

REPORT

on the

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

**CWM PRIMARY SCHOOL
JERSEY ROAD
BONYMAEN
SWANSEA
SA1 7DL**

School Number: 670/2010

Date of Inspection: 18 – 20 November 2002

By

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Under Estyn contract number: T/78/02P

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CURRICULUM NOMENCLATURE AND KEY STAGES

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

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

	R	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Years	4-5	5-6	6-7	7-8	8-9	9-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18

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

GRADE DESCRIPTIONS

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

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

CONTENTS

	Page
1. CONTEXT	
The school and its priorities	1
2. MAIN FINDINGS	
The main findings of the report	1
3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS	
3.1 Standards achieved in subjects and areas of learning	4
3.2 Standards achieved in key skills across the curriculum	5
4. ETHOS OF THE SCHOOL	
4.1 Pupils' spiritual, moral, social and cultural development	6
4.2 Behaviour and attitudes	6
4.3 Attendance	7
5. QUALITY OF EDUCATION	
5.1 Teaching	7
5.2 Assessment, recording and reporting	8
5.3 Curriculum	9
5.4 Support, guidance and pupils' welfare	10
5.5 Provision for pupils with special educational needs (SEN)	11
5.6 Partnership with parents and community, schools and other institutions	11
5.7 Partnership with industry	12
6. MANAGEMENT	
6.1 Quality of self-evaluation and planning for improvement	12
6.2 Leadership and efficiency	13
6.3 Staffing, accommodation and learning resources	13

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

Provision for the under-fives	14
English	16
Mathematics	17
Science	18
Welsh second language	19
Design and technology	20
Information technology	21
History	22
Geography	22
Art	23
Music	24
Physical education	25
Religious education	25

8. SCHOOL IMPROVEMENT

8.1	Progress since the last inspection	26
8.2	Key issues for action	27

APPENDIX

A.	Basic information about the school	29
B.	School data and indicators	29
C.	Results of National Curriculum assessments and public examinations	30
D.	The evidence base of the inspection	32
E.	Composition and responsibilities of the inspection team	33

1. CONTEXT

The school and its priorities

Cwm Primary school is situated in Bonymaen which is a residential area on the northern outskirts of Swansea. The school describes the area as neither prosperous nor economically disadvantaged, but with some areas of economic disadvantage. The school describes its intake as comprising many less able pupils and few able pupils. There are 134 pupils on roll and a further 19 attend the nursery class on a part time (morning) basis. Twenty-seven (20%) of the pupils on roll have been identified as having special educational needs, of whom two have a statement of educational needs. In all, 56 pupils (42.64%) are entitled to receive free school meals and this is well above the National average. All pupils come from English speaking homes and about a quarter of them have had some experience of pre-school education.

The school was formed by the amalgamation of the former infant and junior schools and comprises of two buildings some 200m apart. The junior department is housed in a traditional stone building whilst the infant department occupies a flat roofed building that has been partially renovated.

The school aims to provide a range of experiences that will help pupils grow physically, intellectually, morally and emotionally. The school states that its main target is for every child to achieve his/her potential.

The school was previously inspected in May 1997.

2. MAIN FINDINGS

The main findings of the report

The school is a happy, caring community where pupils' behaviour and attitudes are good. Pupils' welfare is given a high priority and the provision made for pupils with special educational needs is good.

- The educational provision for children under five is good and successfully promotes the desirable outcomes for children's learning. Many children entering the nursery have underdeveloped literacy, numeracy, personal and social skills but they make good progress. By the time they leave the reception class they have achieved good standards in the six areas of learning. In summary, standards are as follows:

Language, literacy and communication skills	Good
Personal and social development.	Good
Mathematical development	Good
Knowledge and understanding of the World.	Good
Creative development	Good
Physical development	Good

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

Subject	Key Stage 1	Key Stage 2
English	Good	Satisfactory
Mathematics	Good	Satisfactory
Science	Good	Satisfactory
Welsh second language	Good	Satisfactory
Design & Technology	Good	Satisfactory
Information Technology	Satisfactory	Satisfactory
History	Unsatisfactory	Satisfactory
Geography	Unsatisfactory	Satisfactory
Art	Satisfactory	Satisfactory
Music	Good	Satisfactory
Physical Education	Satisfactory	Good
Religious Education	Satisfactory	Satisfactory

- The standards of achievement reflect the progress pupils make. Progress is good in KS1 in the three core subjects of English, mathematics and science and also in Welsh second language, design and technology and music. Progress is satisfactory in information technology, art, physical education and religious education, but unsatisfactory in history and geography. Progress is satisfactory overall in all subjects in KS2 apart from physical education where it is good.
- The provision for pupils with special educational needs (SEN) is good with some very good features. Effective procedures are in place for the early identification of pupils with learning difficulties and tasks are well matched to their needs. Very effective tracking procedures are in place and these pupils are well supported both in withdrawal groups and in class. These pupils make good and often very good progress.
- Standards of achievement were good in approximately 26% of lessons seen during the inspection, satisfactory in 68% and unsatisfactory in 6%.
- The school's results in the NC Assessments (2002), by teacher assessment, showed that pupils' attainment at the end of KS1 are broadly in line with National averages and with the local education authority's (LEA) results. The school's results are above those for similar schools in Wales, based on the number of pupils eligible to receive free school meals. The end of KS2 results show that they are below National averages, the LEA's results and those for similar schools in Wales. Over the last five years up to 2001, results in both key stages have improved consistently.
- Pupils' key skills of literacy, numeracy and information and communications technology (ICT) are satisfactory overall. The majority of pupils listen well in classes particularly where the teaching is good. Their speaking skills are satisfactory in both English and Welsh, although some pupils lack confidence to speak. Reading standards vary considerably, however, there are pupils in every class who read well, and overall standards are satisfactory. Pupils' standards of writing are highly variable and whilst some good writing was seen in KS1, the quality of writing across the curriculum in the

latter years of KS2 is unsatisfactory. The over use of work sheets means that there are too few opportunities for extended writing and too little attention is given to good presentation.

