the language.
- More able pupils can combine familiar patterns with new vocabulary to produce simple sentences. They make good use of a range of patterns and of different tenses to describe the weather.
- Pupils can read simple dialogues with understanding and their pronunciation is good. Worksheets and group reading books are read competently by the great majority of pupils. A small number of pupils read the parts of different characters in the story accurately and meaningfully
- Pupils complete a range of writing tasks linked to class topics and their reading books. They also write in different forms including letters, adverts, menus and invitations. The more able pupils record factual information well using basic spelling and language patterns correctly.
- In one class, pupils make good use of their language skills to complete a mathematical task by collecting, analysing and presenting data.

Shortcomings

- Pupils generally lack confidence in using Welsh independently of the teacher.
- More able pupils' ability to respond in more extended sentences is less well developed.
- More able pupils' ability to read and write independently is underdeveloped.

Design and Technology

Standards are satisfactory.

Good features

- Pupils use a range of techniques and materials to design and make models and artefacts, including motorised vehicles, posters, kits, cooking assignments, paper models and solid products.
- Pupils are able to discuss the place of design in the real world and to relate personal experience to the product tasks.
- Pupils produce simple diagrams to describe their ideas and more able pupils successfully describe the design process and make simple evaluations of their products.

Shortcomings

- Pupils do not make regular use of their designing and making skills.
- Pupils' design and evaluation skills do not show a clear progression and increased sophistication as they progress through the school.

Information Technology

Standards of achievement are satisfactory.

Good features

- Pupils use equipment and software confidently. They start up and shut down the computer independently and load, store, retrieve and print their work competently.
- Pupils use word-processing skills well for a variety of purposes. They highlight text, align it, and can change the colour, size and style of the font. They are able to use the column facility effectively to produce newspaper articles and use Word Art confidently to enhance their work in language.
- In their work on firework safety, pupils use a paint program to create effective pictures and posters. They generate text and create, select, copy and paste a repeating pattern.
- Pupils use the Internet satisfactorily to select information to support their work on World War II in history.
- Older pupils use spreadsheets effectively to display, manipulate and analyse information on a range of subjects.

Shortcomings

- Pupils do not use databases sufficiently to pursue a line of enquiry, store and analyse information.

- Pupils' use of ICT based models and simulations to help them make decisions and explore real and imaginary situations is underdeveloped.
- Pupils' use of ICT to gain access to information from a wider range of resources is underdeveloped.

History

Standards of achievement are good.

Good features

- Pupils have a good understanding of present and past time. They understand changes in themselves, their family and in various periods of history.
- Pupils' experiences of visiting places of historical interest have made a good contribution to their historical understanding. They speak eagerly and with great enthusiasm about such visits.
- Pupils' understanding of chronology is enhanced by their use of time lines. Well-planned displays further support historical understanding.
- Pupils are able to talk confidently about significant events from the past and they understand the differences between the living and working conditions of different periods and the present day.
- Pupil's investigative skills are developing well. They make good use of first hand and second hand evidence including artefacts, maps, photographs and extracts from contemporary accounts.
- Pupils studying Tudor times and the Second World War are developing an understanding that actions have consequences and they are beginning to understand the relationship between cause and effect.
- Pupils are able to demonstrate their historical understanding through role-play and are developing an increasing empathic awareness.

Shortcomings

- More able pupils' skills in investigating and interpreting significant evidence are less well developed.

Geography

Standards of achievement are satisfactory.

Good features

- Pupils can locate their local area and a contrasting locality on a map of the world. Older pupils can locate the continents of the world.
- Pupils' mapping skills are satisfactory. Younger pupils can use simple shapes to represent features of their school on a plan and make a simple key.
- Older pupils can competently use 4 figure grid references to locate features on a map of the local area. They are able to use a key to identify OS symbols and locate the eight points of the compass in relation to their school.
- Younger pupils are able to identify the key features of their local area and describe routes. They use simple geographical vocabulary to name geographical features correctly. Older pupils develop a sense of place about their local area by writing effective poetry and carrying out a simple land use survey.
- Pupils participate in fieldwork to compare aspects of their own locality with Llandeilo. They make satisfactory comparisons between life in their local area and Chembakoli, a contrasting locality in a less economically developed country.
- Older pupils carry out an in-depth study of a local river system, participating in fieldwork and measuring flow effectively.

Shortcomings

- Pupils' enquiry skills are underdeveloped. They do not ask geographical questions, collect information and analyse findings sufficiently.
- Pupils' understanding of environmental change is limited. They have limited knowledge of how human activity affects the environment.
- Pupils' use of ICT to enhance and improve their work is limited.

Art

Standards of achievement are satisfactory.

