

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

***CASLLWCHWR PRIMARY SCHOOL  
CASTLE STREET  
LOUGHOR***

***School Number: 670-2108***

***Date of Inspection: 24-27 May 2004***

***By***

***MR EIFION R MORGAN***

***Registered Inspector***

***Date: 13 July 2004***

**Under Estyn Contract Number: CT280/03P**

© Crown Copyright 2004

This Report may be reproduced in whole or in part for non-commercial educational purposes provided that all extracts quoted are reproduced verbatim without adaptation and the source and date thereof are stated.

Copies of this report are available from the school. Under the School Inspections Act 1996, the school must provide copies of the report free of charge to certain categories of people. A charge not exceeding the cost of reproduction may be made to others requesting a copy of the report.

## **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:

{PRIVATE }	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 (KS) 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.

## **CONTENTS**

<b>1. CONTEXT</b> .....	<b>1</b>
THE SCHOOL AND ITS PRIORITIES.....	1
<b>2. MAIN FINDINGS</b> .....	<b>1</b>
THE MAIN FINDINGS OF THE REPORT.....	1
<b>3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS</b> .....	<b>5</b>
3.1 STANDARDS ACHIEVED IN SUBJECTS AND AREAS OF LEARNING .....	5
3.2 STANDARDS ACHIEVED IN KEY SKILLS ACROSS THE CURRICULUM .....	5
<b>4. ETHOS OF THE SCHOOL</b> .....	<b>6</b>
4.1 PUPILS' SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT .....	6
4.2 BEHAVIOUR AND ATTITUDES .....	7
4.3 ATTENDANCE.....	8
<b>5. QUALITY OF EDUCATION</b> .....	<b>8</b>
5.1 TEACHING .....	8
5.2 ASSESSMENT, RECORDING AND REPORTING .....	10
5.3 CURRICULUM .....	11
5.4 SUPPORT, GUIDANCE AND PUPILS' WELFARE.....	11
5.5 PROVISION FOR PUPILS WITH SEN .....	12
5.6 PARTNERSHIP WITH PARENTS AND COMMUNITY, SCHOOLS AND OTHER INSTITUTIONS .....	13
5.7 PARTNERSHIP WITH INDUSTRY .....	14
<b>6. MANAGEMENT</b> .....	<b>15</b>
6.1 QUALITY OF SELF-EVALUATION AND PLANNING FOR IMPROVEMENT .....	15
6.2 LEADERSHIP AND EFFICIENCY.....	15
6.3 STAFFING, ACCOMMODATION AND LEARNING RESOURCES .....	16
<b>7. SUBJECTS AND AREAS OF LEARNING</b> .....	<b>17</b>
STANDARDS ACHIEVED BY PUPILS .....	17
PROVISION FOR THE UNDER-FIVES .....	17
ENGLISH .....	20
MATHEMATICS .....	21
SCIENCE.....	22
WELSH SECOND LANGUAGE.....	23
DESIGN AND TECHNOLOGY .....	24
INFORMATION TECHNOLOGY .....	25
HISTORY .....	25
GEOGRAPHY .....	26
ART .....	27
MUSIC .....	28
PHYSICAL EDUCATION .....	29
RELIGIOUS EDUCATION.....	29
<b>8. SCHOOL IMPROVEMENT</b> .....	<b>30</b>
8.1 PROGRESS SINCE THE LAST INSPECTION .....	30
8.2 KEY ISSUES FOR ACTION.....	31
<b>APPENDIX</b> .....	<b>32</b>
A. BASIC INFORMATION ABOUT THE SCHOOL .....	32
B. SCHOOL DATA AND INDICATORS .....	32
C. RESULTS OF NATIONAL CURRICULUM ASSESSMENTS AND PUBLIC EXAMINATIONS .....	33
D. THE EVIDENCE BASE OF THE INSPECTION .....	34
E. COMPOSITION AND RESPONSIBILITIES OF THE INSPECTION TEAM.....	35

---

## 1. CONTEXT

### **The school and its priorities**

Casllwchwr Primary School is situated in the large village of Lower Loughor, mid-way between Swansea and Llanelli on the Loughor river estuary. It is an expanding village and this is reflected in the gradual increase in the number of pupils attending the school. The school draws its pupils from the old village that comprises 19th century housing, a large council estate and a large private development built in the later 1970s and early 1980s. This is a relatively prosperous locality with some economically disadvantaged areas. The intake overall is neither particularly advantaged or disadvantaged.

There are 190 pupils at the school, of whom 32 (17 per cent) are entitled to receive free school meals. A further 55 children attend the nursery on a part-time basis. The school describes its intake as comprising the full range of ability and there are 26 pupils (14 per cent) whom the school has identified as having special educational needs (SEN), of whom three have a statement of SEN. The vast majority of pupils come from homes where English is the first language and only a very small number speak Welsh at home or speak Welsh to an equivalent standard. In addition, there are individual pupils whose first language is neither English nor Welsh. One pupil has support for learning English as an additional language.

There have been no significant changes since the last inspection, apart from some changes in staffing. The school currently has nine full-time teachers and two part-time teachers and three support staff. The school's aims and priorities are clearly set out in the school prospectus. These include helping pupils to develop lively enquiring minds and to acquire knowledge and skills relevant to life in a fast changing world. The school aims to instil respect and tolerance for others and to enable pupils to understand the world they live in and the inter-dependence of individuals, groups and nations. The school further aims to help pupils to develop a sense of self-respect and to contribute as members of the community. The school's aims and priorities are reflected in the school's current development plan (SDP).

The school was previously inspected in November 1998 and has successfully addressed the issues highlighted as Key Issues in the report.

## 2. MAIN FINDINGS

### **The main findings of the report**

This is a very good school where the very good quality of education successfully promotes high standards of achievement. The headteacher provides the school with very good professional leadership and his influence pervades all aspects of school life. The school, which is highly regarded by parents, exudes a warm, caring, supportive ethos. Teachers and other staff provide good role-models and this successfully develops pupils' self-discipline and a positive attitude to learning.

The quality of the educational provision for the under-fives, taken overall, is appropriate to their needs and successfully promotes the Desirable Outcomes for Children's Learning. By the end of the year, standards are good in nursery and very good in reception. Over the two years, these children make very good progress.

- By the end of the reception year, standards of achievement in the six areas of learning are as follows:-

<b>Desirable Outcomes for Children's Learning</b>	<b>Standards</b>
Language, literacy and communication skills	Very Good
Personal and social development	Very Good
Mathematical development	Very Good
Knowledge and understanding of the world.	Very Good
Physical development	Good
Creative development	Very Good

- Standards of achievement in the National Curriculum (NC) subjects and religious education are as follows:-

<b>Subjects</b>	<b>Standards of Achievement in Key Stage 1 (KS1)</b>	<b>Standards of Achievement in Key Stage 2 (KS2)</b>
English	Very Good	Very Good
Mathematics	Very Good	Good
Science	Very Good	Good
Welsh second language	Good	Good
Design and technology	Good	Good
Information technology	Good	Good
History	Very Good	Very Good
Geography	Good	Good
Art	Very Good	Very Good
Music	Very Good	Very Good
Physical education	Good	Good
Religious education	Very Good	Very Good

- This shows a significant improvement in standards of achievement since the last inspection.
- In lessons seen during the inspection, standards of achievement were very good in 45 per cent of lessons and good in the remainder.
- The standards of achievement reflect the progress pupils are making. In English, mathematics and science pupils make very good progress in KS1. Progress is also very good in history, art, music and religious education in KS1. It is good in all other subjects. In KS2, progress is very good in English, history, art, music and religious education and good in all the other subjects.
- The provision for pupils identified as having SEN is very good. These pupils make very good progress and achieve very good standards, relative to their ability and targets set for them. The withdrawal of pupils from classes is carefully managed so as to minimise the disruption to their teaching programme, and these pupils are well integrated into all aspects of school life.
- The school's NC assessment results (2003) have shown a steady improvement over the last few years. The results at the end of KS1 (2003), based on teachers' assessment, indicate that pupils' attainment is above national and local results. They are above those of similar schools in Wales based on the percentage of pupils registered as being entitled to receive free school meals. The results at the end of KS2 (2003) indicate a similar

---

picture, being above both national and local results and above those for similar schools in Wales.

- Standards in the key skills of literacy, numeracy and information and communications technology (ICT) are very good and teachers' planning incorporates opportunities for pupils to develop these skills across the curriculum. The school effectively builds on the very good foundation established in the early years, and pupils of all ages have very good speaking and listening skills. Standards of pupils' written work are very good and the work is well presented. The Welsh language is an integral part of school life and this helps pupils familiarise themselves with basic Welsh phrases and commands. Very good use is made of pupils' numeracy and ICT skills.
- The good and very good educational standards result from the high proportion of good and very good teaching, a very good curriculum and the very good use of assessment to guide teachers' planning. In all, 38 lessons were observed during the inspection and the quality of teaching was good or better in 95 per cent of lessons and very good in nearly half of the lessons seen. No lesson was seen where the quality of teaching was unsatisfactory.
- The curriculum is broad and balanced and provides pupils with a wide and relevant range of experiences, including visits to places of interest. All pupils have equality of access and opportunity and the curriculum is enhanced by a very good range of extra-curricular activities. Good arrangements are in place for developing pupils' personal and social education. Practical activities carried out by the school, such as recycling, make pupils increasingly aware of environmental issues such as sustainable development.
- Teachers know their pupils well and assessment data is very well used by teachers to track pupils' progress. Tasks are well matched to pupils' ability and teachers' questions well modified to take into account pupils' prior attainment. Targets set for pupils enable them to become increasingly aware of their own learning. Pupils' work, including homework, is marked regularly and teachers' comments are positive and indicate clearly how improvements can be made.
- The school makes very good provision for pupils' spiritual, moral, social and cultural development. The school is a calm, caring and supportive environment where pupils feel secure and respected. Pupils have ample opportunities to reflect on their own experiences and to consider the values and beliefs of others. Pupils have a clear understanding of right from wrong and this is reflected in their behaviour.
- Pupils respect each other and work collaboratively, taking responsibility for their own actions and learning. They are encouraged to become involved in decision making by becoming increasingly responsible for their own learning and, in other instances, to be involved in whole-school decision making, such as their involvement with the school council. Pupils have a very good understanding of other cultures and a notable feature of the school is the emphasis given to the culture and heritage of Wales.
- Racial equality is successfully promoted through aspects of the personal and social education programme and through other aspects in the curriculum that reflect the school's equal opportunities and race equality policies.
- Pupils' behaviour and their attitude to learning are very good. Pupils' very good behaviour is evident not only in lessons but also in morning collective worship, in their playground games, at meal times and their orderly movement around the school. Pupils

---

have very good attitudes to learning, they are keen to do well and take pride in their achievements. The consistent high standards of behaviour and pupils' very good attitudes to learning make a very positive contribution to the high standards that pupils achieve.

