

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

A Report on the Quality of Education in

**Gendros Primary School
Armine Road, SA5 8DB**

School Number: 6702021

Date of Inspection: 05/02/07

by

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The purpose of Estyn is to inspect quality and standards in education and training in Wales. Estyn is responsible for inspecting:

- *nursery schools and settings that are maintained by, or receive funding from, local education authorities (LEAs);
- * primary schools;
- * secondary schools;
- * special schools;
- * pupil referral units;
- * independent schools;
- * further education;
- * adult community-based learning;
- * youth support services;
- * LEAs;
- * teacher education and training;
- * work-based learning;
- * careers companies; and
- * the education, guidance and training elements of Jobcentre Plus.

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- * makes public good practice based on inspection evidence.

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Gendros 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 Gendros Primary School took place between 05/02/07 and 07/02/07. An independent team of inspectors, led by Peter Mathias 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:

Grade 1	good with outstanding features
Grade 2	good features and no important shortcomings
Grade 3	good features outweigh shortcomings
Grade 4	some good features, but shortcomings in important areas
Grade 5	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 short 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

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Context

The nature of the provider

1. Gendros is a community primary school, which is situated in the Fforestfach area of Swansea, which is the Unitary Authority (UA). There are 316.5 pupils on roll, including 51 children who attend the nursery on a part time basis. The school was last inspected in the Spring Term 2001, when the current headteacher was in post.
2. The local area is considered by the school to be largely neither prosperous nor economically disadvantaged. About 30% of pupils are from disadvantaged backgrounds. There is a significant degree of family mobility.
3. On entry to the nursery, most children have below average basic skills. The school considers that 25% of pupils are eligible for free school meals which is just above the average for primary schools in the UA and above the all-Wales average for primary schools.
4. About 25% of pupils are considered to have some degree of special educational needs (SEN). Three boys and one girl have statements of SEN for a range of difficulties. No pupil has the National Curriculum (NC) disapplied. No pupil was excluded in the previous school year. Two pupils are 'looked after' by the UA.
5. English is the predominant language of 95% of pupils. No pupil has Welsh as a first language. Currently 12 pupils receive support teaching in English as an additional language.
6. During the inspection, two permanent members of the teaching staff were absent due to long-term ill health. Supply teachers filled their positions.
7. The school holds the Basic Skills Quality Mark (2006), the Healthy Schools Award and the Swansea Standard for the Self Evaluating School – Bronze award.
8. The school's mission statement is: - "To provide a warm, welcoming and caring environment within which all members of the school can achieve their full potential and make a positive contribution to the school and to the wider community, both currently and after school into adulthood."
9. The school's aims are very wide and appropriate.

The school's priorities and targets

10. The school's major priorities for 2006/2007 are: -
 - to monitor subject areas and annotated collections of pupils' work and their effectiveness in whole school improvement;
 - to follow up new reading initiatives for lower KS2;

- to raise standards through enhancing monitoring and self-evaluation of learning skills;
- to continue foundation phase planning;
- to raise standards in literacy and developing the design technology curriculum and
- to improve resources in some areas and carry out repairs and refurbishments to the school fabric.

Summary

11. Gendros Primary School is a successful school which has made sound progress since its last inspection. It is very well led and provides very good support for its pupils.
12. The inspection team agrees with five out of the seven judgements made by the school about the standards pupils achieve and about other areas of its work. Where the inspection team disagrees, this is because in Key Question 3 the school underestimated how well it provides for the promotion of pupils' personal development and the partnerships with all interested parties. The school overestimated Key Question 2 where it based its judgements on the quality of teaching some considerable time ago.

Table of grades awarded

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

13. As this was a short inspection no judgements were made about the standards of achievement in the lessons seen.
14. The overall quality of education provided for children under five is appropriate to their needs and children make good progress towards the Desirable Learning Outcomes for Children's Learning. Many children begin school with below the expected levels of basic skills. Children generally achieve well and are ready to begin the next stage of their education.
15. Pupils' standards and progress in the key skills are Grade 2 (good features and no important shortcomings). In communication in English in KS1 and KS2, pupils' standards are Grade 1 (good with outstanding features). In both key stages, pupils speak confidently and within KS2, pupils speak at length and have well developed vocabularies. In both key stages, pupils' listening skills are also Grade 1. Across the school, pupils understand very well the importance of listening carefully to others and of thinking about what is said. In KS1 and KS2, pupils' skills in reading are Grade 2. Pupils read well for a wide range of

reasons. Pupils' writing skills in English are Grade 1 in both key stages. Pupils' written work for a wide range of purposes has some very strong features, for example, in history.

16. Pupils' achievements in communication in Welsh are Grade 3 (good features outweigh shortcomings). Across the school, pupils' speaking and listening, reading and writing skills in Welsh are all Grade 3. Pupils do not consistently use Welsh readily in their lessons. Where opportunities do occur, pupils use their speaking and listening skills well. However, these opportunities are the exception to the general practice in classrooms.
17. Pupils' mathematical skills are Grade 2. They measure accurately when making or weighing in other subjects. They display information effectively in graphical forms, for example, in geography.
18. Pupils' skills in information and communications technology (ICT) are also Grade 2. Within KS1, for example, pupils use the mouse well to make their way through simple programs and graphic packages. Within KS2, pupils use their skills in ICT for a range of different purposes, for example, to draft, edit and illustrate their work. They make multimedia presentations about their work in other subjects.
19. Pupils' understanding of the traditions and culture of their own area and more generally of Wales is Grade 2. However, their bilingual skills are underdeveloped. At both KS1 and KS2, pupils' personal skills are Grade 1. Pupils show very positive attitudes to each other and to adults. They behave very well and take on responsibilities very conscientiously.
20. Pupils' problem solving and creative skills are both Grade 2. Pupils work together willingly and sensibly. They have a clear understanding of what in the longer and shorter term they need to do to improve.
21. Starting from a below average base, pupils in the end of KS1 national teacher assessments for seven year olds in 2006 achieve high standards in English, mathematics and science. These results were above the UA and national averages and were well above schools considered to have a broadly similar proportion of children entitled to free school meals. In these assessments girls achieved better than boys.
22. Since 2004, the trend of improvement in KS1 national assessments has been positive. In the KS2 national teacher assessments for eleven year olds in 2006, results in English, mathematics and science were significantly lower than in previous years. This is closely related to the large proportion of pupils in that year group who were identified as having some degree of SEN. When their performance is compared to their abilities when they entered the school and to their end of KS1 assessments as seven year olds, these pupils achieved well from a low base.
23. In 2006 in English, results were low compared to schools locally and nationally and to schools in the UA with about the same proportion of pupils entitled to free school meals. In mathematics and science, results were below most

schools nationally and locally and below most similar schools. Boys performed less well than girls in these assessments. Since 2004, the overall trend of improvement has been positive, with pupils generally achieving above most schools in all these subjects.