- Numeracy and ICT skills are satisfactory overall. In some subjects such as in science and geography they are well used but are not consistently developed across the curriculum. The school does not have a whole school plan for the progressive development of key skills across the curriculum and this adversely affects pupils' development of these skills. Pupils' full potential will only be achieved when a whole school plan is in place and the recently established computer suite is used to its full potential.
- During the inspection, 38 lessons or part lessons were observed. The quality of teaching overall was satisfactory in approximately 47%, good in a further 47%, and unsatisfactory in the remaining 6% of lessons. Good teaching was characterised by well-structured lessons, challenging activities for pupils, and tasks well matched to their abilities. Pupils are very well supported by the Classroom Learning Assistants and this has a very positive effect on their learning. However, among the shortcomings in the teaching were insufficiently differentiated tasks and tasks not well matched to pupils' ability, particularly of the more able pupils. Pupils are too often engaged in menial tasks, and the older and more able pupils are insufficiently challenged and are given too few opportunities to engage in independent study. Teacher expectations are too low and the quality of the written work across the curriculum particularly towards the end of KS2 is unsatisfactory.
- The curriculum is broad and balanced and suitably enhanced by visits and visitors to the school. Pupils take part in a good range of extra curricular activities and the school ensures equality of access and opportunities for all pupils. There are no pupils learning English as an additional language and the school has no gifted or talented pupils.
- The quality of assessment and record keeping is satisfactory and the reports to parents are of a good standard. Teachers' weekly plans include assessment opportunities, and the assessment and recording of progress made by pupils with SEN are good. However, overall assessment lacks consistency and is not sufficiently used to ensure that tasks are well matched to pupils' needs so as to promote higher standards. Assessment of pupils' performance in the foundation subjects is underdeveloped.
- The overall provision for spiritual, moral, social and cultural development is good. The daily acts of collective worship meet statutory requirements and are well structured and enable pupils to reflect on current issues. Relationships are good and pupils co-operate well in class and in the playground. Older pupils accept responsibilities and act accordingly. All pupils have a good sense of right and wrong and they respect other peoples' views, values and beliefs. Pupils have a good understanding of the culture and traditions of Wales and 'Y Cwricwlwm Cymreig' is well developed through the school curriculum and other school events. All aspects of school life are socially inclusive and the school is successful in ensuring equality of access and opportunity for all pupils. The school has a policy for racial equality and all pupils are tolerant of each other and there is no evidence of tension between pupils. They respect each other, their teachers and other adults in the school.

- Procedures for supporting and guiding pupils and to ensure their welfare are good. Pupils' behaviour is good and overall pupils' attitude to learning makes a positive contribution to the quality of life at the school. Attendance is satisfactory and the school has effective procedures for maintaining and improving attendance. Procedures comply with the National Assembly for Wales (NAW) circular 3/99. Most pupils arrive punctually and lessons start promptly.
- The quality of self-evaluation and planning for improvement is satisfactory. The school has successfully addressed issues raised in the previous inspection report and the school has identified areas for improvement. However, the evaluation of standards in curricular subjects and planning for improvement is underdeveloped. The School Development Plan identifies in general terms areas for improvement but the planning programme is not sufficiently detailed.
- The quality of leadership is good and the school is effectively managed. The headteacher is actively involved in all aspects of school life, is accessible to staff and parents and is firmly committed to the wellbeing of all pupils.
- The Governing Body (GB) is fully supportive of the school and is kept well informed by the headteacher. All major decisions are fully discussed and spending directly linked to educational priorities. GB reports to parents meet statutory requirements.
- Routine administration is carried out efficiently and the day to day running of the school is undertaken with the minimum of disruption to the teaching programme. The separate locations of the infant and junior departments mitigate against regular informal discussion amongst staff.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards achieved in subjects and areas of learning

- The overall provision for the children who are under five is good and successfully promotes the desirable outcomes. There is some inequality of provision between the classes containing early-years children but by the end of the reception stage standards are good and all pupils make good progress.
- Standards of achievement in KS1 are good in English, mathematics and science. They are also good in Welsh second language, design and technology and music. Standards of achievement are satisfactory in information technology, art, physical education and religious education, but unsatisfactory in history and geography.
- Standards of achievement in KS2 are satisfactory in English, mathematics and science. They are also satisfactory in Welsh second language, design and technology, information technology, history, geography, music, art and religious education and good in physical education.
- Pupils' progress is reflected in the standards they achieve. Progress is good in English, mathematics and science in KS1. In the other subjects progress is somewhat variable

being good in Welsh second language, design and technology, and music, satisfactory in art, physical education and religious education, but unsatisfactory in history and geography. Progress overall is satisfactory in KS2 in English, mathematics, science, Welsh second language, design and technology, information technology, history, geography, art, music and religious education. Progress is good in physical education.

- Pupils identified as having special educational needs (SEN) are making good and often very good progress in both key stages.
- Standards of achievement were good in 26% of lessons seen during the inspection, satisfactory in 68% and unsatisfactory in the remaining 6% of lessons.
- The results of the NC Assessments (2002) by teacher assessment, showed that pupils' attainment at the end of KS1 are broadly in line with National averages and with the local education authority's (LEA) results. The school's results are above those for similar schools in Wales, based on the number of pupils eligible to receive free school meals. The end of KS2 results show that they are below National, LEA results and those for similar schools in Wales. Over the last five years however results have consistently improved up to 2001.

3.2 Standards achieved in key skills across the curriculum

Standards of achievement in key skills across the curriculum are good in listening and satisfactory overall in speaking, reading and writing, and in the use of numeracy and ICT.

- In most lessons pupils listen attentively to their teachers and to the contributions of other pupils and respond appropriately. They listen carefully to instructions and act accordingly.
- Throughout the school, pupils answer teachers' questions appropriately, but not at great length. In KS2 pupils work well in pairs and discuss ideas and share information about maps. 'Circle Time' is helping pupils to develop their speaking skills.
- Reading skills vary considerably; there are pupils in every class who read well and overall standards are satisfactory. Pupils' writing skills are satisfactory overall but unsatisfactory towards the end of KS2. An over-reliance on worksheets means that pupils in both key stages do not progressively acquire the forms of writing associated with different subjects. Pupils in Y5 and Y6 do not tackle successfully an increasing and appropriate range of written work, and the standard of presentation of much of their work is unsatisfactory. Their library skills are underdeveloped.
- Pupils apply their developing numeracy skills appropriately and in a variety of contexts. In science, they measure the length of time it takes a toy to run down a slope and, in geography use a scale and a ruler to calculate distances between towns on maps.
- Pupils use a satisfactory range of ICT skills for a range of purposes. Their full potential of the recently established IT suite is yet to have its full impact.

- Opportunities for pupils to apply key skills in their work across the curriculum are identified in teachers' weekly plans but there is no overall planning for the progressive development of these skills across the curriculum.

4. ETHOS OF THE SCHOOL

4.1 Pupils' spiritual, moral, social and cultural development

The overall provision for spiritual, moral, social and cultural development of pupils is good and they respond well to the opportunities provided.

- The school has a positive ethos that emphasises valuing pupils as individuals and respecting their rights, values and beliefs. Pupils are developing a set of values that informs their perspectives on life. For example, in assembly they consider that many things that do not, in themselves, have any financial value are precious and important to people.
- Pupils are learning the difference between right and wrong and show respect for one another and their teachers. They are developing an awareness of the needs of others, for example, by showing empathy when they are unwell.
- Pupils develop the ability to collaborate as they move through the school. They are given responsibility in a number of ways; as helpers, monitors and message takers. Residential visits for older pupils provide good opportunities for them to co-operate, work as teams and share duties.
- The school provides many opportunities for pupils to develop an appreciation of their own culture. Trips to museums and galleries are linked to their work in history and art. They enjoy visits from the Splott Puppet Theatre and the Welsh Brass trio. Pupils in Y5 and Y6 have also taken part in regular drama performances at the Taliesin Theatre.
- The school gives good emphasis to developing 'Y Cwricwlwm Cymreig'. Extra-curricular activities such as the Urdd club for pupils from Reception to Y6 contribute to their cultural development. All pupils in the school have equality of opportunity, and pupils are tolerant of other people's beliefs and cultures. There was no evidence of tension between pupils.
- There are no pupils at the school for whom English is an additional language.
- Daily assemblies make a good contribution to pupils' spiritual, moral, social and cultural development and usually include a few albeit brief moments for contemplation.

