

**Inspection under Section 28 of the  
Education Act 2005**

**A Report on the Quality of Education in**

**Dunvant Primary School  
Dunvant Road  
Dunvant  
Swansea  
SA2 7SN**

**School Number: 6702237**

**Date of Inspection: 19 – 22 March 2007**

**by**

**Margaret Elizabeth Morgan  
5542**

**Date of Publication: 21 May 2007**

**Under Estyn contract number: 1111906**

**Queens Printer and Controller of HMSO 2007: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The copyright in the material must be acknowledged as aforementioned and the title of the report specified.**

Copies of this report are available from the school. Under the Education Act 2005, the school must provide copies of the report free of charge to certain categories of people. A charge not exceeding the cost of reproduction may be made to others requesting a copy of the report.

Dunvant Primary School was inspected as part of a national programme of school inspection. The purpose of inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents information about the performance of their child's school.

The inspection of Dunvant Primary School took place between 19/03/07 and 22/03/07. An independent team of inspectors, led by Margaret Elizabeth Morgan undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development.

The five-point scale used to represent all inspection judgements in this report is as follows:

<b>Grade 1</b>	good with outstanding features
<b>Grade 2</b>	good features and no important shortcomings
<b>Grade 3</b>	good features outweigh shortcomings
<b>Grade 4</b>	some good features, but shortcomings in important areas
<b>Grade 5</b>	many important shortcomings

There are three types of inspection.

For **all** inspections, there is a written report on seven key questions.

For **short** inspections, there are no subject reports.

For **standard** inspections, there are also reports on six subjects.

For **full** inspections, there are also reports on all subjects.

**Estyn decides the kind of inspection that a school receives, mainly on the basis of its past performance. Most schools receive a standard inspection. All nursery schools, special schools, pupil referral units and any new or amalgamated schools receive a full inspection.**

This school received a **full** inspection.

## Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and LEAs.

The term 'Reception' (R) refers to the year group of pupils in a primary school who reach the age of 5 during the academic year. Year 1 refers to the year group of pupils who reach the age of 6 during the academic year and so on. Year 13 is the year group of students who reach the age of 18 during the academic year.

Primary phase:

Year	R	Y 1	Y 2	Y 3	Y 4	Y 5	Y 6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y 7	Y 8	Y 9	Y 10	Y 11	Y 12	Y 13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The National Curriculum covers four key stages as follows:

Key stage 1	Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

<b>Contents</b>	<b>Page</b>
<b>Context</b>	1
<b>Summary</b>	3
<b>Recommendations</b>	8
<b>Standards</b>	9
Key Question 1: How well do learners achieve?	9
<b>The quality of education and training</b>	13
Key Question 2: How effective are teaching, training and assessment?	13
Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?	15
Key Question 4: How well are learners cared for, guided and supported?	17
<b>Leadership and management</b>	21
Key Question 5: How effective are leadership and strategic management?	21
Key Question 6: How well do leaders and managers evaluate and improve quality and standards?	22
Key Question 7: How efficient are leaders and managers in using resources?	24
<b>Standards achieved in subjects and areas of learning</b>	26
Under 5s	26
English	30
Welsh second language	32
Mathematics	33
Science	34
Information technology	35
Design technology	36
History	37
Geography	38
Art	39
Music	40
Physical education	41
Religious education	42
<b>School's response to the inspection</b>	43
<b>Appendices</b>	
1 Basic information about the school	44
2 School data and indicators	45
3 National Curriculum assessments results	46
4 Evidence base of the inspection	48
5 Composition and responsibilities of the inspection team	49

## Context

### The nature of the provider

1. Dunvant Primary School is newly created primary school situated in the village of Dunvant on the outskirts of Swansea. It was opened in September 2005 following the closure of an infant and junior schools. The school serves an area that is neither prosperous nor economically disadvantaged. Most of the homes in the area are owner occupied and the majority of parents are employed. Approximately three per cent of pupils are entitled to receive free school meals. This is well below the national average.
2. The school is situated on a difficult site in steeply sloping grounds. It consists of a series of separate buildings, one of which is Victorian, several built shortly after World War 2 and a more modern building that was constructed in the 1970s which has had a recent extension added. There are extensive grounds surrounding the school.
3. At the time of the inspection, there were 417 pupils on the school roll including 49 part-time nursery children. Nursery children are admitted to the school at the beginning of the term following their third birthday. Pupils begin full-time education at the start of the academic year during which they will be five.
4. Ninety-nine per cent of pupils come from English speaking homes and no pupils speak Welsh at home. The remaining pupils come from other ethnic groups mainly consisting of Bangladeshi and other mixed backgrounds. Two pupils receive support for learning English as an additional language. One pupil is looked after by the local authority. Pupils' ability on entry is generally above the Local Education Authority (LEA) average. Eighteen pupils have been identified as having special educational needs (SEN) and a further five pupils have a statement of SEN. This total of 5.8 per cent of pupils with SEN is below the national average.
5. There are the equivalent of 14 full-time and four part-time teachers and an additional seven teaching assistants on the staff. All members of staff were appointed in September 2005. There has been no previous inspection of this newly created school.

<b>The school's priorities and targets</b>
--

6. The school's commitment is 'To provide the very best education to meet the individual needs of all our children, so that each child has the support to reach his or her personal best, with the maximum involvement of all staff, governors and the community'.
  
7. Shorter-term priorities outlined in the School Development Plan include:
  - improving staff development and team work,
  - improving curriculum provision and assessment,
  - improving provision for SEN pupils,
  - improving the site and premises,
  - further developing the ethos of the school,
  - developing links with the community.

## Summary

8. Dunvant Primary School is a good school where pupils progress well. Even though the school has only been open for 18 months, it has already made good progress in many aspects of its provision. It offers pupils many imaginative opportunities, particularly for their creative development and the development of their bilingual skills.
9. The new school has faced many difficulties, especially in terms of its accommodation, however, over the past year, significant improvements have been made and the school is moving forward at pace. Due to the changed nature of the school, it is not possible to judge the overall progress since the time of the previous inspections.

### Table of grades awarded

Key question	Inspection grade
1 How well do learners achieve?	Grade 2
2 How effective are teaching, training and assessment?	Grade 2
3 How well do the learning experiences meet the needs and interests of learners and the wider community?	Grade 3
4 How well are learners cared for, guided and supported?	Grade 2
5 How effective are leadership and strategic management?	Grade 2
6 How well do leaders and managers evaluate and improve quality and standards?	Grade 3
7 How efficient are leaders and managers in using resources?	Grade 2

10. During the inspection, standards are as follows:

### Areas of learning for under-fives

Area of learning	Nursery	Reception
Language, literacy and communication	Grade 2	Grade 2
Personal and social development	Grade 1	Grade 1
Mathematical development	Grade 2	Grade 2
Knowledge and understanding of the world	Grade 2	Grade 1
Creative development	Grade 2	Grade 2
Physical development	Grade 1	Grade 1

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

**Grades for standards in subjects inspected at key stages 1 and 2:**

<b>Inspection Area</b>	<b>Key stage 1</b>	<b>Key stage 2</b>
English	Grade 2	Grade 2
Welsh second language	Grade 2	Grade 2
Mathematics	Grade 2	Grade 2
Science	Grade 2	Grade 2
Information technology	Grade 3	Grade 3
Design technology	Grade 2	Grade 2
History	Grade 2	Grade 2
Geography	Grade 3	Grade 3
Art	Grade 1	Grade 1
Music	Grade 1	Grade 1
Physical education	Grade 2	Grade 2
Religious education	Grade 2	Grade 2

12. Standards of achievement are good overall. In the lessons observed, standards are above Welsh Assembly Government (WAG) all-Wales targets requiring that by 2007, 98 per cent of standards should be Grade 3 or better and 65 per cent Grade 2 or better.
13. All pupils, irrespective of their backgrounds, including those with additional learning needs, those learning English as an additional language or those with potential behavioural problems, make good progress relative to their abilities.
14. Under-fives and pupils at key stages 1 and 2 reach good levels in the key skills of reading and writing. Pupils' speaking and listening skills develop well throughout the school and by the end of key stage 2, pupils listen very attentively and express themselves extremely articulately; this is an outstanding feature. Another outstanding feature of the school is pupils' bilingual skills.
15. Under-fives use their mathematical skills well for a variety of different purposes. However, at key stages 1 and 2, pupils' mathematical and information and communications technology skills have good features that outweigh shortcomings.
16. Because the school opened less than two years ago, baseline data is only available for 2005 and 2006. Official end of key stage data is available for summer 2006 only. Baseline data indicates that in the last two years, children enter the reception class with scores that are generally above the Local Education Authority (LEA) average.
17. In 2006, end of key stage 1 statutory assessment results in English and mathematics were similar to the LEA and national averages. Results in science were just below the national average. The percentage of pupils achieving at least the expected level in the three subjects combined was above the national average. However, fewer than average numbers of pupils achieved the higher than expected level 3. Generally, girls did better than boys.

18. When compared with similar schools (those schools with a similar proportion of pupils entitled to receive free school meals), the school's 2006 key stage 1 results in mathematics and science were in the lowest 25 per cent and in English they were in the lower 50 per cent. Information available in the school shows that key stage 1 results were lower in 2006 than they had been for several years. However, this had been predicted from the time that pupils entered the reception class. Records show that over many years, key stage 1 results have usually been above average.
19. There was a similar situation in key stage 2 where records available indicate that in 2006, pupils' results were slightly lower than in previous years. However, results in the three core subjects were above local and national averages. A very high proportion of pupils achieved the higher than expected level 5 in all three subjects. The school is very aware that girls did considerably better than boys. Strategies have been put in place to try to reduce the gap over forthcoming years.
20. When compared with similar schools (see above), the key stage 2 results were in the lower 50 per cent in the three core subjects but the number of pupils who achieved at least the expected level in the three subjects combined was in the upper 50 per cent. Many pupils exceeded the targets they had been set for their end of key stage 2 results. Looking back over records available in the school, it is possible to see an overall continuing upward trend in pupils' performance. Targets set for future years, show that standards are expected to continue to rise.
21. As pupils move through the school, they make good progress towards fulfilling their potential and are ready and enthusiastic about moving on to the next stage of their learning. Pupils' awareness of how well they are doing has good features that outweigh shortcomings. Although pupils in key stages 1 and 2 are given targets, a minority are uncertain about these and do not talk about them with great conviction.
22. Pupils are well motivated and display a good attitude towards learning. Their behaviour is outstanding and makes a positive contribution towards the achievement of good standards of work. They display very good understanding of equal opportunities issues. Attendance and punctuality are both consistently good.
23. Pupils have a very good knowledge about the culture and heritage of Wales through *Y Cwricwlwm Cymreig*. Their creative skills are also extremely well developed. These are outstanding features. Pupils' progress in their personal, social, moral and wider development is also outstanding. All pupils are fully involved in the life and work of the school. Relationships throughout the school are an exceptional feature.