24. Pupils' attitudes to their learning, their behaviour, motivation and ability to sustain concentration have many outstanding features. Pupils are anxious to please their teachers. They are very conscious of the importance of showing respect for others and for treating everyone equally.
25. At 91% the level of attendance over the last three years is below that expected.

The quality of education and training

Grades for teaching

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
13%	80%	7%	0%	0%

26. In the lessons seen, the percentage of Grade 1 and Grade 2 lessons compares closely with the national picture reported by Her Majesty's Chief Inspector in her Annual Report 2005/06. Nationally the quality of teaching in primary schools is good in 84% of lessons seen, with 17% having outstanding features.
27. In the nursery and reception classes teachers generally plan and organise successfully for their children to take part and enjoy a wide range of learning experiences.
28. Across the school in KS1 and KS2 in the best lessons teachers: -
 - show high expectations of their pupils;
 - encourage pupils to strive hard to improve and to work together constructively;
 - to take a personal interest in all of their pupils and make them feel that their individual efforts are important;
 - have very good subject knowledge;
 - question effectively to encourage pupils to think things out for themselves;
 - organise resources carefully to help pupils find learning fun and
 - match work carefully to different abilities in class and thoroughly review what has been achieved at the end of lessons.
29. In the small number of lessons where teaching had some shortcomings, teachers regularly miss opportunities to develop pupils' bilingual skills. In some lessons, teachers do not provide enough opportunities for children to develop their independence or to build on their creative and imaginative skills.
30. Arrangements for assessment, recording and reporting are thorough and effective. They meet statutory requirements in full. Appropriate use is made of the information gathered and regularly updated records are kept of pupils' progress. There are collections of pupils' work in English, mathematics,

science, Welsh and information technology to indicate the standards pupils should achieve year on year. The school has correctly identified the need to complete these collections for some other subjects. The school has a detailed marking policy in place. However, this policy is not applied consistently across the school. Annual reports to parents comply fully with statutory requirements and give a clear picture of pupils' achievements.

31. The curriculum is very broad and meets the needs and interests of learners and the wider community very well. The school plans appropriately for children under five, although in some lessons, some opportunities are missed to put these plans into effect, for example, in providing for the children's independence and for their creative and imaginative skills.
32. In KS1 and KS2, there is a wide and varied range of learning activities in place which are very well used. There are very good policies and schemes of work in KS1 and KS2 in all subjects, including religious education which enable pupils to build successfully on what they already know and can do. The school provides a very wide range of extra curricular activities and visits which very successfully enrich pupils' learning and personal development.
33. The provision for pupils' spiritual, moral, social and cultural development is outstanding. Acts of worship meet statutory requirements and are of a very high quality. Pupils' moral and social developments are successfully encouraged through well-constructed discussions. Pupils know the difference between right and wrong. Pupils' understanding of other cultures and religions is well developed. However, opportunities for pupils to utilise their bilingual skills are not provided consistently across the school and throughout the day. Nonetheless, pupils have a good understanding of their Welsh heritage and culture.
34. The school's partnership with parents, the local community and other schools and higher education institutions are highly successful and have outstanding features. Many parents are very supportive of the school and express satisfaction with the aims and values which the school promotes. There are very successful working partnerships with other schools, especially with the main secondary school to which most pupils transfer. Arrangements for transfer of pupils at the end of Y6 are thorough and effective. There are many positive links with the local community. Learning is also enriched by a wide range of partnerships with local employers and relevant agencies. The school has benefited considerably from sponsorships links with local businesses.
35. There are very effective policies to promote equal opportunities and to tackle social disadvantage. Pupils are made well aware of the need to protect natural resources and to act responsibly to conserve them. Pupils' entrepreneurial skills are fostered well through a number of initiatives. Pupils understand that they have responsibilities to their own community and to the wider world.
36. Pupils are very effectively cared for, guided and supported. There is a very positive ethos and sense of community within the school. Arrangements for children when they begin school and throughout their time at school are very

thorough. The school is very effective in monitoring and supporting educational, social and personal development. Pupils work and play in a happy, supportive environment where they are secure and valued by all staff. Very good procedures are in place to monitor pupils' attendance, punctuality, behaviour and performance. There are well-constructed procedures to ensure the health and well being of all pupils. These are reviewed regularly. All pupils benefit from detailed policies which ensure that they are all treated equally and that they show respect for individual differences.

37. Provision for pupils with additional learning including those who are learning English as an additional language is good. It fully complies with the Code of Practice for SEN. All pupils identified with SEN follow a structured programme in consultation with the class teachers and the support staff. They make good progress. The school has carried out a detailed survey to ensure that those with physical disabilities are able to gain access to the school in safety.

Leadership and management

38. The leadership and management of the school have significant strengths. The headteacher has considerable experience in this role and has a very clear vision for the school. He has very successfully implemented the school's mission statement "To provide a warm, welcoming and caring environment for all members of the school community to achieve their full potential". Teachers work closely together to identify strengths and areas for improvement. Together they agree strategies to raise standards, for example, in English and mathematics and to make these strategies work. All teachers co-operate closely with the senior management team to review pupils' progress in English, mathematics and science.
39. The school takes careful account of national priorities and local partnerships. Through the school council, pupils have a good understanding of citizenship. Preparation for the introduction of the foundation phase is under way and is being systematically managed by the deputy headteacher. A range of initiatives is making pupils well aware of the need to live healthy lifestyles. Arrangements to provide teachers with time to plan, prepare and assess during the school week are well organised and effective. Links with local schools and colleges are strong and mutually beneficial. There is a sound policy to promote bilingualism. However, this area has yet to be developed consistently across the school.
40. There are effective arrangements in place for the headteacher and senior management team to review the quality of teaching and learning and to help newly qualified teachers and teachers new to the school to be aware of school routines and expectations.
41. Links with the governing body are strong. The chair of governors gives a very good lead in this and ensures that the governing body works closely and constructively with the headteacher. Together they set the long-term direction for the school very well. Financial management is very thorough and the outcomes of spending decisions are rigorously reviewed. Governors very

successfully hold the professional leadership to account. They meet all statutory duties in full.