4.2 Behaviour and attitudes

Overall, the behaviour of pupils in school is good, and makes a positive contribution to the quality of life in school.

- Pupils are polite and respectful to teachers and visitors. They co-operate with one another and generally share equipment in a friendly fashion. They play together amicably.
- Most pupils are attentive and enthusiastic in their work in lessons. However, a minority of pupils can sometimes show challenging behaviour. Good classroom management however usually quickly brings these individuals under control, particularly when there is adequate classroom support.
- The school has good strategies for promoting good behaviour. Teachers' response to misbehaviour is consistent and uniform, with appropriate discipline and pastoral support given as required.
- There are effective strategies to prevent and eliminate all forms of discrimination, including bullying.

4.3 Attendance

Over the school year, attendance is above 91% and is satisfactory.

- The school has effective strategies for encouraging good attendance, and these have secured a significant improvement since the last inspection.
- Pupils are generally punctual in arrival at school in the morning and reconvene promptly for lessons after break and lunchtime during the day.
- Registration procedures, collation of statistics and liaison with the LEA and Education Social Work Services full comply with NAW Circular 3/99.

5. QUALITY OF EDUCATION

5.1 Teaching

- In all, 38 lessons or sessions were observed during the inspection. The quality of teaching was satisfactory or better in approximately 94% of lessons. It was good in approximately 47% of these but unsatisfactory in the other 6% of lessons.
- The quality of teaching in the under-fives classes is variable and ranges from unsatisfactory to good. The teaching of reception children is consistently good. Sessions are well planned, proceed at a lively pace and tasks are well matched to pupils' ability. In both the nursery and reception classes classroom, learning assistants make very worthwhile contributions to children's learning.
- The quality of teaching of pupils in KS1 was always at least satisfactory and good in about half the lessons observed. The quality of teaching in KS2 varied from unsatisfactory in 6% of lessons, satisfactory in nearly a half and good in the remainder.

- Good relationships are evident in all classrooms and pupils work in a supportive atmosphere. Pupils' individual and personal needs are well recognised by teachers, and classroom learning assistants are actively involved in pupils' learning in both key stages.
- Where the quality of teaching is good, lessons proceed at a good pace and are well planned. Tasks are well matched to pupils' ability and prior attainment and a range of teaching strategies are used so as to maintain pupils' interest and motivation. Classroom learning assistants make a valuable contribution to pupils' learning. In these lessons, teachers have a good knowledge and understanding of what they teach and use questions well to develop pupils' thinking. Pupils know that their contributions are valued and this effectively improves their self-confidence.
- In lessons where there are shortcomings in the quality of teaching the work is insufficiently differentiated and not well matched to pupils' ability and prior attainment. Tasks are not sufficiently challenging for the more able pupils and work incorporates too many menial tasks. There is an over-reliance on simple worksheets and insufficient opportunities for pupils, especially the more able, to engage in independent thinking and extended writing. Another shortcoming evident in lessons in the latter stages of KS2 is the too low expectation of pupils in terms of the presentation and reporting of their work. The teaching gives insufficient attention to high standards of presentation and quality of work.

5.2 Assessment, recording and reporting

The quality of assessment and record-keeping is satisfactory. The quality of reports to parents is good.

- The school's existing baseline assessment scheme has recently been reviewed and formalised for the Nursery. Baseline assessments in the Reception class are discussed with parents and inform the planning of activities for the children.
- Teachers' weekly plans include opportunities to assess pupils' achievements. Some good practice is evident, for example for those pupils who have SEN, where the teacher assesses precisely what pupils can and cannot do and addresses their needs in her teaching. However, there is a lack of consistency in the rigour with which assessment information is used to match tasks to pupils' needs and to promote higher standards.
- Personal targets are reviewed, and three new ones are set, for each pupil, in discussion with their teacher and parents every term. Older pupils are encouraged to evaluate and help set their own targets. A record of their targets is kept in their individual Record of Achievement files. Teachers sometimes remind pupils of their targets, where appropriate, during lessons.
- As a result of assessment, pupils are placed into sets, according to their ability, for English, mathematics and science so that teaching can be better directed to meet their needs. However, work is not always adapted to meet the range of individual abilities within sets. Reading tests among other strategies are used as a tool to discover those pupils who are in need of extra help.

- Effective and consistent assessment in foundation subjects is at an early stage of development. The school recognises this and plans to develop its arrangements for the assessment of pupils' progress in the foundation subjects in the near future.
- Portfolios of pupils' work kept by subject leaders are at various stages of development. Some of them are potentially useful and contain annotated samples of work. However, they are not used to ensure consistency of assessment of NC levels or to identify areas of strength and weakness and ways in which pupils' performance can be improved.
- The quality of marking is inconsistent. Some comments are specific, helpful and indicate ways in which the pupils' work could be extended and improved. Other comments, though positive, do not indicate reasons why a piece of work is good.
- Parents receive regular clearly written reports about their children's progress and achievements. Targets for further improvement are recorded and parents often take the opportunity to respond in the section provided for them.
- Pupils' performance in NC Assessment tests are analysed and general areas of weakness identified. However, the data is not always analysed in sufficient detail to provide a clear focus for the teaching.

5.3 Curriculum

The overall quality of the curriculum is satisfactory and meets statutory requirements. The religious education curriculum is based on the Local Education Authority's agreed syllabus.

- The curriculum provision for children in the early years is based on the desirable outcomes for children's learning. By the end of the reception year, children have experienced rich and varied learning experiences and are making good progress.
- The curriculum in KS1 and KS2 is broad and balanced and provides pupils with a satisfactory range of learning experiences. Pupils respond well to the arranged visits, and their curriculum is enhanced by the contribution of visitors to the school.
- There are policies and schemes of work for all NC subjects and religious education and there is a suitable programme in place for reviewing current schemes. Teachers' planning is based on the subject schemes of work. However, the work in KS2 is not always suitably challenging for all pupils and is not well matched to pupils' ability and prior attainment.
- Planning for pupils identified as having SEN is very good and tasks are well matched to their ability. These pupils are well supported and are making good progress.
- Lessons plans incorporate the teaching of key skills but in practice are taught incidentally as there is no whole school plan to ensure their progressive development of key skills across the curriculum.
- Classroom learning assistants work closely with class teachers and make a valuable contribution to pupils' learning.

