

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

***GLAIS PRIMARY SCHOOL
GLAIS
SWANSEA***

School Number: 670-2023

Date of Inspection: 11-13 November 2002

by

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Registered Inspector

Date: 3 January 2003

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CURRICULUM NOMENCLATURE AND KEY STAGES

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

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

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

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

GRADE DESCRIPTIONS

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

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

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1. CONTEXT

The school and its priorities

Glais Primary School is situated in the centre of the village at the southern end of the Swansea Valley. The school serves the local community and it describes its catchment area as being relatively prosperous overall. Approximately five per cent of pupils are entitled to free school meals. The school caters for pupils between three and 11 years. There are 104 pupils on roll including 18 nursery children who attend either during the morning or the afternoon. All Year (Y) 1 and Y2 pupils are taught together in the same class and there are two KS2 classes, one comprising Y3 and Y4 and the other Y5 and Y6. In total, 31 pupils are placed on the special educational needs (SEN) register, including two for whom statements of SEN have been made.

The school's mission statement indicates its commitment to providing the highest quality education for its pupils. Among the school's priorities is to encourage pupils to develop self-confidence, individuality, self-esteem and an awareness of others. Targets in the school development plan (SDP) include the raising of standards in physical education, the development of imaginative play in the early years and the improvement of pupils' geographical skills and knowledge. During the current year, the school is seeking to improve its resources and facilities, particularly in physical education, the early years, music, language, mathematics, science and information and communications technology (ICT).

2. MAIN FINDINGS

The main findings of the report

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

- The educational provision for the under-fives is good overall and successfully promotes the Desirable Outcomes for Children's Learning. Standards of achievement in the six areas of learning are as follows:

Language and literacy	Good
Mathematical development	Good
Knowledge and understanding of the world	Good
Personal and social development	Good
Creative development	Good
Physical development	Satisfactory

- Standards of achievement are good overall. Standards of achievement in Key Stage (KS)1 and KS2 were very good in nine per cent of the lessons seen, good in 69 per cent, satisfactory in 19 per cent and unsatisfactory in three per cent. Standards in all National Curriculum (NC) subjects and religious education are as follows:

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

- In the 2002 NC assessment tests, the results in KS2 were slightly above the average for Wales (2001) in English, well above the national average in science and below the average in mathematics. When compared with similar schools in Wales, results were below the national average in English and mathematics and in line with average in science.

ETHOS OF THE SCHOOL

- The provision for pupils' spiritual, moral and social development is good and cultural development is very good. The school is a stimulating and happy community in which positive attitudes are fostered, and pupils are valued and respected.
- Overall, pupils' attitudes to their work and their behaviour are good, often very good. The vast majority of pupils respond very well to the very good relationships they have with their teachers and the high expectations that teachers have of pupils' behaviour. The school is an orderly community where pupils move around quietly and play harmoniously together at playtimes and lunchtimes.
- Pupils' attendance in two out of the last three terms is good and averages 94 per cent throughout the year. The importance of good attendance is continually impressed on all pupils and parents in many school documents.

QUALITY OF EDUCATION

- In the 32 lessons observed, the quality of teaching was very good in 13 per cent of the lessons. It was good in 56 per cent, satisfactory in 28 per cent and unsatisfactory in three per cent. The very good practice which exists within the school is not disseminated sufficiently amongst the whole staff.
- The school's curriculum is appropriate and suitably broad, and meets the requirements of the NC and religious education. However, outdoor play activities are limited for both nursery and reception children, but particularly for children in reception. This impairs full development of the skills of mobility, control and balance. Procedures for assessing pupil's attainment and progress are good in the nursery and reception, and satisfactory overall throughout the rest of the school. New systems have been put in place to assess,

track and record pupils' progress in English, mathematics, information technology and investigative science, and to set new targets for improvement. Assessment opportunities in other subjects are informal and left to the discretion of individual teachers.

- The school provides a very good level of care for its pupils within a secure environment and this is a strength of the school because it provides a climate in which teachers can teach and pupils can learn. The head and all staff know the pupils very well and are very concerned for their well being, health and safety.
- Overall provision for pupils with SEN is good, often very good. The school is fully committed to the inclusion and full integration of all its pupils, including those with SEN. Pupils with SEN, as a result of this good care, have equal access to the curriculum, are happy and secure in their learning, and are fully integrated into the life and work of the school.
- Partnership with parents, local community, local schools and a range of external agencies is very good and is a strength of the school's provision. There is a well developed strategy on links with industry and business which ensures the pupils receive a varied and good experience of the world of work. The school ensures that the pupils benefit from a wide range of educational visits to local shops and larger business enterprises.