42. The school's self-evaluation document is very well constructed and is firmly based on first hand evidence. The process of gathering together information about the performance of the school and in identifying the school's strengths and areas for development is very well established. It is closely connected to the school's performance management arrangements.
43. There are strong and very effective links between the school's self-evaluation document and the school development plan (SDP). The latter document is well constructed with appropriate success criteria. It is well used as a working document.
44. Overall, the school has made sound progress in addressing the key issues of the last inspection, which took place in the Spring Term 2001.
45. The school is very well staffed by teachers and support assistants. Administrative arrangements and the day-to-day running of the school are efficient and unobtrusive. The school is well maintained and provides a clean, well-decorated and stimulating environment for teaching and learning. There is a wide range of very good quality resources appropriate to pupils' ages and needs. Economic and effective use is made of these resources. Priorities for development are accurately identified and a very strong emphasis is placed on the continued professional development of staff. Teachers' preparation, planning and assessment time is used efficiently.
46. Taking into account the progress pupils make, often from below average starting points, together with the quality of education provided, the school gives good value for money.

Recommendations

In order to improve the school in the areas inspected, the staff and governing body need to: -

- R1 raise standards in pupils' bilingual skills;
- R2 take steps to raise attendance;
- R3 improve opportunities in some lessons in the early years to promote further children's creative and imaginative play and independence and
- R4 complete the process of assembling annotated collections of pupil's' work in some subjects which the school has recognised as a priority.

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.

A copy of this summary is sent to every family with a child at the school. The full report can be obtained from the school.

Standards

Key Question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

47. The findings of the inspection team matched the judgements made by the school in its self-evaluation report.
48. As this was a short inspection, no judgements were made about pupils' standards of achievement in the lessons observed.
49. Baseline assessments indicate that achievement is generally below average when children begin school. The overall quality of education for children under five is appropriate to their needs, and children make good progress towards the Desirable Learning Outcomes for Children's Learning.
50. In the 2006 national assessments for seven year olds in English, mathematics and science, standards were above the UA and national averages. When compared to schools considered to have similar proportions of pupils entitled to free school meals, the results were well above these similar schools. When these results are combined, the school performed well above most schools in the UA and in Wales in general. However, boys performed less well than girls. Since 2002, the school has maintained high standards and the trend of improvement in KS1 national assessments has been positive.
51. In the KS2 national assessments for eleven year olds in 2006, results in English, mathematics and science were lower than those achieved in previous years. This dip in the longer-term trend is related to a larger than usual proportion of pupils in that year group, who were identified as having some degree of SEN. When the performance of these pupils is compared to their abilities when they entered the school and their performance at the age of seven, these pupils achieve well from a low base. In English, results were low compared to schools nationally and to schools considered to have about the same proportion of free school meals in the UA. In mathematics and science, these results were below most similar schools and below the national average. In these assessments, girls outperformed boys. Since 2002, the overall trend of improvement has been positive with pupils generally achieving above most schools in all three subjects. By the age of eleven, pupils achieve well often from lower than average starting points.
52. Overall, pupils' achievements in the key skills are Grade 2. In communication in English in KS1 and KS2, pupils' standards are Grade 1. In both key stages pupils speak confidently and answer questions regularly. In KS2, pupils speak in extended sentences and have well developed vocabularies. In both key stages, pupils' listening skills in English are also Grade 1. They invariably listen very carefully to their teachers and to each other. They show a very well developed understanding of the need to allow others to express themselves and to think carefully about what they are saying. At both key stages, pupils' skills in reading in English are Grade 2. Pupils use dictionaries, reference books and

the Internet confidently. They know how to find things out for themselves from a range of resources. Pupils' writing skills in English are Grade 1 in both key stages. Pupils write well for a range of different purposes, for example, in history when describing in a newspaper report, "The Mining Disaster at Weigfach Colliery" or when writing about Swansea during World War II.

53. Pupils' achievements in communication in Welsh are Grade 3. Across KS1 and KS2, pupils' speaking and listening skills are Grade 3 as they are in reading and writing skills. Overall, pupils do not consistently use Welsh readily in their lessons and develop competency and confidence in the language. When it does occur, pupils use their speaking skills well, for example, in a bilingual assembly.
54. Pupils' use of their mathematical skills in other subjects is Grade 2. Pupils measure accurately when designing and making bags in design technology. In Y6, they read scales carefully when using a spring balance in science. In Y2, pupils use graphs effectively to express information they collect in geography.
55. Pupils' skills in ICT are Grade 2. Within KS1, pupils use the 'mouse' correctly and make their way through simple programs and graphic packages. They carry out surveys using computers to record their findings. Within KS2, pupils use their skills in ICT widely. They research using the Internet. They draft, edit and print their work accurately. They make multimedia presentations linked to their work in other subjects. They use digital cameras confidently to record what they observe, for example, in science.
56. Pupils' understanding of the particular features of Welsh music, dance, art, history, literature and traditions are Grade 2. Pupils study a range of Welsh artists and craft workers. They benefit from a good range of visits locally and further afield in Wales.
57. Pupils' personal skills are Grade 1 and have some outstanding features. Pupils show very positive and caring attitudes to each other and to adults. They behave very well in their lessons, sharing resources and ideas very willingly. They take on responsibilities very conscientiously.
58. Pupils' problem solving skills are Grade 2. In both KS1 and KS2, pupils make decisions for themselves when planning their work and when thinking things out, for example when finding solutions to practical problems. They make sensible decisions about improving their own lives in school.
59. Pupils' creative skills are Grade 2. Pupils in KS1 compose graphic scores in music about weather. They listen carefully to each other perform and perform themselves using a good range of instruments. In KS2, pupils compose scores to perform longer pieces of music. They create plays in English and design a good range of artefacts in design technology.
60. Pupils work very well together. In KS1, pupils work very effectively in pairs and in small groups. They co-operate very well with adults both in lessons and when playing together in team games and in the playground. Across the

school, pupils collaborate well in order to solve problems and to discuss issues. Boys and girls work together very readily and treat each other with respect and consideration. They clearly understand in English, mathematics and science what in the longer and shorter term they need to do to improve. They know the targets, which are set for them in their lessons and in their general development.