## The quality of education and training

### Grades for teaching

24. During the inspection, the overall quality of teaching was good and was judged as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
12%	65%	20%	3%	0%

25. Overall, staff successfully challenge and motivate pupils through the purposeful use of various teaching techniques and strategies. Teachers promote positive attitudes to learning and support pupils' efforts with consistent praise and encouragement. Careful planning ensures parity of provision, particularly in parallel classes.
26. In a minority of cases, teachers do not actively engage pupils during whole class introductions and insufficient attention is given to ensuring that the objectives of the lesson have been met. Because of a shortage of computer hardware, teachers do not always make enough use of information communications technology (ICT) in their lessons.
27. The school's systems and procedures for assessment, recording and reporting have good features that outweigh shortcomings. Teachers have a good knowledge of the standards achieved by the pupils in the English and mathematics. Assessment of pupils' knowledge and understanding in the non-core subjects is less well developed. The written annual school reports lack detail about what pupils have achieved in individual subjects.
28. The school has rightly reviewed its curriculum planning since amalgamation so it meets the learning needs of all its pupils and fully complies with statutory requirements. All pupils have equal access to a broad and interesting range of learning opportunities. However, even though there are several strong features in curriculum provision, the inspection team considers that recently reviewed curriculum planning is still at an embryonic stage. Overall, learning experiences respond well to the needs of the community.
29. The quality of care, support and guidance is consistently good and staff have high standards in this important area of school. The overall quality of provision for additional learning needs is good with no important shortcomings. This provision fully complies with the Code of Practice. Good provision is made for equal opportunities. Fairness, equality and the inclusion of all underpin the school's work.

### Leadership and management

30. Since the opening of the newly amalgamated school, the head and deputy head teachers have worked hard to establish a shared vision and common purpose. It has been their main focus and they have been successful in achieving their goal. As a result, a genuine sense of team spirit exists.

Governors bring a wide and valuable range of practical and professional skills to the school. They work efficiently with the head teacher in the strategic management of the school.

31. Even though the school has made a start on establishing self-evaluation processes, they are not yet firmly embedded. The school's self-evaluation procedures involve all members of staff, governors, parents and pupils. Ensuring high standards in English and mathematics has been the recent priority. Co-ordinators of some foundation subjects are less well informed about pupil performance. Portfolios of pupils' work are annotated to show the levels pupils achieve in a minority of subjects. There is not a regular programme for teachers to observe lessons taught by their colleagues in the subjects for which they are responsible.
32. The self-evaluation report prepared for the inspection is comprehensive and mostly identifies the strengths and shortcomings of the school. The findings of the inspection team match the judgement made by the school in its self-evaluation report in four out of the seven key questions. However, both the inspection team and the school identified similar areas for development.
33. Teachers and support staff are effectively deployed throughout the school. The accommodation provides ample space for the number of pupils on roll. Many parts of the building are well looked after but there are continuous maintenance problems. The large sloping site is difficult to manage, with several separate buildings of varying quality, but leaders and managers have put in place appropriate procedures to minimise risk. However, two minor issues related to health and safety were clarified with the governing body at the time of the inspection.
34. The quality and quantity of resources for teaching and learning are good in almost all areas with the exception of ICT. Finances are well managed and the school achieves good value for money. Spending decisions are well matched to the school's priorities and budgetary control is stringent.

## Recommendations

In order for Dunvant Primary School to develop further, staff and governors should:

- R1 Improve standards in the subjects of information technology<sup>\*\*\*</sup> and geography<sup>\*\*\*</sup> and the key skills of ICT<sup>\*\*\*</sup> and numeracy;
- R2 Ensure greater consistency in curriculum planning for all subjects and key skills;  
<sup>\*\*\*</sup>
- R3 Improve assessment, recording and reporting procedures; <sup>\*\*\*</sup>
- R4 Extend self-evaluation processes so that all curriculum co-ordinators have a clear understanding of standards and quality of provision for their areas of responsibility<sup>\*\*\*</sup>.

Those recommendations marked <sup>\*\*\*</sup> have already been identified by the school as areas for development.

The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

## Standards

### Key Question 1: How well do learners achieve?

#### Grade 2: good features and no important shortcomings

35. The inspection team agrees with the school's self-evaluation of this key question.
36. Standards of attainment are good in Dunvant Primary School. Overall, regardless of their social, ethnic or linguistic background, pupils make good progress and they achieve well.
37. Standards in the subjects and areas of learning inspected are as follows:

#### Under-fives:

Area of learning	Nursery	Reception
Language, literacy and communication	Grade 2	Grade 2
Personal and social development	Grade 1	Grade 1
Mathematical development	Grade 2	Grade 2
Knowledge and understanding of the world	Grade 2	Grade 1
Creative development	Grade 2	Grade 2
Physical development	Grade 1	Grade 1

38. Grades for standards in subjects inspected at key stages 1 and 2 are as follows:

Inspection Subject	Key stage 1	Key stage 2
English	Grade 2	Grade 2
Welsh second language	Grade 2	Grade 2
Mathematics	Grade 2	Grade 2
Science	Grade 2	Grade 2
Information technology	Grade 3	Grade 3
Design technology	Grade 2	Grade 2
History	Grade 2	Grade 2
Geography	Grade 3	Grade 3
Art	Grade 1	Grade 1
Music	Grade 1	Grade 1
Physical education	Grade 2	Grade 2
Religious education	Grade 2	Grade 2

39. Pupils' standards of achievement in lessons during the inspection are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
9%	69%	22%	0%	0%

40. Standards of achievement in the lessons observed are above Welsh Assembly Government (WAG) all-Wales targets requiring that by 2007, 98 per cent of standards should be Grade 3 or better and 65 per cent Grade 2 or better.
41. The overall quality of provision for the under-fives is appropriate to their needs and pupils are making good progress towards the Desirable Outcomes for Children's Learning. Children in the under-fives' classes are happy and settled and they engage readily in a wide range of activities.
42. Pupils with additional learning needs, including those with special educational needs (SEN), those learning English as an additional language or those with potential behavioural problems, make good progress relative to their abilities. Pupils of all ages respond very well to the range of learning opportunities and particularly those of a creative nature. The majority of SEN pupils achieve the targets they are set.
43. Under-fives and pupils at key stages 1 and 2 reach good levels in the key skills of reading and writing. Pupils' speaking and listening skills develop well throughout the school and by the end of key stage 2, pupils listen very attentively and express themselves extremely articulately; this is an outstanding feature. Another outstanding feature of the school is pupils' bilingual skills. They are confident and happy using the Welsh language on numerous occasions throughout the day.
44. Under-fives use their mathematical skills well for a variety of different purposes in their role-play and other class activities. However, at key stages 1 and 2, pupils' mathematical and information and communications technology skills have good features that outweigh shortcomings. Pupils do not use these skills frequently enough to enhance their understanding in other subject areas.
45. Because the school opened less than two years ago, baseline data is only available for 2005 and 2006. Official end of key stage data is available for summer 2006 only. Baseline data indicates that in the last two years, children enter the reception class with scores that are generally above the LEA average.
46. In 2006, end of key stage 1 statutory assessment results in English and mathematics were similar to the LEA and national averages. Results in science were just below the national average. The percentage of pupils achieving at least the expected level in the three subjects combined was above the national average. However, fewer than average numbers of pupils achieved the higher than expected level 3. Generally, girls did better than boys.
47. When compared with similar schools (those with fewer than eight per cent of pupils entitled to receive free school meals), the school's key stage 1 results in 2006 in mathematics and science were in the lowest 25 per cent and in English they were in the lower 50 per cent.

48. Information available in the school shows that key stage 1 results were lower in 2006 than they had been for several years. However, this had been predicted from the time that pupils entered the reception class. Records show that over many years, key stage 1 results have usually been above average.
49. There was a similar situation in key stage 2 where records available indicate that pupils' key stage 2 results in 2006 were slightly lower than in previous years. However, results in the three core subjects were above local and national averages. A very high proportion of pupils achieved the higher than expected level 5 in all three subjects. Girls did considerably better than boys. Strategies have been put in place to try to reduce the gap over forthcoming years.
50. When compared with similar schools (see above), the key stage 2 results in 2006 were in the lower 50 per cent in the three core subjects but the number of pupils who achieved at least the expected level in the three subjects combined was in the upper 50 per cent. Many pupils exceeded the targets they had been set for their end of key stage 2 results. Looking back over records available in the school, it is possible to see an overall continuing upward trend in pupils' performance. Targets set for future years, show that standards are expected to continue to rise.
51. As pupils move through the school, they gradually acquire new knowledge and skills both in the core subjects and particularly in creative subjects such as art and music and aspects such as their bilingual skills. They make good progress towards fulfilling their potential and are ready and enthusiastic about moving on to the next stage of their learning.
52. Pupils' awareness of how well they are doing has good features that outweigh shortcomings. Although pupils in key stages 1 and 2 are given targets, a minority are uncertain about these and do not talk about them with great conviction. Pupils' involvement in making assessments about the progress they are making is inconsistent. In the best examples, pupils make simple, practical assessments about what they have achieved in lessons but this is not always the case.
53. Pupils are well motivated and display a good attitude towards learning. They are eager to answer questions, demonstrate an interest in their work and sustain concentration. They work well together and support one another in their learning.
54. Pupils' behaviour is outstanding and makes a positive contribution towards the achievement of good standards of work. They understand and accept the school's high expectations of behaviour and the values that the school promotes and encourages. Pupils have been encouraged to contribute to the formulation of school codes of conduct and this has had a positive impact on behaviour and learning. They respond positively to initiatives such as the "Muddy Puddle" and "Golden Sun". Pupils throughout the school are courteous, considerate and relate well to each other. They demonstrate a

mature and responsible attitude to positions of responsibility and are respectful of all members of the school community.