MANAGEMENT

- The school is well led. The headteacher gives the school a clear direction and sense of purpose. The governing body is very supportive of the headteacher and the school. It is well informed and members are regularly involved with the school.
- The quality of school self-evaluation is satisfactory. While much discussion takes place amongst the staff and governors regarding the school's performance, there is no structured self-evaluation programme to facilitate this exercise. There are no procedures in place for the regular and rigorous monitoring of standards. The school takes careful note of the thorough analysis of NC assessment results provided by the local education authority (LEA) when considering its performance. However, no analysis is undertaken of national benchmarking data which would enable the school to compare its performance with that of similar schools in Wales. The SDP is a well-structured document which is driven by the school's mission statement and core aims, and is closely tied with the school budget. It does not, however, include quantitative targets for pupils' progress.
- The overall provision for staffing, accommodation and resources is good. All these things have a beneficial impact on pupils' learning and their standards of achievement.

SCHOOL IMPROVEMENT

- The school has made satisfactory progress in addressing the key issues in the last inspection report. With slight fluctuations, the school has maintained its good standards and, in KS2, has raised standards in four subjects from good to very good. Staff carry out assessments each term and information gathered from them is used to inform teachers' planning. Curriculum co-ordinators' monitoring and evaluation role remains underdeveloped. The school now has appropriate schemes of work for all subjects. The school has re-surfaced the outdoor hard-surface play areas and, working in partnership with the village development trust, has secured funding to build an outdoor multi-purpose, all weather sports court on land adjoining the school.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards Achieved in Subjects and Areas of Learning

- The educational provision for the under-fives is good overall and successfully promotes the Desirable Outcomes for Children's Learning. Standards of achievement are good in language and literacy, mathematical development, knowledge and understanding of the world, personal and social development and creative development. Standards are satisfactory in physical development.
- In KS1, standards are good in science, information technology, history, geography, art, music and religious education. Standards are satisfactory in English, mathematics, Welsh as a second language, design and technology and physical education. In KS2, standards are good in English, science, design and technology, history, art and religious education. Standards are very good in information technology, geography, music and physical education. Standards are satisfactory in mathematics and Welsh as a second language.
- In the 2002 NC assessment tests, the results in KS2 were slightly above the average for Wales (2001) in English, well above the national average in science and below the average in mathematics. When compared with similar schools in Wales, results were below the national average in English and mathematics and in line with average in science.

3.2 Standards Achieved in Key Skills across the Curriculum

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

- Children who are under five make satisfactory, and sometimes good, progress in applying their early literacy, numeracy and ICT skills across the six areas of learning.
- In KS1 and KS2, pupils make good progress in listening. They listen attentively to teachers. In discussions and in paired and group work, they listen to each other's contributions and often make relevant and sometimes thoughtful contributions.
- Pupils speak confidently and express their ideas or responses in detail, using vocabulary which is appropriate to the subject under discussion. In KS2, older pupils develop good reasoning skills through oral interaction as a class or in groups.
- Pupils read a variety of texts confidently to gather information and their information retrieval skills are well developed.
- In several subjects, pupils write for a range of purposes; for example, older pupils write detailed accounts of their week in a residential centre. However, over-use of worksheets sometimes restricts the length of pupils' writing.
- Standards in numeracy are satisfactory. For example, pupils use time-lines in history and record their results in science, using careful measurements to make graphs to show their observations.
- Standards in ICT are very good. For example, pupils have good word processing skills which they use frequently across the curriculum. In art, pupils use computers competently to produce paintings and in geography pupils use software packages to add features to a map and include a key. Pupils confidently search for information on the Internet and on CD-ROMs and import images into their work.

4. ETHOS OF THE SCHOOL

4.1 Pupils' Spiritual, Moral, Social and Cultural Development

The provision for pupils' spiritual, moral and social development is good and cultural development is very good. The school is a stimulating and happy community in which positive attitudes are fostered, and pupils are valued and respected.