- The monitoring of the curriculum by subject co-ordinators is satisfactory overall. However, this has not ensured a satisfactory history and geography curriculum in KS1 nor does it guarantee sufficiently challenging work across the curriculum for all pupils in KS2.
- Co-ordinators review pupils' work but this has not been used effectively to raise standards, particularly in the presentation of the work, to ensure good quality writing and sufficient independent work for the more able pupils.
- A good range of extra curricular activities is available to pupils in both key stages. This includes both games activities and other clubs and groups. Emphasis is also placed on whole school public performances when all pupils are encouraged to take part.
- The school's personal and social education (PSE) programme based on the Qualifications Authority for Wales Curriculum and Assessment (ACCAC) guidelines gives pupils good opportunities to develop their understanding of personal and social issues.
- The school gives good emphasis to developing Y Cwricwlwm Cymreig through the school curriculum and other school events, such as the St. David's Day eisteddfod. Pupils' understanding of ethnic and cultural diversity is satisfactory and pupils display tolerance of other peoples' points of view.
- All aspects of school life are socially inclusive and the school is successful in ensuring equality of access and opportunity for all pupils. There are no pupils for whom the NC is modified or for whom the NC is disapplied. There are no pupils in the school for whom English is an additional language. The school has not identified gifted or talented pupils.

5.4 Support, guidance and pupils' welfare

The overall provision for pupils' support, guidance and welfare is good.

- The school provides a warm, caring and secure atmosphere and all members of staff are caring and mindful of the pupils in their classes.
- Parents sign a home-school agreement, which aims to establish a partnership in supporting the welfare of the child. The headteacher and staff have a good knowledge of pupils' personal circumstances and parents are happy with the help and guidance their children receive in school.
- Pupils receive personal and educational guidance both informally and through a planned programme of personal and social education, delivered mainly through 'Circle Time.' Sex education follows guidelines issued by the LEA.
- Pupils' behaviour, attendance and punctuality are carefully monitored and recorded. Procedures for monitoring pupils' academic progress through the school is under-developed.
- Clear procedures are in place to deal with child protection issues and there are well-established links with outside agencies. The headteacher liaises closely with social

workers to ensure the safety and wellbeing of ‘looked after’ children and Personal Education Plans are developed for them.

- Health and safety audits are carried out annually and action is taken to address related issues that arise. All members of staff hold a current first-aid certificate. Accidents are carefully logged and the accident book is kept up to date.
- Relevant policies have been established to promote equal opportunities and racial equality and to deal with any incidents of bullying that might arise.

5.5 Provision for pupils with special educational needs (SEN)

The school’s provision for pupils with special educational needs is good with some very good features. All pupils are making good and often very good progress, they achieve good standards relative to their ability.

- The special educational needs co-ordinator (SENCO) provides a clear and positive lead to the school. The team of classroom learning assistants provides very good support for pupils identified as having special educational needs.
- The school’s SEN policy is a clear, detailed document that fully complies with the recommendations of the New Code of Practice.
- Pupils with learning difficulties are identified early in their school life and effective liaison between the SENCO and class teachers ensures that their needs are recognised and addressed promptly.
- The SEN register is well organised. Individual Education Plans clearly identify pupils’ needs and success criteria. Pupils’ progress is effectively tracked and new short-term targets set as current targets are met.
- Parents are encouraged to be actively involved in the learning partnership and in the pre-inspection parents meeting several spoke well of the way their children had benefited from the school’s provision. Parents are informed of their child’s particular needs and are invited to attend the school to review their child’s progress.
- A member of the Governing Body (GB) actively supports the work of the school and ensures that appropriate funding is in place. He works closely with the SENCO.
- There is close liaison with outside agencies including the educational psychological service.

5.6 Partnership with parents and community, schools and other institutions

The overall quality of these links is satisfactory.

- Parents receive clear documentation about the organisation of the school and the pastoral support their children can expect. There is a useful home-school agreement in place.

- Parents make a satisfactory contribution to school life, assisting in the classroom, on school trips and, through the newly constituted Parent Teachers Association (PTA), provide a social focus for parents and pupils and funds for the school.
- Links with the community are mutually beneficial. School premises are used by community groups, and pupils overall development is enhanced by visits to local sites, by visitors from local services and through making collections for local charities.
- Links with local secondary schools and within the cluster group are satisfactory.
- Reciprocal visits for staff and common In Service Training (INSET) with the secondary school enhance understanding between teachers but curriculum links with the receiving secondary school are underdeveloped.
- There are effective and mutually beneficial links with initial teacher training institute.

5.7 Partnership with industry

Links with industry are satisfactory.

- Visits to local businesses and other enterprises, and visitors to the school are sensibly used to compare and contrast work-related circumstances that pupils encounter in their curriculum studies.
- The school has benefited from sponsorship by industry. In particular pupils' appreciation of environmental issues has been enhanced by support for a tree-planting scheme at the school, and a sponsored fun-run focused on health and fitness.
- Links are satisfactory but the school does not make use of external advisory agencies, such as an Education Business Partnership to fully exploit the educational opportunities that industry offers.

6. MANAGEMENT

6.1 Quality of self-evaluation and planning for improvement

The quality of the school's self-evaluation procedures and its planning for improvement is satisfactory.

- The school's self-evaluation statement identifies progress since the last inspection and notes how it has created the conditions for improvement to date including changes in the physical and learning environment.
- The headteacher has a clear view of the range and nature of the areas for improvement that the school needs to address and directs resources effectively to these areas. However, governors, the senior management team and other members of staff are not sufficiently involved in the process of self-evaluation and planning for improvement.

- The School Development Plan (SDP) identifies, in general terms, areas for improvement. However, it does not indicate specific action to be taken, staff responsibilities, planned expenditure, resources or time schedules.
- Clear success criteria are not identified in the SDP, which means that the effectiveness of development planning and the success of school-improvement initiatives are difficult to monitor and evaluate.
- Subject leaders have a limited range of first-hand evidence of teaching and learning throughout the school in the subjects for which they are responsible. The evaluation of standards achieved in those subjects and planning for their improvement is therefore limited.

6.2 Leadership and efficiency

The quality of leadership provided by the headteacher is good and the school is run efficiently.

- The school is firmly committed to providing equality of opportunity for all pupils and this is reflected in the work of the school. The staff, including non-teaching staff, are committed to the well being of all pupils.
- The headteacher is actively involved in all aspects of school life and is accessible at all times to the staff and parents. He knows all the pupils very well and is sympathetic to their personal problems.
- The Governing Body is fully supportive of the school and is kept well informed by the headteacher. All major decisions are fully discussed in governors meetings. Annual Governors' Reports to parents are satisfactory.
- The headteacher in conjunction with the LEA's support officer, keep tight budget control and have ensured that spending is carefully monitored and related to the school's educational objectives. However, planning for the future is not well documented and the School Development Plan is not an effective working document.
- Major spending decisions are carefully considered by the Governing Body and effective worthwhile use has been made of grants made available to the school as aids to raising standards.
- Staff subject responsibilities have been identified and co-ordinators have a monitoring role for their subjects. In the main this is limited.
- Routine administration is carried out effectively by the school secretary and day to day routines are undertaken with the minimum disruption to the teaching programme.

6.3 Staffing, accommodation and learning resources

The school's staffing, accommodation and resources are satisfactory.