- Arrangements made to support and guide pupils and to ensure their welfare are very good. The school attaches particular importance to the development of the “whole” child and pupils, in discussion, reported that all adults in the school are approachable and helpful.
- Attendance rates are satisfactory and instances of unauthorised absences are minimal. Effective procedures are in place to encourage good attendance.
- Parents speak very highly of the school and are very supportive. Many parents make a valuable contribution to the life and work of the school. The school, in turn, places great value on its relationships with parents and the community. The school has established good partnerships with industry and the world of work.
- The quality of leadership is very good and the school is very efficiently managed. The headteacher provides the school with a clear sense of purpose and his open management style ensures that all staff are fully involved. Team work and support for each other is a strong feature of the school and this has enabled newly qualified staff to be assimilated quickly into the school.
- The school displays a positive, self-critical culture and a commitment to high standards of achievement and behaviour, based on the education of the whole child. It is fully committed to educational inclusion and all pupils take a full and active part in the life of the school. The quality of self-evaluation and planning for improvement is good.
- The governing body is well informed and fully supportive of the school. Individual expertise is well used and appropriate sub-committees are in place to oversee the work of the school. Governors know the strengths of the school and are rightly proud of its achievements.
- Teachers are suitably qualified and deployed appropriately and all teaching staff have attended recent and relevant in-service training (INSET) courses, including those designed to improve teachers' competence in the Welsh language. However, the training needs of the classroom learning assistants, to further develop their professional competence, has not been identified.
- The school provides its pupils with an attractive learning environment that is very well maintained. The school grounds incorporate a large grassed area and an enclosed environmental area offering a rich, varied and stimulating environment for work and enjoyment. Classrooms and other areas are enhanced by the good quality displays of pupils' work. The library is well stocked with a good range of fiction and non-fiction books and the school is well provided with computers and facilities to teach ICT.
- The school comprises two buildings with the nursery classes housed in one building and reception class in the other. Accommodation for the nursery children is spacious and has access to outside play activities. Space in the reception class is however more limited and this is particularly noticeable when these children are engaged in the very good range of activities invariably provided for them. The reception children have less adult classroom support and no easy access to outside play activities.

- 
- The school operates effectively and efficiently on a day-to-day basis and the administrative staff oversee the running of the school with the minimum disruption to the teaching.
  - The school has made very good progress since the last inspection.

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

#### **3.1 Standards Achieved in Subjects and Areas of Learning**

- The quality of educational provision for the under-fives, taken overall, is appropriate to their needs and successfully promotes the Desirable Outcomes for Children's Learning. By the end of the year, standards are good in nursery and very good in reception. Overall, children in the early years classes make very good progress and by the end of the reception stage, standards are very good in language, literacy and communication skills, personal and social development, mathematical development, knowledge and understanding of the world, and creative development. Standards in children's physical development are good.
- Standards of achievement in KS1 are very good in English, mathematics, science, history, art, music and religious education, and good in all the other NC subjects.
- Standards of achievement in KS2 are very good in English, history, art, music and religious education and good in all the other NC subjects.
- In lessons seen during the inspection, standards of achievement were very good in 45 per cent of lessons and good in the remaining lessons.
- The school's NC assessment results have shown a steady improvement over the last few years. The results at the end of KS1 (2003), based on teachers' assessment, indicate that pupils' attainment is above national and local results. They are above those of similar schools in Wales, based on the percentage of pupils registered as being entitled to receive free school meals. The end of KS2 (2003) test results indicate a similar picture, being above both national and local results and above those for similar schools in Wales.

#### **3.2 Standards Achieved in Key Skills across the Curriculum**

- Standards in the key skills achieved overall by children under five are very good. Children develop very good listening skills and listen attentively to their teachers. They have a rich vocabulary and, by the end of the reception stage speak clearly and most pupils write simple words and phrases unaided. Children in the reception class understand a range of everyday commands in Welsh and the language is further developed through singing Welsh songs and nursery rhymes.
- By the end of the reception stage, pupils' mathematical development is very good. Reception children recognise number and number sequences. The majority of children have a good understanding of place value to 15 and they are beginning to add numbers to 10. These children, in reception, use their ICT skills well to reinforce their learning.
- Infant and junior pupils listen, speak and read very well. In classroom discussion, they listen attentively to their teachers and to each other and respond appropriately. Virtually all pupils have a very good and developing vocabulary and discuss their favourite books and authors at length. Pupils write very well and a notable feature of the writing is pupils very good presentation skills.

- Pupils in both key stages have a good Welsh vocabulary that is suitably reinforced by the use of everyday Welsh in the school day. Pupils respond to questions and commands and can read and understand what they have written.
- Pupils' numeracy and ICT skills are very good and well used in all subjects to support their learning. Teachers' planning incorporates opportunities for pupils to develop the key skills of literacy, numeracy and ICT across the curriculum and this is effective as is apparent from scrutiny of pupils' work and from discussion with them.

## 4. ETHOS OF THE SCHOOL

### 4.1 Pupils' Spiritual, Moral, Social and Cultural Development

The provision for pupils' spiritual, moral, social and cultural development is very good.

- The school is a calm, caring and supportive environment where pupils feel secure and respected. The school's aims and values are clearly understood by the pupils who act accordingly.
- Very good provision is made for pupils' spiritual development. Collective worship and lessons, such as religious education, play an important part in pupils' growing spiritual awareness. Pupils have ample opportunities, and are encouraged, to reflect on their own experiences and consider the values and beliefs of others. School assemblies are happy occasions that offer guidance on moral and spiritual issues, and promote a strong sense of community.
- The provision for pupils' moral development is very good. The positive values of the school are strongly reflected in pupils' attitudes and behaviour. Pupils are sympathetic, respectful, kind and tolerant towards each other and show concern for those less fortunate than themselves. Teaching and support staff work diligently to ensure pupils have a clear understanding of right from wrong and this is reflected in pupils' very good behaviour.
- The provision for pupils' social development is very good. A notable feature of school life is the way pupils are afforded opportunities to work collaboratively and take responsibility for their own actions and learning. For example, pupils frequently work in pairs and small groups, readily sharing ideas and resources. Pupils relate well to each other, consistently offering mutual help and support in work and play.
- Pupils are encouraged to become actively involved in decision-making within the school and the school council is a good forum where pupils' concerns, ideas and opinions are sought. Younger pupils also have opportunities to take responsibility and they take delight in acting as monitors. They carry out their duties responsibly and cheerfully.
- The provision for pupils' cultural development is very good. Pupils are developing an understanding of, and respect for, other faiths and cultures. Cultural diversity is celebrated throughout the school and pupils learn about the different social and cultural traditions within the Christian, Jewish, Islamic and Hindu faiths.
- The school successfully promotes a clear Welsh ethos. Prominence is given to *Y Cwricwlwm Cymreig* in a number of subject areas and pupils are aware of the cultural heritage of Wales and of their own locality, in particular.
- The school provides a rich programme of extra-curricular activities and educational visits, which contributes well to pupil's social and cultural development and enhances their confidence and self-esteem.

- 
- Racial equality is promoted successfully through the overall supportive, caring and tolerant nature of the school, through aspects of the personal and social education programme and through the school's effective equal opportunities and racial equality policies.
  - Pupils respond very well to the school's provision for spiritual, moral, social and cultural development and take full advantage of the many opportunities offered to them.

## **4.2 Behaviour and Attitudes**

Pupils' behaviour and their attitudes to learning are very good. The school is a very happy, caring and orderly community.