55. Attendance and punctuality are both consistently good. The most recent termly figures have improved to just over 95 per cent, which is the target set by the Welsh Assembly Government. Very effective support from the education welfare service, keen monitoring by the head teacher together with good support from parents are key reasons why figures are above average. There was one temporary exclusion of a pupil during the last year.
56. Pupils' learning skills are developing well throughout the school. They work independently from an early age and for increasingly longer periods of time. Pupils plan and organise their work effectively. They use their time efficiently and co-operate well when working in pairs or collaboratively in groups. These aspects set a firm foundation for their lifelong learning.
57. Pupils have a very good knowledge about the culture and heritage of Wales through *Y Cwricwlwm Cymreig*. They are very aware of events and personalities of their own region of Swansea and the Gower peninsula. Their creative skills are also extremely well developed; they produce some very evocative artwork and their musical performances are first class. These are outstanding features.
58. Pupils' progress in their personal, social, moral and wider development is also outstanding. All pupils are fully involved in the life and work of the school and through the School Council, Safety Squad or Eco Council, participate in the decision-making process about identified issues. They show respect and concern for others, share their views openly and listen well whilst appreciating that individuals may hold different opinions to themselves. The mutual respect between adults and pupils is evident and relationships throughout the school are outstanding. This contributes to creating a happy, caring and supportive learning environment.
59. Pupils display very good understanding of equal opportunities issues. They are developing a thorough understanding and respect for the diversity of beliefs, traditions and attitudes of others. This is well illustrated in their celebration of World Children's Day. The school has established a mutually beneficial link with Ngare Primary School and Nakura Orphanage, Kenya to which parcels of school uniform have frequently been sent. Pupils' awareness of the diverse beliefs and traditions in society is enhanced through exchange visits from these communities. This is an outstanding feature of the provision.
60. Pupils are well prepared to participate in the community. They raise considerable funds for local and national causes. Pupils value the opportunity to participate effectively in the community through visiting places of interest and through involvement in community functions such as the choir singing in local concerts. However, pupils' understanding of the world of work is at an early stage of development.

## The quality of education and training

### Key Question 2: How effective are teaching, training and assessment?

#### Grade 2: good features and no important shortcomings

61. The inspection team agrees with the school's self-evaluation of this key question.
62. During the inspection, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
12%	65%	20%	3%	0%

63. The vast majority of teaching is good or better. These figures are similar to those reported in the Chief Inspector of Schools Annual Report for 2005 – 06 when the quality of teaching throughout Wales was a grade 2 or better in 79 per cent of lessons.
64. Overall, staff successfully challenge and motivate pupils through the purposeful use of a suitable range of teaching techniques and strategies. Good quality working relationships in the classroom is a very strong feature throughout the school. Teachers promote positive attitudes to learning and support pupils' efforts with consistent praise and encouragement.
65. In the nursery and reception classes, adult-led activities successfully capture and sustain children's interest. The quality of teaching is consistently high and children's skills and experiences are enhanced through careful planning, lively interactive delivery and effective use of resources in all areas of learning. Specialist teachers have a significant impact on subjects such as music.
66. In key stages 1 and 2, teachers demonstrate good subject knowledge and lessons are carefully planned to match their pupils' needs. Learning objectives are clearly conveyed to the pupils at the beginning of lessons and, in the majority of cases, effectively reviewed during plenary sessions. Teachers benefit from a range of opportunities to update their knowledge of the curriculum and latest developments in education. For example, new initiatives such as *Philosophy for Children* and *Thinking Skills* programmes are at an early stage of development in the school.
67. Throughout the school, lessons are well structured and in almost all cases, effectively delivered. Where lessons are judged to be good, teachers actively engage pupils through the use of good questioning techniques. They provide good quality differentiated group activities and effective plenary sessions to assess the learning.
68. In a minority of cases, pupils are not actively engaged during whole class introductions and insufficient attention is given to providing opportunities to confirm that the objectives of the lesson have been met. Because of a

shortage of computer hardware, teachers do not always make enough use of ICT in their lessons.

69. The school effectively promotes equality of opportunity through careful and collaborative planning that ensures parity of provision, particularly in parallel classes within each year group. Teachers are very aware of individual differences and take particular care to ensure that all pupils are treated fairly.
70. Teaching assistants provide effective help and guidance for individuals and groups of pupils in all areas of the curriculum. They show good initiative and sensitivity in their dealings with pupils.
71. Staff successfully meet the needs of all pupils, including those with additional learning needs or those for whom English is an additional language. They take advantage of all opportunities to promote pupils' awareness of different languages and cultures. The provision for the development of bilingualism is a particular strength at the school. The use of Welsh is actively encouraged in all classes and appropriate guidance ensures continuity and progression throughout the school. This is having a positive effect on pupils' ability to use both Welsh and English in all areas of learning and in a range of subjects across the curriculum.
72. The school meets statutory requirements for assessing, recording and reporting pupils' progress. The school's systems and procedures have good features that outweigh shortcomings. Assessment of pupils with SEN is thorough. Progress of the under-fives is regularly reviewed and careful records are kept. The assessment system at key stages 1 and 2 is mainly based on published tests and data analysis for English and mathematics. End of key stage assessments, are analysed thoroughly for trends and opportunities to improve standards of learning.
73. Teachers have a good knowledge of the standards achieved by the pupils in English and mathematics. They use this information effectively to plan for pupils' continuity and progression as they move through the school. Assessment of pupils' knowledge and understanding in the non-core subjects is less well developed. Teachers' expertise in the accuracy of identifying National Curriculum levels for pupils' work is developing steadily. However, the school has not yet produced portfolios of levelled work in all subjects to help teachers come to an understanding of the standards expected at different stages.
74. The quality of the oral feedback to pupils is helpful. Many teachers work closely with pupils to ensure that they understand how well they are doing and what they need to do to progress. Marking is generally supportive, and in the best practice it indicates the next step that the pupil has to take in order to improve. Not all teachers apply the school's marking policy consistently.
75. Parents have regular formal opportunities to visit the school to discuss their child's progress and review work. The written annual school reports lack detail about what pupils have achieved in individual subjects.

**Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?**

**Grade 3: good features outweigh shortcomings**

76. The inspection team does not agree with the school's evaluation of this key question as grade 2. Even though there are several strong features in curriculum provision, the inspection team considers that recently reviewed curriculum planning, including a more rigorous focus on key skills, is still at an embryonic stage in some instances.
77. The school has rightly reviewed its curriculum planning since amalgamation so it meets the learning needs of all its pupils and fully complies with statutory requirements. All pupils, including those with additional learning needs, have equal access to a broad and interesting range of learning opportunities.
78. The curriculum has been reviewed and where necessary, for example, geography, modified to ensure appropriate coverage of the National Curriculum requirements. Monitoring processes have highlighted some shortcomings, such as the fact that pupils' information technology skills are not built up systematically as they move through the school.
79. The overall quality of provision for the under-fives is appropriate to their needs and pupils are making good progress towards the Desirable Outcomes for Children's Learning. All children are given a good start at the school. Children experience a good range of well-planned opportunities to make choices and work independently. All children in the nursery and reception classes have access to a meaningful range of exciting experiences.
80. The provision for the development of basic key skills in the under fives classes is good with no important shortcomings and teachers plan for this in a systematic, comprehensive manner. Key skills development throughout key stages 1 and 2 has good features that outweigh shortcomings. The school has rightly focused on the development of communication and bilingual skills with major successes. However, other key skills, for example information and communications technology, are not consistently identified in teachers' longer-term plans. There is no framework to underpin such planning to enable pupils to develop their skills progressively.
81. A good range of extra-curricular activities positively enriches the curriculum. Pupils enjoy and benefit from an abundance of well-planned cultural and sporting opportunities. Extra-curricular events are well attended. Sports clubs include football, rugby, cricket, swimming, netball and gymnastics. Pupils benefit from visits to places connected with their class topics such as St David's. They have been involved with dance, music and drama festivals and this involvement has contributed to very high levels of achievement in creative subjects such as art and music. After school clubs are mainly provided for key stage 2 pupils.

82. The school's provision to support pupils' spiritual, moral, social and cultural development has many good features and no important shortcomings. Daily acts of collective worship are of a Christian nature and allow time to reflect on the issues raised. These occasions enrich pupils' experiences and reinforce the sense of the school as a community. Within lessons, opportunities are provided for pupils to discuss matters of concern. Pupils know their views will be respected and this very successfully develops their identity and self worth.
83. The provision for pupils' moral development promotes the values of honesty, fairness and respect for the truth very well. As a consequence, pupils support each other and are well aware of right and wrong. The school very successfully develops a framework of moral values that underpin pupils' personal behaviour.
84. The school makes high quality provision for pupils' social development that enables them to play a full part in the school community. All pupils know that they are valued as individuals and they accept and look forward to ways of taking responsibility. This is a real strength of the school. Older pupils show initiative; this is displayed by pupils' eager participation in groups such as the Eco Committee, School Council, Buddies, school prefects, Safety Squad and others.
85. The school actively promotes pupils' cultural development. Pupils gain a good understanding of other cultures through, for example, links with a school in Kenya and displays reflecting pupils' writing in Russian. Pupils entering the school from other countries make the school community aware of the diversity within other cultures. Visitors to the school successfully enrich pupils' experiences through well-planned drama and music workshops.
86. The school enjoys strong working partnerships with other schools, especially the secondary school to which the majority of pupils transfer. The school also benefits from links with higher education institutions such as Swansea University.
87. Links with employers are being sought to further enrich experiences for pupils and staff. Recent partnerships, through no fault of the school, have not been easy to maintain. However, the school has strong links within its community, for example, music and horticultural societies, and makes the most of opportunities as they arise. Local shops and businesses are supportive of the school in donating when parents fund raise, which they do with enthusiasm. Many students complete placements in the school and the good partnership with colleges and the university impacts positively on learning for pupils.
88. There are very good efforts to ensure that pupils develop an appreciation of Welsh culture and heritage through the *Cwricwlwm Cymreig*. Experiences in subjects such as science, history and geography and, in particular, music and art, ensure that pupils develop a very good awareness of Wales in current times and in the past. The promotion of pupils' bilingual skills is also very effective. These are outstanding features.

89. The school responds to the individual needs of pupils very well and promotes equality of opportunity very effectively. Those with learning difficulties or who are receiving support for behavioural and personal difficulties are always fairly and equally treated and encouraged to join in all activities alongside their peers. The school has an exceptional range of committees and “squads” which involve pupils of all ages and abilities in taking on extra responsibilities to look after their environment as well as each other. Boys and girls are equally proud of their school and their own achievements. Outside agencies and parents and carers work hand in hand with the school; staff are quick to seek extra help so that they can plan to meet all pupils’ needs fully.
90. The school is reviewing existing arrangements formally to promote personal development through its personal and social education programme. This is being enthusiastically led by a member of staff who is keen for the next step which is to monitor and evaluate provision. Subjects such as geography make an important contribution to understanding global citizenship in some years but this is not consistently planned for across the school. Pupils in the Eco Committee are very committed and meet regularly and their work is given value and status. The school has a Green Flag award for its well-established work in environmental and green issues.
91. In “Circle Time”, problem solving skills are effectively developed when for example pupils discuss “conflict” situations. From a young age, pupils are encouraged to share their feelings and express their emotions so that over time, a trust develops with all staff. Entrepreneurial skills are being planned for and fostered well in some projects and lessons. However staff agree that there is scope to promote both these important skills even more. Decision-making skills are being very well promoted through the wide number of clubs and committees and because the views of pupils are valued and sought throughout the school. Older pupils are certain that “everyone has a say in what’s going on” and the involvement of pupils within their own community is a well-established and very strong feature.

