

REPORT

on the

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

**DANYGRAIG PRIMARY SCHOOL
YSGOL STREET
PORT TENNANT
SWANSEA
SA1 8LE**

School Number: 670/2017

Date of Inspection: 04 – 07 February 2003

By

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Under Estyn contract number: T/176/02P

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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.

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1. CONTEXT

The school and its priorities

Dan y Graig Primary School is situated within the Port Tennant district of Swansea. It has a roll of 316 pupils aged four to 11 years, as well as a full-time equivalent of 19 nursery children. In general terms, the school describes approximately three-quarters of the area it serves as neither prosperous nor economically disadvantaged, with approximately 25% characterised as economically disadvantaged. The annual intake covers the full ability range and the school describes the nature of the intake as being mainly disadvantaged. Approximately 35% of pupils are registered as being entitled to receive free school meals, which is well above the average the national average. About 94% of pupils come from homes where English is the predominant languages spoken with the remainder in homes in which a range of other languages are spoken. 32 pupils receive support teaching in English as an additional language. There are no children who speak Welsh as a first language. There are 104 pupils identified by the school as requiring Special Educational Needs (SEN) support. 25 pupils have a statement of educational need, of which 19 attend the Specialist Teaching Facility (STF). 17 pupils are disapplied from the National Curriculum (NC).

The school's vision is to constantly provide the best possible opportunities and facilities for it's pupils, and its motto is 'Learning now for our future'. It places great store on its community and inclusive ethos and seeks to establish a culture of tolerance for all.

For 2002-2005 the school has identified priorities for curriculum, standards, quality of teaching and learning, self-evaluation, ethos, community, SEN, premises, management and health and safety.

The school was last inspected in October 1997.

2. MAIN FINDINGS

The main findings of the report

Dan y Graig Primary School is a school with many good and very good features. It has a committed staff who receive good support from governors and the wider community and it has successfully developed an ethos of care, mutual respect for all and inclusiveness in which pupils make clear and significant progress. It has sustained and, in many cases improved, on standards since the last inspection.

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

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

- Standards in the reception classes are as follows:

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

- In Key Stage (KS)1 and KS2, pupils' standards of achievement in the different subjects of the National Curriculum (NC) and in religious education are as follows:

Subject	KS1	KS2
English	Good	Good
Mathematics	Good	Good
Science	Good	Good
Welsh (second language)	Good	Good
Design and technology	Satisfactory	Satisfactory
Information technology	Good	Good
History	Good	Good
Geography	Good	Good
Art	Good	Good
Music	Good	Good
Physical education	Good	Good
Religious education	Good	Good

- In lessons seen during the inspection, standards of achievement were very good in 3% of lessons, good in 70% and satisfactory in 27% of them.
- All pupils, including those identified with special educational needs (SEN) make good and sometimes very good progress. Pupils in the Specialised Teaching Facility (STF) make very good progress.
- Pupils with English as an additional language make good progress in English and benefit by receiving tuition from a specialised support teacher.
- The results of the NC Assessments (2002) showed that pupils' attainment at the end of KS1 in English, mathematics and science, was below the national averages for Wales. Attainment was below those for similar schools in Wales, based on the number of pupils registered as being eligible to receive free school meals. The results of the NC Assessments (2002) showed that pupils' attainment at the end of KS2 in English,

mathematics and science, was above the National averages, and well above those for similar schools in Wales. The overall, long-term trends in attainment in both key stages have shown a progressive improvement since the last inspection.

- Standards and progress in the key skills of speaking, listening, reading, writing and ICT are good overall.
- The quality of teaching was good or better in most lessons observed. In around 60% of lessons it was at least good and in about 18% it was very good. In the remaining lessons, the quality of teaching was satisfactory.
- The provision for pupils with SEN attending the Specialist Teaching Facility is very good. The provision for pupils with SEN in mainstream is very good. Pupils with SEN make good progress and are fully integrated into the life of the school.
- The quality of the curriculum is good and fully complies with statutory requirements. The school provides pupils with a broad, balanced and relevant curriculum that includes all NC subjects and religious education. The curriculum for the under-fives is of very good quality and successfully promotes the Desirable Outcomes for Children's Learning. The provision for social inclusion by ensuring equality of access and opportunity for all pupils is very good. The provision made for pupils for whom the NC is modified and for whom the NC is disapplied is also very good.
- The quality of assessment, recording and reporting on pupils' progress and achievement is good. The assessment procedures adopted by the school are manageable and effective. Teachers know their pupils well and make accurate assessments of pupils' abilities. Reports to parents are of a very good quality.
- The provision for pupils' spiritual, moral, social and cultural development is very good. Daily collective worship is very well organised. These events are meaningful occasions where moral and religious values are very well promoted. Pupils respond very well to the values of tolerance, equality and inclusion that are well promoted by the school. The cultural, linguistic and religious diversity in the school are celebrated as an asset of their community. Pupils develop a satisfactory knowledge of Welsh culture and heritage through classroom learning activities and through the range of relevant educational visits they make in the locality and beyond. Through contact with the many ethnic groups represented in the school, pupils learn about other cultures and faiths.
- Pupils' behaviour and attitudes are very good. There is an orderly yet good spirited and very calm atmosphere in the school characterised by very supportive and good-natured relationships between teachers and pupils. Pupils respond positively to the very good role models provided by the head, the teachers and all adults that contribute to the life and work of the school. There is well-controlled good humour in lessons that creates a very positive and stimulating learning environment in which pupils listen very well and persevere with their tasks.
- Levels of attendance are satisfactory overall. The punctuality of the great majority of pupils is satisfactory although there are a small number of individuals who are persistently late at the start of the school day. Transport provided by the LEA for pupils who travel from outside the school's catchment area frequently arrives late.

- The overall provision for pupils' support, guidance and welfare is very good, with many outstanding features. An outstanding feature of the school is its very strong culture of inclusion, tolerance and community spirit. It provides a very welcoming, caring environment where all pupils, including the under-fives, those with special educational needs and those fleeing from persecution in other countries feel safe, happy and secure. The headteacher, teachers and support staff know the pupils very well and care strongly about their happiness, safety and well-being. Provision for personal and social education is another outstanding feature of the school. Child protection arrangements are well established and staff receive regular training to up-date their knowledge and skills. The support and guidance pupils receive has a very positive impact on the overall ethos of the school.
- The school prospectus meets the recommendations of the Welsh Assembly Government. The governing body's annual report for parents omits one of the required items, and some aspects of the report are not sufficiently explicitly presented for the maximum benefit of parents. The home-school agreement meets statutory requirements.
- Partnership with parents and community is very good and with schools and other institutions, it is good. The school is very successful in its aims of serving the parents and community through a range of innovative and conscientiously delivered schemes and arrangements.
- Partnership with industry is good. The school makes good use of links with local industry and commerce to enhance the learning of pupils in all age groups and this contributes to the development of key skills.
- The quality of self-evaluation and planning for improvement is good. The school has democratic procedures for evaluating the standards achieved and the quality of its provision. However, the monitoring and evaluating roles of subject co-ordinators in the subjects for which they are responsible, are underdeveloped. The school development plan is a useful working document which identifies clear priorities and includes criteria for success. It has a shared ownership, which includes the headteacher, senior management team, staff and governors.
- The quality of leadership is very good. The head teacher provides strong leadership resulting in a clear vision for, and a direction to, the work of the school. The deputy headteacher provides good support to both headteacher and staff, and the relatively new post of assistant headteacher is evolving well. All involved in the school have shared values and expectations for behaviour, relationships and equality of opportunity for all pupils. This sense of purpose, commitment and team spirit is a very apparent, and strong, aspect of the work of the school.
- The governing body takes a very active interest in and is generally well informed about the work and life of the school. Their role in evaluating the effectiveness of the school is developing well. Budget planning is undertaken with a three-year overview and decisions on expenditure are linked to priority areas identified in the School Development Plan (SDP). The school makes very good use of all available resources to promote good standards of achievement and to provide a rich experience for its pupils. It, therefore, offers good value for money.

- The provision for staffing is good. The school is staffed with mainly very experienced teachers who have the necessary knowledge and experience to teach the full requirements of the NC and religious education. Teachers work well together as a team and all show a strong commitment to the school. Very good support is received from the non-teaching staff, all of whom work tirelessly for the good of the school. Good support is given by the visiting peripatetic teachers.
- Overall, the accommodation is satisfactory and the range and quality of learning resources are good. Limited space in some classes restricts movement and some practical activities. However, the quality of the teaching minimizes the adverse effect of limited space. The school is aware of the difficulties and a building programme for refurbishment is imminent which will help resolve these issues.
- Resources for learning are generally good and are well utilised. Regular and effective use is made of the computer suite to enhance and extend pupils' work.
- The school has made good progress in meeting the Key Issues from the previous inspection.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards achieved in subjects and areas of learning

- The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning. Standards of achievement are good in all six areas of learning in both the nursery and reception classes.
- In KS1 and KS2, standards of achievement are good in the core subjects of English, mathematics and science.
- Pupils with English as an additional language make good progress in English and benefit by receiving tuition from a specialised support teacher.
- In both key stages, standards are good in the non-core foundation subjects of Welsh, second language, Information Technology (IT), history, geography, music, art, Physical Education (PE) and Religious Education (RE).
- Standards in Design and technology (D&T) in both key stages are satisfactory.
- In lessons seen during the inspection, standards of achievement were very good in 3% of lessons, good in 70% and satisfactory in 27% of them.
- Pupils with SEN make good and sometimes very good progress.
- The results of the NC Assessments (2002) showed that pupils' attainment at the end of KS1 in English, mathematics and science, was below the National averages for Wales.