- The headteacher, teaching and support staff have high expectations of pupils' behaviour and pupils respond positively to their calm and consistent approach.
- The school has a very effective policy and procedures to promote good behaviour that are implemented fairly and consistently by staff. School rules are positive, relevant and reflect the caring ethos of the school.
- The quality of relationships throughout the school is very good and this contributes significantly to developing pupils' self-esteem, confidence and positive behaviour, resulting in a high degree of self-discipline amongst all pupils. They display a high level of maturity, and pupils' relationships with teachers and support staff are mutually respectful and friendly.
- Pupils' very good behaviour is evident not only in lessons but also in morning collective worship, in their playground games, at meal times and in their orderly movement around the school.
- The recent *Playground Buddies* initiative is proving very successful. Older pupils act as helpers and be-frienders to infant children in the playground. They undertake their duties conscientiously, act responsibly and they are sensitive to the needs of younger pupils.
- Pupils have very good attitudes towards learning. They listen carefully to their teachers, co-operate willingly with adults and their fellow pupils, settle quickly to task and sustain concentration. They are interested in their work, are keen to do well and they take pride in their achievements that they readily share with others.
- Good behaviour and effort are celebrated in the classroom and in whole-school assemblies. Staff use praise to good effect to encourage and support pupils throughout the school day.
- Incidents of bullying, racism, sexism and other forms of discrimination are virtually unknown at the school, but effective procedures are in place, should any incidents ever arise.
- Parents value the efforts of the school in developing high standards of behaviour and are very supportive of the values that the school promotes.
- The consistently high standards of behaviour and pupils' very good attitudes to learning contribute to the efficient functioning of the school, and make a very positive impact on the high standards pupils achieve and to their personal development.

---

### **4.3 Attendance**

Attendance rates for the past three terms average 93 per cent. The school has set itself the challenging target of achieving a whole-school attendance rate of 95 per cent and is working to achieve this.

- Registration is conducted efficiently and in accordance with statutory requirements. Pupils are punctual and keen to attend school. Registration sessions and lessons start promptly.
- The headteacher monitors attendance and punctuality carefully. Effective procedures are in place to encourage good attendance and punctuality, to ensure pupils' absence is adequately explained and to follow up situations where necessary.
- Parents are vigilant in advising the school, by telephone and letter, of the reasons for their children's absence from school. Regular and effective liaison takes place with the Education Welfare Officer.
- The school complies with attendance requirements set out in the National Assembly for Wales Circular 3/99, *Pupil Support and Social Inclusion*.

## **5. QUALITY OF EDUCATION**

### **5.1 Teaching**

In all, 38 lessons were observed during the inspection. No unsatisfactory lessons were seen and the quality of teaching was good or better in 95 per cent of lessons observed and very good in 47 per cent of lessons.

- The quality of teaching in the under-fives classes was always at least good, and very good in half of the lessons observed. Work is well planned and very well matched to pupils' ability with an appropriate emphasis on the development of the Desirable Learning Outcomes for Children's Learning and preparing them for the next stage of education.
- The quality of teaching in KS1 was always at least good, and very good in 40 per cent of lessons observed. In KS2 the quality of teaching was very good in 50 per cent of lessons, good in a further 40 per cent of lessons and satisfactory in the remainder.
- The quality of teaching has a very positive impact on standards of achievement. Teachers' very good knowledge and understanding of the subjects and areas of learning brings the subject alive in the classroom and this motivates pupils and maintains their interest.
- In the good and very good lessons, pupils are clear as to the lesson's learning objectives and the work well matched to pupils' differing needs, building on previous learning.
- Whilst teaching styles vary, a common feature of very good teaching is the way teachers involve all pupils in classroom discussion and activities. The very good relationships evident in these classrooms also successfully raise pupils' self-esteem and give them added confidence to develop their ideas at length when replying to their teachers.
- In the good and very good lessons, teachers have high expectations of their pupils in terms of both achievement and behaviour and these are invariably met. Pupils are given very effective support by their teachers and they are developing a mature attitude to their work.

- 
- In lessons where the quality of teaching was satisfactory, the pace of the lesson was rather slow, the teaching strategies not sufficiently well matched to the work in hand and the expectation of pupils were too low.
  - Classroom learning assistants make a valuable contribution to pupils' learning, however, in some classes such as the reception class, learning would be further enhanced by additional adult support.

---

## 5.2 Assessment, Recording and Reporting

The quality of assessment, recording and reporting is very good throughout the school.

- An assessment policy and appropriate procedures are in place. Since the last inspection the school has successfully established consistent procedures for assessment across the curriculum and assessment is now used effectively to inform teachers' planning and to enable targets to be set for individual pupils.
- Children in the early years are closely monitored and, from the time they start school, their progress recorded by the teachers' daily assessment and end of topic assessment procedures. Early years' profiles are very detailed and comprehensive and effectively guide teachers' planning, ensuring that tasks are well matched to pupils' ability. A local education authority (LEA) baseline assessment is carried out during the pupil's first term in the reception year.
- Pupils' performance in NC tests is carefully analysed to identify strengths and weaknesses in both the teaching and learning. Pupil progress is monitored by completion of end of year overviews of level descriptors in English, mathematics, and science by teachers. Standardised reading tests are used to track reading progress. The findings are used effectively to assess pupils' progress and to plan appropriate individual targets for improvement. Pupils have individual target sheets and they refer to these in lessons. Pupils' achievement across the curriculum is systematically and accurately recorded, such as, in ICT and design technology. Teachers carefully include in their planning, opportunities to incorporate the key skills and pupils' progress in these is an integral part of assessment.
- Detailed assessment records are kept on the progress of individual pupils and updated on a regular basis, such as, weekly language records. Samples of pupils' work, such as different genres of writing, are annotated, discussed, assessed, and retained in individual folders. Pupils' work is marked regularly and comments are encouraging and highlight what needs to be done to improve. Reading records note achievements and areas of difficulty. New reading record books have been introduced for KS2 and pupils are encouraged to take responsibility for their own learning by recording their progress.
- Teachers have the opportunity of visiting other classes for an afternoon or morning session to monitor their subject responsibility. This ensures a progressive curriculum for all pupils and enables co-ordinators to assess pupils' achievement and progress.
- Procedures for assessing and recording the progress of pupils with SEN are very good and are in accordance with the Code of Practice. The information gathered is used effectively to give pupils the appropriate support. All parents are informed and are involved with their child's learning, in accordance with the Code of Practice. Teachers work closely with learning support assistants (LSAs) and LEA specialist teachers, such as the teacher for the visually impaired, to track pupil progress.
- Parents have the opportunity of meeting teachers on three occasions each year. Reports to parents are of very good quality and comply with statutory requirements. They provide information on standards achieved and indicate how improvements can be made. All parents are aware of the targets set for their children. Parents in the pre-inspection meeting reported a high degree of satisfaction with the information they receive concerning their children's progress.

---

### 5.3 Curriculum

The overall quality of the curriculum is very good and fully meets statutory requirements. The religious education curriculum is based on the LEA agreed syllabus.

- The early years curriculum, based on the Desirable Outcomes for Children's Learning, provides pupils with a wide range of worthwhile activities which provides them with a very good foundation for the next stage of their education.
- The KS1 and KS2 curriculum is broad, balanced and relevant, providing pupils with a wide and varied learning experience. It is enhanced by visits to areas of interest in the locality and further afield, and by visitors to the school who work with them on specific projects, such as in art. Such experiences successfully develop positive attitudes to learning and extend pupils' knowledge and understanding of the curriculum.
- Appropriate policies and schemes of work are in place for all NC subjects and religious education. The curriculum is effectively monitored by subject co-ordinators and assessment is well used to guide teachers' planning so as to ensure that the work is well matched to pupils' ability and prior achievement.
- Notable features of the curriculum are its holistic nature, highlighted by strong and relevant cross-curricular links, and teachers' planning to develop pupils' key skills of literacy, numeracy and ICT.
- The curriculum is fully inclusive and the school ensures equality of access and opportunities for all pupils, including pupils with SEN. Homework is set regularly and compliments class work. Pupils in Year (Y) 6 are well prepared for their next stage in education. The school provides its pupils with a very good range of extra-curricular activities.
- Good arrangements are in place for developing pupils' personal and social education. The school has taken account of the Qualifications Authority for Wales Curriculum and Assessment (ACCAC) guidelines and pupils show very good understanding of personal and social issues. The school's curriculum also highlights the concept of global citizenship and the interdependence of peoples and countries. Practical activities, such as recycling waste, also highlight the idea of sustainable development.
- Very good emphasis is given to developing *Y Cwricwlwm Cymreig* through the school's curriculum in subjects such as history, geography, art and music. Pupils' understanding of the Welsh culture and heritage is further developed through school concerts. Pupils' understanding of other cultures and beliefs is also very well developed and is important in building up pupils' tolerance of other people.
- Good provision is made for one pupil for whom the NC SAT's testing is disapplied and for a pupil for whom English is an additional language.

### 5.4 Support, Guidance and Pupils' Welfare

The quality of support and guidance and the attention paid to pupils' welfare throughout the school is very good.

- The headteacher and staff attach particular importance to the pastoral care of pupils and the development of the "whole" child. Pupils work and play in a caring and supportive environment where they feel secure and valued.

- 
- Pupils are confident in seeking the help and support of staff. They readily turn to adults for help and are listened to and treated with respect. The very good relationships between staff and pupils successfully underpin the life and work of the school.
  - The headteacher, teaching and support staff know pupils very well and effectively monitor and support their academic progress, their social development and their personal well-being.
  - The school has a detailed policy and set of procedures to promote health and safety, including risk assessment, which are monitored carefully by staff and the governing body.
  - Pupils are encouraged to become actively involved in decision making within the school. The school council and eco-committee are very good forums where pupils' concerns, ideas and opinions are sought. The headteacher and staff listen carefully to pupils' recommendations and often act upon them. Pupils are given a sense of ownership of their school and they respond maturely to their responsibilities.
  - The school is part of the *Health Promoting Schools Initiative*. The benefit to pupils and the enjoyment they experience from this initiative is evident in many aspects of school life.
  - The school has adopted the policy of the LEA to guide practice in child protection issues and procedures are clearly understood by staff. Good working relationships have been developed with social services and other external welfare agencies.
  - Pupils are well supervised at break and lunch times, and catering staff, mid-day supervisors and support staff make a valuable contribution to the care and welfare of pupils.
  - The school's policy for equal opportunities is very successful and the high priority given to the social inclusion of all pupils is exemplary. The enjoyment and benefit that all pupils gain from the school's successful social inclusion policy is evident in all aspects of school life.