#### **Key Question 4: How well are learners cared for, guided and supported?**

##### **Grade 2: good features and no important shortcomings**

92. The inspection team agrees with the school’s self-evaluation of this key question.
93. The quality of care, support and guidance is consistently good and staff have high standards in this important area of school. Pupils and parents have confidence in the school and many speak of the friendly and supportive ethos.
94. The school is always looking at how best it can provide a safe environment for pupils in what is a very difficult site to manage. Governors and staff regularly review procedures and arrangements and overall cope very well with issues of health and safety as they arise. In other words, all adults work together to maintain good standards of care. Risks are carefully analysed.

95. Health and well-being are always put first for example when ensuring extra cold water is provided during hot weather or when pupils leave the site on school visits. Pupils too are involved in helping ensure that others move around sensibly and safely especially when negotiating steep slopes and uneven surfaces. However, two minor issues relating to health and safety were clarified with the governing body at the time of the inspection.
96. Parents are very appreciative of the school. Many help regularly, supporting pupils in lessons, with extra reading activities and in the Friends of Dunvant. Volunteers are made fully aware of how best to care and guide pupils, following school policy and taking their lead from the head teacher and staff; they play their part well. These partnerships are a strong feature. A complaints procedure is in the prospectus but is rarely used because parents can approach staff freely to sort any difficulties quickly.
97. Induction into reception is very well managed. Parents are kept fully informed and involved and it goes smoothly so that the very youngest settle very happily into school routines. Pupils who join later on remember that they felt very welcomed and before long they are given responsibilities to be "buddies" themselves. Effective arrangements are in place for year 6 pupils when they leave but these too are under review.
98. The personal and social education programme is at a relatively early stage of development in the new school and already has lots of strengths which are being built on, including raising awareness of substance misuse. An audit identified some adjustments were needed and these are being implemented this year for example in provision for sex and relationships education.
99. There are good and well established systems to promote and reward attendance. The head teacher along with administrative staff monitor attendance and punctuality on a daily basis. Very effective support from the education welfare service is beneficial and absences without good reason are very rare. Parents are kept well informed about policy.
100. Positive behaviour is clearly established in the school. The very small minority who do not naturally behave well are nurtured and supported; their families and sometimes, outside agencies are involved too. The head teacher is also very active in providing support. Individual plans and targets help pupils learn to be responsible and over time they take much more control of their own behaviour. Pupils who may need this type of support are identified from an early age.
101. Since the school opened, the head teacher has made it her business to have a thorough overview of performance across all ages. She has done this systematically and along with a few senior members of staff, now has a good picture of how individuals perform in English and mathematics as well as their overall progress. Those who progress less quickly than the majority are identified and focussed learning opportunities put in place so that they too achieve well.

102. Procedures for child protection are good and policy and practice follow latest requirements. All staff are trained and a governor with particular expertise oversees the policy. Volunteers are checked and all records kept confidentially. The head teacher herself is the named person and she too has had recent training including on how best to support all vulnerable pupils as required by the All Wales Strategy.
103. The overall quality of provision for additional learning needs is good with no important shortcomings. This provision fully complies with the Code of Practice. Early well-focused intervention is a school practice that serves pupils well. Staff organise appropriate teaching strategies and through individual education plans, work is clearly adapted to meet individual needs. They ensure that pupils with additional learning needs are fully integrated into the life of the school.
104. Group withdrawal and well directed in class support effectively meets the needs of pupils with special educational needs. The centrally funded support given to pupils for whom English is an additional language is of good quality and appropriately enhances the overall provision. These pupils integrate quickly into the life of the school and cope with the work appropriately. Support for those pupils whose behaviour impedes their progress is also good. They quickly become adjusted to the school's expectations.
105. The Special Education Needs Co-ordinator (SENCo) effectively co-ordinates and monitors all aspects of the special educational needs provision, thus ensuring pupils receive a broad and relevant curriculum. The majority of targets for improvement in individual education plans match most pupils' needs. These are reviewed termly and evaluated according to each individual pupil's progress. Assessment, recording and reporting procedures meet statutory requirements. Parents are fully informed and involved in an effective partnership with the school to ensure that they can support their children's learning at home.
106. An important feature of the additional provision is the valuable work undertaken by efficient learning support staff and external support services. The school rightly values the input of the local authority in terms of the provision provided by its Primary Education Centre, Education Psychologist and speech and language therapists. The good levels of service and collaboration clearly enhance the overall provision and guidance for pupils and their families.
107. The school makes good provision for equal opportunities. Fairness, equality and the inclusion of all underpins many aspects of the school's work including ensuring parity of opportunity for those pupils in parallel year classes. Staff recognise the diversity of pupils' backgrounds and strive to support them equally whatever their social, academic, linguistic or ethnic need. The school actively promotes gender equality and takes every opportunity to ensure that pupils have appropriate role models. Boys and girls receive equal treatment and opportunities to take part in all activities. A very active school council has been established.

108. The school has effective behaviour and anti-bullying policies and procedures and these are incorporated well into the daily life of the school. During the inspection, pupils drew attention to posters they created and plays performed by the School Council during "Anti- Bullying Week". These were successful in clearly promoting the school's expectations of behaviour. Pupils are also aware that play ground "Buddies" and "Our Friendship Stops" are always available to diffuse situations of poor behaviour or incidents during playtimes.
  
109. Despite the difficulties of the accommodation and the site, the school has an accessibility plan which ensures that there are appropriate arrangements in place to ensure that any disabled pupil is not disadvantaged in any way.

## Leadership and management

### Key Question 5: How effective are leadership and strategic management?

#### Grade 2: good features and no important shortcomings

110. The inspection team agrees with the school's self-evaluation of this key question.
111. As well as its commitment statement, Dunvant Primary School has a clear motto, 'Try your Best and Anything is Possible', which is proudly displayed in the school and in documentation. There is an unambiguous set of aims that promotes equality for all and is reflected in practice. The head teacher, the deputy head teacher and governors are committed to ensuring that the school becomes a cohesive unit and operates effectively as one primary school.
112. Since the opening of the newly amalgamated school, the head and deputy head teachers have worked hard to establish a shared vision and common purpose amongst staff and pupils. It has been their main focus and they have been successful in achieving their goal, in difficult circumstances. All members of staff and governors are now fully aware of the school's principles and priorities. As a result, a genuine sense of team spirit exists among the large school team.
113. Other members of the management team take on important roles such as preparing for the forthcoming Foundation Phase. Policy documents are appropriate. Curriculum co-ordinators have clear responsibilities that the majority undertake conscientiously.
114. The school takes good account of local and national priorities. For example, it has worked hard to promote awareness of bilingualism and creativity. It has been successful in preparing for the forthcoming Foundation Phase and has been recognised as an Eco School. Good links have been established with other schools, including neighbouring primary and the local secondary school. The local schools' consortium works closely together on various projects and events.
115. All pupils are given challenging but realistic targets for their attainment at the end of key stage 2 based on their individual capabilities. The vast majority of pupils achieve and exceed their targets. Other goals for development are clearly identified in the 'School Development Plan' and are appropriate to the needs of the school. However, because of uncertainties over funding, the school development plan is for one year only. It has no longer-term overview for the continuing development of the school.
116. Staff development has had a positive impact on individual teachers and members of the support staff, for example, in subjects such as early years and communication. Training opportunities for teachers and teaching assistants are provided in a variety of ways including school-based training, staff

meetings, peer mentoring and attendance at externally organised courses. Suitable arrangements are in place for teachers to plan, prepare and assess their work. Senior managers and governors have agreed an appropriate outline structure for teaching and learning responsibilities.

117. There are suitable arrangements in place to review and monitor the performance of teachers and to identify training needs. The head teacher has undertaken all staff appraisals until this point in time in order to get to know the new staff. This system is planned to expand to include more members of the senior management team in the near future. There are no specific systems in place to review and monitor non-teaching staff. Newly qualified teachers and students are well supported by their assigned mentors.
118. The governors know the school and its community well and have involved themselves in the setting of the whole school vision. The governing body is supportive of the school and acts appropriately as its 'critical friend'. Governors have overseen the amalgamation of the infant and junior schools, and have been effective in resolving many of the management and logistical difficulties that followed. The school is now beginning to run smoothly as a single unit.
119. Governors bring a wide and valuable range of practical and professional skills to the school. They are appropriately led, and work efficiently with the head teacher in the strategic management of the school, providing good support for its pupils and staff. Overall, the governors monitor the curriculum in a proactive manner and provide the necessary resources for its delivery. With the help of the head teacher, they monitor progress regularly and help to determine targets for improvement.
120. The financial management of the school is an important element of the governors' work and they successfully endeavour to obtain best value for money. The school meets all statutory requirements.

**Key Question 6: How well do leaders and managers evaluate and improve quality and standards?**

**Grade 3: good features outweigh shortcomings**

121. The inspection team does not agree with the school's evaluation of this key question as grade 2. Even though the school has made a start on establishing self-evaluation processes, they are not yet firmly embedded.
122. The school's self-evaluation process involves all members of staff, governors, parents and pupils. The head teacher, ably supported by the deputy head teacher, has a good overview of the strengths and shortcomings of the school. Information about the school's performance is gained from staff meetings, audits, parent consultations, school and Local Education Authority data, feedback from the School Council and information from subject leaders and co-ordinators. Friends of the school and members of the wider community

also spontaneously offer their opinions, giving a helpful broader perspective on aspects of its work.