- The teaching staff are suitably qualified and experienced and have attended relevant INSET courses. During the inspection one class was taught by a temporary teacher due to the permanent teacher being absent due to illness.
- The accommodation comprises two buildings about 200 metres apart. This is a disadvantage as it mitigates against regular informal discussion amongst staff. The buildings are well maintained and secure. Pupils work is well displayed around the school and suitably enhances the learning environment.
- The main yard adjoining the junior building is sloping and this is a disadvantage when the yard is used for games. There is no suitable grassed area for games and athletic activities. Resources are overall satisfactory and the recently established IT suite will make a worthwhile addition to the school.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

Provision for the under fives

The educational provision in the Nursery has some weaknesses but the overall quality of provision for children under-five is appropriate to their needs. Many children enter school with limited language, numeracy, personal and social skills. Nursery children (3-4 year olds) achieve satisfactory standards. Reception children (4-5 year olds) make good progress and achieve good standards in the six areas of learning.

Good features

Language, literacy and communication skills

- Nursery children are developing confidence in talking individually to adults and in making simple statements about their experiences to the whole class. They listen to others when the conversation interests them. They are beginning to develop a repertoire of nursery rhymes and songs in English and Welsh.
- Reception children listen attentively and are beginning to offer more extended contributions to discussions. They spontaneously use Welsh words and phrases they have learned. These children enjoy looking at books and practise writing using a variety of writing implements and materials. They use their knowledge of letters to write messages in greetings cards and to write orders in the class café.

Personal and social development

- Most children in the Nursery have settled into the class routine. They co-operate in role-play activities in mixed gender groups and concentrate for reasonable periods when engaged in activities that interest them. They collaborate well in tasks such as completing jigsaws and making patterns with bricks.

- Reception children show increasing independence and involvement in their activities. Most of them undress themselves ready for physical education, co-operate effectively to put out apparatus and wait patiently for their turn. They have formed good relationships with adults and other children.

Mathematical development

- Nursery children show an interest in numbers and can count up to five on their fingers to accompany a number rhyme. Older children can reliably count beyond five. They are developing mathematical concepts such as ‘high’ and ‘low’ in their role-play activities in ‘Bob the Builder’s yard.’
- Reception children count accurately to 10 and recognise these numbers when written. Most of them can name circles, squares and triangles and have a good understanding of mathematical concepts such as ‘less’ and ‘more.’ They are developing their understanding of the mathematics of money in role-play in the class café.

Knowledge and understanding of the world

- Nursery children are aware of some of the jobs people do. They are developing an awareness of some of the signs of autumn. Children’s understanding of food is developed through regular opportunities to cook, and several are beginning to use computers.
- Reception children understand changes that occur in autumn. They know that there are different kinds of seeds and that they need water to grow into plants. They understand important events in families such as birthdays and weddings and are developing an awareness of celebrations in other cultures, such as Divali.

Physical development

- Nursery children use wheeled toys confidently and, with some exceptions, negotiate space successfully. They are developing the manual dexterity needed to control a computer mouse and to place pieces of jigsaws together.
- Reception children appreciate and enjoy jumping, hopping and moving on all fours. They move confidently along, up and through apparatus and some of them are quite inventive in exploring different ways of moving. They hold writing and drawing implements with increasing skill.

Creative development

- Nursery children use a variety of materials and techniques and paint individual pictures to contribute to large-scale collages. They join in familiar songs and show an interest in the way musical instruments sound.
- Reception children explore autumn colours through painting, printing and wool winding. They observe and discuss Cézanne’s painting of fruit and produce their own paintings

that are of good quality. They enjoy singing songs and make appropriate actions to accompany the words, matching their movements to the rhythm.

Shortcomings

- The recently introduced work scheme for the development of children's understanding and language through structured role-play activities in the Nursery is beginning to have an impact.
- The outdoor play area has been resurfaced recently. It is unstimulating at present but the school plans to develop the area in the near future.

English

Standards of achievement overall are good in KS1 and satisfactory in KS2. All pupils, including those with SEN, make good progress in KS1. Pupils make satisfactory progress overall in KS2, and those identified with SEN make good progress.

Good features

- Most pupils in KS1 speak confidently for a variety of purposes. They listen attentively and are responsive to questions.
- Pupils in KS1 make good progress in reading. More able Y1 pupils can read what they write and understand what they read. They can discuss characters in the books they are reading and give reasons for their actions.
- Most Y2 pupils read quite confidently and generally demonstrate good recall of key elements of the story. They give some thoughtful reasons to support their judgements of characters such as 'Fox' in 'The Animals of Farthing Wood.'
- In their writing, average and above average Y2 pupils develop their ideas in a logical sequence. The more able pupils write up to a page in length, using a variety of sentence structures and include some interesting details. Less able pupils write a complete sentence that is well presented and communicates meaning.
- The handwriting of pupils in KS1 is generally well-formed and consistent in size and they are beginning to join up their writing. Pupils apply their developing knowledge of letters and sounds in their independent attempts at spelling.
- Most pupils in KS2 listen attentively in a range of contexts including whole school assemblies, poetry recitations and drama productions in school.
- Pupils in KS2 make satisfactory progress in reading. By Y6, pupils know some of the key features of different genres such as fantasy fiction and are familiar with a number of authors. The more able readers read with fluency and accuracy and support their opinions with examples from the text.

- Pupils in KS2 write for a range of purposes. Y3 and Y4 pupils use writing frames successfully to structure their poems about colours, some of which contain effective images and metaphors. Y4 and Y5 pupils produce newspaper reports that demonstrate an understanding of the journalistic style of writing.
- Y5 and Y6 pupils draft and improve their work on the computer and discuss and evaluate their writing as they do so. The most able pupils write extended pieces that are well organised, use a range of punctuation and include some lively choices of words and phrases.

Shortcomings

- Throughout the school, many pupils lack confidence in speaking and are unable, at a level appropriate to their age, to sustain conversations.
- Most pupils in KS2 cannot use the library classification system efficiently and do not read for a sufficiently wide range of purposes, including skimming to gain an overall impression and scanning to locate specific information.
- Much of the writing of pupils in KS2 is dependent on worksheets and the writing of many pupils in Y5 and Y6 is marred by poor presentation, poorly formed handwriting and spelling errors.

Mathematics

Standards of achievement are good in KS1 and satisfactory in KS2. All pupils, including those with SEN, are making good progress in KS1. Pupils in KS2 overall make satisfactory progress and those identified with SEN make good progress.

Good features

- Pupils in KS1 build on the good foundations established in the early years and respond well to mathematical tasks. Most pupils in Y2 use mathematical symbols correctly and use mathematics for some classroom activities.
- Pupils in KS2 use and interpret mathematical symbols correctly. More able pupils find suitable strategies for solving problems and can apply their mathematical knowledge in practical situations.
- Pupils in KS1 can count sets of objects reliably and use mental recall of addition and subtraction facts to 10. Most pupils solve addition and subtraction problems and the more able understand place value of each digit in numbers to 100. The more able pupils have good mental skills when calculating money problems.
- Pupils in KS2 solve numerical problems using the four mathematical operations. By the end of the key stage the majority of pupils can add and subtract decimals to two places and the more able recognise approximate answers. Most pupils understand simple fractions and can interpret co-ordinates in the first quadrant.