## **5.5 Provision for Pupils with SEN**

The quality of the provision for children with SEN is very good. All pupils make very good progress towards targets set for them in their individual educational plans (IEPs).

- The school has identified 28 pupils with SEN, three of whom have a statement of SEN. Provision includes a full-time SEN co-ordinator (SENCO) who mainly supports pupils on a withdrawal basis, and non-teaching, in-class support provided for the three statemented pupils. The school's SEN policy is comprehensive and fully complies with the New Code of Practice.
- Pupils with SEN are warmly welcomed into the school and fully incorporated into the life and work of the school. Well-established procedures are in place to meet the needs of pupils identified as having SEN, in line with the Code of Practice. The LEA, Ethnic Minority Additional Grant (EMAG) teacher provides very good support in the nursery twice a week for one pupil.
- Pupils are identified early and assessed by the school so that relevant support is given. Learning and behavioural difficulties are identified and, with the assessment and tracking procedures in place, pupils' performance is monitored and reviewed on a termly basis.
- The SENCO has a very good knowledge of the pupils and monitors and supervises the SEN work effectively. Class teachers and LSAs work very well together in consultation

---

with the SENCO and LEA specialist teachers to produce detailed and comprehensive IEPs for each pupil.

- Individual educational plans contain targets that are stated in observable, measurable terms that can be clearly monitored and are reviewed on a termly basis. Pupils know their targets and the older pupils recognise their progress. Pupils make very good progress, relative to their age and ability.
- The withdrawal of pupils from class is carefully managed so as to minimise the disruption to their learning. These however, are worthwhile sessions and these pupils make very good progress. Learning support assistants make a valuable contribution to pupils' learning and personal development. However, their training needs have not been assessed and addressed so as to improve their professional expertise.

## **5.6 Partnership with Parents and Community, Schools and Other Institutions**

The school places great value on its relationships with parents and community, schools and other institutions and enjoys very good partnerships in all these areas.

- Parents are highly supportive of the school. They express a high level of satisfaction with the aims and values of the school and the high expectations of good behaviour and achievement that the school successfully promotes. A useful home/school agreement has been drawn up, which has readily been accepted by parents.
- Parents are kept well informed by an informative prospectus, a comprehensive annual report of the governing body and by regular newsletters. Parents particularly appreciate the school's welcoming nature, the daily, informal contact they have with the headteacher and staff at the start and end of the school day and the regular opportunities to discuss their children's work and progress with teachers.
- Parents make a valuable contribution to the life and work of the school. Many give freely of their time, helping out in the classroom, accompanying pupils on educational visits and in fund-raising for the school. The contribution of parents is greatly valued by the headteacher and staff, and makes a positive contribution to pupils' learning.
- The school's active Parents and Teachers Association provides a very good link between home and school and makes an outstanding contribution to the life and work of the school. The association organises many fund-raising and social events, which enhance links with the local community and provide the school with a vital source of additional income. Funds raised are used purposefully to enhance learning resources and enrich the learning environment for all pupils.
- Very good pastoral and administrative links have been developed with the main receiving secondary school. Curriculum links are developing well; regular liaison meetings, an exchange of information and ideas, teacher exchanges and joint INSET help to promote continuity of education for pupils. Arrangements for the transfer of pupils are very good and ensure that Y6 pupils look forward to secondary school with confidence.
- The school has established successful partnerships with several institutes of higher education and provides training facilities for student teachers and students undertaking vocational qualifications. All students are well supported by staff and they make a positive contribution to the life and work of the school.
- The school is at the heart of the local community and greatly valued by the community that it serves. Very good use is made of the local community as a learning resource.

---

Educational visits and the expertise of members of the local community make a positive contribution to pupils' learning in many curriculum areas.

- The school regularly serves the community by supporting many civic, cultural, environmental and charitable projects and readily makes its accommodation and facilities available to community groups. The Museum of Local History, housed in the old school building, is of particular benefit to pupils and to the community of Casllwchwr.
- The headteacher, staff and governing body are committed to the continuing development of a dynamic partnership with parents, other schools and the local community. The links already established, many of which are outstanding, make a valuable contribution to pupils' learning, motivation and standards of achievement.

## **5.7 Partnership with Industry**

The school's partnership with industry is good. Considerable progress has been made since the last inspection when the school's partnership with industry was judged to be unsatisfactory.

- The school has an effective policy and clear strategies to raise the economic and industrial understanding of pupils and give them insight into the world of work. Industrial links support and enhance work in a number of curriculum areas.
- Good working partnerships have been developed with a number of relevant agencies, especially *Careers Wales*. The headteacher has undertaken a management training course placement with a major bank, which has contributed to the development of his management role. However, no teachers have yet undertaken a placement with a view to enhancing professional development and enriching curriculum provision for pupils.
- Through their visits to a variety of retail, commercial and industrial sites, pupils are gaining first-hand knowledge of different working environments and an understanding of the variety of work undertaken in their immediate area and further afield.
- Teachers actively encourage personnel from a variety of professions and occupations to speak to pupils of all ages about their work. The contribution of personnel from the emergency services and transport, together with health professionals has had a positive impact on pupils' learning. Pupils have also benefited from the many productive links with professional artists, authors and sports personnel.
- Pupils are keenly aware of environmental issues that impact upon their school and local community and the whole-school community actively promotes sustainable development. As part of the *eco-schools award scheme*, pupils are involved in recycling schemes and understand the problems of litter and pollution, and the necessity for water and energy conservation. Pupils are proud of their school and local community and want to contribute to the care and development of their surroundings.
- As part of the *Health Promoting Schools Initiative*, pupils help run the school's healthy eating tuck shop. This gives them valuable insight into the running of a business.
- Pupils have been involved in designing plans for a new park in the locality and have seen their ideas accepted and acted upon as the park becomes fully operational.
- Older pupils' understanding of the work of the emergency services has been enhanced by the school's involvement in the *Crucial Crew* programme.

- 
- Local business, industry and commerce view the school in a positive light and are very supportive of the school. Sponsorship has been received from a number of local organisations and businesses.
  - The school is working hard to build up its links with business and industry to further enhance its partnership with industry. The links already established contribute significantly to pupils' motivation, learning and standards of achievement.

## **6. MANAGEMENT**

### **6.1 Quality of Self-Evaluation and Planning for Improvement**

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

- The school displays a positive, self-critical culture and a commitment to high standards of achievement and behaviour, based on the education of the “whole” child.
- The school makes very good use of assessment data and sets challenging but realistic targets for all pupils. It makes very good use of the national and local authority comparative information to judge its own performance in relation to other schools.
- The school is committed to educational inclusion and all pupils, and in particular those identified by the school as having SEN, are very well supported and play a full and active part in the life of the school. However, the work of the support staff is not sufficiently refined so as to maximise the help they can provide for all pupils having some special educational need.
- Development plans are well thought out and their implementation effectively monitored. Staff meet regularly to discuss pupils' progress and discuss any modifications to the teaching programme.

### **6.2 Leadership and Efficiency**

The quality of leadership is very good and the school is very efficiently managed.

- The headteacher provides the school with very good professional leadership and his influence pervades all aspects of school life. A clear sense of purpose is evident in the work of the school.
- The headteacher's open style of management ensures that all staff are fully involved and share common aims and values. Team work and support for each other is a strong feature of the school and this has enabled newly qualified teachers to be quickly assimilated into the school. All staff, including support staff and newly qualified staff, accept their many responsibilities and give of their time willingly, as for example organising extra-curricular activities. This reflects the very good spirit evident in the school and is a product of the headteacher's management style.
- The governing body is well informed and fully supportive of the school. Governors' individual expertise is well used and appropriate sub-committees are in place and oversee the work of the school. Governors are fully involved in formulating the SDP and oversee its implementation. Governors know the strengths of the school and are rightly proud of its achievements.
- All staff take responsibilities for different aspects of the school and curriculum co-ordinators monitor the curriculum effectively. Staff meetings are very well used to

---

discuss how the curriculum can best be delivered, bearing in mind the school's commitment to a holistic curriculum.

- The SDP is a useful working document developed after full consultation with the staff and governing body. It focuses clearly on the school's educational priorities and the budget is firmly linked to these. Resources are well managed and appropriate steps are taken to ensure best value for money. The school gives very good value for money.
- Routine administration is undertaken very efficiently and with the minimum disruption to the working of the school.

### **6.3 Staffing, Accommodation and Learning Resources**

The school makes good use of its staff, accommodation and learning resources.