123. The head teacher is well informed about the performance of individual members of staff through regular visits to classrooms. Other senior managers, such as the deputy head teacher, early years co-ordinator and SENCo, are also very well informed about performance in their areas of responsibility. Developing teamwork and cohesion along with high standards in English and mathematics has been the priority of leaders and managers in the short period of time since the infant and junior schools amalgamated. Co-ordinators of some foundation subjects are less well informed about pupil performance.
124. Teachers are aware of their strengths and weaknesses and are keen to improve their skills and methods of working in order to raise the standards of pupils' achievements. Their role as curriculum co-ordinators in self-evaluation involves them in the scrutiny of teachers' planning documents, sampling pupils' work and sharing good practice. Portfolios of pupils' work are annotated to show the levels pupils achieve in a minority of subjects, although there is a lack of consistency in practice across all subject areas.
125. Curriculum co-ordinators are aware of their responsibilities in supporting colleagues and are able to identify broad areas for development in their subjects of responsibility. Good work such as peer coaching has been undertaken to ensure that amalgamation has had a positive effect on standards. There is not, however, a regular programme for them to observe lessons taught by their colleagues in the subjects for which they are responsible. They therefore lack first-hand evidence of the quality of teaching and learning in those subjects.
126. The self-evaluation report prepared for the inspection is comprehensive and mostly identifies the strengths and shortcomings of the school. It highlights the way forward and also details the evidence sources for the judgements. The findings of the inspection team match the judgement made by the school in its self-evaluation report in four out of the seven key questions. In the three questions where there were differences, the inspection team allocated one grade lower than those allocated by the school. The school made no explicit judgements about standards in subjects. However, both the inspection team and the school identified similar areas for development.
127. The school uses the information from self-evaluation to set clear priorities for action in its School Development Plan, although in the short term only. The governing body questions the head teacher about progress towards targets in the school development plan during the autumn term meetings. Governors and staff then decide what needs to be carried forward to the current academic year and allocates resources linked to the school's priorities. There are, however, no references to monitoring procedures to evaluate progress against the plan. Although they are not explicitly included within the school development plan, challenging targets for improvement have been set in each of the core subjects.

128. Following their identification of aspects in need of improvement, curriculum co-ordinators attend courses and conduct staff meetings to inform and develop the confidence and expertise of their colleagues. This process has led to measurable improvements in the standard of creativity, communication and the range of writing in English.
129. The current inspection is the first one since the school's establishment as Dunvant Primary School in 2005. The school has faced many difficulties, particularly in terms of its accommodation, however, over the past year significant improvements have been made and the school is moving forward at pace. Due to the changed nature of the school, it is not possible to judge the overall progress since the time of the previous inspections.

### **Key Question 7: How efficient are leaders and managers in using resources?**

#### **Grade 2: good features and no important shortcomings**

130. The inspection team does not agree with the school's evaluation of this key question as grade 1. Even though the school has worked very hard over the last 18 months to turn a deficit budget into a surplus, there still remain shortcomings in the accommodation and resources.
131. There are sufficient numbers of well-qualified and experienced teachers to deliver the curriculum. Support staff are well qualified and play a significant role in raising pupils' achievement. Although classes are generally large, teachers and support staff are usually effectively deployed throughout the school.
132. Based on the school's needs, teachers attend relevant courses regularly to update their knowledge and keep abreast of current educational developments. There are also frequent in-house staff development initiatives, which have been particularly useful in sharing good practice and moving the school on. Support staff are actively encouraged to take advantage of relevant training opportunities.
133. Mid-day supervisors cleaning and catering staff are all valued members of the school team and make an important contribution to school life. Administrative staff work in two offices in separate blocks but they collaborate well to ensure that routines are established and the school runs smoothly.
134. The accommodation provides ample space for the number of pupils on roll. Classrooms for the nursery and reception children are spacious and there are colourful and safe designated outside play and learning areas. Key stage 1 and 2 pupils are also accommodated in spacious classrooms but these are in several separate blocks of buildings. Many parts of the building are well maintained but there are continuous problems with leaking roofs in the upper block, and the lower Victorian building is susceptible to flooding. Some toilets are in need of refurbishment and are barely adequate for the number of pupils. The two large halls provide good facilities for collective worship, physical

education and communal activities. Outdoor playing areas provide adequate space and are appropriately marked but the hard surfaces are uneven in places. Good use is made of the school playing field.

135. The large sloping site is difficult to manage, with several separate buildings of varying quality, but leaders and managers have put in place appropriate procedures to minimise risk. The governing body's building committee meets regularly and works closely with the senior management team and the LEA on seeking improvements to accommodation. Risk assessments are carried out and a rolling programme of repairs planned. There is an accessibility plan in place that addresses all relevant issues and particularly the restricted wheelchair access to most parts of the school. The caretaker plays a vital and valued role in maintaining the buildings and managing repairs to the site.
136. Very good use is made of all available accommodation to provide a suitable and stimulating setting for teaching and learning. For example, the dedicated rooms for subjects such as music and art contribute to improving the quality of provision and standards of achievement. The two halls, library areas and the information technology suite are used extensively and effectively for a range of appropriate activities. Colourful, attractive and purposeful displays considerably enhance the learning environment throughout the school.
137. The quality and quantity of resources for teaching and learning are good in almost all areas with the exception of ICT. The number of computers at the school does not currently meet pupils' needs and very few classes have access to interactive whiteboards. Leaders and managers have already identified this as an area for improvement. Resources are very well managed by subject co-ordinators despite the additional challenge posed by the site. Class resources are easily accessible and are used effectively during most lessons.
138. Finances are well managed and the school achieves good value for money. Resources, including staffing are under constant review. Spending decisions are well matched to the school's priorities and budgetary control is stringent. The governing body carefully monitors expenditure to ensure cost effectiveness. The school carefully plans and estimates its resource needs. Additional funding is secured through grant applications, rental of school facilities, the establishment of a Breakfast Club and the successful efforts of Friends of Dunvant School. All this additional income is put to good use.

## Standards achieved in subjects and areas of learning

### Under 5s

#### **Nursery and reception: Grade 2: good features and no important shortcomings**

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

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

**Nursery: Grade 2: good features and no important shortcomings**

**Reception: Grade 2: good features and no important shortcomings**

#### **Good features**

140. Nursery children listen attentively and respond enthusiastically to stimulating situations and are eager to learn. They respond well to questions and commands and are eager to talk about their experiences with increasing fluency and clarity. Children react positively to the emphasis placed on the numerous opportunities for imaginative play in the Gardening Centre or shop; their speaking skills develop well and they use appropriate language for the different scenarios. Children enjoy listening to stories, sharing books and display great interest in their contents. Many children recognise their own names and are beginning to distinguish between letter sounds. All nursery children enjoy working independently on the 'mark making' table and they make good use of the high quality materials that are provided for them. Children make good progress in learning and understanding Welsh as a result of its promotion by their enthusiastic teachers who make constant use of the language throughout the day. Children confidently name items and colours in Welsh.
141. Reception children listen well to others and respond to what they say. They take turns to speak clearly and audibly and use an increasing range of vocabulary. They welcome the opportunity to talk with adults and to each other about their experiences or when discussing at length a hitherto unseen and unfamiliar object. All reception age children have a good awareness of the sounds of different letters and use these skills effectively when undertaking reading activities. Many of the children read simple texts with understanding showing the ability to retell the story or predict events from pictorial clues. Children make good use of the 'mark making' corner to develop their emergent writing skills and are beginning to write their names correctly. They continue to make good progress in speaking Welsh and use the language confidently when responding to commands or greetings.

#### **Shortcomings**

142. There are no significant shortcomings.

## **Personal and social development**

**Nursery: Grade 1: good with outstanding features**

**Reception: Grade 1: good with outstanding features**

### **Outstanding features**

143. Nursery children settle well into the routine of the school and are developing a high level of independence as they participate in a wide range of well-structured and stimulating activities. They enjoy opportunities to make choices and decisions and welcome new experiences with confidence and enthusiasm. They maintain an interest in their play and activities for extended periods. They socialise very well with each other and with visitors and show great interest in the people around them.
144. Reception children respond extremely well both to high expectations of behaviour and to praise and encouragement. They readily accept responsibility such as when returning equipment to its appropriate place after gymnastics activities in the hall.
145. They show a high level of independence when undertaking a variety of experiences. When talking and discussing their feelings, reception children display an outstandingly well-developed ability to express their emotions and reflect on how they feel. They make very good progress in the ability to work together showing increasing maturity as they help each other.

### **Good features**

146. Nursery children behave well; they are courteous and are willing to take turns when playing. They take responsibility for their own personal hygiene as when washing hands before snack time. They are very aware of the importance of care and concern for living things through their outdoor experiences and display genuine sensitivity to the needs of each other.
147. Reception children take responsibility for dressing and undressing themselves with the minimum of fuss and routinely wear aprons before undertaking some activities. They show perseverance whilst involved in activities in the learning environment both inside and outside.

### **Shortcomings**

148. There are no important shortcomings.

## **Mathematical development**

**Nursery: Grade 2: good features and no important shortcomings**

**Reception: Grade 2: good features and no important shortcomings**

### **Good features**

149. Nursery children develop a good understanding of mathematical concepts through singing number rhymes and songs and using the outdoor environment to reinforce activities such as recognition of shapes. They take every opportunity during the day to count, compare, sort and identify colours.

Children engage enthusiastically in a wide range of sorting, matching, counting and ordering activities. They accurately count objects and match numbers to symbols. Most nursery children sequence numbers to five correctly; some recognise and sequence numbers to ten. They all correctly identify two-dimensional shapes. The majority understand mathematical terms such as *long/short* when placing a corresponding tail on a mouse.

150. Reception children understand the passing of time in the context of their own lives and are well aware of the daily routines of their class. Their mathematical concepts develop well through enjoying direct and purposeful experiences as for example creating and printing with three –dimensional shapes. Children count accurately both forwards and backwards in English up to ten, and are aware of the sequence of numbers. They accurately identify the missing number from a number line. More able children count confidently to 20. They understand mathematical terms such as *more/less, long/short* and use non-standard units to measure length. Their mathematical vocabulary when discussing weight develops well as they cook. Children recognise and confidently name a range of two and three-dimensional shapes and they correctly identify similarities and differences in patterns and objects.

### **Shortcomings**

151. There are no important shortcomings.

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

**Nursery: Grade 2: good features and no important shortcomings**

**Reception: Grade 1: good with outstanding features**

### **Outstanding features**

152. Reception children understand the nature of their environment and the way it changes with every season. They are aware of the main features of the school environment as they walk around the school grounds collecting leaves, bark, moss or stones. They make footprints in snow, collect snow and observe it turning into water. Children’s problem solving skills are developing very well through such experiences as being outdoors on a rainy day and observing the changes in the surroundings as they look at the world through coloured transparent paper. After reading the story “Elmer Again”, children are stimulated to explore the wide variety of objects and materials on display on the “Shiny Table” to discover objects that are reflective and non-reflective. Children’s scientific vocabulary is very good and they use words such as “reflection” and “transparent” without prompting.

### **Good features**

153. The observational skills of nursery children are developing well through their work in stimulating role-play activities or through “discovery bags” and “discovery areas”. They discuss the weather sensibly and observe plants and flowers growing around their classroom. They are fully aware that all living things need certain conditions to grow and that eating their fruit at snack time is part of a healthy lifestyle. They are beginning to develop an awareness of the passage of time in relation to their own lives and are aware of the daily

routine of their class. They show increasing confidence in the use of technological equipment.