- Pupils in KS1 use the correct mathematical names for common two-dimensional and three-dimensional shapes. The more able describe their properties including the number of sides. Most pupils use standard metric units of length, mass and time.
- Pupils in KS2 have an increasing vocabulary to describe two and three-dimensional shapes. They understand that angles are a measure of turn and can recognise right angles in different two-dimensional shapes.
- Pupils in KS1 record their results in simple block graphs and can draw realistic conclusions from their graphs. Pupils in KS2 can interpret information presented to them in simple tables and construct bar charts and line graphs.

Shortcomings

- Pupils, particularly the older pupils, in KS2 do not present their information and results in a clear and organised way and this leads to basic errors. Most pupils' ability to measure accurately and present their results, particularly when measuring angles, is underdeveloped.
- In KS2 the work for the average and more able groups is insufficiently differentiated and lacks challenge for the higher ability pupils.
- The use of ICT to consolidate learning in both KS1 and KS2 and to extend the more able pupils in KS2 is underdeveloped.

Science

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

Good features

- Pupils in KS1 observe carefully and group materials according to their basic properties. They can differentiate between living and non-living things. Most pupils illustrate their findings in tabular forms.
- Most pupils in KS2, when carrying out an investigation, recognise the need for a fair test and the majority of pupils can suggest what variables need to be kept constant.
- Pupils in KS1 recognise and name the external parts of the human body. Pupils can differentiate between living and non-living things and recognise that living things grow. They are aware of the need for food and the more able pupils understand that certain foods are important in maintaining a healthy life style. By the end of Y2 more able pupils can correctly sequence the main stages in the life cycle of a plant.
- By the end of KS2, pupils have a satisfactory understanding of basic life processes and recognise the importance of a balanced diet. Most pupils know that green plants make food and that flowers can be pollinated by insects and wind.

- Pupils in KS1 know that materials can be categorised in different ways based on their properties and that these properties determine the use that can be made of materials. More able pupils know that some substances melt when heated and solidify when cooled.
- Pupils in KS2 know that materials change when heated and most pupils understand that in some instances such changes are reversible. All pupils know that some substances are soluble whilst others are not and that solutions and mixtures can be separated in different ways depending on the properties of the materials.
- Pupils in KS1 can recognise different sounds that they hear and their origin. They know that the sun is a source of light.
- Pupils in KS2 can make simple electrical circuits and use them to test the conductivity or the insulating properties of materials. They are aware that the shape of materials alters the rate at which they fall through a liquid.

Shortcomings

- Pupils in KS2 do not present their experimental observations and measurements clearly, neither are their conclusions adequately expressed and based on their findings.
- KS2 pupils' scientific language is underdeveloped, as is their ability to report their findings in different ways including graphs and tables.
- Pupils' use of ICT to consolidate learning, to collect and store data as well as to present their experimental findings are underdeveloped.
- More able pupils in KS2 are insufficiently challenged and have inadequate opportunities to develop their investigative skills.

Welsh second language

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

Good features

- Pupils in KS1 understand and respond well to a range of familiar questions posed by their teacher. The older and more able pupils have good pronunciation skills. Pupils in Y1 sing simple rhymes and songs that effectively help them learn the language.
- Pupils in KS1 recognise a few familiar words and phrases displayed by their teacher. More able pupils copy and write Welsh words and phrases.
- Pupils in KS2 have an increasing but limited vocabulary. Most pupils in Y6 can answer their teacher's questions using a small range of phrases. More able pupils link phrases into sentences.

- Pupils in Y6 can write short sentences when presented with appropriate phrases. The more able pupils, in the main, spell most words correctly, and sentence construction is largely correct.
- Welsh words and phrases are displayed in classrooms and around the school but the use made of these varies from teacher to teacher.

Shortcomings

- Pupils in KS2 have a limited vocabulary and too little use is made of incidental Welsh so as to develop their competence and understanding.
- Pupils in Y5 and Y6 are not sufficiently challenged and much of the written work does not require the pupils to extend their vocabulary sufficiently. Pupils' written work shows an unsatisfactory ability to spell words correctly even when they are listed for them, and grammatical errors are too often evident in their work.
- Opportunities for pupils to read Welsh are limited and overall this inhibits their language development.
- Pupils' ICT skills are insufficiently used to reinforce learning.

Design and technology

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

Good features

- Pupils in KS1 use a good range of materials including commercial components in their work. Pupils are able to select material for a purpose and cut and fix their components appropriately.
- Pupils in KS1 illustrate their designs as simple live sketches and the more able include some annotated diagrams showing both what they will need and how the final product will look. Pupils make good use of pupils' ICT skills in some of the designs.
- More able pupils in KS1 have good manipulative skills and can talk about their final product.
- Pupils in KS2 continue to make good progress initially in Y3 and Y4. Their design skills are well developed and they test their models. Pupils in Y3 and Y4 discuss their work and are aware of the need to test their models.
- Pupils in Y5 and Y6 use a good range of materials in their work and show well developed skills, particularly when working with clay.

- Good use is made of pupils' developing scientific knowledge, as when incorporating electrical circuits in model vehicles.

Shortcomings

- Pupils' design and making skills are not sufficiently developed through KS2. Older pupils have difficulty working independently or in small groups to design their artefacts and plan their construction. Insufficient use is made of ICT in the design process.
- Pupils' ability to evaluate their final products is underdeveloped. Pupils in Y6 do not routinely test their models and make adjustments to improve their design.
- Pupils have too few opportunities to discuss their models, bearing in mind how the product is to be used.

Information technology

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

Good features

- As a result of recent improvements in resources and in particular the recently established computer suite, pupils are quickly increasing in confidence and competence in the use of computers. They have positive attitudes and co-operate well when using the computers.
- Pupils' word processing skills, in both key stages, are satisfactory. Pupils in KS1 have good control of the keyboard and mouse and, with help, use a number of icons successfully. With help, some pupils use a computer to assist them with their work in design and technology.
- Pupils in KS2 can modify and edit texts. More able pupils work quickly and confidently incorporating pictures when appropriate.
- Pupils in KS2 can access information from web sites when supervised and use CD-ROMs as sources of information.

Shortcomings

- Pupils' use of ICT as a tool to support and enhance their learning across the curriculum is underdeveloped.
- Pupils' modelling skills and knowledge and how ICT can be used in the design process is underdeveloped.

History

Standards of achievement are unsatisfactory in KS1 and satisfactory in KS2. Pupils' progress is unsatisfactory in KS1 and satisfactory in KS2.

Good features

- Pupils in KS1 can identify some of the differences between aspects of life in the past, such as Victorian shops, and shops of today.
- They find out about the past through visits to places such as the St. Fagan's Museum of Welsh life, where they develop an understanding of homes and other buildings from the past and school life in Victorian times. They communicate their understanding through written recounts of their visit.
- Pupils in KS2 draw on a range of sources such as museums, reconstructions, artefacts and illustrations to answer questions about historical topics.
- They understand some of the characteristics of periods studied such as the Celts, Victorians and World War 2.
- KS2 pupils sometimes communicate their knowledge through more extended pieces of writing such as letters home from 'evacuees' and 'newspaper' reports of the Swansea Blitz. After listening to a member of the community speaking about her experiences in the war, pupils recalled effectively some details of life then.