- Teachers are suitably qualified and deployed appropriately and this makes a very effective contribution to the high standards pupils achieve. Two newly qualified teachers are well supported by their colleagues and mentors. The school has a good induction programme and has good arrangements for supporting students from local colleagues on work experience and teaching practice.
- There is an established Performance Management cycle that effectively identifies the training needs of teaching staff. All staff have attended recent and relevant INSET courses and the school benefits from the support it receives from the LEA Welsh language support staff. This, too, is having a significant impact on pupils' competence in the language.
- At present, there is no appraisal process for non-teaching staff that supports the identification of appropriate training needs and a suitable programme of professional development. This area the school has identified for development in its school self-evaluation.
- The school provides its pupils with an attractive learning environment that is very well maintained. The school grounds incorporate a large grassed area and an enclosed environmental area offering a rich, varied and stimulating environment for work and enjoyment. The hard-surfaced yard is due to be resurfaced and there is an outside play area used by nursery children. The outside environment is enhanced by the presence of raised flower-beds that the pupils have planted.
- The school's accommodation comprises two separate buildings. The original school building, at present, caters for the nursery classes and Y3 pupils, whilst the rest of the school occupies an adjacent building. Classrooms and other areas are very well organised and the high quality displays are a notable feature of the school and highlight the value the school places on pupils' achievement.
- Overall, most classrooms provide adequate space for pupils. However, space in the reception class is limited and this is particularly noticeable when these pupils are engaged in the very good range of activities invariably provided for them. This is an important aspect of the early year's programme to enable children to become more self-reliant and to take responsibility for their actions. The accommodation for the nursery children is spacious and they benefit from good classroom support and access to a well-resourced outside play area. Reception children have less adult classroom support and no easy access to outside play activities.
- There is a very good range of resources that is effectively used to support teaching and learning in all subjects. The library area provides a very good learning resource for pupils

---

and groups of pupils. This area is very well used. It also has a dedicated computer and printer that are well used by pupils. The careful use of all resources has a positive impact on pupils' high standards and achievements. Teachers and support staff have access to a staff work room; this is used to prepare resources and supports both teaching and learning.

- The library area is well stocked with a good range of fiction, non-fiction books and 'Llyfrau Cymraeg' to support teaching and learning. Books are well used and managed effectively by pupils, who use a colour code system to select appropriate books. The school is well provided with computers and facilities to teach ICT skills, including three interactive whiteboards. The school has identified from its self-evaluation that it intends to purchase more interactive whiteboards.

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

### **Standards achieved by pupils**

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

Children are admitted to the nursery on a part-time basis. The younger children attend in the afternoons whilst the older children attend morning sessions. The quality of the educational provision for the under-fives, taken overall, is appropriate to their needs and successfully promotes the Desirable Outcomes for Children's Learning. Standards achieved in the nursery are good and are very good in the reception class. Over the two years these children make very good progress. Accommodation for nursery is spacious whilst reception accommodation is adequate. Curriculum planning is very good and provides a wide range of activities within the six areas of learning. These children receive very good learning experiences and this provides them with a very good foundation for the next stage of their education.

#### **Language, literacy and communication skills**

Children's language, literacy and communication skills are very good.

#### **Good features**

- The very high priority given to purposeful interaction between adults and children effectively promotes very good speaking skills and vocabulary in both nursery and reception classes. Adults are aware of the need to develop children's speaking and listening skills and work successfully to achieve this.
- Children in the nursery are growing in confidence. Children listen well and respond quickly to instructions. They speak clearly and confidently and readily engage in conversation. They talk about their experiences and take part in role-play situations with imagination and enjoyment.
- Children in the reception class successfully develop their speaking and listening skills. In class and in small group situations, they answer and ask questions clearly using a very good and developing vocabulary. Virtually all pupils are very competent in their use of language and they have ample opportunities to express their thoughts and to explore meaning.
- Very good opportunities are available in the nursery and reception classes for children to write by using different pencils, crayons and paints. Children handle different writing tools and they successfully progress from adults acting as scribes to copying over or under adult's writing.

- 
- Many reception children are emerging as confident writers, showing good letter formation and writing simple words. They know the difference between capital letters and lower-case letters.
  - All children enjoy sharing books and listen well to stories. Nursery children enjoy sitting in the reading corner handling and sharing books by themselves and with each other. During 'quiet time' on the carpet, children choose their favourite books, handle them correctly, understand that pictures and print carry meaning and will simulate reading the book by following the text with their finger. Most children recognise their own name and place it on the board when they arrive at school.
  - Reception children are familiar with terms such as 'author' and 'illustrator'. Children sequence events in a story and can retell stories they know. Virtually all children in the reception class can pronounce the letters of the alphabet.
  - The Welsh language is successfully introduced to children in the nursery class. They know a range of everyday commands, Welsh songs, counting rhymes, colours and numbers. Reception children respond appropriately to Welsh instructions given by their teacher as part of their daily activities.

### **Personal and social development**

Children's personal and social development is good in nursery classes and very good in the reception class.

#### **Good features**

- In the nursery, a wide range of activities is available for children enabling them to exercise choice and to interact with each other and adults. Parents bring the children into the nursery and they are made to feel most welcome. Staff welcome the children by name and they quickly settle, choosing from a wide range of well-prepared activities. Children are beginning to show confidence and self-respect, they behave well and have a growing understanding of what is right and wrong. Staff and children are well supported by parent helpers. Younger nursery children co-operate well when working in small groups. They express their own feelings, such as when taking turns and sharing.
- Reception children know established classroom routines and are very happy and secure in school. They show confidence when undertaking activities and are sensitive to the needs and feelings of others. Children have the opportunity to be *Helpwr Heddiw*, a role they take seriously with a great deal of pride. Good opportunities are provided for children to share their thoughts and express their feelings with confidence. They have the opportunity of participating in whole-school assemblies.

### **Mathematical development**

Children's mathematical development is good in nursery classes and is very good in the reception class.

#### **Good features**

- A good range of practical activities such as sand, water, shopping and role-play is used effectively to develop children's mathematical understanding and language in both the nursery and reception classes.
- In the nursery, adults successfully reinforce and extend children's good understanding of number. The majority of children are able to count to 10 confidently and some to 20. They are able to select teddy bears by colour and count them using the correct numbers.

---

Children know that triangles have three sides and squares have four sides. Children playing with sand and water understand terms 'more than', 'less than', 'bigger' and 'smaller'.

- The reception class have a very good understanding of number and children are able to recognise numbers, and number sequences, and write numbers to 10 and beyond. Children add, and a few can subtract, number. A significant number of children have good understanding of place value to 15.
- Children in the reception class are able to use "forward and backwards" to operate a robotic toy. They are able to estimate correctly the distance the robotic toy will travel.

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

Children's knowledge and understanding of the world is good in nursery classes and very good in the reception class.

#### **Good features**

- Children's knowledge and understanding of the world develops very well in the nursery. They have a good understanding of different weather conditions and days of the week. Good activities are provided for them to learn, such as, dressing up as a policeman or firemen, as well as exploring an imaginary deep cave, with different-sized torches. In the outside play area, children travelled on trikes in simulation exercises on a road that was controlled by a child dressed as a "crossing patrol officer".
- In the reception class, children find out about their locality by discussing the Loughor estuary and the building of the railway bridge. Children were able to suggest that a wide base would provide a strong foundation for the building of a bridge when compared to a narrow base. They did this by comparing bridges that had been built using construction toys. They have a very good understanding of weather, the times of the day and are able to talk enthusiastically about a recent visit they made, describing in detail the ducks and swans they saw.

### **Physical development**

Children's physical development is good.

#### **Good features**

- An enclosed secure outdoor play area provides opportunity for nursery children to develop their physical skills. Staff work well with children in encouraging them to use large toys and so develop their gross motor skills. These children develop a good awareness of space. Children are also provided with a range of opportunities to develop their more refined skills using, pencils, paints and small tools such as scissors and the computer 'mouse'.
- Children in reception have the opportunity to use the large playing field. They make good progress in developing their throwing, catching, kicking and skipping skills. Opportunities to use large play equipment are more limited. These children have very good opportunities to develop their fine motor skills in the classroom, including using pencils, paints and small tools, such as scissors. They are able to use a computer 'mouse' confidentially and "key in" instructions into a robotic toy.

### **Creative development**

Children's creative development is very good.

---

### **Good features**

- During creative activities, nursery children paint confidently using bold brush strokes. They explore with confidence the use of colour to express their ideas and represent what they have seen. They enjoy role-play and develop imaginative drama from situations, such as, preparing a “teddy bears’ picnic”. Younger nursery children successfully make ‘teddy bear’ collages using coloured paper, glue and an outline of a ‘teddy bear’.
- In the reception class, children have the opportunity to observe and discuss the work of famous artists, such as Vincent Van Gogh. They have produced very good charcoal images depicting some of his works. Children are able to successfully use paint programmes, such as dazzle, when using the computer to represent some of their ideas.
- Although the space for the reception class is more limited than in the nursery area, a good range of creative activities is available to develop their creative skills. Children make good use of the opportunities for role-play. They use their imaginations well and confidently perform events in their daily lives, such as attending the hairdressers.

### **Shortcomings**

- There are no significant shortcomings in any of the six areas of learning. However, reception children would benefit by having greater access to large play equipment.

### **English**

Standards of achievement are very good in both key stages. All pupils, including those with SEN, make very good progress.

### **Good features**

- In both key stages, standards of speaking and listening are very good. Pupils can express their ideas fluently and play a full part in class discussions. They listen attentively to each other and to teachers, respond orally with confidence and share ideas with understanding and clarity.
- From Y1 onwards, pupils learn to take turns when expressing their views and by the end of KS2, they employ well-reasoned and logical arguments to put forward their points of view, opinions and ideas. Pupils develop very good oracy skills in a variety of role-play situations, such as during drama club. Listening skills are well enhanced by the very strong sense of value that is placed on every individual’s ideas. Pupils are very good at discussing issues and points of view arising from the lessons.
- There is very good development of subject-specific vocabulary across the curriculum. From an early age, pupils are knowledgeable and able to use dictionaries to extend their vocabulary and to check their spellings. They use their reading skills well to research work in other subjects, using books, as well as the Internet.
- Standards of reading are very good in both key stages. Pupils are acquiring very good reading habits. The ‘Buddy reading system’ promotes good, adult, male role-models for boys. A well-resourced library with a wide range of fictional and non-fictional books fully supports pupils with the development of their reading. Pupils’ phonic skills are very well developed in KS1 and pupils with SEN are well provided with strategies to develop their confidence, self-esteem and reading skills.
- By the upper end of KS2, most pupils are proficient readers who have decided tastes for different genres of writing and for different authors, such as Enid Blyton and Roald Dahl. More able pupils are able to read fluently with expression and confidence. They describe

---

plots with ease and speak with interest about the characters in the stories they read. Book reviews effectively summarise the main points and encourage others to read their favourite books. Prediction skills are very well developed and they can use texts to infer and deduce.