61. Pupils' behaviour and their attitudes towards learning are consistently good with outstanding features. This contributes significantly to the standards pupils achieve and to the quality of life in the school. The school is a happy, caring and supportive community where all pupils are valued equally.
62. Pupils are well motivated, enthusiastic and enjoy their learning. They listen attentively to their teachers, engage readily in discussion, co-operate well with adults and other pupils. They settle quickly to their tasks. They are able to sustain concentration, often for extended periods and are keen to do their best.
63. Pupils have been successfully involved in the formulation of school and class rules, which are positive, relevant and reflect the caring ethos of the school. Politeness and good manners are notable features of the school, and pupils welcome visitors warmly and courteously.
64. Good features outweigh shortcomings in the attendance rates achieved by the school. Attendance rates for the past three terms average 91% and there is little unauthorised absence. The rates achieved fall somewhat short of the Welsh Assembly Government's target of less than seven percent absence.
65. Despite the best efforts of the school, a minority of pupils arrive late for the start of the school day. This disrupts classes and these pupils miss important parts of the first lesson of the day.
66. Much of the absence is caused by a small group of pupils who have a high level of persistent absence, which has an adverse impact on the continuity of their education and the standards they achieve. The school is working closely with the education welfare service to support these pupils and their families.
67. The governing body is rightly concerned about the number of parents who take their children on holiday during term time. This has an adverse impact on the continuity of pupils' formal education and decreases overall rates of attendance for the school.
68. Teachers complete registration quickly and efficiently and the school complies with all attendance requirements set out in the National Assembly for Wales (NAW) Circular 3/99, (Pupil Support and Social Inclusion.)
69. Pupils make good progress in acquiring new skills and developing new ideas. They are capable of working independently on tasks and co-operate willingly when working in pairs and groups. They organise group activities fairly and help and support each other. In the nursery, on some occasions, children are not always given enough opportunities to make their own choices and decisions.

70. Pupils' personal, moral and social development is very good. The excellent relationships that pupils enjoy with staff, the supportive ethos of the school and the sensitive moral and spiritual content of collective worship enables pupils to develop a secure set of moral and personal values to guide them. Pupils demonstrate honesty, fairness and tolerance in their work and play.
71. Pupils have a very good awareness of equal opportunities issues and feel strongly that everyone should be treated fairly and without favouritism. They value the inclusive nature of their school and appreciate the way in which teaching and support staff treat all pupils with respect and kindness. Pupils display a growing respect for the diversity of beliefs, attitudes and cultural traditions within their locality and the wider world.
72. The school is highly successful in preparing pupils to take an active role in the life and work of the local community. Staff, governors and pupils are fully committed to the local community and the school participates in many aspects of community life. Exemplary use is made of the community as a learning resource and pupils regularly serve the community by supporting cultural, environmental and charitable projects.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

73. Overall, the findings of the inspection team do not match the judgements made by the school in its self-evaluation report. This is because the school based its self-evaluation in this area on the quality of teaching taking place some considerable time ago.

74. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
13%	80%	7%	0%	0%

75. The quality of teaching is good or better, that is Grade 1 and 2 in 93% of lessons. The quality of teaching was outstanding, that is Grade 1 in 13% of lessons. These figures compare closely to the national picture reported by Her Majesty's Chief Inspector in her Annual Report (2005/2006). Nationally, the quality of teaching in primary schools is good in 84% of lessons, with 17% having outstanding features.

76. In the nursery and reception, teachers generally plan and organise successfully for these children to take part in and enjoy a wide range of learning experiences. Children settle into the school well and achieve success, often from below average starting points.

77. Across the school, teachers have high expectations of their pupils. In the best lessons, teachers, particularly in KS2, encourage pupils to strive hard to improve their work and to achieve more. Across the school, a particular strength in teaching is the very positive way in which teachers encourage pupils to work together constructively. They pass on these expectations in warm and encouraging ways so that pupils try hard to please their teachers because they themselves know that they are valued as individuals. They know that their teachers take a personal interest in them. Pupils with SEN are made to feel that their contributions are very important and as a result, they work positively with their teachers and assistants, as do those pupils who are receiving help to learn English as an additional language.

78. In the best lessons where there are some outstanding features, teachers show very good subject knowledge, for example, when explaining technical terms in music and using different elements in a piece of persuasive writing, or when interpreting the paintings of William Brown. In the best lessons, teachers question very effectively to encourage pupils to think things out for themselves and to maintain a very brisk and purposeful tone to the lessons.

79. In these lessons where there are outstanding features, teachers organise resources very well so that pupils successfully take on different roles and find the lessons fun, for example, when learning about people who help us.

Teachers carefully match the work to be completed to the different ages and abilities in their classes and ensure that all pupils are appropriately challenged. Across the school, teachers are very mindful to ensure that all pupils are treated fairly and supportively. At the end of lessons, teachers review what pupils have learnt and consider carefully what has been achieved as a result of their detailed planning.

80. In the small number of lessons where teaching has some shortcomings, teachers regularly miss opportunities to develop bilingual skills. In some lessons teachers do not provide enough opportunities for children to develop their independence or to build on their creative and imaginative skills.
81. The school's assessment recording and reporting procedures meet statutory requirements in full. The quality of assessment for the under-fives and for KS1 and KS2 is good. Appropriate use is made of the information gathered through a number of assessment procedures, including teachers' assessments, to plan for and improve learning. Records of progress of all pupils are kept up to date. The system for closely monitoring pupils' performance is effective in providing information about the progress of individuals and allows for the setting of targets for improvement.
82. The school makes collections of pupils' work in English, mathematics, science, information technology, Welsh and some other subjects. These collections are detailed and levelled appropriately. The school is in the process, but has yet to complete this in all of the other subjects.
83. Pupils' work is regularly marked but the quality of marking is inconsistent. Positive and encouraging comments are made frequently, but teachers do not always indicate clearly to pupils how they can improve their work.
84. Teachers set individual targets in discussion with pupils. This process is effective. Pupils are also actively involved in setting and reviewing their own targets and are beginning to show an awareness of their personal learning needs.
85. Annual reports to parents comply fully with statutory requirements and give a clear picture of pupils' achievements in all subjects and include targets for improvement.