- The school has a clear set of aims for all its pupils. These aims are understood throughout the school and help to create the positive and supportive atmosphere which permeates all classes. Strong relationships with governors and parents are important in the school's approach to the raising of standards.
- The school meets the statutory requirement to provide a daily act of collective worship and these occasions contribute to the ethos of the school. These are reverent occasions and the pupils respond appropriately. They also enhance these occasions by participating in services, through reading their own reflections on peace and war and by providing instrumental accompaniment.
- Some interesting and inspirational lessons were observed during the inspection period when pupils expressed a sense of awe and wonderment at the outcomes.
- Pupils know the school rules well and respond to the high expectations of teachers. They have a clear understanding of right and wrong and show respect towards each other and adults. They also respect each other's property and the environment of the school.
- Pupils' charitable activities and their understanding of its significance contribute to their moral and social skills. In addition to contributing generously to various charities, they sponsor a child from Uganda.
- Pupils collaborate well in their lessons and are developing very good social skills. Some pupils are given responsibilities as monitors to help with the smooth organisation of the day, or as or members of the school council.
- Pupils' work in response to the visit to the school by a drumming group has increased their knowledge of other cultures. This is enhanced by their studies of art from other countries and of the main world religions.
- The provision for the development of Welsh culture is very good. Pupils develop an awareness of the traditions and heritage of their own country. This is reinforced by the annual Welsh week activities. Many and varied extra-curricular visits to museums, art galleries and places of interest play an important part in the development of social and cultural awareness within the school.

4.2 Behaviour and Attitudes

Pupils' behaviour and attitudes are good overall.

- Younger children are happy in school and respond well to the effective provision in the nursery and reception class, where they are secure in their learning. Even the youngest nursery children leave their parents and carers and come into the classroom independently.
- Overall, pupils' attitudes to their work, their behaviour and their relationships are good, often very good. Pupils say the school is a friendly place where they like to be. They say

all adults are kind and caring, both in school and in the playground. They also find their activities interesting and enjoy them.

- The vast majority of older pupils respond very well to the very good relationships they have with their teachers and the high expectations that teachers have of pupils' behaviour. Pupils' behaviour is good in classes and around the building. The school is an orderly community where pupils move around quietly and play harmoniously together at playtimes and lunchtimes. Very occasionally, where strategies for encouraging good behaviour are less consistent, some pupils wander off task and disengage from the lesson.
- Pupils are courteous and confident when talking to visitors and are keen to point out that this is a school where bullying is not tolerated and any incidents are dealt with immediately by all adults in the school. There are harmonious racial relationships in the school. No incidents of bullying or racial tensions were seen or reported during the inspection.
- In classrooms, most pupils demonstrate a very positive attitude to their work and are co-operative and attentive. They are keen to demonstrate their skills and often want to continue with their tasks when the lesson ends. They enjoy opportunities for personal performance and are proud of their achievements, which they know are valued by all staff. They work very well in pairs and in groups, sharing resources appropriately and helping and supporting each other.

4.3 Attendance

Pupils' attendance in two out of the last three terms is good and averages 94 per cent throughout the year. The importance of good attendance is continually impressed on all pupils and parents in many school documents.

- The school works hard to ensure the best attendance possible. Clear guidance is provided for staff, pupils, parents and guardians on the procedures to follow in the event of unexpected absence. The home/school agreement and prospectus support the school's efforts to maintain high levels of attendance.
- The school uses the SIMS computerised system to record attendance and absence reasons and dates of absence are consistently recorded on the class record of absence sheet. The system of recording attendance conforms fully to the statutory requirements of the National Assembly for Wales circular 3/99.
- Punctuality is good and pupils are eager to attend school.

5. QUALITY OF EDUCATION

5.1 Teaching

The quality of teaching was very good in 13 per cent of the lessons observed, good in 56 per cent satisfactory in 28 per cent and unsatisfactory in three per cent. The very good practice which exists within the school is not disseminated sufficiently amongst the whole staff.

Where teaching is good or very good:

- short-term planning is effective and learning outcomes are clearly identified;
- teachers have sound subject knowledge and are confident in their presentations;

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- teachers have high, but realistic expectations, of pupils which have a positive impact on standards;
 - there is good use of language, and a broad range of questioning techniques is effectively employed;
 - sessions proceed at a good pace and pupils' attention is constantly engaged;
 - there is effective interaction between teacher and pupils which enhances pupils' learning;
 - instructions are clearly conveyed and understood, and explanations are clear;
 - work is appropriately matched to pupils' ability;
 - plenary sessions are used effectively to reinforce the learning;
 - good use is made of the interactive whiteboard as a teaching aid.

Where teaching has shortcomings:

- the pace of teaching is slow;
- the range of teaching and classroom management strategies employed is limited;
- activities are too prescriptive and there is over-use of worksheets;
- activities are not always appropriately challenging.

5.2 Assessment, Recording and Reporting

Procedures for assessing pupil's attainment and progress are good in the nursery and reception, and satisfactory overall throughout the rest of the school.