- The quality of writing is very good and the emphasis the school gives to developing pupils' writing and presentation is reflected in the quality of their work. Writing skills show very good development from the early years onwards. Teachers make very good use of every opportunity to develop writing; they are keen to promote a wide range of writing styles across the curriculum. Pupils write very well in different forms and for different purposes and progression is seen in both imaginative and descriptive work. Teachers establish different moods for writing by setting the scene, such as, 'walking along a sandy beach as a beachcomber'. Pupils of all ages use these opportunities to refine their own thoughts, and take opportunities to evaluate their own work before completing their tasks. Pupils enjoy reading and listening to completed tasks, such as poems they have written about 'beach-combing'. Year 4 pupils' wide understanding of literature is well illustrated, for example in their clear explanation of terms, such as 'a red herring' and they apply this knowledge in their work on 'argument and persuasion'. Older pupils use 'instructional and persuasive text' most effectively, when designing 'fire safety' leaflets. Higher attaining pupils' writing is lively and thoughtful, sustained and developed.
- Pupils make good progress in planning, drafting and redrafting their written work, often using their word-processing and desk-top publishing skills to help them develop their editing skills. Pupils confidently use the computer to generate final draft.
- Individual target cards are used most effectively to support their learning. Pupils become more self-critical in analysing and reviewing the quality of their work as they mature. This results in good sentence construction, very good use of punctuation and very good use of vocabulary.
- Handwriting skills are very good with presentation of work being of a high standard. This is reflected in the very high quality of display throughout the school. Literacy skills are very well used in other areas of the curriculum.

### **Shortcomings**

- There are no significant shortcomings.

### **Mathematics**

Standards of achievement are very good in KS1 and good in KS2. All pupils, including those with SEN, make very good progress in KS1 and good progress in KS2.

### **Good features**

- Pupils in KS1 build on the very good foundation established in the reception class and by the end of Y2, pupils have a good knowledge and understanding of number. They add and subtract, double and halve numbers mentally to 20 and beyond. Most pupils understand negative numbers and use them appropriately in calculations, such as those involving money.
- By the end of Y2, pupils know the names of common two and three-dimensional shapes and describe their properties, including the number of corners and sides. Pupils use both standard and non-standard units to measure length and mass. Pupils tell the time using analogue and digital means to the nearest quarter hour.

- 
- By the end of Y2, pupils apply their developing mathematical skills to solve simple problems. They respond appropriately to questions, such as when costing a shopping list, and most pupils can explain their thinking.
  - By the end of KS2, virtually all pupils use their understanding of place value to undertake all four mathematical operations, including the use of decimals to two places. Pupils recognise the inter-relationships between fractions, percentages and ratios and are proficient at using calculators and non-calculator methods.
  - By the end of KS2, pupils measure and draw angles to the nearest degree and can identify acute, right, obtuse and reflex angles. Pupils draw two and three-dimensional shapes and identify lines of symmetry. They find areas of regular shapes, such as rectangles, by the use of multiplication and understand the use of appropriate formulae. They calculate volume of cubes and cuboids by the use of multiplication and explain their methods.
  - By the end of Y6, pupils record data using frequency tables and represent their data graphically. These pupils are familiar with the concept of probability and use mode, median and mean appropriately. Pupils are able to interpret line graphs and draw appropriate inferences.
  - Pupils solve mathematical problems competently and present information and results in a clear, organised way. More able pupils search and develop their own strategies for solving problems.
  - Pupils' ICT skills are well used to help them with mental calculations and to consolidate their learning. Pupils in both key stages use their mathematical skills in practical contexts, such as when recording scientific investigations. Virtually all pupils present their work in a clear organised way.

### **Shortcomings**

- There are no major shortcomings but pupils' mental skills in KS2 are underdeveloped.

### **Science**

Standards of achievement are very good in KS1 and good in KS2. All pupils, including those with SEN, make very good progress in KS1 and good progress in KS2.

### **Good features**

- Pupils in KS1 build on the very good foundation established in the reception class and by the end of the key stage, most pupils have a good knowledge and understanding of the programme of study. Pupils undertake practical work methodically when finding out the best conditions for seed germination. They record their results in tabular form and draw realistic conclusions.
- Pupils in KS1 differentiate between living and non-living things. They can correctly identify a range of small animals found in habitats in the school grounds and pupils are familiar with the stages in the life-cycle of the butterfly and frog. Most pupils can name the major organs of the flowering plant and describe their function.
- Pupils in KS1 can distinguish between natural and man-made materials and group them according to their properties. By the end of Y2, most pupils have a clear idea that the properties of materials determines their use.
- Pupils in KS1 know that many household appliances need electricity to make them work. Pupils in Y2 are aware (from their studies in history) that this is a modern phenomenon

---

and following a visit to Swansea museum, they are aware of life before electricity. Pupils are made well aware of the dangers of mains electricity. Pupils in Y2 know that the sun is the primary source of light and how shadows are formed. Most pupils in Y2 can construct their own electrical circuits and name the components in a simple circuit. They are beginning to use symbols to represent the components, including battery and switch.

- By the end of KS2, pupils have well-developed experimental skills and a notable feature is their very good presentation skills. Experiments are well planned and pupils have a good understanding of the concept of a fair test. Pupils make realistic predictions of likely outcomes and conclusions are realistic and based on their experimental findings.
- By the end of KS2, pupils have a good understanding of the life-cycle of a flowering plant and can distinguish between germination, pollination, fertilization and seed dispersal. Very good use is made of the school's nature reserve to develop pupils' idea of animal adaptation to their habitat. Pupils in Y6 can name and describe the functions of major body organs and recognise the inter-dependence of body organs, for example, the lungs are the site of gaseous exchange, the blood transports gases to the muscles that create movement.
- Pupils in KS2 know that materials can change when heated or cooled and that some of these changes are reversible. Pupils know that mixtures can be separated depending on the properties of the components, such as when separating salt and sand.
- Pupils in KS2 can name different sources of light and understand how the length of a shadow cast by the sun, changes during the course of a day. Pupils are aware that the earth's daily rotation produces day and night and that the sun's apparent position alters during the year. Pupils know that the eye is the organ that is sensitive to light and that it is sensitive to reflected light. By the end of Y6, pupils name a variety of forces including gravity and magnetic forces.
- Pupils' ICT skills are used appropriately to support their learning.

### **Shortcomings**

- There are no significant shortcomings but pupils in KS2 have insufficient opportunities to develop their individual thinking skills through investigative work.

### **Welsh second language**

Standards of achievement are good in both key stages. All pupils, including those with SEN, make good progress.

### **Good features**

- Pupils in KS1 listen well and understand phrases and short sentences spoken by their teacher and respond appropriately. More able pupils have an increasingly diverse vocabulary and seek opportunities to use the language independently, as when greeting a visitor.
- By the end of Y2, pupils recognise and understand familiar words and phrases in everyday use as displayed in their classrooms and around the school. Pupils converse with each other about themselves, where they live and about their likes and dislikes. Welsh words are also used for labelling work.
- By the end of Y2, pupils write short sentences and can read what they have written. Pronunciation, in the main, is good and pupils understand what they read.

- 
- Pupils' vocabulary and competence develops across KS2 and by Y5 pupils engage in conversation incorporating familiar phrases and short sentences. Pupils in Y5 show interest in the language and the more able pupils have a satisfactory grasp of the past and future tense. Pronunciation is generally good and the more able pupils understand the difference between familiar and more formal language.
  - Pupils in Y5 write in coherent sentences and read and understand what they have written. The written work incorporates good expression and is well organised. Words are spelt correctly and punctuation is used appropriately.
  - The language is well used across the curriculum and most teachers seek appropriate opportunities to use the language as part of daily classroom communication. Teachers identify "*helpwr y dydd*" who has the responsibility of formally dismissing the class.
  - A notable feature that substantially contributes to the good standards is teachers' enthusiasm for the language and the effort they have made, and are making to learn and use the language. The good standards evident in the school are further enhanced by the support provided by the LEA advisory teacher.
  - Information and communications technology is well used to reinforce pupils' learning.

### **Shortcomings**

- There are no significant shortcomings but more emphasis needs to be given to develop pupils' reading and writing.

### **Design and technology**

Standards of achievement are good in both key stages. All pupils, including those identified with SEN, make good progress.

#### **Good features**

- By Y2, pupils have a good basic understanding of the design process and practically all the pupils are able to gather information to support ideas when designing and making 'Joseph's multi-coloured coat'. Appropriate methods to cut, shape and join materials match design features.
- There is good planning and evaluation of what has been produced. Children are able to use an interactive whiteboard to identify the parts of a tractor when designing and making vehicles. Good use is made of the computer to illustrate designs. Children use 'dazzle' to draw and colour vehicles. Pupils are able to open, select appropriate print, draw design, print and save their work.
- Pupils in Y5, have a good understanding of moving toys, their mechanisms, particularly linear and rotary movement, and the how a 'cam' is used to determine motion. After group discussions and evaluations, pupils are able to clearly explain how each mechanism works.
- Pupils in KS2 have a good understanding of linear and rotary motion and are able to apply this understanding to begin to design toys for younger children.
- Pupils in both key stages are well aware of health and safety issues and act accordingly.