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

Grade 1: Good with outstanding features

86. The inspection team does not agree with the school's self-evaluation of this key question. There are several outstanding features in the provision for the development of pupils' personal development and with the partnerships that the school has established with all interested parties. The school underestimated by one grade its performance in this area.
87. The curriculum provided for pupils in KS1 and KS2 meets pupils' needs and interests through a wide and varied range of learning activities. The school plans appropriately for children under five. However, in practice in some lessons, opportunities are missed to encourage children's creative and imaginative skills and to encourage independence.
88. The school has very good policies and schemes of work for all National Curriculum subjects and religious education. These are consistently followed throughout the school to ensure pupils build systematically on what they know and can do.
89. Good curricular opportunities are provided for the delivery of the key skills of Speaking and listening, numeracy and ICT. These opportunities are identified in schemes of work to help to ensure that pupils build systematically on what they already know and can do.
90. An outstanding range of extra-curricular activities, clubs and visits are provided which broaden and enrich pupils' learning experiences and contributes to their personal development. Pupils benefit greatly from visits to such places as Landore Motor Museum or Gower Heritage Centre and from visitors, such as artists in residence such as Jay Young, who share their experiences with the pupils. Residential visits to Margam Educational Centre also provide a valuable addition to the curriculum.
91. The provision for pupils' spiritual, moral, social and cultural development is outstanding. The school successfully promotes spiritual development through shared values of care and consideration for others and for the environment. These are strongly reinforced by the school's daily act of collective worship which meet statutory requirements. In these, songs, hymns and visits by the local minister provide very good opportunities for pupils to reflect on issues raised and on their own life experiences.
92. Pupils' moral and social development is very well promoted through opportunities given for pupils to discuss moral issues amongst themselves in a structured way. This is further developed by pupil initiatives to raise money for good causes both locally and internationally. Pupils are very aware of the difference between right and wrong. Their visits to places of interest and contribution to activities within the community, together with sporting activities with other local schools, provide a wide range of opportunities for pupils' social

interaction. Pupils are considerate, friendly and polite to each other and to adults. Relationships throughout the school are outstanding.

93. Pupils' understanding of cultural diversity is successfully promoted by visits to places such as the local mosque and synagogue and with links with Liberia and Kerala.
94. The school's promotion of pupils' bilingual skills is underdeveloped. The school provides good bilingual signs and some limited use of Welsh during school routines but inconsistent opportunities are provided for pupils to use their bilingual skills throughout the day and across the curriculum. However, pupils have good awareness of and appreciate the culture and heritage of Wales as a nation through visits, the study of Welsh artists such as Will Owen and the celebration of St. David's Day. Schemes of work actively promote *Y Cwricwlwm Cymreig* and a clear policy ensures its inclusion within subjects.
95. The school's partnerships with parents, the local community, other schools and higher education institutions are highly successful and have outstanding features which enrich the life and work of the school and enhance pupils' learning experiences.
96. Many parents are very supportive of the school, express satisfaction with the aims and values that the school promotes and the standards their children achieve.
97. Parents give freely of their time supporting school activities, accompanying pupils on educational visits and in fund-raising for the school. The Parent Teacher Association (PTA), although small in number, makes a very good contribution to the life and work of the school. The PTA organises many social and fund-raising activities that enhance links with the local community and provide the school with a valuable source of additional income. Communication between home and school is very effective and parents have readily accepted the positive home/school agreement.
98. The school enjoys very successful working partnerships with other schools in its group of neighbouring schools, especially with the main secondary school to which pupils transfer. Arrangements for the transfer of pupils are very good and ensure that Y6 pupils look forward to secondary school with confidence. The school has a pro-active approach to developing its partnership with the main receiving secondary school and a number of innovative and dynamic links are in place. These links contribute significantly to the logical development of pupils' learning from KS2 to KS3.
99. The school has established very productive partnerships with several institutes of higher education and provides training facilities for student teachers and students undertaking vocational qualifications. Students are carefully mentored and well supported by staff, and they make a positive contribution to the life and work of the school.

100. The many positive links with the community are very effective and contribute well to pupils' learning in a number of curriculum areas. The school and its various activities are well supported and valued by the local community.
101. The school's commitment to work-related education is good and a range of partnerships with local employers and relevant agencies has enriched pupils' learning. Teachers successfully address the vocational aspect of the personal and social education programme and a range of well-planned visits to commercial, industrial and retail sites enhance pupils' learning.
102. Local employers are very supportive of the school and considerable sponsorship has been received, in particular to develop the outdoor environment.
103. Few teachers have undertaken industrial placements but several teachers have attended a range of relevant business courses, which have enhanced their professional development and enriched curriculum provision for pupils.
104. The school's policies and procedures to promote equal opportunities and to tackle social disadvantage and stereotyping are highly successful and pupils succeed regardless of their ability, gender, race or backgrounds. The school's commitment to social inclusion is exemplary.
105. The standards in, and provision for education for sustainable development and global citizenship are good and this is a developing area of the school's curriculum. Through its commitment to 'recycle, reuse and reduce', the whole school community actively promotes sustainability and pupils have a good awareness of the need to care for the environment.
106. Pupils are involved in a range of recycling and composting initiatives and in the development of the outdoor environment. They understand the need to conserve energy and water consumption, and the problems associated with pollution and global warming.
107. The commitment of the school in celebrating diversity and in promoting equal opportunities for everyone is reflected in pupils' understanding of global citizenship and the economic and social inequalities that exist throughout the world. This is particularly evident when pupils discuss their support for children in a village in Liberia.
108. Pupils' entrepreneurial skills are developing well. Pupils enter competitions sponsored by industry; they run the school's healthy eating tuck shop and they make a range of goods for sale at the summer fete. Their problem-solving skills and decision-making skills are enhanced through their work in the school council and eco club.
109. National priorities for lifelong learning are very well reflected in the life and work of the school. Pupils know their community well and understand that they can contribute to its regeneration through active citizenship, education, partnership and care for the environment. They are proud of their school and local

community and want to contribute to the care and development of their surroundings.