154. Reception children have a developing awareness of important jobs in the community. Through visits by a local policeman, they realise that different people undertake different types of work. They realistically act out the work of policemen, firemen and others in their role-play activities. They use their sense of taste and smell when observing the changes in foods or when making baking rock buns. They display good mouse control to draw and move items on a computer and 'Smart Board' screen.

### **Shortcomings**

155. There are no significant shortcomings.

### **Physical Development**

**Nursery: Grade 1: good with outstanding features**

**Reception: Grade 1: good with outstanding features**

### **Outstanding features**

156. Nursery children successfully ride and manoeuvre a range of wheeled vehicles with very good co-ordination and control. They handle small equipment such as scissors, glue sticks and marking resources with increasing confidence, dexterity and accuracy.
157. Reception children display very good skills as they respond to instructions when playing games. They show an outstanding awareness of their bodies and of the ability to control their movements when stretching, rolling and travelling through a tunnel or along benches of varying heights. They show excellent creative abilities when devising a sequence of movements along the physical education apparatus. They are aware that exercise is good for them and explain clearly that when their bodies warm up during exercise their heart beats faster.

### **Good features**

158. Nursery children show increasing control over their bodies and their co-ordination. Their physical skills of climbing, balancing and crawling in and around apparatus is developing well. They show increasing awareness of the differences between hopping, skipping and walking.
159. Reception children 's fine motor skills are well developed. They make good use of malleable material such as dough to make shapes and models. Children have good spatial awareness developed through their "Write Dance " activities.

### **Shortcomings**

160. There are no significant shortcomings.

## Creative development

**Nursery: Grade 2: good and no important shortcomings**

**Reception: Grade 2: good and no important shortcomings**

### Good features

161. Nursery children produce attractive and original images of things they have observed. They appropriately choose and use a variety of media as when depicting the colours of spring using coloured tissue paper or creating symmetrical pictures using string. Nursery age children enjoy singing a wide variety of songs. They become aware of the different percussion instruments in the music area and use words such as *tap*, *scrape* or *bang* to describe the sounds made by these instruments. They use their imagination well in role play when re-enacting stories such as "Beauty and the Beast". They regularly make use of the outside area to play imaginatively and they readily adopt a wide range of roles.
162. Reception children continue to develop the skills established in the nursery and make definite choices about colour, materials and equipment for their drawing work. They know the difference between primary and secondary colours and how to correctly mix two primary colours in order to produce the required secondary tone. When using the juice of blackberries and blueberries children effectively create attractive depictions of Elmer the elephant. They are aware of art from other cultures and produce striking Mendhi patterns. Children take advantage of every opportunity to play imaginatively and to become involved in a wide range of role play activities. They confidently sing a range of songs in tune, with clear diction and appropriate actions.

### Shortcomings

163. There are no significant shortcomings.

<b>English</b>
----------------

**Key Stage 1: Grade 2: good features and no important shortcomings**

**Key Stage 2: Grade 2: good features and no important shortcomings**

### Good features

164. In key stage 1, the majority of pupils listen attentively to presentations by teachers and each other. They speak confidently about their work and experiences with both adults and fellow pupils. Pupils begin to realise the need to adapt their spoken language and intonation of voice for different situations.
165. In key stage 2, pupils listen very carefully in both whole class and group situations. They ask relevant questions, convey information and, by the end of the key stage, they employ very well-reasoned and carefully thought out, logical explanations within group, paired and class discussions. The most able pupils are very articulate.

166. Pupils in both key stages 1 and 2 enjoy reading; they make good use of their access to the growing range of books and read regularly. Their reading skills develop well.
167. Pupils make a very good start to reading from an early age and by year 2, most are accurate and fluent readers. All key stage 1 pupils develop a good understanding of features of books such as the author and illustrator. They know that pictures can help them with the meaning of the text and use them sensibly.
168. More able key stage 1 pupils read with expression and understanding and talk about the aspects of the books they enjoy or dislike. Year 2 pupils use the library independently to search for information for their class work such as key features about dinosaurs. They have a good understanding about the information they find.
169. In key stage 2, pupils read a variety of books fluently and expressively. They give detailed accounts of the books they are reading, name their favourite authors and identify recurring features of their work. Pupils' research skills are well-developed enabling them to retrieve information from a variety of sources such as non-fiction texts.
170. In key stage 1, pupils' progress in writing is good. Year 1 pupils develop an appropriate awareness of phonic patterns. They generally spell common words correctly and they make reasonable attempts at more complex spellings. By year 2, the meaning of pupils' writing is clear. They begin to appreciate the different styles needed for different types of writing and include descriptive words effectively in their work. The most able write at great length; they use punctuation accurately and have real variety in their sentence structure.
171. Standards of writing at key stage 2 are good. Pupils produce a wide variety of creative and factual work including letters, biographies, diary writing, newspaper reports and poetry. They alter the style appropriately and use colloquial language effectively when writing dialogue for example. Writing is organised into paragraphs using a variety of sentence patterns. They use interesting and imaginative language, (for example, similes and adverbs), to create effects such as when writing extended narratives or poetry. The overall quality of poetry in the school is very good. Handwriting is generally joined, consistent and legible.
172. Those pupils with SEN and those who are learning English as an additional language make good progress relative to their age and ability.

### **Shortcomings**

173. A minority of younger key stage 1 pupils make careless errors in their phonic work and handwriting.

## Welsh second language

**Key Stage 1: Grade 2: good features and no important shortcomings**

**Key Stage 2: Grade 2: good features and no important shortcomings**

### Good features

174. In both key stages, pupils demonstrate positive attitudes towards Welsh and use their previous learning well. As they move through the school, they develop an increasing confidence in their use of Welsh. Nearly all pupils make good progress in their pronunciation and intonation skills.
175. Pupils in key stage 1 make good progress in their speaking and listening skills. They greet adults and each other appropriately in Welsh and they confidently ask and answer questions using familiar language patterns. They respond very well to instructions and answer questions on familiar topics such as the weather or favourite foods and colours.
176. By year 2, pupils make good progress in reading their own work and basic reading books. They read confidently and accurately, using appropriate expression to show good understanding of the content.
177. Key stage 1 pupils' written work is developing well and they correctly record phrases and simple sentences based on familiar patterns and acquired vocabulary.
178. Pupils in key stage 2 demonstrate good speaking and listening skills and they use an increasing vocabulary and variety of sentence patterns. They confidently ask and answer questions using the sentence 'pattern of the week' and also previously learnt patterns. Older pupils use increasingly complex sentences when discussing events in their lives and their likes and dislikes.
179. Most key stage 2 pupils make good progress in their reading skills and they read dialogues and basic books with appropriate expression. They discuss what they have read and confidently express preferences.
180. Key stage 2 pupils make very good progress in developing their writing skills and they use familiar patterns to write sentences, paragraphs, dialogues and letters accurately. Older pupils produce good quality pieces of independent writing. They use their dictionaries and phrase books effectively to ensure a good range of sentence patterns and to successfully apply their writing skills to other areas of the curriculum.

### Shortcomings

181. There are no significant shortcomings.

## Mathematics

**Key Stage 1: Grade 2: good features and no important shortcomings**

**Key Stage 2: Grade 2: good features and no important shortcomings**

### Good features

182. Throughout both key stages 1 and 2, pupils respond well in oral and mental mathematics sessions. They develop an increasing range of mathematical vocabulary relating to all areas of the subject.
183. In key stage 1, almost all younger pupils have a secure grasp of the order of numbers from 0 to 30 and readily recognise number bonds to 10. They successfully represent these by using apparatus and recording number sentences.
184. Older key stage 1 pupils know their 2, 5 and 10 multiplication tables well and show good understanding of how to apply this knowledge. They count on confidently in twos to 50 and back as far as minus 20. Most recognise where each number should be located on an empty number line. They show a good understanding of odd and even numbers.
185. By the end of key stage 1, pupils have a firm grasp of doubling single and two digit numbers and apply this knowledge to adding near doubles. They work well on addition and subtraction using single and two digit numbers and are developing a good understanding of place value to a hundred. Older pupils use and explain different strategies for calculating and recording their findings.
186. Key stage 1 pupils show a good knowledge of the names and properties of 2-dimensional shapes and are beginning to understand the concept of regular and irregular shapes. They measure and weigh everyday objects accurately using standard and non-standard measures. Older pupils tell the time correctly to within hour and half hour intervals.
187. In key stage 2, pupils make good progress in their understanding of numbers and the number system. The majority work confidently and have a firm grasp of number operations and relationships.
188. Younger key stage 2 pupils develop a good understanding of money and they calculate the value of coins quickly and accurately. More able pupils apply this knowledge successfully to solve problems relating to money. They have a sound grasp of basic number concepts and work confidently on a range of number operations.
189. Older key stage 2 pupils show an increasing ability to work with larger numbers and most record their work neatly and accurately. They respond well during mental and oral activities and they answer and ask questions to confirm their understanding. Many are beginning to apply these skills successfully; they carry out investigations and solve mathematical problems confidently using a good range of strategies.

190. Throughout key stage 2 pupils develop a good knowledge of two and three-dimensional shapes and their properties. They correctly identify properties, investigate translations and calculate perimeters and areas of regular and increasingly complex shapes. Pupils measure accurately, make sensible estimates and show a good understanding of the appropriate units of measure to use.

### **Shortcomings**

191. A minority of pupils in key stage 2 show limited understanding of how to solve mathematical problems and to successfully carry out investigations.

<b>Science</b>
----------------

**Key Stage 1: Grade 2: good features and no important shortcomings**

**Key Stage 2: Grade 2: good features and no important shortcomings**

### **Good features**

192. In both key stages, pupils undertake a good range of practical work and make good progress in the development of scientific enquiry skills, including some well-developed investigational skills.
193. A significant number of key stage 1 pupils demonstrate confidence in planning systematic enquiry and carrying out experimental work purposefully and enthusiastically. Many have a good understanding of sorting, fair testing and predicting. They communicate their ideas in a variety of ways. For instance, when undertaking practical work on forces, they make suitable suggestions about how to organise data and record their work rationally.
194. Older key stage 1 pupils recall their work well on materials and their properties; they identify key characteristics and their suitability for purpose. They make good use of the 'outside classroom' to find out about plants, trees, butterflies and their habitats.
195. Year 2 pupils use key vocabulary appropriately when talking about the use of electricity. They recollect very well the dangers of electricity and safety issues in the home.
196. Key stage 2 pupils make good progress in developing their practical skills and carry out experiments confidently. They make good use of a variety of methods to record their work including graphs and bar charts. They make predictions, explain fair testing and present their findings clearly.
197. All key stage 2 pupils generally have a good understanding of the relevant topics in the scheme of work. For instance, they recall the basic principles of magnetism, making magnet games to address key concepts. They talk about teeth and how to look after them, confidently naming the different types. Overall pupils make very good use of the school environment and local community for many of their investigations.