- Attainment was below those for similar schools in Wales, based on the number of pupils registered as being eligible to receive free school meals.
- The percentage of KS1 pupils attaining Level 3 in each subject was above the national average.
- The results of the NC Assessments (2002) showed that pupils' attainment at the end of KS2 in English, mathematics and science, was above the National averages, and well above those for similar schools in Wales.
- The overall long-term trends in attainment in both key stages have shown a progressive improvement since the last inspection.

3.2 Standards achieved in key skills across the curriculum

Standards and progress in the key skills of speaking, listening, reading, writing and ICT are good overall.

- In the nursery, children make good progress in key skills across the six areas of learning. In the reception class, the children apply key skills across the curriculum and achieve good progress in line with their age and ability.
- Pupils in the Specialist Teaching Facility (STF) make good progress in developing key skills through the wide range of experiences offered.
- In both key stages, pupils progressively speak well. Most pupils express themselves clearly and confidently, using appropriate vocabulary to discuss their work. In the School Council, pupils are confident in expressing their opinions and, in Y6 pupils, are able to discuss their work sensibly and sensitively.
- Pupils are attentive and listen well. The majority pay close attention to what adults and their peers say and respond appropriately. Circle time and Personal and Social Education (PSE) assemblies provide a good opportunity for pupils to develop their speaking and listening skills.
- Pupils show an enthusiasm for reading and use a wide range of books and other sources to read for pleasure and to obtain information. As they progress through the school they develop good information-retrieval skills.
- In both key stages, pupils write well for a wide variety of purposes and audiences. KS1 pupils write with increasing confidence and, by the end of KS2, pupils write at length and have developed a range of appropriate writing techniques and styles to suit different purposes.
- Numeracy skills are well developed across both key stages and pupils achieve good standards. Work across the curriculum contributes well to the development in the application of pupils' numeracy skills. Pupils' measuring and numeracy skills are used

effectively to support the work in other subjects such as design and technology, science and geography.

- Standards in ICT are good overall. In the best examples of good practice, pupils communicate regularly to pen pals by e-mail and use the interactive whiteboard effectively to further their learning, for example, to develop and consolidate their knowledge of the measurement of angles.

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.

- Collective worship takes place daily as whole school assemblies, separate KS1 and KS2 assemblies or in the classrooms. They are very well organised and meaningful occasions where moral and religious values are very well promoted. The musical element of these occasions is of good quality. The arrangements fully meet statutory requirements.
- The school makes satisfactory arrangements for the group of pupils who are withdrawn from collective worship for religious reasons.
- During assemblies, in the PSE programme and within the curriculum, pupils respond positively to the many opportunities provided to reflect on the values of community, citizenship, tolerance and equality that are well promoted by the school. Pupils are aware of what is right and wrong. Older pupils express firm opinions and debate with maturity issues of conflicting local interests, such as traffic safety and industrial developments. Teachers value and respect the opinions of pupils.
- Pupils respond with courtesy and friendliness to adults, including their teachers. Many make valuable contributions to the social fabric of the school through the School Council, the buddy system and 'litter bugs'. Older pupils sensitively help younger pupils in a range of contexts. All pupils enjoy the opportunities provided for initiative and responsibility, such as in the School Council and in running the daily fruit shops. The School Council system helps pupils learn about organisational arrangements and how to present their views.
- Pupils respond very well to the values of tolerance, equality and inclusion that are well promoted by the school. The cultural, linguistic and religious diversity in the school are celebrated as an asset of the community. They also care for and are sensitive to the special needs of some pupils who are less fortunate and learn important lessons from the school's practice of including pupils in the STF within the life of school.
- Weekly merit assemblies are occasions to celebrate many examples of individual pupil's positive attitudes to work, acts of kindness and consideration. Pupils value this recognition and demonstrate genuine delight in others' achievements.

- Pupils develop a satisfactory knowledge of Welsh culture and heritage through classroom learning activities and through the range of relevant educational visits they make in the locality and beyond. Pupils enjoy and respond well to the status the Welsh language is given in the life of the school. Through contact with the many ethnic groups represented in the school, pupils learn about other cultures and faiths.

4.2 Behaviour and attitudes

Pupils' behaviour and attitudes are very good.

- There is an orderly yet good spirited and very calm atmosphere in the school characterised by very supportive and good-natured relationships between teachers and pupils. Pupils respond positively to the very good role models provided by the head, the teachers and all adults that contribute to the life and work of the school.
- Pupils are happy, friendly and very courteous as they move around the school and in the classrooms. They are aware of the school's expectations and some classes have discussed a code of conduct that is prominently displayed in the classrooms.
- The school is a very inclusive community where some pupils with SEN often display challenging behaviour. However, teachers and ancillary staff have very good and varied strategies to effectively deal with situations. Other pupils' sensitive and sensible behaviour on these occasions makes a positive contribution.
- The whole school community contributes fully to the implementation of its behaviour policy. This includes the pupils through such schemes as the Buddy scheme, where they help others; the Learning Support Assistants (LSAs) and governors in the Busy Bees club; and lunch time supervisors with the Good Citizen and Golden Table Award. All involved are made aware of school policy, and lunch time supervisors have received appropriate in-school and LEA training.
- In all classes there is mutual respect and trust between teachers and pupils. Pupils enjoy their lessons; they are interested in their learning, and frequently respond confidently and enthusiastically to their teachers.
- There is well-controlled good humour in lessons that creates a very positive and stimulating learning environment in which pupils listen very well and persevere with their tasks. They settle to their work promptly; they concentrate well. They support each other readily and collaborate sensibly in group or paired tasks.
- Pupils receive strong messages of disapproval regarding bullying through assemblies and the PSA programme. All members of staff vigilantly monitor pupils' behaviour, and pupils are confident that they can confide their fears to teachers.
- The inclusive nature of the school community, the PSE programme and the positive celebration of the diversity provided by the pupils from many different ethnic minorities combine to ensure that no discrimination takes place in the school.

4.3 Attendance

Levels of attendance are satisfactory overall.

- Whole school attendance in two of the past three terms is above 90%. In the summer 2002 term, whole school average attendance fell just below 90% due to a high incidence of family holidays taken in term time that amounts to 2.7% of the 10% total absences. The school expresses strongly its disapproval of this practice in its home-school communications.
- Unauthorised absences sometimes rise above 2% but this statistic is inflated by some class teachers' failure to update absence reports when reasons for absence subsequently become available.
- The headteacher, with the close and regular support of the Educational Welfare Officer, monitors effectively the attendance of pupils. Good use is made of the computerised data in order to target pupils of concern. There are good links with pupils' homes and social service agencies in order to bring about improvements, but outcomes are variable. Pupils are provided with appropriate support on their return after periods of long or frequent absences.
- The school adopts a target of 95% attendance by all its pupils, but its self-assessment process and SDP does not address strategies for its achievement. School-to-home communication strongly promotes good attendance.
- For the most part, the school's computerised attendance registers comply with the requirements of NAFW 3/99. However, the school authorises some periods of family holidays in excess of 10 days.
- The punctuality of the great majority of pupils is satisfactory although there are a small number of individuals who are persistently late at the start of the school day. Transport provided by the LEA for pupils who travel from outside the school's catchment area frequently arrives late.

5. QUALITY OF EDUCATION

5.1 Teaching

82 lessons were observed during the inspection. The quality of teaching was good or better in most lessons observed. In around 60% of lessons it was at least good and in about 18% it was very good. In the remaining lessons, the quality of teaching was satisfactory.

- The use of skilful adult intervention in Early Years' teaching enables children to make good progress in the six areas of learning.
- Pupils with English as an additional language receive good support from specialised teachers.

- All teachers plan their lessons thoroughly. They have good subject knowledge and there is good planning between teachers of parallel classes to ensure that pupils are provided with similar learning experiences.
- Clear learning objectives related to the subjects taught are identified in teachers' short term plans. They are sometimes, but not always, clearly outlined at the beginning of lessons.
- All teachers create a positive and supportive atmosphere for learning. Very good relationships exist in all classes.
- Lessons are usually well-paced with clear expectations of what pupils should achieve and how they should behave. Where behavioural problems arise, these are dealt with effectively.
- Introductions and plenary sessions are managed well but, on occasions, introductions can be over-long and insufficient time is made to thoroughly review the lesson with pupils in order to re-inforce the knowledge, skills and understanding developed in the lessons.
- Non-teaching support is very effectively managed.
- There is an over-reliance on worksheets which at times are undifferentiated.
- A good variety of teaching strategies are employed from the Early Years to Y6, including imaginative role play by teachers and the use of a variety of support materials. The interactive whiteboards are used to good effect.