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

Grade 1: Good with outstanding features

110. The findings of the inspection team match the judgements made by the school in its self-evaluation report.
111. The school places a high priority on pastoral care, and staff provide outstanding care, guidance and support for all pupils. The headteacher and staff know and understand their pupils very well and effectively monitor and support their educational progress, their social development and their personal welfare.
112. Very effective support programmes are in place to ensure pupils' specific needs are met with sensitivity. The school works in close partnership with the UA and draws appropriately on the expertise of external support services when required, for example, they help successfully pupils who are learning English as an additional language. Parents and carers are encouraged to become fully involved; the school listens carefully to them and their views are well considered and acted upon.
113. The induction procedures for pupils entering the school, moving to new classes and transferring to secondary school are very effective and ensure pupils settle quickly into their new environments. The youngest children in the nursery class are settling in well and are happy and secure in their work and play.
114. Pupils work and play in a happy, supportive environment where they are secure and valued by staff. They readily turn to adults for help, and are treated with kindness and consideration. Pupils have access to a very effective personal and social education programme, in line with national guidelines, which contributes significantly to the quality of support and guidance offered to them. The school's use of specialist agencies including health professionals, welfare agencies, psychological and social services is exemplary.
115. Very good procedures are in place to monitor pupils' attendance, punctuality, behaviour and performance and early intervention ensures any concerns are dealt with promptly. The school enjoys a very productive partnership with the education welfare officer (EWO). Regular meetings contribute to the successful monitoring of attendance and to the development of further strategies to improve attendance rates. Individual pupils with attendance problems are identified, contact is made with parents at an early stage, and other welfare agencies are involved when necessary.
116. The school's policies and procedures to promote good behaviour are very effective. Pupils who demonstrate emotional and behavioural difficulties are counselled, parents are involved and support is sought from external agencies and the behaviour support unit of the UA when necessary. These arrangements work well.

117. Class teachers monitor pupils' academic progress carefully, and pupils take an active role in planning and understanding their own progress through the setting of both academic and personal development targets.
118. The school has clear, well-documented procedures for assuring pupils' health, safety and well being, which are implemented carefully by staff and the governing body. The headteacher and staff are successful in establishing an environment where children feel safe and secure. Arrangements for dealing with accidents and emergencies are well established and effective, and pupils are well supervised at all times. Mid-day supervisors make a good contribution to the care and welfare of pupils during lunchtime.
119. As part of *Welsh Network of Healthy Schools*, the school is highly successful in promoting healthy eating and a healthy lifestyle. Pupils can have fruit at break time and fresh water is readily available throughout the school day. Pupils also benefit from a wide range of after-school sporting activities, which are very well supported.
120. Staff are very mindful of the need to nurture pupils and to support their welfare and safety. The school's policy and procedures to deal with child protection issues are clearly understood by all staff and training is regularly updated. The headteacher is the designated member of staff with responsibility for child protection issues and effective working partnerships have been established with social services and a range of external welfare agencies.
121. The provision for SEN is good. It fully complies with the Code of Practice. Effective use is made of standardised tests to identify individual pupil's needs.
122. The special educational needs co-ordinator (SENCO) oversees all assessments and ensures that pupils with SEN follow a structured program in consultation with the class teacher and support staff. SEN pupils receive good support within their class or in small groups in order to enable them to attain the targets noted in their individual education plans (IEPs).
123. All pupils including those who are receiving help to learn English as an additional language are well integrated into the life and work of the school. Pupils' progress is closely monitored and flexible procedures allow pupils to move on and off the SEN register. Pupils' progress is regularly reviewed and discussed with parents. The provision for able and talented children is limited to differentiated activities within the classroom and in gatherings such as assembly. The school has carried out a detailed survey to ensure that those with a physical disability can gain access to the school safely.
124. The school encourages positive behaviour and self-discipline. The staff ensure that all pupils have a clear understanding of rules, positive rewards and sanctions. Class rules have been agreed within each year group and clear procedures are in place to deal with inappropriate behaviour.
125. A code of conduct is well established. This includes measures to eliminate any behaviour and bullying that impedes pupils' progress. Teachers are aware of

procedures to deal with pupils who misbehave within the classroom and put them into practice.

126. The work of the school council, the opportunities for pupils to discuss in structured ways amongst themselves and the general ethos of supporting each other within the school, successfully highlight and promote positive behaviour.
127. The quality of provision for equal opportunities is outstanding and pupils have equal access to the curriculum and all other facilities in the school. Very good quality documentation underpins this good practice and the headteacher and staff regularly monitor and evaluate the school's work in this area.
128. The school recognises the diversity of pupils' backgrounds very successfully and all pupils are treated equally and with dignity and respect. The school ensures that all pupils have equal opportunities to participate in school activities. For example, out-of-school clubs have membership of boys and girls and cover a wide range of interests.
129. Teachers are skilled at challenging stereotypes and they ensure boys and girls receive equal opportunities within the classroom. Good race relations are promoted successfully and the school recognises, values and celebrates diversity. The school makes all reasonable efforts to secure the equal treatment of disabled pupils. An accessibility audit has been undertaken and a plan put into place to demonstrate how staff will make improvements in access to the curriculum, physical access and the provision of information for disabled pupils.
130. The measures taken to eliminate oppressive behaviour including racial discrimination, bullying and all other forms of harassment are very effective. Such incidents are very rare and the school functions well as a harmonious, caring community where all pupils are valued equally.