- At the foundation stage, initial assessments are used well to ensure that children have activities that meet their needs. Baseline assessment is used to determine children's attainment on entry to school and target setting begins at this time.
- Assessment is good in the core subjects. New systems have been put in place to assess, track and record pupils' progress in English, mathematics, information technology and investigative science, and to set individual targets for improvement. These targets are shared with pupils and are placed at the front of workbooks for easy reference. Assessment opportunities in other subjects are informal and left to the discretion of individual teachers and, although assessment opportunities are identified in planning, these are very general. A termly "assessment week" is agreed by staff each term in order to carry out these assessments and information gathered from them is used to inform teachers' planning.
- Results of NC assessments are beginning to be analysed to identify where weaknesses lie, but this is still at an early stage.
- Records of achievement are thoroughly compiled and assessed work in the core subjects is carefully annotated and levelled. These are very useful for showing work covered and progression over the key stages. This practice does not extend to the foundation subjects.
- The headteacher and classteachers carefully monitor the progress of pupils with SEN to ensure that targets outlined in individual education plans are properly met.
- Marking of pupils' work is thorough and positive. Comments in marking, however, do not always show pupils where they need to improve their work.

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- Reports to parents are very detailed and are of good quality. They carefully outline what pupils have achieved. Sometimes, they indicate to parents how they can help their children to improve their work.

5.3 Curriculum

The curriculum is appropriate and suitably broad, and meets the requirements of the NC and religious education.

- The curriculum for the under-fives is good and promotes the Desirable Outcomes. Planning is effective with regard to ensuring continuity and progression in the six areas of learning. However, outdoor play activities are limited for both nursery and reception children, but particularly for children in reception.
- All NC subjects and religious education are taught but there is no document which identifies the total available teaching time each week for KS1 and KS2, and which ensures that each subject receives appropriate attention.
- The school has appropriate policies and schemes of work for all NC subjects and religious education.
- Pupils with SEN are purposefully supported and the quality of the curricular provision is good.
- A good policy for personal and social education was recently produced and is in the early stages of implementation. However, these aspects of pupils' education are appropriately promoted across the curriculum.
- The school has no plan for developing key skills across the curriculum but in practice most are developed well.
- The school has been awarded the Quality Mark of the Basic Skills Agency.
- Homework is set as necessary. Usually, it includes tasks which support class work but the amount of homework set is at the discretion of individual teachers.
- The curricular provision is socially inclusive and all pupils are given an opportunity to take part in all the school's activities. The school, in all facets of its daily life and through its teaching, raises pupils' awareness of cultural differences and promotes racial harmony.
- The school makes extensive use of the local environment as well as undertaking visits further afield which enrich pupils' learning and raise their awareness of the unique characteristics of Wales and its culture.
- Pupils engage in a wide range of physical activities both in school, in the community and on residential courses. These include rugby, netball, athletics, tennis, cricket, football pony trekking, archery, orienteering, rock hopping, rock climbing and abseiling.
- Pupils are encouraged to take part in extra-curricular sporting activities. The range of activities provided by the school includes rugby, football and netball. These enhance standards for those who attend.
- There are no pupils for whom the curriculum is disappplied or modified.

5.4 Support, Guidance and Pupils' Welfare

The quality of provision for support, guidance and welfare of pupils is good in most aspects and very good in others.

- The school provides a very good level of care for its pupils within a secure environment and this is a strength of the school because it creates a climate in which teachers can teach and pupils can learn. The headteacher and all staff know the pupils very well and are very concerned for their well being, health and safety.
- Good child protection procedures are in place with the headteacher undertaking the role of designated person with responsibility for this aspect. All staff members have been fully briefed on these matters and are aware of their responsibilities.
- Health and safety matters are thoroughly organised. Routines for dealing with first aid, medicines and accidents are well established and all staff have received first aid training. Fire drills are carried out regularly and recorded appropriately. Risk assessments, for example for school trips, are fully discussed. All electrical and fire equipment is checked regularly.
- The school has a good health education programme. As part of the curriculum pupils are involved in a road safety week, undergo life saving lessons and take part in a healthy bodies project, which includes information on the dangers of drugs and smoking. They meet with the local policeman to discuss personal safety and the school nurse who contributes to the healthy bodies project with information on growth and change. They recently met with a visiting speaker to discuss care of the environment and the school has, consequently, adopted a "reduce, reuse and recycle" philosophy. They also met with two fire fighters to discuss fire safety.
- Pupils are well supported through "Circle Time" where they are seen to be willing and happy to co-operate and share thoughts and ideas.