5.2 Assessment, recording and reporting

The quality of assessment, recording and reporting on pupils' progress and achievement is good.

- The assessment procedures adopted by the school are manageable and effective. Teachers know their pupils well and make accurate assessments of pupils' abilities.
- The school analyses assessment data well which enables staff to identify areas for development. This information is used to inform future planning.
- The procedures for early identification of special needs is very good and the SEN register and all other records are well organised and kept fully up to date.
- Teacher observation and baseline assessments provide a clear focus for the early identification of pupils' individual needs in the nursery and reception classes.
- Good use is made of baseline assessment, on-going assessment, end-of-KS1 teacher assessment and, in KS2, standardised assessments at the beginning of the year, to track pupil progress and to identify short term individual targets for each pupil. These targets, which also cover pupils' social and behavioural development are reviewed regularly, shared with parents and are well understood by pupils.

- Assessment information is also used well to identify pupils who would benefit from additional, strategic intervention in order to ensure that their progress meets their potential.
- The school is beginning to use non-statutory assessment materials in core and non-core foundation subjects to assist in assessing pupils' knowledge and understanding.
- All teachers keep informative 'Pupil Profile' comment books for day-to-day assessment. In the best practice, comments on significant progress in all subjects are included, with ways forward. However, the detail and consistency of these comments vary across the school and are not always used to identify the next step in learning.
- Curriculum leaders compile portfolios of exemplar work in all subjects. These are potentially useful documents, but they are not used effectively and consistently to assist teachers to agree standards across all subjects.
- All written work is marked regularly, often with helpful teacher comments. Good oral feedback is given to pupils during lessons. The work of individual pupils or groups in lessons is also used effectively to promote higher standards.
- There are two formal parent consultation meetings per year and a third meeting is offered when class teachers and/or parents think this is necessary.
- Reports to parents are of a very good quality. They give considerable detail on pupils' progress and attainment and suggest how improvements can be made in all subjects of the NC and in RE.

5.3 Curriculum

The quality of the curriculum is good and fully complies with statutory requirements.

- The school provides pupils with a broad, balanced and relevant curriculum that includes all NC subjects and religious education.
- The curriculum for the under-fives is of very good quality and successfully promotes the Desirable Outcomes for Children's Learning. A wide range of experiences is provided in the six areas of learning.
- Teachers plan the curriculum by producing short, medium and long term objectives. The delivery of the curriculum is well organised in KS1 and KS2 with all subjects having sufficient coverage time which ensures breadth and balance in the curriculum. Suitable emphasis is placed on Literacy and Numeracy.
- The setting arrangements in mathematics are effective in helping to ensure that work is well matched to pupils' needs.
- There are policy documents and schemes of work of good quality for all curriculum areas. Within the schemes, there are references to aims and learning objectives, assessment

opportunities and resources. The schemes also have sections relating to Y Cwricwllwm Cymreig, PSE and the use of literacy and numeracy strategies. All staff have a clear view of how the curriculum is to be organised and taught, and work hard to ensure equality of opportunity for all pupils.

- Short term planning is good with teachers planning together to ensure parity of experience for pupils in parallel age classes. The planning consistently promotes clear progression and continuity in pupils' learning.
- The quality of the whole-school planning for the development of key skills is good overall. The planning is monitored by the headteacher and curriculum subject co-ordinators to ensure appropriate consistent progress across the key stages.
- Pupils with SEN are purposefully supported and the quality of curricular provision for them is very good.
- Good account is taken of the needs of pupils who are learning English as additional language.
- Homework is given regularly and supports the work pupils undertake in school.
- The arrangements for personal, social and health education are very good. Teachers know their pupils well and provide effective support to pupils when they need it. The School Council is used as a vehicle for the discussion of issues relating to the pupils and helps to develop pupils' responsibilities as citizens. There are opportunities for pupils to act as Helpwr y Dydd and prefects, which give them a sense of responsibility.
- The provision for social inclusion by ensuring equality of access and opportunity for all pupils is very good. The provision made for pupils for whom the NC is modified and for whom the NC is disapplied is also very good.
- Over the year, an extensive range of extra-curricular activities provides pupils with very positive and enriching learning experiences. There are clubs in football, rugby, athletics, netball, rounders and swimming, recorder, school choir and guitar group. Pupils have visited many places of educational interest. Such activities contribute positively to the development of the whole child.
- Due attention is given to the Y Cwricwllwm Cymreig especially in assemblies and in subjects such as music, history and art. Good incidental use is made of Welsh throughout the school.

5.4 Support, guidance and pupils' welfare

The overall provision for pupils' support, guidance and welfare is very good, with many outstanding features.

- An outstanding feature of the school is its very strong culture of inclusion, tolerance and community spirit. It provides a very welcoming, caring environment where all pupils,

including the under-fives, those with special educational needs and those fleeing from persecution in other countries feel safe, happy and secure.

- The headteacher, teachers and support staff know the pupils very well and care strongly about their happiness, safety and well-being. Pupils' academic progress and personal development are carefully monitored and their achievements are shared and celebrated.
- Parents are overwhelmingly happy with the help and guidance their children receive. They confirm that pupils trust their teachers, are happy to confide in them and believe that extra support is available when necessary. They recognise the value of initiatives such as the 'SATs Busters' club in providing extra support.
- Provision for PSE is another outstanding feature of the school. A very good policy is implemented effectively, and often imaginatively, in 'Circle Time,' in lessons and in assemblies. As a result, pupils are knowledgeable about a wide range of issues relating to their personal and social development. By the end of KS2, they discuss sensitive issues with maturity and understanding.
- Child protection arrangements are well established and staff receive regular training to up-date their knowledge and skills. Liaison with a wide range of outside agencies is effective in contributing to the support of individual children.
- Regular health and safety checks and risk assessments are carried out. Nursery nurses and lunchtime supervisors have up-to-date first aid qualifications, and there are clear procedures in place for dealing with minor accidents and administering medicines.
- Staff and governors have discussed and adopted the local education authority's Racial Equality Policy. The school successfully promotes respect and understanding of people from diverse cultures, languages and faiths.
- Appropriate measures are in place to eliminate oppressive behaviour such as bullying. Pupils have written posters on how to 'Beat the Bully,' which outline strategies they should use to get help, should they need to.
- The support and guidance pupils receive has a very positive impact on the overall ethos of the school.

5.5 Provision for pupils with special educational needs (SEN)

The provision for pupils with SEN attending the KS1 and KS2 Special Teaching Facilities is very good. The provision for pupils with SEN in the mainstream school is also very good. Pupils with SEN make good progress and are fully integrated into the life of the school.

The Specialist Teaching Facility

- The provision for the 19 pupils with statements of SEN who attend the Specialist Teaching Facility is very good. Pupils are keen to come to school and travel to the facilities from a wide area.

- Pupils are provided with a stimulating curriculum and display an interest in the lessons and activities on offer. They acquire new knowledge and skills, and work productively and achieve well in relation to their abilities.
- The identification of pupils' needs and the monitoring and assessment of pupils' progress are effective. The work that children do is relevant, structured and enables them to progress at a good pace appropriate to their age and ability.
- Individual Education Plans (IEPs) are exemplary and give a full indication of the needs of the pupil. They show the steps necessary for success and have built-in review procedures which involve all those concerned with the support of the pupils..
- Pupils have personal and curriculum targets that are specific and relevant. They have opportunities to discuss, set and evaluate their own targets and this strategy is effective in making pupils aware of what they have to do to succeed. The targets are regularly monitored and modified as pupils progress.
- Links with parents are strong and the liaison which takes place ensures that parents are fully aware and share in supporting their children's education.
- Liaison with outside agencies is very good and pupils receive appropriate support and guidance from support staff who make a valuable contribution to their development.
- All staff are committed to the policy for inclusion and provide good role models for the pupils. They know their pupils well and cater for their complex needs in a caring and supportive environment. The new Code of Practice is fully implemented and staff are dedicated to providing the very best of care and support for their pupils.

School Provision

- The school's policy is in line with the Special Needs Code of Practice and is a clear detailed document which reflects the work of the school.
- The procedures for early identification of special needs is very good and the SEN register and all other records are well organised and kept fully up to date. The baseline assessments, which children undertake on entering the school, provide a good basis for establishing children's strengths and weaknesses.
- Effective regular assessments of all pupils in literacy and numeracy provide diagnostic assessments, which are used to track progress and provide relevant support.
- The Special Educational Needs Co-ordinator (SENCO) and class teachers provide IEPs which are focused, specific and give pupils measurable targets which they use to achieve success. Pupils know their targets and take a full part in the evaluation process. Parents are involved in the review of IEPs and targets and through home school liaison, they have opportunities to support their children's learning.
- All staff collaborate effectively and understand their pupils' individual needs.