Shortcomings

- Pupils in Y1 and Y2 do not cover the full range of the KS1 NC programme of study for history. They therefore have limited knowledge and understanding of stories, people and events in the past and of their causes and consequences.
- Pupils in both key stages have an uncertain grasp of chronology.
- KS2 pupils' skills of independent historical enquiry are limited. Y5 and Y6 pupils organise and present historical information in a limited range of ways.

Geography

Standards of achievement are unsatisfactory in KS1 and satisfactory in KS2. Pupils' progress is unsatisfactory in KS1 and satisfactory in KS2.

Good features

- Pupils in Y1 and Y2 can identify Wales on a map of the UK and know that Bonymaen is near Swansea.

- Pupils in Y3 and Y4 can make plans of their street, including a key, and can write directions for their journey from home to school. From their study of aerial maps, Y3 pupils identify a number of physical and human features of the local area.
- Pupils in Y4 can describe and make comparisons between older and more recent Ordnance Survey maps of Bonymaen and hypothesise about reasons for the changes they identify. They can draw conclusions from their observations.
- The annual fieldwork trip for the older pupils to Dan-y-Coed successfully promotes pupils' geographical skills and understanding.
- Pupils in Y5 and Y6 identify some of the similarities and differences between Botswana and Swansea. They are developing an understanding of the effects of human activity on the environment, for example, the consequences of cutting down palm trees in Botswana. They use ICT to gain additional information about Botswana.
- They are beginning to formulate ideas about issues affecting their local area and express their opinions in letters to the Director of Environmental Services.

Shortcomings

- Pupils in Y1 and Y2 do not cover the full range of the KS1 NC programme of study for geography. They therefore have limited knowledge of their local area and the wider world and a narrow range of geographical skills appropriate for their age and ability.
- Much of the work of pupils in KS2 is worksheet-based. They therefore have a limited ability to observe, collect and record information in the field.

Art

Standards of achievement are satisfactory in KS1 and good in KS2. All pupils make satisfactory progress in KS1 and good progress in KS2.

Good features

- Pupils in Y1 use a range of media to create drawings, paintings, collages and 3D work on a variety of themes. They experiment with different techniques such as splatter painting to produce effective representations of fireworks night and competently use a computer program to consolidate their work.
- With the assistance of an 'Artist in Residence,' pupils in KS2 produce objects, images and artefacts in two and three dimensions of good and sometimes very good quality. They work with a variety of media including paint, clay and fabric.
- Pupils in Y3 and Y4 recorded images in pencil from direct observation of Kilvey Hill. They then developed their ideas and experimented with visual qualities through the medium of clay, producing an interesting variety of painted and glazed tiles and pots and models of animals, leaves, flowers and the pond at Kilvey Hill.

- Pupils in Y5 and Y6 investigated and recorded patterns in the brickwork of the school building. They successfully applied their understanding of colour to their own pastel drawings, which show good control of the medium and individuality and originality of outcome.
- Pupils in KS2 produce drawing of good composition and learn how to use perspective as when painting the style of local Welsh artists. Pupils work is well displayed in the junior department.

Shortcomings

- Pupils in Y1 and Y2 develop a limited range of techniques to make images and artefacts and do not experiment sufficiently with their visual qualities.
- In both key stages, pupils have a limited understanding of the art, craft and design of different periods and cultures.
- In KS2, pupils do not use a sketchbook regularly and systematically to record and develop their skills and ideas.

Music

Standards of achievement are good in KS1 and satisfactory in KS2. Pupils' progress is good in KS1 and satisfactory in KS2.

Good features

- Most pupils in KS1 sing tunefully and can clap in time. They recognise and repeat rhythms. They compose and perform their own rhythm patterns using words such as 'snail,' 'spider,' 'butterfly' and 'caterpillar.'
- They listen carefully and suggest an instrument to represent the sound of a caterpillar crunching a leaf. Older pupils in KS1 can maintain a steady beat to accompany the class song.
- Pupils in Y3 and Y4 compose sound pictures to accompany the narration of a story about going to the seaside. They use their voices, bodies, tuned and untuned instruments to create an effective atmosphere. They are beginning to read simple notation and respond appropriately.
- Pupils in Y5 and Y6 know the features of a round song, most of them can distinguish between high and low pitch and all of them sing their parts enthusiastically. They work well together to compose their own instrumental rounds from a limited range of notes and perform compositions that are musically interesting.
- Some pupils benefit from opportunities to learn to play the recorder or clarinet.

Shortcomings

- In both key stages pupils' ability to appraise and discuss the effectiveness of their own and other's compositions and performances are limited.

Physical education

Standards of achievement are satisfactory overall in KS1 with some good standards of achievement in Y1. Standards of achievement in the one lesson observed in KS2 were good. Progress is satisfactory in KS1, and based on the lesson observed progress is good in KS2.

Good features

- Pupils in Y1 understand that their hearts beat faster when they exercise. They move confidently and respond readily to instructions. They enjoy practising to refine techniques such as balancing along a beam using their arms to help them. Some of them perform forward rolls to a very good standard for their age.
- Pupils in Y1 and Y2 use their bodies effectively to suggest the movement of a stream in winter and to communicate the idea of frost. They are beginning to identify ways they can improve their performance through observation of one another.
- During warm-up activities, Y4 and Y5 pupils show good control in running, spinning and changing direction. They practise an eight step dance pattern so that linked actions become progressively smoother and consistent. They make perceptive suggestions about ways to improve the performance of individuals and groups.
- Evidence in the portfolio of work for physical education demonstrates that pupils make good progress and apply and develop their skills in a variety of contexts including gymnastics, dance, swimming, tennis, football, netball and cross-country running.

Shortcomings

- Some pupils in Y1 and Y2 do not demonstrate sufficient control of their movements or clarity of body shape in dance lessons.

Religious education

Standards of achievement are satisfactory in both KS1 and KS2. All pupils, including those with SEN, are making satisfactory progress. The school has adopted the LEA agreed syllabus. Pupils make satisfactory progress in both key stages.

Good features

- Pupils in KS1 have a satisfactory knowledge of the life of Jesus. They know the story of Jesus' birth and his journey into Jerusalem culminating in his crucifixion.

- Pupils in KS1 know the major Christian festivals and their significance. They know that Christians worship in churches and chapels and that these are special places.
- Pupils' knowledge and understanding of Christianity is satisfactorily developed through KS2 and pupils are familiar with ceremonies and celebrations that take place in churches and chapels.
- Pupils in KS2 are familiar with some of the similarities between Christianity, Judaism and Islam, including important artefacts. Pupils in Y5 and Y6 have made good use of their ICT skills to extend their knowledge of Islam.
- Pupils, in both key stages, are sensitive to other people's feelings and know people who help them in the community. They know the value of family life and the importance of sharing and caring in their own school community.