5.5 Provision for Pupils with SEN

Provision for pupils with SEN is good.

- The school has 31 pupils identified with SEN. These are mainly identified for learning difficulties and 28 are at the stage of school action. One pupil is at the stage of school action plus and two pupils carry a statement of SEN, both for speech and language difficulties.
- Overall provision for pupils with SEN is good, often very good. The school is fully committed to the inclusion and full integration of all its pupils, including those with SEN. Pupils with SEN, as a result of this good care, have equal access to the curriculum, are happy and secure in their learning, and are fully integrated into the life and work of the school.
- Relationships between pupils with SEN and all staff are very good and pupils know that their efforts are valued. They work hard as a result and when they are given opportunities to take responsibility in various aspects of school life, they respond eagerly. Detailed records are kept of their progress.
- Early intervention is a priority and the school is beginning to make effective use of a wide range of assessment information to set challenging tasks for these pupils and to inform the setting of targets for them. They make good progress as a result, irrespective of their prior attainment, gender, social circumstance or disability. Pupils with SEN

achieve well as a result of careful planning and good teaching, linked to effective support from all the adults who work with them.

- The parents of pupils with SEN are kept fully informed as to their progress and are fully involved in annual reviews and the drawing up of realistic targets in individual education plans (IEPs). They are encouraged to be part of their children's learning. At the time of the inspection, several reviews had been completed early in order to ensure good transfer to comprehensive school later this year. Links with outside agencies, and in particular staff at the local comprehensive school, are good.
- The headteacher and the governing body work together to provide extra funding for pupils with SEN if necessary, but the school has yet to update policy in the light of the new code of practice for SEN. The school realises that this is an urgent need.

5.6 Partnership with Parents and Community, Schools and Other Institutions

Partnership with parents, local community, local schools and a range of external agencies is very good and is a strength of the school's provision. The commitment to developing and nurturing close partnerships with all agencies is central to the work of the school. The school is extensively involved in community life.

- The school provides a good range of varied and regular information for parents including school brochure, newsletters and other termly information to parents on their children's programmes of study and a wide range of other, more regular, correspondence on school activities. The formal home/school agreement contributes to the development of close links.
- The school prides itself on operating an open door policy and all staff work hard to maintain regular contact with parents and guardians.
- A good feature of the life of the school is the significant number of parents and grand-parents who attend the school on a regular basis for various activities and support in the general life of the school including helping in classes. The Family Learning Group for parents and grandparents on literacy and numeracy is a successful development.
- The Parent Teacher Association (PTA) is an active association and makes a significant contribution to the life of the school by arranging a wide range of fund-raising and social events each year. The association also compiles a regular newsletter for all parents
- The school participates fully in the life of the community and makes a notable contribution to local events. Its role in the establishment and development of the village development trust has provided the community and the pupils with an all purpose sports and playground area. Regular concerts and musical productions also feature as an important part of the school calendar and they are well supported by parents and the community. Many of the pupils are involved in charity work.
- A significant number of community members, including representatives of religious, voluntary, charitable, theatrical, sporting, and environmental organisations as well as the medical, fire and police services, share their expertise with the pupils and staff and provide good support.
- Pastoral, sporting and cultural links with the partner comprehensive schools and local primary schools are very good. Staff from the main partner comprehensive school

deliver lessons in a variety of subjects at the school including English, mathematics, art and music.

- The school has very good partnership arrangements for initial teacher training with a nearby training institution and provides trained mentors for students. Pupils from three local comprehensives attend the school for their work experience programmes.

5.7 Partnership with Industry

The school has established good partnerships with the world of work.

- There is a well developed strategy on links with industry and business which ensures the pupils receive a varied and good experience of the world of work.
- The school ensures that the pupils benefit from a wide range of educational visits to local shops and larger business enterprises. These visits are directly linked with classroom activities and also practical science, electrical, safety and technology project work. Such visits make a significant contribution to curriculum provision and the pupils' knowledge, understanding and experience of the world of work.
- Some national companies, as well as indigenous businesses, support the school in a variety of ways including donations, gifts and prizes. Pupils participate in competitions such as the model toy challenge, South Wales. Representatives from business and the public services visit the school to talk about their work experiences. The school and staff have strong links with Careers Wales West.
- A number of staff have benefited extensively from the close working association with a local factory and Careers Wales. They attend in-service training (INSET) courses provided by these organisations.