- Pupils have access to a broad and balanced curriculum. The school's inclusion policy is fully implemented and is relevant to the needs of all the pupils attending the school. The standard of achievement of pupils with SEN is good.
- Many pupils are withdrawn from lessons for additional support and whilst children benefit from good quality teaching and intensive support which is focused on specific aspects of their IEPs, they often miss parts of other lessons. The school is currently reviewing the development of resources to ensure that pupils receive the most effective support for their needs.
- Links with outside agencies are very good and liaison with the local secondary school ensures continuity between KS2 and KS3.

5.6 Partnership with parents and community, schools and other institutions

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

- This school is very successful in its aims of serving the parents and the community through a range of innovative and conscientiously delivered schemes and arrangements.
- A relatively large proportion of parents responded to the pre inspection questionnaires. In the questionnaires and during the per-inspection meeting, they expressed a very high degree of satisfaction with the quality of the communication between them and the school.
- Parents are kept very well informed about the life and work of the school. Staff are on hand for parents to consult at the start and end of the school day and there are good relationships between teachers and parents. Notably, parents are well informed about their children's educational targets and are thoroughly consulted in their review. There is a helpful response to the linguistic needs of the parents of ethnic minorities.
- The school prospectus meets the recommendations of the Welsh Assembly Government. The governing body's annual report for parents omits one of the required items, and some aspects of the report are not sufficiently explicitly presented for the maximum benefit of parents. The home-school agreement meets statutory requirements.
- The school positively encourages parents' involvement in the life of the school and many make valuable contributions to the pupils' learning and the learning environment. In some instances, this has provided some parents with opportunities to further their own learning objectives. Parents are invited and take a full part in the workings of the Maintenance and Development (MAD) Team and provide a different and important perspective on the school's progress.
- The school is well supported by the Friends Association and the Parent, Staff Association that raise valuable additional resources.

- The school is an important part of the community and many individuals, some of whom are members of the governing body, enthusiastically contribute to the success of the school. They have a valuable impact on activities such as listening to reading, extra curricular activities, educational visits and in the library.
- The school effectively teaches pupils to have pride in the community and the locality is well used as a direct resource in many learning activities. The school supports the increasing lifelong learning activities based at the school. The local police and clergy are regular visitors and contribute to PSE and collective worship. Pupils benefit from projects involving the local theatre and professional football and rugby clubs. Y5 and Y6 pupils' searches for primary evidence and appreciation of the history of World War Two have been enhanced by visits from a veterans' association.
- The school co-operates well with the secondary school and its cluster of primary schools. Pupils have regular opportunities to compete in team sports with other schools. There are regular meetings with staff of other primaries and shared in-service training (INSET) sessions. The STF provide a valued consultative service to other schools in the LEA. The school's effective strategic intervention scheme is a joint project with other primaries and the comprehensive school. Transfer arrangements for Y6 pupils are well organised.
- Students from local comprehensive schools, tertiary colleges, the local institute of further education and the university are welcomed for placements in the school. Pupils benefit from the additional support they provide.

5.7 Partnership with industry

Partnership with industry is good.

- The school makes good use of links with local industry and commerce to enhance the learning of pupils in all age groups and contribute to the development of key skills. Follow up activities are effective opportunities for a range of writing for differing purposes and the application of numeracy.
- Early years pupils have benefited from visits to local shops and supermarkets and raised their awareness of the use of money, sources of food, route directions, bilingual notices and road safety.
- KS2 pupils' studies of the Victorians in history and the nature of evidence and sources of data have been extended by visits to a local police station.
- Visits to a local environmental centre extend pupils' field studies and are effectively used to debate issues concerning the moral dilemmas of conflict between human needs and the environment.
- A community business survey by Y5 pupils raised their awareness of local issues and debate.
- Y6 and Y5 produced artwork using a range of media with the guidance of a visiting professional artist.

- Two members of staff have experience of industry from earlier careers but no placements in industry have been made in the recent past that has contributed to staff development.

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's self-assessment report contains a clear vision for the school, identifies progress since the last inspection and celebrates achievements.
- The school has democratic procedures for evaluating the standards achieved and the quality of its provision. The headteacher, teachers, support staff, governors and parents are involved in the MAD team, which has the responsibility for identifying areas for development. Members of the School Council are also invited to MAD meetings, when appropriate.
- The headteacher regularly visits classrooms to gain first-hand evidence of standards of teaching and learning. A process is in place whereby an audit is carried out, areas for improvement identified and strategies discussed and agreed.
- The monitoring and evaluating role of subject co-ordinators in the subjects for which they are responsible is under-developed.
- The SDP is a useful working document which identifies clear priorities and includes criteria for success. It has a shared ownership, which includes the headteacher, senior management team, staff and governors.
- The progress of all pupils is tracked as they move through the school and challenging targets for improvement are set. As a result of its evaluation of patterns and trends in performance, plans are made and action taken to improve pupils' performance. The Strategic Intervention Group is a good example of this.

6.2 Leadership and efficiency

The quality of leadership is very good.

- The head teacher provides strong leadership resulting in a clear vision for, and a direction to, the work of the school. The democratic, open and inclusive nature of leadership succeeds in establishing an atmosphere in which all views, including those of teachers, parents, governors and pupils, are valued and considered.
- The deputy headteacher provides good support to both headteacher and staff, and the relatively new post of assistant headteacher is evolving well.

- All involved in the school have shared values and expectations for behaviour, relationships and equality of opportunity for all pupils. This sense of purpose, commitment and team spirit is a very apparent and strong aspect of the work of the school.
- The governing body takes a very active interest in and is generally well informed about the work and life of the school. A number of governors are regular, daily visitors to the school and provide important support to pupils in their learning. Through the various committees governors have an appropriate oversight of all aspects of the school. Their role in evaluating the effectiveness of the school is developing well.
- The school operates smoothly and efficiently on a day-to-day basis, with very good administrative and clerical support.
- Budget planning is undertaken with a three-year overview, and decisions on expenditure are linked to priority areas identified in the SDP. The most recent financial audit reported that financial administration was satisfactory and appropriate measures have been taken to address the issues identified for improvement.
- The school makes very good use of all available resources to promote good standards of achievement and to provide a rich experience for its pupils. It, therefore, offers good value for money.
- Curriculum co-ordinators take responsibility for developing schemes of work, attending courses, offering advice and monitoring teachers' planning. Although some progress has been made in regard to their monitoring of standards, this aspect remains less well defined, as does their role in identifying priorities for future development.
- With the exception of points made in Section 5.6, the school complies with statutory requirements and takes note of Welsh Assembly Government guidelines.

6.3 Staffing, accommodation and learning resources

The provision for staffing is good. Overall, the accommodation is satisfactory and the range and quality of learning resources are good.

- The school is staffed with mainly very experienced teachers some of whom have undertaken further professional qualifications. The adequacy of staff, including the match of teachers' qualifications to the subjects they teach and their deployment are very good. They have the necessary knowledge and experience to teach the NC and RE.
- All teachers have responsibilities for the curriculum and for assessment, and these are carried out diligently. Teachers work well together as a team and all show a strong commitment to the school. Very good support is received from the non-teaching staff, all of whom work tirelessly for the good of the school. Good support is given by the visiting peripatetic teachers.
- Staff attend regular INSET courses that are appropriately linked to priorities for school development. Every member of staff has a detailed job description which notes their

responsibilities and duties. The arrangement for the induction, appraisal and continuing professional development are very good.

- The accommodation is satisfactory. Limited space in some classes restricts movement and some practical activities. However, the quality of the teaching minimises the adverse effect of limited space. The long hall in the Infants area, for example, is inadequate in size and shape for indoor gymnastics. Pupils have insufficient space to manoeuvre in order to further develop their skills. The school is aware of the difficulties and a building programme for refurbishment is imminent which will help resolve these issues.
- Playgrounds provide safe outdoor areas during breaks and games but there is no grassed area. The playing field is shared with another school; a school mini-bus is used to transport pupils for games. There is a secure play area for the under-fives. There is no staff car park.
- There is no free space within the school for a library which is located in the main hall. This restricts opportunities for pupils to build on their library and research skills and develop greater independence in learning.
- Resources for learning are generally good and are well utilised. Regular use is made of computers to enhance and extend pupils' work, and good use is made of the computer suite.
- The school has a welcoming atmosphere. Classrooms are well arranged with colourful displays which provide a stimulating environment conducive to learning.
- Good use is made of the community, visitors, playing fields and educational visits.
- The secretary, canteen staff and cleaning staff perform their duties effectively. The school is kept very clean.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

Provision for the under-fives

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

Children in the nursery class (aged 3-4 years)

Good features

Language, literacy and communication skills

Progress in children's language, literacy and communication skills is good.

The majority of children listen attentively to stories and instructions and respond well to questioning. They talk confidently about their activities and they listen and respond well to each other. Children enjoy choosing books and sharing stories; the majority can recognise their own name card. They understand greetings and instructions in Welsh and respond appropriately. Children make good progress with early reading and writing skills.

Personal and social development

The personal and social development of the children is good.