Leadership and management

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

Grade 1: Good with outstanding features

131. The findings of the inspection team matched the judgements made by the school in its self-evaluation.
132. The leadership and management of the school have many significant strengths, which make the school a purposeful and effective community. The headteacher has a very clear vision for the school and uses his considerable experience to ensure that the school's mission statement is put into full effect. The headteacher meticulously ensures that the school has moved purposefully forward since the last inspection. For example, much has been achieved in using additional funds very well to raise standards in English and mathematics. Teachers work very closely together to identify strengths and areas for improvement in their own areas of responsibility and across the school. Staff morale is very high. Staff work closely with the senior management team to review pupils' progress in English, mathematics, Welsh, information technology and science rigorously and to ensure that all pupils are treated fairly and equally. Arrangements to assess standards pupils should achieve in some other subjects are less well established, which the school has correctly identified as a priority.
133. The school takes very careful account of national priorities and local partnerships. There is a well supported breakfast club. The school council is very active and helps successfully to encourage pupils to have a strong sense of responsibility and citizenship. Preparation for the introduction of the foundation phase is underway and is being systematically managed by the deputy headteacher. Arrangements to provide teachers with time during the school week to plan, prepare and assess are effective and are well managed. Pupils are made very well aware of the importance of environmental issues and of the need to have healthy lifestyles through a range of national and local initiatives. There are very strong and mutually beneficial links with the secondary school to which most pupils transfer and with other providers of education and training, including universities.
134. There are very effective arrangements in place for the headteacher and senior management team to review the quality of teaching and learning and the progress of initiatives the school is pursuing. There are detailed and extensive arrangements to support newly qualified teachers and teachers who are new to the school.
135. The links between the governing body and the school are very strong. A particularly outstanding feature in this is the close and constructive involvement of the chair of governors in the life of the school. The governing body, working effectively with the headteacher helps to set the longer-term direction for the school very well. Procedures for the financial management are very thorough

and finances are very carefully managed. The outcomes of spending decisions are rigorously reviewed. Governors successfully hold the professional leadership to account. They meet all their statutory duties in full.

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

Grade 1: Good with outstanding features

136. The findings of the inspection team matched the judgements made by the school in its own self-evaluation.
137. The process of gathering together information about the performance of the school and in identifying the school's strengths and areas for development is very extensive and is very well established. It is closely linked to priorities agreed through the school's performance management program. For some time procedures have been in place to review three areas of the school's work per year as well as to monitor pupils' performance closely. The school has helped to pilot successfully an initiative from within the UA to ensure high quality in the school's self-evaluation process. The process of self-evaluation is very firmly based on first hand evidence and involves detailed contributions from governors, pupils and the teaching and non-teaching staff. Data on school performance is very well used to indicate what the school does well and where there is room for improvement.
138. The school self-evaluation document is very detailed and very well constructed. As part of a full and frank review, it contains very well focused 'school position' statements on key areas of the school's performance.
139. There are strong and very effective links between the school's self-evaluation document and the SDP. The latter is very well constructed and contains detailed costings and ways of judging the success of spending decisions. It is very well used as a working document and it is accurately focused on the needs of the school. There are effective arrangements to address the requirements to provide time for teachers to plan, prepare and assess during the school week.
140. Overall, the inspection team agrees with the school's identification of nearly all of the judgements made by the school in its self-evaluation. Where the inspection team disagrees, this is because the school overestimated in its own self-evaluation the quality of teaching currently in the school. The school carried out the self-evaluation in this area some time ago. The school also underestimated its provision in Key Question 3, where the provision for pupils' personal development and partnerships with interested parties had several outstanding features. Since the last inspection, the school has made sound progress in addressing the key issues of that inspection.

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

Grade 1: Good with outstanding features

141. The findings of the inspection team match the judgements made by the school in its self-evaluation report.
142. There are sufficient, well qualified, specialist and experienced teachers to meet the needs of pupils and deliver all aspects of the curriculum effectively. All teachers are successful in providing a happy, secure and industrious environment for pupils.
143. Learning support staff make a very good contribution in supporting teachers and pupils and are valued members of the school community. They provide sensitive and unobtrusive support, especially for pupils with SEN and for those pupils who are learning English as an additional language.
144. The school secretary makes a very valuable contribution to the smooth and efficient running of the administrative aspects of school life. Ancillary staff including mid-day supervisors, canteen staff and cleaners make a considerable contribution to pupils' welfare and overall quality of life in the school. The caretaker provides very good support to the school and is vigilant about health and safety issues. Minor maintenance and refurbishment work is undertaken promptly. The headteacher ensures that all teaching, support and ancillary staff in the school are valued and respected for the contribution they make to the school and a very good team spirit is evident.
145. Pupils have ready access to a wide range of very good quality resources appropriate to their age and needs. Financial donations from the PTA have made a considerable contribution to the provision of learning resources throughout the school over many years. Considerable investment has been made in ICT resources, and the computer suite and inter-active whiteboards are well utilised to support pupils' learning. A well-stocked central library and individual class libraries contribute to the standards pupils achieve across the curriculum.
146. The school makes very good use of educational visits and draws on the expertise of a range of visitors to the school to enrich pupils' learning experiences.
147. The accommodation is adequate for the number of pupils on roll and is clean and well maintained through the vigilance of the school caretaker and cleaners. Teachers successfully provide a bright, stimulating environment for pupils; the quality of display throughout the school is good and effectively celebrates pupils' achievements and stimulates learning. A rolling programme of internal refurbishment and decoration has done much to improve the internal environment for pupils in this generally old building.
148. The school grounds and external environment have been the focus for recent, successful developments and pupils are actively involved in this process.

Outdoor, hard-surfaced play areas are well utilised, and the provision of a range of play equipment and apparatus creates a stimulating environment for pupils.

149. The nursery building is situated some distance away from the main school building. Whilst nursery children do visit the main building, full inclusion of children into an early years unit is hampered by accommodation constraints.
150. The recently completed extension to the school has provided two new classrooms, which replaced a double demountable building, which was in very poor condition. The demountable classroom that remains is structurally sound and in a good state of repair.
151. The headteacher, staff and governors make every effort to ensure those with disabilities have appropriate access to the school.
152. The Head teacher has very effective systems in place to ensure that all resources are fully utilised to support teaching and learning. Priorities for further development are well identified within the SDP and careful consideration is given to costs and benefits to the school. An outstanding feature of the provision is the school's substantial investment in information and communications technology resources and the computer suite, which have had a considerable impact on the standards of information technology within the school.
153. Very strong emphasis is placed on the continuous professional development of staff. All teachers regularly update their teaching skills and knowledge by attending in-service training sessions, which are well matched to the needs, requirements and priorities of the school and to the personal development of individual members of staff. The school takes advantage of opportunities to obtain grants and bursaries to further extend these opportunities. Support staff make a key contribution to the quality of teaching but the continuous professional development of these members of staff is less formalised.
154. Teachers' preparation, planning and assessment time is used efficiently. Effective use is made of the expertise of teachers employed to cover for colleagues during these sessions, which ensures that pupils build systematically on what they already know and can do.
155. The outstanding colourful displays within all areas of the school make a considerable contribution to creating a stimulating environment for learning and in order to celebrate pupils' work.
156. The headteacher and the supportive governing body regularly review and evaluate the use of resources in order to ensure that pupils' standards of achievement are maintained and developed according to the priorities and targets set by the school. The school makes generous budgetary provision to support extra literacy support staff as well as funding some other full time teaching assistants to help teach in the information technology suite. This is an outstanding feature of the school's provision.