6. MANAGEMENT

6.1 Quality of Self-Evaluation and Planning for Improvement

The quality of school self-evaluation is satisfactory.

- The headteacher and staff review the school's strengths and weaknesses annually and use these deliberations as a basis for formulating the SDP. The plan is a well structured document which is driven by the school's mission statement and core aims and is closely tied with the school budget. The SDP does not include quantitative targets for pupils' progress.
- Progress against targets in the SDP is monitored by the headteacher and governors receive termly updates on progress.
- While much discussion takes place amongst the staff and governors regarding the school's performance, there is no structured self-evaluation programme to facilitate this exercise.
- The LEA provides a very thorough analysis of the school's NC assessment results annually. The school takes careful note of these when considering its performance. However, no analysis is undertaken of national benchmarking data which would enable the school to compare its performance with that of similar schools in Wales.

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- Staff monitor their subjects during the termly assessment week when discussions take place regarding pupils' performance. However, there are no procedures in place for the regular and rigorous monitoring of standards.
 - Frequent discussions take place between teachers and co-ordinators, who give helpful advice to colleagues and the headteacher regularly visits classes. Staff receive no formal feedback on their teaching which would assist them in improving the quality of their teaching and in raising standards of achievement.
 - The school has embarked upon the process of attaining the Investors in People award.

6.2 Leadership and Efficiency

The school is well led.

- The headteacher gives the school a clear direction and sense of purpose. He leads by personal example and sets the tone for staff and pupils by his professional manner and commitment.
- The headteacher and staff are successful in creating an ethos founded on sound values and an atmosphere which is conducive to effective learning.
- The school's mission statement indicates its commitment to providing the highest quality education for its pupils and there is an appropriate set of aims which is reviewed regularly. These underpin all aspects of the school's life and work.
- The school places considerable emphasis on the development of respect for self, for others and for the environment. This is evident in practice.
- All co-ordinators have compiled policies and schemes of work in subjects for which they have special responsibility.
- All available resources are used effectively and efficiently. The school has recently invested considerable resources, in partnership with the community, in the creation of an all weather sports area. This has considerably enhanced the school's facilities for physical education and is used regularly.
- The governing body is very supportive of the headteacher and the school. It is well informed and members are regularly involved with the school. The governors have adopted an effective committee structure to conduct their business. Governors have not been allocated responsibility for a NC subject, but are informed by staff of the content of schemes of work and any curriculum changes.
- The latest auditor's report made a number of minor recommendations which were agreed by the school and which have been addressed.

6.3 Staffing, Accommodation and Learning Resources

The overall provision for staffing, accommodation and resources is good. All these things have a beneficial impact on pupil's learning and their standards of achievement.

- The school is appropriately staffed with suitably qualified and experienced teachers. There are three full-time teachers and two are part time. One of the part-time teachers job shares with the headteacher, who has a small teaching commitment. The other part-time teacher is new and is preparing for the role of special needs co-ordinator. An *athrawes fro* visits fortnightly to support Welsh teaching and a peripatetic music teacher visits regularly to provide instrumental tuition. Job descriptions are very brief and do not make clear to new staff the extent of their roles and responsibilities.
- Teachers have numerous responsibilities which they undertake enthusiastically. The number of classroom assistants and learning support staff for pupils with special needs is good and they give good quality support in lessons.
- The professional development of all staff, including non-teaching staff, is good. The staff INSET record shows an impressive range of courses and school based inset. These cover all aspects of school development, but focus mainly on the school's efforts to raise standards. However, teachers' personal needs are also acknowledged. There is a good

emphasis on development of the core subjects. Induction of new staff is informal, as there is no agreed school policy, and this is a shortcoming.

- Much attention has been given recently to improving the quality of the accommodation and this is having a good impact on pupils' learning. Although it is old, parts of the school have been remodelled to make the best use of available space. The school is bright, clean, litter free and secure. Great care is taken to display pupils' work to its very best advantage. This shows pupils that their efforts are appreciated and valued. Outside the play areas are adequate but bare. Of note, however, is the all weather, floodlit sports enclosure which has been developed on land immediately behind the school. Lottery money was used to fund the project, but the school has an ongoing commitment to support its upkeep. It has already proved a great advantage to the school and is used by all age groups including children who are under five, whose physical development benefits when using the good quality climbing and balancing apparatus.
- The school has a spacious and well-stocked library, with a good selection of books to support topic work. Many other books are available in classrooms and in the corridors and are easily accessible to pupils.
- The quality of other learning resources to support curriculum development is good in all subjects, but particularly in music and ICT. Resources are well used but treated with respect. They are stored appropriately so that teachers and pupils have easy access to them.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

Provision for the under-fives

The educational provision for children who are under five is appropriate to their needs and they make good progress towards the Desirable Outcomes for Children's Learning. Standards of achievement are good in all areas except physical development, where it is satisfactory. Children are all on line to meet the Desirable Outcomes by the age of five.