Children are happy, confident and form good relationships with adults and other children. They are familiar with nursery routines, participate well in a group and many persist in a self-chosen activity for a good period of time. They take turns, share and begin to exercise self control, and respond positively to a range of new cultural and linguistic experiences. Children begin to take responsibility for personal hygiene and the majority dress themselves after physical activity.

Mathematical development

Children's mathematical development is good.

Children can count forwards to 10 correctly and the majority recite numbers to 30 in a practical context during registration. They use appropriate mathematical language in practical settings. Children develop a good understanding of two dimensional (2D) shapes. They sort, match, order, sequence, compare and count familiar objects, begin to understand the mathematics of money and reinforce knowledge through a range of number rhymes, songs, stories and counting games.

Knowledge and understanding of the world

Children's knowledge and understanding of the world is good.

Well planned visits to local places, for example the autumn walk in the locality, stimulate and improve children's learning and understanding of their local environment. They collect leaves to study shape and colour, develop an appropriate geographical vocabulary and talk about their families and how they travel to the nursery. Children reinforce their mathematical knowledge by studying loose and ready packed fruit in a supermarket. They begin to observe and record their findings in a simple form and learn about the importance of healthy eating. They have a basic understanding of the seasons and they investigate growth through planting seeds and bulbs. They celebrate birthdays and begin to appreciate the passage of time.

Physical development

Children's physical development is good

Children have a good awareness of their bodies and their growth. They use a range of small and large equipment with increasing skill and confidence. They learn how to hold and use crayons and paintbrushes correctly and handle small tools with increasing skill. Most pupils control the computer mouse and manipulate small jigsaw pieces effectively.

Creative development

Children's creative development is good.

Children begin to enjoy role-play and imaginative drama in their theatre and puppet area. They have a good knowledge of colour and begin to develop good colour mixing skills. They begin to observe and appreciate the work of others. They respond to and enjoy rhythm in music and music making with a range of instruments and with their voices.

Shortcomings

The physical layout of the building limits children's ease of access to the outdoor play area.

Children in the reception class (Aged 4-5 years)

Good features

Language, literacy and communication skills

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

Children make good progress with their literacy skills. The majority begin to speak clearly and audibly and they are aware of the speaker. They sustain attentive listening and can respond well. Children use phonic skills to sound out and write words such as frog, fox and fish. They can say the initial letter of a word, sound out the remaining vowel and consonant and link them together to say the word. The majority of pupils write their name and most write independently, for example, listing the items that a fish would need to survive in a tank. Pupils use their topic on Elmer the Elephant to make simple language books; they write thank you letters in response to visits from people in the community and describe their visit to search for signs of autumn. Children who receive additional language support make appropriate progress. Most children make a confident start with their reading, they handle books well and take pleasure in reading to an adult. Children are gaining a vocabulary of basic words in Welsh and are increasingly confident in responding to instructions in Welsh.

Personal and social development

Children's personal and social development is good.

Children are keen to explore and experiment with new learning opportunities. They are attentive, able to concentrate and persevere very well. They understand that all living things should be treated with care, respect and concern and they respond positively to new cultural and linguistic experiences. Children listen well to each other and the majority can speak confidently about their feelings.

Mathematical development

Children's mathematical development is good.

Children have a good understanding of basic number. They know the concept of zero and they count confidently up to 20 and backwards. Children use apparatus to demonstrate their awareness of number bonds up to 10. They are able to sort and match objects to number, begin to understand time and measure and know the names and properties of basic 2D and 3D shapes.

Knowledge and understanding of the world

Children's knowledge and understanding of the world is good.

Children talk confidently about their home and where they live and how they travel to school. They begin to understand their environment, and visits to places of local interest enable them to understand about food and where it comes from. They learn about and understand the sequence of the seasons and their main features. They explore a range of materials and use skills to design and make simple musical instruments. Children celebrate the Chinese New Year and learn about other cultures; they make dragons, perform dances, play and make music and taste ethnic food.

Physical development

Children's physical development is good.

Children move confidently with increasing control and coordination. They have a good knowledge of spatial awareness and can perform simple sequences using different movements in time to music. Children show increasing control and precision when they handle equipment and tools in the classroom.

Creative development

Children's creative development is good.

Children experiment confidently with colour, shape and texture and work with dough to explore the properties of the materials and moulding shapes. They enjoy a good range of musical activities and, when singing, they begin to learn how to control the sounds they make. During music and movement, the children respond well to imitate and create sequences of movement.

Shortcomings

There are no significant shortcomings.

English

Standards of achievement are good overall in KS1 and KS2. All pupils make very good progress by the end of KS2.

Good features

- Pupils in both key stages develop good speaking and listening skills. In most lessons observed, children are able to talk confidently. Through appropriate teacher intervention, most pupils in KS1 learn to extend their answers from simple phrases to speaking in structured sentences. In Y5 and Y6, pupils discuss the features of writing in the diary genre with the maturity and knowledge appropriate to their age.
- Pupils listen attentively and to each other for sustained periods in all areas of the curriculum. In the Y6 support class, pupils learn how to speak for a variety of purposes. They learn to structure a piece of writing or dialogue and to support an argument with well thought out reasons to support a point of view.
- Pupils read well across the curriculum. In KS1, pupils build up their word recognition skills effectively through the phonics teaching programme. They gain increasing confidence as they progress through the school in reading a variety of texts. The majority of pupils understand what they have read and respond well to questions about the text.
- By the end of KS1, pupils correctly identify the key features of a book such as the title, author and illustrator and most pupils confidently tackle unfamiliar words. Group reading activities make a good contribution to reading skills. In these sessions, most pupils read with care and are able to make inferences about the plot, character and their motives and emotions.
- In KS2, most pupils read with enjoyment, expression and understanding. They offer opinions about the book and author and make comparisons with other books read. Pupils develop good information-retrieval skills and begin to skim and scan for specific information.
- In KS1, pupils make good progress in writing, using letters and words with increasing confidence. Most older KS1 pupils write in sentences which have appropriate capital letters and full stops. They begin to use adjectives and think about making their sentences interesting to the reader.
- In lower KS2, pupils write for a variety of purposes including letters, simple plays, interviews and diary writing. They write poetry and design pamphlets, for example for a visit to Caerleon. Sentences are clearly demarcated and pupils begin to use different tenses and show an increasing awareness of grammar. Some children use a dictionary and a thesaurus appropriately to aid their writing.
- The majority of older KS2 pupils write confidently and they organise their writing well for the purpose desired. Most handle the concept of writing in the first person well. Some children are beginning to use commas correctly and extend their sentences well with good use of conjunctions in independent writing. Pupils usually use tense consistently and they develop their own personal writing style, and are aware that written work must be purposeful and of good quality.
- Pupils with English as an additional language make good progress with their English skills and benefit by receiving tuition from a specialised support teacher.

Shortcomings

- Pupils' ability to reflect and evaluate their own work at the end of a lesson is under-developed.

Mathematics

Standards of achievement are good in KS1 and KS2.

Good features

- In KS1, pupils develop a good understanding of number. They use addition and subtraction bonds confidently to initially 10, 20 and then to 100 and beyond. They employ a variety of practical situations to develop concepts of time, measurement and shape. They can recognise odd and even numbers, calculate 'more than' and 'less than' competently and can count correctly forwards and backwards in ones, twos, fives and 10s.
- Y2 pupils understand halving, doubling and sharing and learn multiplication and division facts relating to twos, fives and 10s. They use the four rules of number in a variety of situations and have a good understanding of place value. Pupils recognise different values of coins and calculate simple, real-life problems.
- Pupils identify a variety of two and sometimes three-dimensional shapes and know some of their properties and concepts such as halves and quarters. Many have an awareness of symmetry. Pupils are beginning to measure using standard units and some estimate using a range of mental strategies. They read time on and half past the hour.
- They gather data and present it accurately in the form of graphs. Presentation of work by pupils is generally neat.
- In KS2 pupils develop a good understanding of place value to a 1,000 and beyond, and record accurately. They round numbers accurately and estimate sensibly. Older pupils recognise place value to 1,000,000 and calculate accurately to two decimal places. Pupils have a good understanding of fractions, and recognise the equivalence between decimals, fractions and percentages.
- In KS2, pupils calculate mentally with good accuracy and use a range of strategies when completing work related to money, weight, length and capacity. They make good progress in applying their knowledge and understanding to solving written, real-life problems. They show good knowledge of concepts such as halves, doubles and quarters.
- In KS2, older pupils show a very good understanding of space, shape and measure. They understand the concept of symmetry including rotational symmetry and how to calculate perimeter, area and volume accurately. They have a good knowledge of angles and the properties of irregular shapes, and talk confidently about their properties. They name and measure a variety of angles with confidence. They understand and use the language

associated with angles including obtuse, acute and reflex. They have a good understanding of co-ordinates which they use in other subjects, such as geography.

- Pupils collect and collate data, plot and analyse graphs and pie charts that become progressively more difficult. They develop an understanding of reading scale.
- Mental warm-up sessions throughout the school allow pupils to make good progress and to practise basic number skills.
- In both key stages, pupils use mathematical vocabulary effectively and in the correct context. Many older pupils perform mental calculations quickly and accurately. Pupils are developing the ability to explain their thinking and the methods they use in order to support the development of their reasoning.
- Most pupils tell the time confidently and have a reasonable understanding of analogue time.