### **Shortcomings**

- There are no significant shortcomings.

---

## Information technology

Standards of achievement are good in both key stages. All pupils, including those with SEN, make very good progress.

### Good features

- Pupils display confidence and competence in the use of ICT and apply their knowledge and understanding very well in other subjects, such as English and geography.
- Pupils in KS1 know that icons represent particular programs, such as “*dazzle*” and are able to select appropriate paint tools, such as ‘spray can’ or ‘flood’. They confidently save and retrieve work and are able to print the results of their work, arranging the layout to achieve the most pleasing effect. They use the mouse with great ease and can click and drag effectively.
- Pupils are able to use the interactive whiteboard effectively when sharing ideas with the class about the parts of a tractor in design technology. They use the tools with confidence and this supports their explanations to the class.
- Pupils in Y3 are able to use the interactive whiteboard in supporting their understanding of co-ordinates and are able to use its tools to change colours and draw images that represent the correctly selected co-ordinates. Pupils are able to work independently using class-based computers to support their understanding of co-ordinates.
- By the end of KS2, pupils are able to use a simple database that provides information about the ‘Planets of the Solar System’. They are well aware of the importance of accurate information and instructions being given. Pupils are able to use digital cameras and download imagery into their files. They can access and save information, using Welsh, to their individual files. Pupils have scanned photographs about the history of the ‘Second World War’ into a library store for access to support a history project.
- Pupils have used ‘Super Logo’ to program a turtle on screen. They have produced a logo workbook that catalogues the images that they have created. These include tessellating regular hexagons, which have involved a complete understanding of the mathematical properties of a regular hexagon.
- Pupils are beginning to use the Internet to access sites that support their learning. Pupils in Y5 and Y6 have started to e-mail each other and the school plans to e-mail a partner school. Year 5 pupils are developing their use of PowerPoint presentations to support their evaluations and explanations of work that has been undertaken.
- A significant feature of the school is that pupils of all ages and abilities use the computers frequently and competently as an integral part of their learning. The school is developing a new web-site that involves the work of all classes.

### Shortcomings

- There are no significant shortcomings.

## History

Standards of achievement are very good in both key stages. All pupils, including those with SEN, make very good progress.

### Good features

- 
- Pupils' work shows increasing knowledge and understanding of aspects of history and, in particular, the history of the local area. This aspect is very well developed through visits to the locality and further afield and the rich variety of artefacts in the school. This, very effectively, develops pupils' interest in local history and substantially raises their knowledge and understanding.
  - Pupils in KS1 have a developing sense of chronology and recall facts about famous people and sequences of events. They relate the Great Fire of London and how the houses and narrow streets allowed the fire to spread. Pupils in Y2 know of historical figures, such as Samuel Pepys, and how we can find out about the past.
  - Pupils in KS1 have a very good understanding of the concept of change. They recognise that, individually, they change as they get older and that the life of children has changed over time. In their study of the Victorians, pupils are well aware of the lifestyle of Victorian children and how it compares with their own.
  - By the end of KS2, pupils have a very good sense of the social aspect of history and show empathy with characters and events. Pupils in Y6 describe the feelings of evacuees during the Second World War following their historical studies. Pupils of this age are also making links between relevant causes and consequences of events, such as those leading up to the Second World War.
  - In both key stages, pupils' literacy skills are very well developed through their study of history. Pupils have very good opportunities to write using a range of genres to show their knowledge and understanding of past occurrences. This includes factual accounts and imaginative descriptions of historical events. A notable feature of the work is the strong cross-curricular links evident in pupils' work and this is very effective in developing pupils' all-round perspective of past events.
  - The culture and heritage of Wales is a well-established feature of the work. This focuses on the pupils' own locality and this is very effective in developing their ideas of how the present is linked to the past.
  - Good use is made of pupils' developing ICT skills both in terms of finding information and recording their findings.

### **Shortcomings**

- There are no significant shortcomings.

### **Geography**

Standards of achievement are good in both key stages. All pupils, including those with SEN, make good progress.

### **Good features**

- Pupils in KS1 have a good knowledge of their local environment and can differentiate between natural and man-made features. Pupils use geographical terms correctly to identify rivers, roads and different types of houses.
- Pupils in KS1 use symbols on local maps and locate features on their map using two-figure map references. They are aware of jobs people do and are beginning to understand some of the changes that have happened locally.

- 
- Pupils in KS1 have studied a beach environment and compared and contrasted it with their own locality. Most pupils identify their likes and dislikes and suggest some improvements that could be made.
  - Pupils in KS1 keep weather records and use symbols to represent weather conditions. They recognise seasonal changes in the weather.
  - Pupils in KS2 continue to make good progress with map work and understand that different scales are used. They are proficient in the use of atlases and know the major continents and oceans of the world, as well as being able to locate areas they have studied.
  - Pupils in KS2 have a good knowledge and understanding of contrasting environments. Their study of a seaside town in Wales enables them to identify why location is important and why people choose to holiday there. Their study of a less economically developed country enables them to understand how climate affects people's lifestyle.
  - Pupils in Y5 have a very good understanding of the concept of sustainable development. They are aware of the importance of recycling materials and are actively involved in recycling organic wastes that produce compost and used for growing seeds and flowers. These pupils recognise the interdependence of people across the world and the idea of global citizenship. The school has recently received an Eco School Award.
  - Good use is made of pupils' ICT skills, enabling them to gain further insight into life in different countries.

#### **Shortcomings.**

- There are no significant shortcomings.

#### **Art**

Standards of achievement are very good in both key stages. All pupils, including those with SEN, make very good progress.

#### **Good features**

- Pupils in both key stages use an extensive range of materials, tools and techniques when experimenting with colour and tone to create atmosphere and effect. This is highlighted by the very good standards evident in the display work around the school.
- Pupils' very good artistic skills are well used to illustrate and enhance their work across the curriculum; for example, Y4 pupils' study of an Indian village is well linked to Indian art. Work on "shadows" in science is naturally linked to light and dark images in art.
- By the end of KS1, pupils confidently explore and experiment with line, shapes and colour using both the local environment and the work of other artists as a stimulus. Pupils have very good opportunities for observational drawings and are provided with a useful collection of pens and pencils to work out of doors.
- By the end of KS2, pupils have well developed skills and confidently work in two and three dimensions. They experiment practically and imaginatively with a variety of methods, applying a broad knowledge of visual qualities. Pupils explore and record their ideas and feelings from observation and imagination.
- Pupils in both key stages have very good opportunities to examine the work of famous artists, craft workers and designers to develop an awareness of the methods used by different artists. Younger pupils recognise similarities and differences between their own

---

practical work and that of others, whilst older pupils record their ideas and feelings from observation such as their appraisal of Noel Coward's "Two Nuns".

- By the end of Y6, pupils have studied the work of a wide range of Welsh artists and how their work reflects where they lived. Pupils' knowledge and understanding is further enhanced by museum visits, such as to the Glyn Vivian Gallery, and seeing artistic representation of Swansea during the Second World War.
- Pupils in both key stages have benefited from visitors to the school, including "Artists in Residence". This has enabled pupils to use different materials in their work, such as when producing their "willow sculpture" using naturally occurring materials. Three-dimensional work also involves textiles and materials, including clay, such as in pupils' representations of Greek sculpture.
- Pupils in Y5 have used photography to display aspects of the local environment and their understanding of photography enhanced by work in a mobile dark room. Digital photography is used increasingly to record images and pupils' work.
- Pupils of all ages make very good use of their ICT skills to find and present information. In this they build on the very good foundation established in the reception class.

### **Shortcomings**

- There are no significant shortcomings.

### **Music**

Standards of achievement in music are very good in both key stages. All pupils, including those with SEN, make very good progress.

### **Good features**

- Singing in both key stages is very good. Pupils sing with enthusiasm and in tune. They have a good sense of rhythm and appropriate attention is paid to breathing, dynamics and pitch. Pupils in upper KS2 distinguish between high and low pitch sounds. They maintain their own part whilst performing by ear and from simple notations. Pupils are able to perform in a small group, playing instruments, such as, maracas, tambourine and xylophone in front of a large audience. Pupils sing and use a count of four to create an interval within their singing, providing them with an opportunity to show how 'mood' can be developed within a song.
- Pupils listen attentively to music played in assembly, such as music sung by 'Catatonia'. All pupils enjoy singing in assembly.
- Pupils in KS1 play simple patterns on percussion instruments in tune and to a steady beat. Year 2 pupils explore sounds of the seaside. They discuss previous work, evaluate and record performances and compose music using a variety of instruments, including, violin, drum, triangle and xylophone.
- Pupils in Y6 listen to and evaluate Welsh and French music. They successfully compose and practise their music, as well as perform their compositions in front of the class. Groups of pupils appraise each other; they make evaluations, such as, 'rhythm was good' and 'kept in tune'.
- Pupils in KS2 have the opportunity of learning to play the violin. Pupils are keen to learn, listen well and successfully play 'German tune' as an ensemble.

- 
- As part of extra-curricular activities, the school choir sings for school events as well as singing for the local community and are often accompanied by the 'Loughor Brass Band'. They sing songs with pride and enthusiasm, including 'Calon Lân' and 'The Lullaby of Broadway'. Pupils appreciate and value the opportunity of singing in a large group.

### **Shortcomings**

- There are no significant shortcomings.

### **Physical education**

Standards of achievement are good in both key stages. All pupils, including those with SEN, make good progress.