198. Older key stage 2 pupils show a good understanding of sound, devising investigations using bottles and water to make different musical notes. They talk confidently about work previously covered on solids, liquids, gases and light. Pupils present their work in a variety of creative ways, for instance when studying gravity, through newspaper articles, poems and role-play, reinforcing their understanding of key concepts.

### **Shortcomings**

199. There are no significant shortcomings.

## **Information technology**

### **Key Stage 1: Grade 3: good features outweigh shortcomings**

### **Key Stage 2: Grade 3: good features outweigh shortcomings**

#### **Good features**

200. In both key stages, pupils use a limited range of dated information technology equipment confidently and carefully.
201. In key stage 1, pupils are developing good basic keyboard skills and control the mouse confidently. They use text and symbols effectively to communicate their findings. They collect data related to healthy eating and enter information into a simple prepared database prior to interrogation.
202. By the end of year 2, most pupils have good presentational skills and display their ideas in a variety of forms such as using different art packages to good effect. They draw pictures choosing and changing the brush size and colour and create designs using repeating patterns. In discussion with pupils, they confidently give examples of various electrical devices to be found in the home such as microwaves, burglar alarms and automatic garage doors.
203. By the end of year 6, most pupils confidently direct a programmable truck to move in certain directions in response to information to produce a specific mathematical shape. All older pupils react positively to highly skilled external experts and engage enthusiastically to well-planned activities.
204. Most pupils confidently change text, font and colour and use a range of art packages including 'cut' and 'paste' techniques.
205. In upper key stage 2, pupils make effective use of the Internet to gain access to information related to Mount Everest. Pupils have good presentational skills and display information retrieved in a range of different forms including text, graphics and pictures reflecting the needs of their audience. Pupils are well aware of the use of information technology in the world of work and they send and receive emails successfully.

#### **Shortcomings**

206. In both key stages, pupils do not develop their information technology skills and techniques sufficiently and progressively.

- 207. Throughout the school, pupils do not use their information technology skills often enough to develop higher order expertise.
- 208. Pupils in key stages 1 and 2 do not use their information technology skills for a broad range of purposes.

## **Design technology**

**Key Stage 1: Grade 2: good features and no important shortcomings**

**Key Stage 2: Grade 2: good features and no important shortcomings**

### **Good features**

- 209. Throughout key stage 1, pupils achieve good standards in designing and making objects, which are closely linked to their own experiences.
- 210. Key stage 1 pupils show good understanding of the need to plan before making a product and they demonstrate the ability to collaborate effectively when working in pairs and small groups. They produce simple pictorial plans which indicate their choice of designs.
- 211. Most pupils use basic tools safely and successfully when working on their products. They evaluate their work sensibly by identifying the most pleasing features.
- 212. In key stage 2, pupils plan and design their products carefully and accurately, giving appropriate attention to the design brief. Younger key stage 2 pupils carry out investigations and acquire knowledge on how mechanisms work before applying them to their products. Older pupils carry out research to generate ideas and to investigate suitable materials for their products. They recognise that users have preferences and views.
- 213. Pupils select appropriate tools and use them safely and accurately when working on their products. They make sensible decisions when selecting materials and are developing the ability to discuss their work and evaluate their products.
- 214. Younger key stage 2 pupils successfully apply their understanding of simple electrical circuits to light up their designs. They show good understanding of how a pneumatic pump can be used to produce movement. Pupils in year 6 make good use of skills acquired during an external agency visit to school to work on control technology. They use appropriate ICT skills effectively to programme a vehicle to travel around a circuit.
- 215. Throughout the key stage, pupils show good awareness of health and safety requirements. They have a sound understanding of hygiene in relation to food preparation and understand the importance of checking for food allergies.

### **Shortcomings**

- 216. There are no important shortcomings.

## History

**Key Stage 1: Grade 2: good features and no important shortcomings**

**Key Stage 2: Grade 2: good features and no important shortcomings**

### Good features

217. Pupils have a developing understanding of places and events of historical interest and significance through their visits and visitors to the school by Normandy War Veterans and older relatives or local residents.
218. In key stage 1, pupils show a sound understanding of a time line when they arrange old, fairly new and brand new toys correctly using criteria such as the quality of the general condition. They place a collection of toys from different periods accurately into those belonging to grandparents, parents and a modern day child .
219. Following visits to local museums, to observe "Betí Bwt's Washday" or the "Life of Mrs Mahoney ", they place equipment from the home in the correct order noticing the changes over a period of time. They make informed comparisons of life in that era with that of today.
220. In key stage 2, pupils gain an increasing awareness of chronology and correctly place the periods in history studied in relation to the present day. Younger key stage 2 pupils understand that this country was inhabited by Celts; they are fully aware of Celtic origins and of the main features of Celtic daily life. They begin to empathise effectively with the history of the Roman invasion following a visit to Caerleon enabling them to relive that period. They are aware of the armour of a Roman soldier and sensibly compare and contrast features of a Roman villa with their own homes.
221. Pupils have a developing awareness of conditions of life in the Tudor and Stuart period. They understand that the living conditions of the rich and poor of those times varied considerably. They make good use of evidence gained from historical sources such as photographs and visits to investigate this period.
222. At the end of the key stage, pupils make very good use of a wide range of evidence such as photographs, letters, visitors to school, visits to museums and web sites to support their learning and investigations. Pupils have good knowledge and understanding of Swansea during the Second World War through using these research skills for their individual projects. They develop the skills of asking historical questions to make informed judgements. They successfully interpret evidence such as census returns, old school documents and artefacts to learn about how life in Dunvant has changed since the nineteenth century.

### Shortcomings

223. There are no important shortcomings, however, at the lower end of key stage 2, pupils' ability to organise their investigative skills and communicate their findings using an increasing range of methods is under developed.

## Geography

**Key Stage 1: Grade 3: good features outweigh shortcomings**

**Key Stage 2: Grade 3: good features outweigh shortcomings**

### Good features

224. In key stage 1, pupils develop a good geographical knowledge when describing their own locality and distinguish between natural and man made features. They accurately describe their journey from school to shops in the locality, distinguishing between the different road symbols and safe places to cross the road.
225. Pupils in key stage 1 use large scale maps successfully. They recognise a good range of map symbols such as on weather maps of the United Kingdom.
226. Pupils' mapping skills are well developed throughout both key stages. Pupils make good progress in identifying geographical features of their local area in key stage 1. By key stage 2, they use specific references to locate major geographical features in countries including mountain ranges. They use co-ordinates accurately to describe the location of different features.
227. Through a variety of sources, pupils in lower key stage 2 have a growing understanding of economically developing countries in different parts of the world. Using a range of evidence, including photographs, pupils sensibly compare life in St Lucia with their own lives and contrast how people earn a living on the island with Wales.
228. In year 5, pupils confidently use specific geographical vocabulary to describe differing coastal areas on the Gower Peninsula. Pupils reflect very sensibly a range of geographical questions related to why people visit certain coastal beaches and the environmental issues concerned with the abundance of rubbish in the area.
229. Year 6 pupils undertake a personal study related to mountain ranges, namely Everest. They confidently use a variety of appropriate sources to compare similarities and differences in human and physical features. Pupils take an active part in the school's recycling activities and have a good grasp of the principles of sustainable development and are developing their ideas of world citizenship.

### Shortcomings

230. Throughout the school, pupils do not develop their geographical skills progressively, building upon what has gone before. This has a direct impact upon the quality and standards of their finished work.
231. All pupils depend too heavily on worksheets when they record their findings and lack confidence presenting their evidence in a variety of ways.
232. In both key stages, pupils do not use information technology often enough to enhance their knowledge and understanding in geography.

<b>Art</b>
------------

**Key Stage 1: Grade 1: good with outstanding features**

**Key Stage 2: Grade 1: good with outstanding features**

**Outstanding features**

233. Key stage 1 pupils develop their knowledge and understanding of artists using a range of media and the overall standard of pupils' work on display is outstanding.
234. Pupils' skills develop very well in key stage 1. By year 2, the standard of drawing and painting is exceptional, particularly the observational drawing of artefacts linked to language work. Pupils use drama and dance to enhance their art work in a particularly effective manner.
235. Pupils' use of the 'outdoor classroom' for artwork is very good. Year 1 pupils investigate natural sculptures and produce imaginative spider webs using glitter paints. They skilfully use a variety of threads and wools to create weaving patterns. Year 2 pupils create fabric prints of a very good quality, inspired by investigating with different materials.
236. Key stage 2 pupils have a very good understanding of the visual language of art. Younger key stage 2 pupils study Romanesque coil pots and mosaic patterns and produce very good examples of their own.
237. Older key stage 2 pupils examine African masks, making good use of viewfinders to examine patterns and texture. They use natural materials very imaginatively, creating their own masks using man-made and natural materials.
238. Throughout key stage 2, pupils link art very successfully with other aspects of the curriculum. They develop a very good understanding of the work of many Welsh artists such as Ceri Richards and Gwen John.

**Good features**

239. Pupils in both key stages are motivated to work creatively.
240. In key stage 1, pupils make good use of a wide range of equipment, materials and techniques to create paintings, prints and collage. They experiment with colour, mixing shades and work effectively with charcoal. By studying a colour theme, pupils in key stage 1 demonstrate a good knowledge of colour tones and understand the difference between primary and secondary colours.
241. Key stage 2 pupils work well collaboratively and progressively discuss and evaluate their work in a structured manner. They develop their understanding of colour-mixing, experimenting imaginatively with brush strokes as they imitate the style of Van Gogh.

242. Pupils explore ways of combining a variety of media to produce imaginative art work. They make accurate sketches from observational drawings; these are subsequently used to produce computer-generated art of a good quality.

### **Shortcomings**

243. There are no important shortcomings.

<b>Music</b>
--------------

**Key Stage 1: Grade 1: good with outstanding features**

**Key Stage 2: Grade 1: good with outstanding features**

### **Outstanding features**

244. Throughout the school, pupils really enjoy performing vocally and with instruments. They sing a range of songs in English and Welsh enthusiastically and with good diction. By key stage 2, they appreciate the importance of good posture and sing in unison and in two parts with great gusto, modifying dynamics appropriately. Key stage 2 pupils recognise tunes in a 'minor' key and 'syncopated' rhythms and sing them enthusiastically.
245. From year 2 onwards, all pupils regularly play recorders and do so tunefully. By lower key stage 2, all pupils have a good awareness of note values.
246. In both key stages, all pupils develop a very good awareness of musical vocabulary, for example *legato* and *staccato*, and they recognise them in pieces of music. Whether singing or playing instruments, pupils respond very well to the conductor and play very well as a group.