Shortcomings

There are no significant shortcomings.

Science

Standards of achievement are good in both key stages.

Good features

- Pupils in KS1 understand that sight is one of the five senses that helps them to be aware of the world around them. They correctly identify the main parts of the body and make simple comparisons with other animals.
- They correctly recognise common materials and sort these according to their properties.
- They correctly complete a simple electrical circuit in order to light a bulb.
- They know that light comes from the sun and that it can also be generated from other sources. They also understand that light can be reflected and that shadows are formed when the light is blocked.
- In undertaking investigations pupils in KS1 use a variety of simple apparatus. They make reasonable predictions and the most able are beginning to offer explanations for both their predictions and what they subsequently observe. They generally have a good understanding of working safely.
- In KS2, pupils successfully build on their basic scientific knowledge, and progressively develop a wider and more accurate vocabulary to describe their observations.

- In their work on physical processes, Y3/4 pupils develop a good knowledge of various forces and that forces can affect objects in different ways. They are beginning to use standard measures, for example, newtons, make simple diagrams and record their results with reasonable accuracy.
- They understand that magnetism is a force and, through observation, they identify a rule to aid prediction of the behaviour of magnets and different materials.
- Y5/6 pupils develop a very good understanding of the solar system. They know the relative positions of the planets, the different phases of the moon and begin to grasp the scale of astronomical distances.
- In their work on living things, pupils are aware that plants obtain energy from the sun and that they are the basis of most food chains. They develop a deepening understanding of the complexities of food chains and develop more detailed and precise vocabulary to explain what they see.
- Pupils understand strategies for classifying different groups and can devise questions to aid classification, and begin to understand the importance of refining questions in order to achieve a successful conclusion. They construct a branching database and successfully test it. In the process they begin to understand the strengths and the limitations of different types of keys.
- By the end of KS2, pupils exhibit a good knowledge base of scientific information and concepts, and are able to recall knowledge accurately. They show a very good ability to record their work in a wide variety of formats and, in the process, begin to understand the importance of scientific thinking as a means of explaining their world.

Shortcomings

- Pupils across the key stages do not progressively show an ability to plan their own investigations.

Welsh second language

Standards of achievement are good in KS1 and KS2.

Good features

- In KS1, pupils listen well to instructions and respond accurately. During discussions, most pupils answer questions correctly using the patterns and vocabulary that they have learned.
- Pupils know the names of colours and parts of the body. They count in Welsh, name familiar animals and fruits, and exchange simple greetings. They sing in Welsh to reinforce language work. Pupils confidently take part in mini-dialogues and role-play. Whilst teaching emphasis is on spoken Welsh, pupils' written work involves copying

correctly and writing words and familiar phrases, and this effectively supports their learning.

- Pupils possess an ever-increasing vocabulary and respond confidently to a range of questions such as ‘Pwy wyt ti?’, ‘Sut wyt ti?’, ‘Beth sydd yn y parcel?’
- In KS2, pupils use familiar language patterns when asking and answering questions about their likes and dislikes, weather patterns and where they live. They successfully take part in mini-dialogues and role-play to build up their knowledge and understanding of the language. They sing songs to reinforce language patterns. Their speaking skills are developing well.
- Good progress is made in acquiring an appropriate vocabulary. Pupils show real enthusiasm and commitment to learning Welsh.
- In KS2, pupils write sentences which record information and experiences with reasonable accuracy. They write letters, descriptions of favourite characters and dialogues using familiar patterns and vocabulary correctly. There is appropriate use of ICT to amend and edit their writing. Pupils are beginning to make good use of their skills to record their work in other subjects, such as history.
- Pupils read with satisfactory accuracy and understanding. They understand the main flow of paragraphs by recognising a range of key words and phrases. They make good use of dictionaries and refer to them regularly.
- There is good use of incidental Welsh by teachers. Pupils use incidental Welsh during registration periods, recite Welsh prayers and sing Welsh hymns and songs with an intelligible level of pronunciation.
- Pupils undertake a range of activities to reinforce their knowledge of language structures and to build up a working vocabulary. They are successful in presenting information to others both orally and in writing. Pupils enjoy and gain confidence in speaking Welsh in their role as ‘Helpwr y Dydd.’

Shortcomings

There are no significant shortcomings.

Design and technology

Standards of achievement are satisfactory in KS1 and KS2.

Good features

- After listening to the Bible story of Joseph and his coat of many colours, pupils in KS1 experiment successfully with their own designs for a coat for Joseph, after investigating the colours and patterns in a range of wrapping papers. They write simple statements about their final choice, indicating why they like it.

- Pupils in KS1 also design and make a fruit salad. They considered its eventual appearance after making labelled drawings of cross sections of fruit such as kiwi, strawberries and apples. They use a chopping board and knife and take account of health and safety issues such as the importance of washing their hands thoroughly when handling food.
- Pupils in lower KS2 investigate how air pressure can be used to produce and control movement. They apply their understanding of familiar objects that use air to make them work, for example, bicycle pumps and party blowers to the task of using balloons attached to empty washing up liquid bottles to lift objects. They also apply their scientific understanding of forces to explain how one syringe can push out another joined to it by a tube.
- Lower KS2 pupils also design and make photo frames from a variety of materials such as wood and card. They measure, mark out accurately and cut them to size using appropriate tools and experiment with alternative ways of making them stand up. They apply a range of different finishes to them, and some of their final products achieve a very good standard.
- By the end of KS2, pupils are aware that consumers have different views and preferences about a range of products. They examine examples of slippers, note how they are held together and consider the sorts of designs that different people might like. They investigate materials that would be suitable for different parts of the slipper and take into account the design factors such as comfort.
- Pupils in upper KS2 design and make moving toys that would appeal to younger pupils using a cam mechanism. They generate some original ideas and discuss and evaluate their toys. They understand that measurements have to be precise, even though they do not always include dimensions in their design specifications. Their evaluations are often perceptive and they are able to modify their toys as they work.

Shortcomings

- Pupils in KS1 have insecure knowledge and understanding of simple mechanisms and of ways in which control is integral to everyday devices.
- KS2 pupils have limited awareness of how their knowledge of electrical circuits can be applied to the products that they make in design and technology.

Information technology

Standards of achievement are good in KS1 and KS2. Throughout the school, pupils use ICT equipment and software with growing confidence. The newly installed IT suite is having a very good impact on pupils' abilities to use IT effectively.

Good features

- In KS1, all pupils are able to log-on to and log-off from the school's IT network.
- Most are able to launch programs independently and navigate effectively using the mouse and keyboard. They use menus to identify commands, such as 'Save' and 'Print.' They demonstrate increasing competence in word processing which they use to create first drafts of written work, and they are beginning to correct their work on screen. Generally, they have a good understanding of the main functions of the keyboard, for example the Shift, Caps Lock, Return keys and space bar.
- When using a paint package, they use a variety of tools to vary the thickness of lines, select and fill areas of colour and add shapes and text. The more able pupils display good control of the mouse to draw in freehand.
- By the end of KS1, most pupils save and open their work.
- In KS2, pupils continue to develop their knowledge of software and use a wider range of skills. In Y3/4, pupils drag and drop images into their work and flip, rotate and resize these images.
- Pupils are beginning to develop their knowledge and understanding of modelling techniques by creating procedures to create and explore a range of mathematical shapes. They also input data into prepared spreadsheets and databases and present the results in graphical form and can identify how such applications are of use in different situations in the wider world.
- By the end of KS2, pupils have become very proficient in file management. They understand the use of templates, for example in a desk top publishing package, and the ablest create their own format for a newspaper.
- They are adept at moving between two applications to produce an electronic book to be read by younger pupils. They also produce effective multimedia presentations, for example, on The Victorians, using text and images acquired from the internet.
- Older pupils are showing a developing confidence in using the recently installed interactive whiteboards.

Shortcomings

There are no significant shortcomings.

History

Standards of achievement are good in KS1 and KS2.

Good features

- In KS1, pupils' historical skills are developing well. Pupils are aware of chronology and use appropriate vocabulary such as common words and phrases applicable to the passage of time.
- Pupils develop a good understanding of life in the past. By looking at pictures of shops and houses in the Port Tennant area, pupils develop a good insight into the way people used to live. They understand the changes in their lives and life years ago by comparing the way people lived then and now.
- Pupils know about major events such as the Great Fire of London. Pupils use a range of resources to support their work, including primary source material such as Samuel Pepys' diary to sequence events in the Great Fire of London.
- Work in KS2 produces considerable enthusiasm for the subject. Pupils are able to relate some of the key aspects of life in Roman Wales based on their study of the Roman fortress at Caerleon.
- They display good recall of their study of the Victorians and to make sensible comparisons about aspects of life then with their own lives. They begin to understand the way in which change occurs over time by comparing the environment, clothes and classrooms during the Victorian period. They place events and periods in sequence on a suitable timeline.
- Older pupils in KS2 have a good understanding of the characteristic features of life at different times in the past such as during the Second World War. They begin to understand differences in the way the past is represented and interpreted and suggest reasons for these. Pupils have a good understanding and knowledge of rationing, the home guard, propaganda and censorship, the role of women during the Second World War, evacuation and evacuees, the land army and the Anderson shelter.
- Pupils' investigative skills are developing well. They make good use of first hand and second hand evidence including artefacts, maps, photographs and extracts from contemporary accounts. Pupils research selected websites that contribute to their studies in history.
- In discussing their work, pupils are confident and articulate. They display appropriate familiarity with historical terms. Most older pupils recognise the difference between fact and fiction. Work is generally well written and presented. They take great interest in the subject.