Good features

- Pupils use pencils competently to explore line and produce a variety of drawings to support work across the curriculum. They are able to experiment with colour using pastels in a range of contexts.
- Older pupils use chalk and pastels well to draw a portrait of other pupils, taking into consideration proportion and the materials they are using.
- Pupils develop a sound understanding of Lowry's work by carrying out observational drawings of buildings, experimenting with shapes and producing a sectional drawing of his work. They express their views about a painting competently giving the reasons for their views.

- Pupils produce satisfactory paintings of flowers and foliage after making observational drawings.
- Pupils can draw repeating patterns after investigating patterns on Indian garments. Younger pupils use newspaper effectively to make sculptures.
- Pupils use a visit to a local pottery as a stimulus to create satisfactory pots and decorate paper plates.

Shortcomings

- The range of materials and media used by pupils is limited.
- Pupils make insufficient use of sketchbooks to investigate, experiment and make observational drawings.
- Pupils' use of ICT to investigate additional information and to create and manipulate images is underdeveloped.

Music

Standards are satisfactory.

Good features

- Pupils' standard of singing is good. They sing a variety of songs, hymns and rhymes with enjoyment and enthusiasm. They sing in tune with appropriate attention to breathing and the quality of sound. They understand the meaning of rhythm and can create their own patterns.
- Pupils listen well and enjoy music from different cultures and periods. As part of their work on the history of the Second World War, Y6 pupils display a good understanding of the songs of the period. In their work on India, Y5 pupils can describe how they composed and performed their own Raga. Pupils have a satisfactory understanding of the origins of a Welsh folk song and can produce simple illustrations of the story.
- Pupils work satisfactorily in groups to explore sounds. In one class, pupils use clapping, vocal effects and percussion instruments effectively to create a variety of sounds to represent a bonfire night scene. On occasions, pupils appraise their compositions and performances indicating good and weak features.
- Pupils take part in school and community performances including concerts and services in local churches and chapels. These opportunities extend pupils' performing skills.

Shortcomings

- Pupils' composing and appraising skills are not developing consistently as they move through the school.
- Pupils have some understanding of musical terms but do not make sufficient use of their knowledge when listening and appraising music.

Physical Education

Standards of achievement in PE are satisfactory in gymnastics and games and good in dance. No swimming lessons were observed.

Good features

- Pupils listen well and respond quickly to instructions. They can demonstrate simple skills when working in pairs and small groups.
- Pupils are aware of the value of exercise and its relationship to health related issues. They pay careful attention to the need for safety.
- Pupils observed during a gymnastics lesson make sensible use of limited space and are acquiring a growing control over their movements.
- Older pupils are able to pass and receive a ball in various ways. The more able can refine their work with practice.
- Pupils display good progress in dance. They work well in pairs moving in time to the music. They participate enthusiastically and function successfully as part of a larger team.
- Pupils benefit from a range of extra-curricular sporting activities, including more unusual pursuits for this age group, such as lacrosse and golf.

Shortcomings

- In games and gymnastics, pupils do not work with sufficient pace and involvement.
- Pupils' skills in evaluating and extending their performance are underdeveloped.

Religious Education

Standards of achievement are good.

Good features

- Pupils have a satisfactory knowledge of Bible stories. They can recall more familiar stories and discuss the main characters. They are aware the importance of special books such as the Bible and the Qur'an.
- Pupils are familiar with Christian festivals and holidays and can identify and describe religious artefacts and symbols. Visits to places of worship locally, and visitors to the school, provide pupils with valuable experiences that foster a deeper understanding of religious ceremonies. Pupils understand the significance of stained glass windows.
- Pupils have a good understanding of the need for rules and can construct their own set of rules for the class.

- Pupils are aware of the work of Christian benefactors such as, Dr. Barnardo and Lord Shaftesbury, and of carers such as Florence Nightingale.
- Pupils compose sensitive prayers that display a clear understanding of the need to care for others within their own community. More able pupils have a good awareness of moral and social issues such as the plight of the poor in many third world countries. In one class, pupils can compile an aid worker's diary.
- Pupils have a good understanding of other faiths including aspects of Judaism, Islam and Hinduism. They can describe their main ceremonies and celebrations and are aware of the customs and activities associated with pilgrimage.
- Pupils are aware of the importance of signs and symbols in our daily life. Older pupils can identify symbols that belong to a variety of religious traditions.
- Pupils make good use of their drawing skills to illustrate their work. In one class, pupils use their number skills appropriately to record church attendance.

Shortcomings

- Pupils' ability to record their personal views and opinions in their own words is less well developed.
- A good number of pupils lack confidence in discussing Bible stories.

8. SCHOOL IMPROVEMENT

8.1 Progress Since the Last Inspection

The school has made good progress in addressing a number of the key issues raised in the last inspection report but certain aspects require further attention.