### **Good features**

- Pupils in both key stages understand the need to warm up before undertaking vigorous activity and describe body changes during exercise, such as increased heartbeat.
- Pupils in Y2 respond promptly to instructions and move safely around the hall, taking effective avoiding action when necessary. They react imaginatively to instructions and perform a good range of activities confidently, displaying good control.
- Pupils in Y2 improve their performance through practice and can extend simple movements into a sequence linking their actions smoothly. Pupils show good competence when transferring their body weight from feet to hands.
- Pupils in Y6 have well-established routines when working in the hall. They handle equipment carefully and with good attention to safety.
- Pupils in Y6 are able to devise appropriate strategies to create complex sequences of movement and adapt their own performance so as to improve the quality of their own work. They take responsibility for planning their work.
- The school reports that virtually all pupils learn to swim and all pupils benefit from the very extensive range of extra-curricular sporting clubs and activities.
- Pupils in KS2 benefit from the extensive range of extra-curricular activities and this reinforces the development of specific skills and their ideas of fair play.

### **Shortcomings**

- There are no significant shortcomings but pupils' awareness of the beneficial effects of exercise is underdeveloped.

### **Religious education**

Standards of achievement are very good in both key stages. All pupils, including those with SEN, make very good progress. The school's scheme of work is based on the LEA locally agreed syllabus.

### **Good features**

- Pupils in KS1 have a good recall of stories from both the Old and New Testament. Pupils in Y2 name the major Christian festivals and their significance, including Christmas and Easter. They also recall other Christian celebrations in their own lives, such as baptism, and know its significance.
- Pupils in KS1, following their visit to the local church, name some of the major church artefacts and their significance to Christians. They know that the Vicar presides over

---

church services and speaks from the pulpit. They understand the significance of prayer as a way of speaking with God.

- Pupils in KS1 have a very good awareness of religious diversity. Pupils in Y2 have a very good knowledge and understanding of the Seder meal for Jews and the significance of the individual items of food. They know that Hanukkah is the Jewish festival of light and is celebrated in early winter.
- Pupils in both key stages understand the importance of friendship, caring for and respecting each other, and this is a notable feature of pupils' behaviour in school. Pupils are actively involved in supporting both local and national initiatives and this helps pupils to understand the plight of children less well off than themselves.
- Pupils' understanding of Christianity is very well developed throughout KS2. Their knowledge and understanding of Christian festivals and moral issues is further enhanced during the daily acts of collective worship. This is an integral part of the school day when pupils of all ages are eager to participate.
- In KS2, pupils' knowledge and understanding of other major world religions is very well developed and enhanced through cross-curricular work, such as that on India. This highlights to pupils how peoples' beliefs shape their daily lives and helps them to appreciate the similarities and differences between different religions.

#### **Shortcomings**

- There are no significant shortcomings.

## **8. SCHOOL IMPROVEMENT**

### **8.1 Progress Since the Last Inspection**

The last inspection identified the following key issues: -

In order to build on its many strengths the school needs to:

- raise standards in those subjects in which there are shortcomings;
- establish procedures for self-evaluation in order to identify priorities for development;
- institute procedures for gathering data on progress against agreed criteria which is then used to set measurable targets for improvement;
- produce a medium and long-term strategic plan which includes specific timescales, indicates responsibilities, identifies success criteria and which is closely aligned to the school budget;
- consider the allocation of time to individual subjects and determine how to best use that proportion of time which is not devoted to the statutory curriculum;
- disseminate the good teaching practice which exists in the school.

Since the last inspection, the school has made very good progress in addressing the key issues.

- standards have been raised in virtually all subjects including those where there were shortcomings.
- the school has established self-evaluation procedures and identified priorities for development.

- 
- the school now routinely gathers data on progress against agreed criteria and sets measurable targets for improvement.
  - an effective strategic plan is now in place, including timescales, responsibilities, and identifies success criteria linked to school budget.
  - time allocation to individual subjects is now well proportioned. Good use is made of time not devoted to the statutory curriculum.
  - the school has successfully disseminated the good teaching so as to achieve the present high percentage of good and very good teaching.

## **8.2 Key Issues for Action**

In order to improve further, the school needs to:

- review the organisation of the under-fives classes so that it functions as a unit and to ensure that all children are well supported and have access to the school's facilities.
- identify the training needs of the classroom learning assistants and to ensure that they receive relevant professional training. To co-ordinate their roles so that their time and expertise is used to best effect.

## APPENDIX

### A. Basic Information About the School

Name of School	Casllwchwr Primary School
School type	Primary
Age-range of pupils	3-11
Address of school	56 Castle Street Loughor Swansea
Post-Code	SA4 6TU
Telephone Number	01792 892420

Headteacher	Mr S J Davies
Date of appointment	June 1986
Chair of Governors	C.Cllr Raymond James
Registered Inspector	Mr Eifion R Morgan
Dates of inspection	24-27 May 2004

### 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	27.5	24	29	26	25	30	28	28	217.5

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	9	2	10

<i>Staffing information</i>	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	21: 1
Pupil: adult (fte) ratio in nursery classes	11: 1
Average class size, excluding nursery and special classes	27
Teacher (fate): class ratio	1.28: 1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
	R	KS1	KS2	Whole school
Term 1	92.73	90.97	91.90	91.86
Term 2	93.83	93.54	93.04	93.47
Term 3	91.79	93.91	94.98	93.56

Number of pupils excluded during 12 months prior to inspection	1
--	---

## C. Results of National Curriculum Assessments and Public Examinations

END OF KEY STAGE 1: 2003

National Curriculum Assessment KS1 Results: 2003			Number of pupils in Y2: 22					
Percentage of pupils at each level								
			D	W	1	2	3	4
ENGLISH:	Teacher Assessment	School		5	5	73	18	
		National	0	4	14	63	20	0
EN: Reading	Teacher Assessment	School		5	5	73	18	
		National	0	4	14	55	27	0
EN: Writing	Teacher Assessment	School		5	14	69	11	
		National	0	5	14	69	11	0
EN: Speaking and listening	Teacher Assessment	School		3	12	63	22	
		National	0	3	12	63	22	0
MATHEMATICS	Teacher Assessment	School		0	9	50	41	
		National	0	2	11	63	24	0
SCIENCE	Teacher Assessment	School		0	5	64	32	
		National	0	2	10	66	22	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:	91	In Wales:	80
----------------	----	-----------	----

D Pupils who have been disapplied under sections 364 and 365 of the Education Act 1996 or, in the case of the Task/Test were absent.

W Pupils who are "working towards" level 1, but have not yet achieved the standards needed for level 1.

END OF KEY STAGE 2: 2003

National Curriculum Assessment KS2 Results: 2003			Number of pupils in Y6: 30											
Percentage of pupils at each level														
			D	A	N	B	W	1	2	3	4	5	6	
English	Teacher Assessment	School						3	13	43	40			
		National	0	0	0	0	1	5	16	45	29	0	0	
	Test /Task	School						3	7	47	43			
		National	0	2	1	0	0	4	12	41	38	0	0	
Mathematics	Teacher Assessment	School						3	24	46	27			
		National	0	0	0	0	1	4	19	46	30	0	0	
	Test Task	School					0	3	20	57	20			
		National	0	5	1	0	0	4	18	42	33	0	0	
Science	Teacher Assessment	School							3	63	30			
		National	0	0	0	0	0	2	13	49	35	0	0	
	Test Task	School						0	7	73	20			
		National	0	2	0	0	0	1	9	48	39	0	0	

D Pupils who have been disapplied under sections 364 and 365 of the Education Act 1996.

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 Pupils not entered for tests because they are working outside the levels of the tests.

W Pupils who are "working towards" level 1, but have not yet achieved the standards needed for level 1.

<b>Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)</b>			
<b>by Teacher Assessment</b>		<b>by Test</b>	
In the school:	70	In the school:	73
In Wales:	70	In Wales:	63

#### **D. The Evidence Base of the Inspection**

The inspection was carried out by a team of three inspectors over a four-day period. The report was based on evidence from:

- the observation of 38 lessons or sessions;
- listening to a representative sample of pupils reading;
- discussion with groups of pupils to ascertain their knowledge and understanding of subjects and to seek their views of the school;
- the scrutiny of teachers' plans, assessment records and co-ordinators' documents;
- the scrutiny of other school documents;
- interviews with the teaching staff about their roles and responsibilities;
- discussion with the headteacher;
- pre-inspection meeting with staff, governing body and parents;
- attendance at a staff meeting;
- the analysis of questionnaires returned by parents;
- the observation of pupils' behaviour in lessons, in and around the school at break times, lunch times and before and after school;
- attendance at school assemblies and acts of collective worship;
- the observation of a range of extra-curricular activities;
- tour of school building and grounds.

## E. Composition and Responsibilities of the Inspection Team

Inspector	Type	Aspect Responsibilities	Subject Responsibilities
Mr Eifion R Morgan	RgI	The School and its priorities Main findings Standards achieved in subjects and areas of learning. Standards achieved in key skills across the curriculum. Teaching. Curriculum. Quality of self-evaluation and planning for improvement. Leadership and efficiency. Progress since last inspection. Key Issues for Action.	Welsh second language. mathematics science history geography art physical education religious education.
Mrs Janet Warr	Lay	Pupils' spiritual, moral, social and cultural development. Behaviour and attitudes. Attendance. Support, guidance and pupils' welfare. Partnership with parents and community, schools and other institutions. Partnership with industry.	
Mr Stuart Herbert	Team	Assessment, recording and reporting. Provision for pupils with special educational needs. Staffing, accommodation and learning resources.	early years. English design and technology. information technology music

*The visiting inspectors wish to thank the governors, the headteacher and all the staff for the co-operation and courtesy they received during the inspection.*