Shortcomings

- Pupils' knowledge of specifically Welsh figures and events is under-developed.

Geography

Standards of achievement are good in KS1 and KS2.

Good features

- KS1 pupils have a good knowledge and awareness of the immediate environment around the school. They are able to describe some of the characteristics of the area, such as the types of houses in the locality and that they live in the area of Port Tennant, which is part of the city of Swansea.
- They also develop a good understanding of different localities through the use of stories connected to places. They can talk about the similarities and the differences between their own locality and an island locality and describe what they like about each place.
- In describing localities, they use a good range of appropriate geographical vocabulary.
- Pupils have a good understanding of maps and their uses and are able to identify basic features and symbols.
- They are also gaining a good general locational knowledge of the countries which make up the United Kingdom, as well as the wider world, through following the journeys of Barnaby Bear. They are able to talk and write about some of the places Barnaby has visited.
- Pupils in the STF are able to identify some of the features of their locality and can match symbols to features, which they see on their visits to places in the local area.
- In Y3/4, as an introduction to a study of a locality in a developing country, pupils use atlases to locate India, and use secondary sources to create a profile of some of the key characteristics of that country. They also identify valid geographical questions to form the bases of enquiries into a specific locality within India.
- In Y5/6, pupils make good comparisons between their own locality and Port Eynon. They describe and explain some of the human and physical features of the areas and describe some of the geographical processes at work. They use a good range of maps at a variety of scales to investigate this locality.
- Across the key stage, pupils use the local area well to investigate environmental issues, ranging from those of immediate concern to the school, such as 'What should replace the old staff room?', to issues of concern in the community, such as traffic congestion, a new Park and Ride Scheme and the siting of an industrial incinerator. Through these enquiries, pupils use a good range of fieldwork techniques and, in the process, develop a good understanding of the complexities of environmental issues.

Shortcomings

There are no significant shortcomings.

Art

Standards of achievement are good overall in KS1 and KS2. Some 2D work reaches a very good standard of achievement.

Good features

- Throughout the school, pupils make good progress in the quality of their drawings and paintings from close observation and in their use of a range of media and techniques.
- Pupils in KS1 study their faces in a mirror in order to paint self-portraits. They mix and match colours effectively to represent the colours and features they observe in their faces. Good control of brushes and paint is evident in their finished work.
- After looking at and discussing the lines, tones, colours and shapes in Van Gogh's 'Sunflowers', pupils in KS1 explore his techniques using a variety of media; crayons and pencils, chalks and pastels, paints and a computer program. They produce some good quality work and evaluate it effectively.
- KS1 pupils in the STF class have created a wide range of paintings and collages to a very good standard, including coloured glass mosaic pictures of the life cycle of a frog, linked to their work in science.
- Pupils in lower KS2 explore ways of creating patterns for wrapping paper, applying their understanding of symmetry and tessellation gained from work in mathematics. The majority of pupils successfully produced a variety of shapes, lines and tones to create their patterns.
- Lower KS2 pupils also produce some very fine pictures inspired by the Welsh artist, Josef Hermann, whose work they have observed during a visit to the local art gallery. They used a variety of media such as charcoal and chalk, paint and pastels to develop their own imaginative response to his work.
- In upper KS2, pupils effectively select and record their observations of views of the surrounding area in photographs and sketchbooks, as a prelude to producing their own individual and collaborative large-scale images of the locality. With the help of an artist in residence, they create an outstanding mural using acrylic paint on wood, of the school, docks and Swansea Bay.
- Upper KS2 pupils also study still life paintings by Cézanne and consider elements such as composition, shape and colour. They use watercolours effectively to create their own still life pictures and apply techniques explored in their sketchbooks, such as how to paint a patterned backdrop, to their final pieces.
- Y6 pupils use clay, plaster of Paris and concrete to make very good sculptural tiles of their faces and finish them with an interesting variety of materials; silver and gold foil and mosaics created from newspaper and magazine cuttings.

Shortcomings

- Pupils' ability to plan and make 3D objects, images and artefacts in a variety of materials, including textiles, is less well developed.

Music

Standards of achievement are good overall in KS1 and KS2

Good features

- During acts of worship and singing times pupils sing enthusiastically and with enjoyment. Both KS1 and KS2 pupils sing in tune and show good regard for dynamics.
- Younger KS1 pupils sing their names to the teacher during registration. Pupils recognise a simple beat and are able to sing in response. They create and repeat short rhythmic phrases very confidently and create sound with different parts of their bodies. Pupils sing in tune and harmonise well, clapping in time appropriately.
- In Y1 pupils choose appropriate instruments to represent the sounds associated with poems. They compose rhythmical patterns to express the words of the poem.
- Lower KS2 pupils compose simple rhythms using body percussion after collectively assembling ideas to describe stormy weather. They sing in two part harmony and accompany their composition with percussion instruments.
- Pupils use the wider curriculum to develop all the three strands of the NC. From a study of the Romans of Caerleon, children select words, clap in syllables and use musical notation to correspond to the syllables. In groups, they play the composition as an ostinato and appraise their performance.
- Upper KS2 pupils use musical vocabulary when discussing or talking about their work. They show interest and enthusiasm and write their composition in graphic notation; for example, Y5 pupils composed, performed and appraised 'A Starry Night' and used Van Gogh as a source of inspiration.
- Pupils engage in a wide range of musical activities to develop skills. They sing in time and regulate their breathing demonstrating control of pitch and texture. Pupils select appropriate instruments to accompany their compositions, and evaluate the finished performance.
- Many pupils learn to play musical instruments such as the recorder and the guitar. The school choir and instrumentalist group offer an extended range of musical experiences for the pupils. They represent the school at prestigious local events at venues such as the Brangwyn Hall.

Shortcomings

There are no significant shortcomings.

Physical education

Standards of achievement are good in KS1 and KS2.

Good features

- In both KS1 and KS2, pupils with special needs are fully included in physical education lessons, and achieve very good standards in relation to their abilities. This is also true of their performance in swimming lessons, where they make very good progress in developing their confidence and skills.
- Pupils in KS1 know why they need to warm up and recognise the changes that occur to their bodies during exercise. They are increasingly aware of space and run, skip and dodge round one another with generally good control. They co-operate safely in groups of four to lift, take out and set up apparatus.
- Good use of classroom assistants enables teachers to use the long, narrow infant hall effectively for gymnastics lessons. Pupils find a variety of ways to travel, balance and jump and show persistence in practising techniques that have been emphasised. Some of them hold a good shape for several seconds. Others are keen to improve the look and feel of their shapes.
- In KS1, pupils enjoy learning the steps for the traditional Welsh dance, “Y Delyn Newydd.” With increasing control, they practise and perform a simple repeated step pattern individually and with partners. They then collaborate effectively to develop their dance in groups of eight.
- Pupils in lower KS2 build well on the gymnastics skills developed in KS1. They practise and refine more complex sequences of movement that have a greater degree of physical challenge. For example, they link a roll with a defined shape to finish, and show greater control of speed, direction and balance.
- In lower KS2, most pupils understand the terms ‘low, medium and high level’ and ‘closed and open shapes.’ In small groups they develop an ‘alien’ dance in response to music, and collaborate well to create a sequence with varying levels and shapes. After observing the performance of other groups they can identify several ways in which the performance could be improved.
- In a games lesson in upper KS2, pupils persevered at improving their skills of controlling the ball. They practised adapting the way they sent the ball according to the needs of the receiver and demonstrated good sporting behaviour when they congratulated one another on their achievements.

- Pupils in Y6 support one another well in gymnastics lessons, helping their classmates to roll safely on a bench. They link individual actions such as jumps, rolls, balances and starting and finishing position more smoothly. They make some perceptive evaluations of one another's performance, which some pupils use to improve their own work.
- The school offers a wide range of extra-curricular sporting activities in which many of the pupils participate.

Shortcomings

- Pupils in KS1 do not always appraise their own and others' performance in order to suggest ways in which they could improve it.
- Pupils in KS2 sometimes fail to focus sufficiently on controlling and holding the clarity of their shape in gymnastics and dance lessons.

Religious education

Standards of achievement are good in KS1 and KS2.