- The previous report identified the need to improve standards in geography, design technology, information technology and physical education to match the good achievements in other areas of the curriculum. It added that the school should continue the monitoring of NC subjects and foster closer liaison with the feeder Infant school. The school should correct omissions in the school's brochure, the governing body's annual report to parents and introduce regular monitoring to ensure attendance registers comply with statutory requirements.
- Standards in geography, design technology, information technology and physical education remain satisfactory. Progression in pupils' knowledge and skills is uneven across the school. The school has improved resources in IT and good practice was observed in aspects of the work. Good standards are also achieved in aspects of physical education. The shortcomings included in the subject reports should be addressed. The school has a monitoring programme in place and the leadership role of subject coordinators needs to be extended further to support whole-school improvement in

individual subjects. There are no formal curricular links with the feeder Infant school but relationships are good. Omissions in the school's brochure and the governing body's annual report to parents have been rectified and a new electronic system is in place to monitor pupil registration.

8.2 Key Issues for Action

The school needs to:

- raise standards in subjects and aspects that are satisfactory by giving attention to the shortcomings noted;
- strengthen the planning and organisation of the curriculum to ensure better balance, progression and continuity in pupils' learning;
- develop a whole school strategy to extend pupils' key skills;
- extend the leadership role of subject co-ordinators to support whole school improvement in individual subjects;
- address the health and safety issues included in the report.

APPENDIX

School Data

A. Basic information about the school

School's Name	Burry Port Junior Community School
Type	Junior
Age range of pupils	7-11
School Address	Stepney Road Burry Port Carmarthenshire
Postal Code	SA16 OBE
Telephone number	01554833460

Name of Headteacher	Mr D J G Davies
Date of Appointment	September 1989
Chair of the governors/ The appropriate authority	Mr M King
Registered Inspector	Miss D E Morris
Date of Inspection	4-6 November, 2002

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					32	40	45	49	167

<i>Number of teachers</i>

	Full time	Part time	Full time equivalent (FTE)
Number of teachers	7	4	9

<i>Staffing information</i>	
Pupil : teacher (fte) ratio, excluding nursery and special classes	18 :1
Pupil : adult (fte) ratio in nursery classes	:1
Average class size, excluding nursery and special classes	24
Teacher : class ratio	0.8 :1

<i>Attendance in percentages for the three terms prior to the inspection.</i>				
	R	KS1	KS2	Whole School
Term 1			93.8	93.8
Term 2			93	93
Term 3			92.1	92.1

Number of pupils excluded during the 12 previous months.	0
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C. Results of National Curriculum Assessments and Public Examinations

NATIONAL CURRICULUM ASSESSMENT RESULTS END OF KEY STAGE 2: 2002

Results of the National Curriculum Assessments KS2: 2002												
Percentage of pupils at each level												
			D	A	F	W	1	2	3	4	5	6
English	Teacher Assessment	School				2		12	5	44	37	
		National					1	6	19	48	25	
Mathematics	Test/Task	School				2		10	5	46	37	
		National						2	14	47	31	
	Teacher Assessment	School				2		12	32	35	19	
		National					1	4	19	47	28	
Test/Task	School							12	34	35	19	
	National							4	19	47	28	
Science	Teacher Assessment	School				2			22	49	27	
		National						3	15	52	29	
	Test/Task	School							22	51	27	
		National							2	13	51	31

Percentage of pupils attaining at least level 4 in mathematics, science and either Welsh (First language) or English.	
by Teacher Assessment	By test

At the School:	54%	At the School:	54%
In Wales:	68%	In Wales:	68%

Note: The national figures refer to the year 1999

- D Pupils who have been exempted from part or whole of the National Curriculum
- A Pupils failing to record a level because of absence.
- F Pupils failing to record a level for reasons other than absence.
- W Pupils working towards level 1.

D. Evidence base of the inspection

The school was inspected over a period of 3 days. The team consisted of 4 inspectors including the lay inspector. During this period:

- 60 teaching periods or part thereof were attended.
- Pupils were questioned about their knowledge and understanding of the curriculum.
- Pupils were heard reading and samples of their work were examined.
- The school's documentation was studied including the schemes of work, teachers' planning notes and pupils' assessment records.
- Attendance registers were examined.
- Meetings were held with the head, the staff, and the governing body.
- A meeting was held with the parents and the 21 questionnaires returned were analysed.

E. Composition and responsibilities of the inspection team

Name	Role	Aspects	Subjects
Miss D E Morris	Registered Inspector	1, 2, 3.1, 5.1, 5.4, 6.1, 6.2, 6.3, 8,1, 8.2, Appendix	English, Welsh second language, music, religious education
Mr C Palmer	Team Inspector	5.2, 5.5	Mathematics, design technology, history, physical education
Mrs V Scurlock	Team Inspector	3.2, 4.1, 5.3.	Science, information technology, geography, art.
Mrs E Taylor	Lay Inspector	4.2, 4.3, 5.6, 5.7.	

The inspectors wish to thank the school governors, head, staff, pupils and parents for their willing co-operation during the inspection.