Shortcomings

- Pupils' knowledge and understanding of other faiths is limited.
- Pupils' knowledge of the significance of parables in the New Testament is limited.

8. SCHOOL IMPROVEMENT

8.1 Progress since the last inspection

The last inspection in May 1997 identified the following key issues.

- improve standards and the quality of teaching and learning where there are shortcomings and unsatisfactory practice;
- set specific improvement targets in relation to the NC statutory tasks and tests;
- use the outcome of assessment more effectively when planning activities to ensure an appropriate match between the tasks set and pupils' abilities;
- ensure that the headteacher and curriculum leader undertake specific monitoring of subjects across the school and disseminate good practice;
- prepare a school development plan which has specific and measurable targets and outcomes;
- improve the outdoor play facilities for early years pupils;
- to continue to be pro-active in improving the level of attendance;
- ensure compliance with Welsh Office circular 22/96.

Since the last inspection the school has made progress in addressing the key issues:

- Standards have been improved. In KS1, standards are now good in the three core subjects of English, mathematics and science and in three other subjects. Standards in KS2 remain broadly the same. The quality of teaching has improved marginally but some unsatisfactory practice remains.
- The school now routinely sets targets in relation to the NC statutory tasks and tests.
- Assessment outcomes are used when planning activities but insufficient emphasis is given to matching tasks to pupils' abilities.
- Subjects are routinely monitored by curriculum co-ordinators and the headteacher monitors the teaching. However, there are still shortcomings in the teaching.
- The School Development Plan does not include specific and measurable targets and outcomes. This remains a key issue for action.
- The Early Years pupils now have a recently resurfaced area for play.
- Attendance levels are satisfactory and the school is pro-active in improving the level of attendance.
- The school now complies with NAW circular 3/99.

8.2 Key issues for action

The school needs to:

- Raise standards in those subjects identified in the report as having shortcomings.
- Improve the quality of teaching so as to ensure that:
 - (a) teachers have sufficiently high expectations of all pupils, especially those in the later years of KS2;
 - (b) work is suitably differentiated for pupils of all abilities and that the older and more able pupils are suitably challenged;
 - (c) opportunities are made available for pupils, particularly the older and more able in KS2 to engage in independent study and extended writing.
- Establish a whole school strategy for the progressive development of key skills across the curriculum.

- Extend the current assessment procedures to include the foundation subjects * and to further use assessment results as a means of raising standards. (* The school recognised this as a priority).
- Produce a school development plan that clearly guides and directs the work of the school by:
 - (i) identifying priorities for improvement;
 - (ii) establishes a realistic programme for development;
 - (iii) identifies personnel involved and resource implications;
 - (iv) stating success criteria; and
 - (v) developing monitoring and evaluation and review procedures.

APPENDIX

A. Basic information about the school

Name of School	Cwm Primary
School type	Community
Age -range of pupils	3-11
Address of school	Jersey Road, Bonymaen, Swansea
Post-Code	SA1 7DL
Telephone Number	01792 774519

Headteacher	Mr A M Westacott
Date of appointment	30 October 1989
Chair of Governors/ Appropriate Authority	Mr L Terry Swansea LEA
Registered Inspector	Mr E R Morgan
Dates of inspection	18-20 November 2002.

B. School data and indicators

<i>Number of pupils in each year group</i>									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	9.5	21	13	21	17	21	18	23	143.5

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	6	3	7.9

<i>Staffing information</i>	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	19.36 :1
Pupil : adult (fte) ratio in nursery classes	9.5:1
Average class size, excluding nursery and special classes	27
Teacher (fte) : class ratio	1.2:1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
	R	KS1	KS2	Whole school
Term 1	84.4	90.9	93.7	91.77
Term 2	90.7	94.8	90.3	90.74
Term 3	80.8	95.9	87.8	89.7

Number of pupils excluded during 12 months prior to inspection.	3
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C. Results of National Curriculum assessments and public examinations

END OF KEY STAGE 1: 2002

National Curriculum Assessment KS 1 Results: 2002			Number of pupils in Y2:21					
Percentage of pupils at each level			D	W	1	2	3	4
ENGLISH:	Teacher Assessment	School	0	5	14	81	0	0
		National	0	4	13	62	21	0
EN: Reading	Teacher Assessment	School	0	5	14	67	14	0
		National	0	4	13	54	29	0
EN: Writing	Teacher Assessment	School	0	5	14	81	0	0
		National	0	5	13	70	12	0
EN: Speaking and listening	Teacher Assessment	School	0	0	24	76	0	0
		National	0	3	11	63	23	0
MATHEMATICS	Teacher Assessment	School	0	0	19	81	0	0
		National	0	2	9	60	29	0
SCIENCE	Teacher Assessment	School	0	0	14	86	0	0
		National	0	2	10	67	21	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:	76	In Wales:	81

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

END OF KEY STAGE 2: 2002

National Curriculum Assessment KS 2 Results: 2002							Number of pupils in Y6:16					
Percentage of pupils at each level												
			D	A	N	W	1	2	3	4	5	6
English	Teacher assessment	School	0	0	0	0	0	6	44	50	0	0
		National	0	0	1	0	1	6	19	48	25	0
	Test/Task	School	0	6	0	-	-	6	13	50	25	0
		National	0	2	2	0	0	4	14	47	31	0
Mathematics	Teacher assessment	School	0	0	0	0	0	25	31	38	6	0
		National	0	0	1	0	1	4	19	47	28	0
	Test/Task	School	0	6	0	-	-	25	25	38	6	0
		National	0	2	1	0	0	4	18	42	32	0
Science	Teacher assessment	School	0	0	0	0	0	0	25	69	6	0
		National	0	0	1	0	0	3	15	52	29	0
	Test/Task	School	0	6	0	-	-	6	19	56	13	0
		National	0	2	0	0	0	2	13	51	31	0

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by Teacher Assessment		by Test	
In the school:	38	In the school	44
In Wales:	68	In Wales:	68

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

D. Evidence base of the inspection

The inspection was carried out by a team of three inspectors over a three 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, and the 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 the school buildings and grounds.

E. Composition and responsibilities of the inspection team

Name	Aspects	Subjects
Mr E R Morgan Registered Inspector	The school and its priorities The main findings of the report Standards achieved in subjects and areas of learning Pupils' spiritual, moral social and cultural development Teaching Curriculum Provision for pupils with Special Educational Needs (SEN) Leadership and efficiency Staffing, accommodation and learning resources Progress since the last inspection Key Issues for action	Mathematics Science Welsh second language Design and technology Information technology Religious Education.
Mrs Stephanie James Team Inspector	Standards achieved in key skills across the curriculum Assessment, recording and reporting Support, guidance and pupils' welfare Quality of self-evaluation and planning for improvement	Early Years English History Geography Music Art Physical education
Dr Michael Snow Lay Inspector	Behaviour and attitudes Attendance Partnership with parents and community, schools and other institutions Partnership with industry	

The inspection team would like to thank the headteacher, staff, governing body, parents and pupils of the school for their hospitality, courtesy and co-operation throughout the inspection.