Good features

- Throughout the school, pupils have a good general awareness of the beliefs and practices of Christianity and of other major faiths, relative to their age and ability.
- Pupils in KS1 know that the Bible is a special book for Christians and are becoming familiar with a number of well-known Bible stories. They are beginning to recognise that some aspects of experience are common to everyone. For example, after listening to 'Joseph and his Coat of Many Colours' they could relate their own experiences of jealousy and anger to the story of Joseph.
- They are also developing an awareness of important festivals and celebrations in Christianity and in other major religions such as Divali and the Chinese New Year. By Y2, they can describe some of the customs and beliefs associated with them.
- During KS1, pupils are developing ideas about what is good or bad, right or wrong and use personal reflection to think about ways in which they can consider the feelings of others. By Y2, they articulate, in simple terms, why it is important to tell the truth and the consequences if someone develops a reputation for lying.
- In lower KS2, pupils are beginning to understand that parables from the Bible, such as the story of the Good Samaritan, teach us how we should behave. More able pupils make some perceptive comments about the complexity of experience: how difficult it sometimes is to make the right choice or take the right action.
- Lower KS2 pupils are also developing their awareness of the importance of particular customs and practices in major faiths. For example, they are aware of the rules regarding the food that may or may not be eaten by Jews and Moslems.

- By upper KS2, pupils are aware of important symbols in major religions such as the cross in Christianity, the Star of David in Judaism and the moon and star in Islam, and have some understanding of their meaning. They are developing an understanding that these religions share certain characteristics.
- By Y6, pupils pursue some of the issues raised by human experience and develop their own questions and responses. They explore different explanations of how the world was created and offer their own views. They show respect for the beliefs of others and recognise the right of people to hold their own views.

Shortcomings

There are no significant shortcomings.

8. SCHOOL IMPROVEMENT

8.1 Progress since the last inspection

The inspection in October 1997 recorded that the school needed to:

1. Improve the standards of pupils' achievements in mathematics in KS1.
2. Improve the standards of achievement in gymnastics in KS2 by:
 - teaching skills;
 - ensuring pupils plan their work;
 - providing frequent opportunities for pupils to evaluate their own performances and those of others.
3. Plan and implement strategies for identification and assessment of non-statemented pupils with learning difficulties in mainstream classes; improve the quality of IEPs: provide pupils with more focused support.
4. Review the policy and practices for assessment, recording and reporting and provide guidance on the procedures to be adopted for:
 - assessing pupils' work in core and foundation subjects;
 - recording pupils' achievements by class teachers;
 - using this information to inform teachers' planning;
 - reporting to parents.

5. Improve the range and quality of the monitoring of standards of achievement and pupils' progress within and across Key Stages.
6. Complete schemes of work for all subjects.
7. Address the question of security and access to school buildings.
8. Ensure that the school prospectus and the governors' annual report to parents meet the requirements of Welsh Office Circular 22/96.

The school has addressed these issues as follows:

- Standards in KS1 in mathematics are now good.
- Standards of achievement in PE, including gymnastics are now good at KS2.
- The procedures for the early identification of special needs is very good and the SEN register and all other records are well organised and kept fully up to date. The Special Educational Needs Co-ordinator (SENCO) and class teachers provide IEPs which are focused, specific and give pupils measurable targets which they use to achieve success. Many pupils are withdrawn from lessons for additional support, and pupils benefit from such intensive support which is focused on specific aspects of their IEPs.
- The assessment procedures adopted by the school are manageable and effective. All teachers keep informative 'Pupil Profile' comment books for day-to-day assessment. However, there is still a need to improve the consistency and detail of these comments across the school so they can identify the next step in learning. Reports to parents are of a very good quality.
- Good progress has been made on the monitoring of standards of achievement and pupil progress. However, the monitoring and evaluating role of subject co-ordinators in the subjects for which they are responsible is under-developed.
- Schemes of Work exist for all NC subjects and RE.
- The school building now has secure access. Playgrounds provide safe outdoor areas during breaks and games.
- The school prospectus meets the recommendations of the NAW. The governing body's annual report for parents omits one of the required items, and some aspects of the report are not sufficiently explicitly presented for the maximum benefit of parents.

8.2 Key issues for action

In order to enhance the good quality education provided and raise standards further, the school needs to:

1. maintain the good and very good standards achieved;

2. raise standards in design and technology in both key stages;
3. further develop the monitoring and evaluation of standards by subject co-ordinators;
4. ensure more consistent practice in the recording of pupil progress in all subjects across the school;
5. ensure that the annual governing body's report to parents fully complies with Welsh Assembly Governments' requirements.

Acknowledgement

The registered inspector and team wish to thank the governors, headteacher, staff and pupils for their co-operation and courtesy before and during the inspection.

APPENDIX

A. Basic information about the school

Name of School	Danygraig
School type	County Primary
Age -range of pupils	3-11
Address of school	Ysgol Street Port Tennant Swansea
Post-Code	SA1 8LE
Telephone Number	01792 650946

Headteacher	Mr N Morgan
Date of appointment	1997
Chair of Governors/ Appropriate Authority	Mrs S Driscol
Registered Inspector	Mr J Evans
Dates of inspection	4 th –7 th February 2003

B. School data and indicators

<i>Number of pupils in each year group</i>									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	19	36	50	45	42	47	43	53	335

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	15	0	15.0

<i>Staffing information</i>	
Pupil:teacher (fte) ratio (excluding nursery and special classes)	27:1
Pupil:adult (fte) ratio in nursery classes	12:1
Pupil:adult (fte) ratio in special classes	4:1
Average class size, excluding nursery and special classes	29.9
Teacher (fte) : class ratio	1:1

<i>Percentage attendance for three complete terms prior to the inspection</i>					
	N	R	KS1	KS2	Whole School
Term 1	83.3	91.36	90.19	93.54	92.29
Term 2	83.72	88.36	89.65	90.37	89.89
Term 3	85.74	89.97	90.55	93.74	92.34

Percentage of pupils entitled to free school meals	35
Number of pupils excluded during 12 months prior to inspection	0

C. Results of National Curriculum assessments and public examinations

National Curriculum Assessment KS1 Results: 2002			Number of pupils in Y2: 44					
Percentage of pupils at each level								
			N	W	1	2	3	4
ENGLISH:	Teacher Assessment	School	5	5	27	39	25	0
		National	0	4	13	63	20	0
EN: Reading	Teacher Assessment	School	5	5	27	36	27	0
		National	0	4	14	54	28	0
EN: Writing	Teacher Assessment	School	5	5	34	34	23	0
		National	0	5	13	71	10	0
EN: Speaking and listening	Teacher Assessment	School	5	2	23	43	27	0
		National	0	2	11	64	22	0
MATHEMATICS	Teacher Assessment	School	5	0	21	39	37	0
		National	0	2	9	61	26	0
SCIENCE	Teacher Assessment	School	5	0	27	43	25	0
		National	0	2	10	68	20	0

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school:	61	In Wales:	80

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: 50				
Percentage of pupils at each level										
			N	W	1	2	3	4	5	6
English	Teacher assessment	School	2	0	0	4	14	34	46	0
		National	0	0	1	6	17	46	30	0
	Test/Task	School	2	0	0	10	2	36	50	0
		National	1	0	0	5	12	41	38	0
Mathematics	Teacher assessment	School	2	0	0	2	12	46	38	0
		National	0	0	1	4	19	47	28	0
	Test/Task	School	2	0	0	2	12	42	42	0
		National	1	0	0	4	19	43	30	0
Science	Teacher assessment	School	2	0	0	0	8	40	50	0
		National	0	0	0	2	13	50	33	0
	Test/Task	School	2	0	0	0	6	38	54	0
		National	2	0	0	1	10	47	38	0

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by Teacher Assessment		by Test	
In the school:	80%	In the school:	82%
In Wales:	70%	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

- Five inspectors spent a total of 16 inspector days in the school and 82 lessons were observed.
- Responses from 185 parents' questionnaires were analysed.
- Pre-inspection meetings were held with the governing body and with parents.
- A range of pupils' written work was examined by the inspectors and discussed with pupils.
- Subject schemes of work, school policy documents and other written evidence were analysed and discussed with the headteacher and staff.
- A representative sample of pupils from every class were heard reading in a variety of contexts.
- The inspectors held a meeting with staff and governors at the end of the inspection to report the results of the inspection..

E. Composition and responsibilities of the inspection team

Team member	Subject responsibilities	Aspect responsibilities
Mr J Evans Registered Inspector	Science Information technology Geography	Context; Main findings; Standards achieved in subjects and areas of learning; Teaching; Assessment, recording and reporting; Leadership and efficiency; Progress since last inspection; Key issues for action
Mr J E James Lay Inspector		Pupils' spiritual, moral, social and cultural development; Behaviour and attitudes; Attendance; Partnership with parents and community, schools and other institutions; Partnership with industry
Mr C A Brace	Early years English Music	Standards achieved in key skills across the curriculum; Provision for pupils' with special educational needs;
Ms S J James	Design and technology Art Physical education Religious education	Support, guidance and pupils' welfare; Quality of self-evaluation and planning for improvement
Mr B M Lewis	Welsh second language Mathematics History	Curriculum; Staffing, accommodation and learning resources.