157. Bearing in mind the standards pupils generally achieve and the quality of education provided, the school gives good value for money.

School's response to the inspection

Staff and governors at Gendros Primary School are very proud of the report resulting from our recent inspection. The report states, "the Headteacher and staff know and understand their pupils very well and effectively monitor and support their educational progress, their social development and their personal welfare." We strongly believe that this aspect of our work combined with high standards in teaching, effectively highlight the main strengths of our school. To achieve 'Grade One: Good with Outstanding Features' in five of the seven Key Questions is a real achievement and recognition of the commitment and effort of all school staff and Governing Body leadership over many years.

We were very pleased that the skills, dedication and team spirit of our teaching and non-teaching staff have been appropriately recognised in the report. In addition, the work of the senior leadership team and management was highlighted in the statement "the leadership and management of the school have many significant strengths which make the school a purposeful and effective community."

The vital contribution of our pupils was recognised as "Pupils' attitudes to their learning, their behaviour, motivation and ability to sustain concentration have many outstanding features." The report acknowledges the close link between the governing body and teaching staff and appropriately praises its strategic management "the governing body, working effectively with the Headteacher, helps to set the longer term direction for the school very well."

We were pleased that the school's judgements were confirmed as accurate, by the inspection team, in five of the seven Key Questions. Our whole school Self Evaluation document confirmed the process of self-evaluation as "very firmly based on first hand evidence."

The Inspection Team, led by Mr Peter Mathias, carried out the inspection with professionalism and courtesy. This was very much welcomed by teaching and non-teaching staff. The Headteacher, in his role as nominee, valued the care taken by the team to ensure the process was transparent, very much based on observed evidence and providing a focus for the continued progress of the school. As a result, the report accurately reflects the strengths and areas for further development of our school.

The headteacher, staff and governing body will incorporate the report's recommendations into our School Development Plan and strive to maintain high standards within our acknowledged ethos "outstanding care, guidance and support for all pupils." Parents and the LEA will be informed of our action plan and our progress in implementing the report's recommendations, through the governors' Annual Report to parents and through the school's evaluation procedures with the LEA.

Appendix 1

Basic information about the school

Name of school	Gendros Community Primary School
School type	Community
Age-range of pupils	3 - 11
Address of school	Armine Road, Fforestfach Swansea
Postcode	SA5 8DB
Telephone number	01792 586570

Headteacher	Mr Paul Davies
Date of appointment	April 1999
Chair of governors/ Appropriate authority	The Rev. John Evans
Registered inspector	Mr Peter Mathias
Dates of inspection	5 th – 7 th February 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	20.5	30	38	47	33	52	47	49	316.5

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	13	5	15.4

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	21:1
Pupil: adult (fte) ratio in nursery classes	13:1
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	27
Teacher (fte): class ratio	1.4:1

Percentage attendance for three complete terms prior to inspection		
Term	N	Rest of School
Spring 2006	92	90
Summer 2006	88	91
Autumn 2006	91	92

Percentage of pupils entitled to free school meals	25
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

National Curriculum Assessment Results End of Key Stage 1:

National Curriculum Assessment KS1 Results 2006			Number of pupils in Y2:		33		
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher assessment	School	0	0	0	58	42
		National	0	4	12	64	20
En: reading	Teacher assessment	School	0	0	0	55	45
		National	0	4	14	56	26
En: writing	Teacher assessment	School	0	0	3	76	21
		National	0	5	14	69	12
En: speaking and listening	Teacher assessment	School	0	0	0	52	48
		National	0	2	11	64	23
Mathematics	Teacher assessment	School	0	0	0	67	33
		National	0	2	10	63	24
Science	Teacher assessment	School	0	0	0	45	55
		National	0	2	9	65	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	100	In Wales	80.9

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				49			
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0			0	0	5	34	39	22
		National	0			0	1	4	15	47	32
Welsh	Teacher assessment	School									
		National									
Mathematics	Teacher assessment	School	0			0	2	5	22	49	22
		National	0			0	1	3	15	47	32
Science	Teacher assessment	School	0			0	2	0	17	56	24
		National	0			0	0	2	11	51	35

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	58.54	In the school	N/A
In Wales	74.3	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

- A team of four inspectors who were present at the school for ten inspector days carried out the inspection with a nominee from the school.
- Pre-inspection meetings were held with parents and the governing body to discuss the life and work of the school.
- Sixteen questionnaires were completed by parents and carefully analysed.
- Discussions were held with the head and staff with responsibilities and support staff.
- School documentation and samples of pupils' work were examined.
- Thirty-eight lessons or sessions were observed.
- A sample of pupils' work from across the ability range in each year group was examined.
- Inspectors listened to a sample of pupils from each year group reading.
- Discussions were held with pupils about their work and about the life of the school.
- Pupils' behaviour was observed during break periods, at lunchtime and at the beginning and end of the school sessions.
- Inspectors attended assemblies and observed extra-curricular activities.
- Post inspection meetings were held with the staff and the governing body.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Peter Mathias (Registered Inspection)	Context Summary and recommendations Contributions to Key Question 1 and 2 Key Question 5 and 6
Mrs Janet Warr (Lay Inspector)	Contributions to Key Question 1, 4,5 & 7
Mr Eleri Honour (Team Inspector)	Contributions to Key Question 3, & 7
Mr Nick Jones (Team Inspector)	Contributions to Key Questions 2 and 4
Mr Paul Davies (Headteacher/Nominee)	Contribution to all Key Questions

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Acknowledgement

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