Good features

Language, Literacy and Communication Skills

- Children in the nursery make a good start to developing skills in this area because many good opportunities are provided for them to communicate with adults and with each other. Nursery children confidently recall aspects of their stories and retell them accurately. Speaking skills, therefore, are generally good by the time they enter reception where children speak clearly with a good command of diction. They listen attentively and with enjoyment to stories and rhymes. They show good understanding of greetings and other incidental language in Welsh, such as shapes and colours in mathematics and weather phrases.
- Reading skills are also developing well and, by the time they reach the reception class, many children have a small bank of familiar words and all know their single sounds well and can identify them in words. They eagerly talk about their stories and are enthusiastic about their reading. Reading at home is already well established.
- Writing skills are particularly well developed. Nursery children are encouraged to make marks and record their work, for example, in drawing. At the beginning of reception

many children are writing simple words independently and by the end of reception, can construct simple, punctuated sentences accurately. They write for a good range of purposes.

Personal and Social Development

- Children, both in the nursery and reception, come happily to school and show obvious enjoyment in their learning. The majority follows instructions appropriately, take turns and make independent choices of activities. Very good relationships with other children and adults are evident. The majority show confidence and ease when tackling their work.
- Behaviour is very good throughout the foundation stage. Older children, in particular are capable of sustained activity as they persevere with their tasks for a long time. They readily ask for help when they need it.
- Personal hygiene skills are appropriate.

Mathematical Development

- The majority of children in the nursery can count to five and beyond. They enjoy counting rhymes and games.
- Reception children count accurately to ten and beyond. They relate numbers to figures, count backwards from 10 to zero. They know the names of 2-D shapes very well and can match regular shapes with up to six sides. They appropriately match images on a dice.
- Scrutiny of written work shows good knowledge of all aspects of mathematical development and a good use of mathematical vocabulary. Children are beginning to gather and interpret data effectively.

Knowledge and Understanding of the World

- The nursery and reception class provides an environment where curiosity and creativity are encouraged and children respond very well to this. They are constantly asking questions about the world around them and are keen to discuss and share their observations. The computer is in use constantly and children control the mouse with reasonable accuracy to move pictures around the screen.
- They are developing scientific skills when they talk animatedly about the characteristics of familiar and exotic fruit and, with support, thoughtfully describe taste, shape, texture and colour. They understand and show that life was different in the past when they record in drawing and writing old toys seen at the local museum, the reasons for liking some better and when they compare them with their own toys.
- They understand the concept of "push and pull" and in simple terms, the forces need to move a vehicle. They develop knowledge of the world around them when they identify different areas of the school and their purposes, and conduct and record a simple traffic survey outside the school. They understand the importance of the jobs of local people such as the policeman, shopkeepers, vet, lollipop lady and fire-fighters.

Creative Development

- In music, the majority are developing a good sense of pace and dynamics when they play instruments loudly and softly, fast and slow. They show a good sense of rhythm and beat when they tap and clap out their own names and when they create sequences of sound. They enjoy singing a wide variety of songs and rhymes.

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- Painting and drawing skills are developing well, because children are encouraged to express themselves and to be creative. They print using a wide variety of everyday objects. They draw their own and other faces and their favourite toys using a wide variety of media. Individual paintings are bold and colourful with some evidence of colour mixing.

Physical Development

- Fine motor skills are developing well. Pupils in both nursery and reception handle tools and equipment appropriately and carefully. They are adept with large and small construction toys. Nursery children confidently use wheeled toys.
- In physical education lessons in the hall children listen to instructions well, participate confidently and clearly enjoy their physical activities. They move effectively to the rhythm and beat of a drum, travelling in different directions and moving from space to space.

Shortcomings

- Outdoor play activities are limited for both nursery and reception children, but particularly for children in reception, although they sometimes use the climbing apparatus in the sports centre at the back of the school. This impairs full development of the skills of mobility, control and balance.

English

Standards of achievement are satisfactory in KS1 and good in KS2.