### **Good features**

247. As they move through the school, pupils enjoy playing a wide range of instruments and make very good progress in playing them with dexterity and control. Extra-curricular musical tuition has a positive impact on standards in performance.
248. By year 2, pupils recognise changes in pitch in music. They are aware of the sounds that different instruments make and correctly identify various techniques that may be used to play untuned percussion instruments. Many confidently use computer programs to 'compose' simple repetitive tunes.
249. By the upper end of key stage 2, pupils have a good awareness of music from different cultures including music from Wales. They appreciate differences in musical styles and express their preferences sensibly and logically. They respond appropriately to music in imaginative ways such as art, words and movement.
250. In key stages 1 and 2, pupils compose simple pieces of music to represent different scenarios, for example the Welsh story of *Cantre'r Gwaelod*. They sensibly select suitable instruments to make specific sounds. By the end of key stage 2, pupils use tuned instruments in their compositions and produce

well-presented graphic or pictorial scores to represent their music. They make sensible evaluations of each other's compositions, including suggestions for how they may be improved.

### **Shortcomings**

251. There are no significant shortcomings.

<b>Physical education</b>
---------------------------

**Key Stage 1: Grade 2: good features and no important shortcomings**

**Key Stage 2: Grade 2: good features and no important shortcomings**

### **Good features**

252. All pupils warm up and cool down effectively before and after exercising and they clearly understand the effect of exercise on their bodies. They respond immediately and correctly to directions in both Welsh and English and they work well individually, in pairs and in small groups.
253. Pupils in key stage 1 demonstrate good quality and variation of movement in their gymnastic activities. They show good control during floor exercises and readily explore a range of different ways of travelling around the hall. Their balances include a good range of body shapes.
254. During their dance activities, most key stage 1 pupils achieve well. They plan their movements carefully and they effectively use different shapes, levels and direction. Pupils work well in groups to produce good quality shapes and patterns.
255. In key stage 2, pupils consolidate, adapt and refine their movements and routines. They demonstrate effective gymnastic skills through good quality movement, balance and shape. Most pupils develop interesting sequences of actions with increasing control, fluency and accuracy. They make good use of apparatus to extend their activities. The majority of pupils show good levels of imagination and creativity in their dance and gymnastics movements.
256. In games activities, pupils successfully consolidate and apply skills previously acquired in a range of activities. They display good ball control and handling skills and successfully apply them when partaking in small team games.
257. By the end of key stage 2, nearly all pupils swim unaided and competently.
258. Pupils successfully develop and refine basic techniques in jumping for height and distance in their athletics activities. They readily recognise what they and others have done in order to improve performance.

### **Shortcomings**

259. There are no important shortcomings.

## Religious education

**Key Stage 1: Grade 2: good features and no important shortcomings**

**Key Stage 2: Grade 2: good features and no important shortcomings**

### Good features

260. In both key stages, pupils develop a secure knowledge and understanding of the beliefs and practices of Christianity and other major faiths, such as the Jewish and Muslim faiths, as required by the locally agreed syllabus.
261. Key stage 1 pupils have a very good understanding of the christening ceremony and the religious practices involved through role-play. They develop their own personal and social skills well by taking on the roles of parents, god-parents, the vicar and the congregation. Pupils use role-play effectively to develop their understanding of the roles and responsibilities of people and the significance of the ceremony in welcoming infants into the religious community.
262. All key stage 1 pupils have a good knowledge of festivals of different cultures and faiths, such as Ramadam and Eid and the Jewish festival of Hannukah. They also have a good understanding of Christian festivals which they celebrate in school and at the local chapel and church.
263. By the end of key stage 1, pupils recount key details about the Christmas story such as the annunciation. Pupils understand the meaning of special people and that Jesus was special. They retell the creation stories and respond to them effectively through art, music and drama. They know that there are stories about Jesus in the Bible.
264. Younger key stage 2 pupils have a good understanding about and knowledge of the Muslim faith. They clearly explain that Muslims worship in a mosque, that they pray to Allah and that the holy book is the Qur'an. They speak confidently when asked about the 'Ten Commandments'. A visit to St David's Cathedral has enabled pupils to gain a greater understanding of places of pilgrimage and they relate this well to the Muslim pilgrimage to Mecca.
265. Older key stage 2 pupils produce good examples of writing on the concept of responsibility and have a good understanding of the significance of the 'Rites of Passage'. Year 6 pupils present their work in some highly creative ways using a variety of genre.
266. Throughout key stage 2, pupils are increasingly aware of issues raised by their experiences of the natural world and human relationships. They have a good understanding of the ways in which religious beliefs and practices address these common values of tolerance, respect, empathy and co-operation.

### Shortcomings

267. There are no important shortcomings.

## **School's response to the inspection**

The Governing Body and staff of Dunvant Primary School are pleased with the report resulting from the recent inspection. The inspection team observed many good and outstanding features and the grades reflect the commitment and consistent hard work of all those involved with the new school.

We are delighted that the inspectors recognised the consistent good care and support our pupils receive and that they highlighted the “outstanding behaviour” of the pupils in our newly amalgamated school.

The report acknowledges the complex site and buildings that form our school and praises our success in establishing the primary ethos in the one full year and one term that the school has been in existence.

We were very pleased that the four recommendations made in the report, were already identified as areas of improvement in the school's School Development Plan and Self-evaluation Report.

The staff and governors feel that firm foundations have been laid down for our new school. We will continue to build upon the standards already established. We are delighted by the inspectors' judgement that bilingualism, music and art have outstanding features.

In conclusion, the staff and pupils would like to thank the seven members of the inspection team for the polite and professional way in which they conducted the full inspection.

## Appendix 1

### Basic information about the school

Name of school	Dunvant Primary
School type	Nursery and Primary
Age-range of pupils	3 – 11 years
Address of school	Dunvant Road Dunvant Swansea
Postcode	SA2 7SN
Telephone number	01792 207336

Head teacher	Miss J L Barrett
Date of appointment	01:09:05
Chair of governors/ Appropriate authority	Councillor J Newbury
Registered inspector	Margaret Morgan
Dates of inspection	19 – 22 March 2007

## Appendix 2

### School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	24.5	45	36	71	46	49	58	62	391.5

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	14	4	16

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	24:1
Pupil: adult (fte) ratio in nursery classes	8:1
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	26
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of School
Spring 2006	90.6	91.5	94.3
Summer 2006	90.4	90.5	93.3
Autumn 2006	94.5	95.4	95.2

Percentage of pupils entitled to free school meals	3.15
Number of pupils excluded during 12 months prior to inspection	1 (Temporary)

## Appendix 3

### National Curriculum Assessment Results End of Key Stage 1:

National Curriculum Assessment KS1 Results 2006			Number of pupils in Y2:		46		
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher Assessment	School	0	0	11	70	19
		National	0	4	12	64	20
En: reading	Teacher Assessment	School	0	0	9	61	30
		National	0	4	14	56	27
En: writing	Teacher Assessment	School	0	4	9	80	7
		National	0	5	14	69	12
En: speaking and listening	Teacher Assessment	School	0	0	13	50	37
		National	0	2	11	64	23
Mathematics	Teacher Assessment	School	0	0	13	72	15
		National	0	2	10	64	24
Science	Teacher Assessment	School	0	0	15	70	15
		National	0	2	9	66	24

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	85	In Wales	81

D: Pupils who have been disapplied from the statutory arrangements

W: Pupils who are working towards level 1

**National Curriculum Assessment Results  
End of Key Stage 2:**

National Curriculum Assessment KS2 Results 2006			Number of pupils in Y6					58				
Percentage of pupils at each level												
			D	A	F	W	1	2	3	4	5	
English	Teacher assessment	School	0	0	0	0	0	0	10	26	64	
		National	0	0	2	0	1	4	15	46	31	
Welsh	Teacher assessment	School	0	0	0	0	0	0	0	0	0	
		National	0	0	0	0	0	0	0	0	0	
Mathematics	Teacher assessment	School	0	0	0	0	0	0	9	38	53	
		National	0	0	2	0	1	3	15	47	32	
Science	Teacher assessment	School	0	0	0	0	0	0	7	31	62	
		National	0	0	2	0	0	2	11	51	34	

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	88	In the school	N/A
In Wales	74	In Wales	N/A

- D Pupils who are excepted 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

## Appendix 4

### **Evidence base of the inspection**

Six inspectors spent a total of 19 inspector days in the school. A Peer Assessor also joined the inspection team and played a full part in the inspection. A team meeting was held prior to the inspection.

The head teacher was the Nominee.

Inspectors and the Peer Assessor visited:

- 68 lessons or part lessons
- All classes
- Acts of collective worship
- A range of extra-curricular activities

Members of the inspection team had meetings with:

- A LEA officer, staff, governors and parents before the inspection began
- The School Council, The Eco Committee and The Safety Squad
- Governors, senior managers, teachers, other members of staff and groups of pupils during the inspection

The team also considered:

- The school's self evaluation report
- 98 responses to the parents'/carers' questionnaire
- A comprehensive range of documentation provided by the school before and during the inspection
- A range of pupils' work

The inspection team also held post inspection meetings with the head teacher, staff and governors.

## Appendix 5

### Composition and responsibilities of the inspection team

Team member	Responsibilities
Margaret Morgan Reporting Inspector	Context, Summary, Recommendations, Appendices Contributions to Key Questions 1, 2, and 5 English and Music
Charlotte Roberson Lay Inspector	Contributions to Key Questions 1, 3, and 4
Roy Griffiths Team Inspector	Contributions to Key Questions 2 and 7 Welsh second language, Mathematics, Design technology and Physical education
Eleri Honour Team Inspector	Contributions to Key Questions 1 and 4 Early years and History
Peter Clarke Team Inspector	Contributions to Key Questions 3 and 4 Information technology and Geography
Jeff Beecher Team Inspector	Contributions to Key Question 5 and 6 Science, Art and Religious education
Shirley Davies Peer Assessor	Contributions to Class Observations and Team Meetings
Joanna Barrett Nominee	Contributions to Team Meetings

**The contractor was**  
Evenlode Education Ltd  
Little Garth  
St Johns Close  
Hawarden  
Flintshire  
CH5 3QJ

### Acknowledgement

The inspection team would like to thank the head teacher, staff, governors, pupils and parents of the school for their co-operation and courtesy throughout the inspection.