Good features

- Pupils' listening skills are well developed across both key stages. Pupils listen attentively to the teachers and to the views of others during discussions and respond effectively to instructions. Pupils' oracy is good in both key stages. Pupils converse confidently in groups and also with individuals, expressing themselves clearly and in a language appropriate to the occasion. They are eager to speak to visitors and show much interest in them and what they have to say. Older pupils in KS2 express their opinions effectively across the curriculum.
- The reading skills of the majority of pupils are developing well in KS1. Pupils enjoy books and are eager to read books with the teachers. Most read accurately, although slightly mechanically, correct themselves and build words using their knowledge of phonics. They make an effort to read with expression and some succeed in doing so, reading fluently. Some pupils can recall details of the story which they are reading and make sensible predictions.
- In KS2, the development of fluency and interest in reading continues and the majority are successful readers. Most pupils read accurately, most with expression. They recognise a number of authors and they can name their favourite books, giving reasons for their choices. They talk freely about the books they have read and about the characters and main events in the work of their favourite authors. They are eager to read at home and at school. Most pupils have good information retrieval skills and use the school library effectively to search for information.
- Satisfactory progress is apparent in KS1 pupils' writing. They write appropriately for a range of purposes. On the whole letters are clear and well formed. Older pupils write independently and some produce interesting stories. Spelling is generally quite accurate and most punctuate effectively using capital letters and full stops consistently.
- Pupils across KS2 write for different purposes using various forms which are suitable for the task. In lower KS2, pupils produce vivid descriptive writing with good choice of adjectives. They punctuate accurately, using inverted commas correctly. In the middle of the key stage, pupils write exciting stories, making effective use of imagery and choosing

their words carefully. They write interesting newspaper reports and demonstrate a good understanding of the genre. Some older pupils demonstrate an awareness of paragraphs and use them more often and more effectively. The writing of a significant number of older pupils is accurate and of a good standard. They use adverbs and adjectives with imagination and their stories are interesting and often exciting. Their stories and reports are well structured and they begin to understand the craft of writing a lively dialogue which holds the reader's attention. The best write neatly and the presentation of the work is good.

Shortcomings

- In both key stages, some pupils read mechanically, This restricts their understanding and enjoyment of stories and poems.
- In KS1, a number of pupils cannot recall details of the story they are reading.
- In KS1, the ability of some pupils to write independently and at length is underdeveloped.

Mathematics

Standards of achievement are satisfactory in KS1, satisfactory overall in KS2, but good by the end of the key stage.

Good features

- Pupils' use of mental strategies in KS1 is satisfactory. Many younger pupils ably count up to 20 objects and match words with their numbers. They confidently add and subtract numbers beyond 20 and understand odd and even numbers. Many older pupils work confidently with more advanced numbers and the more able have an understanding of working with tens and hundreds.
- They have a good understanding of shape, weight, volume, time, money, length and capacity. They are adept when collecting and collating data and analysing their results. Problem solving skills are developing appropriately; for example, they create simple tally charts to record their findings and then analyse them carefully.
- The mental skills of pupils in KS2 are often good. Younger pupils competently work confidently with numbers, doubling and halving them well. Many answer mathematical questions with speed and ease. Scrutiny of pupils' work shows able pupils write and order numbers to 1,000, knowing what each number represents.
- Pupils use a good range of mental and written methods of working with the four rules to solve problems, able pupils working confidently with three digits, finding the remainder after division, less able with two digits. They recognise the equivalence of simple fractions and know units of time and the relationship between them.
- They use suitable units of measurement to estimate, then measure length, weight and capacity. They gather information and represent it in different ways, such as pie and block graphs and use co-ordinates to identify places on simple maps. They use everyday language to describe 2-D/3-D shapes.
- Older pupils successfully build on these skills and use them in a whole range of investigative work across the mathematical curriculum. In mental work they are adept at looking for number patterns and sequences, using multiples of number and know prime numbers and factors. They create multiples of odd and even numbers accurately. They know their tables and use them well. They identify percentages and fractions of numbers

and work confidently with them within the four rules. Pupils' ability to use the computer to gather and draw up information, and then to analyse it, is good by the end of the key stage. They understand the concept of probability.

Shortcomings

- Some pupils in KS1 do not have a secure understanding of the concept of counting on in 10s. This impairs their ability to work confidently with numbers beyond 10.
- Pupils' use of mathematical skills to support work in other subjects, such as science and geography is limited.

Science

Standards of achievement are good in KS1 and KS2.

Good features

- Pupils in both key stages effectively explore and investigate a range of work across the programme of study.
- Pupils in KS1 are developing a good knowledge of the world around them when, in their environmental project, they study the problems of litter around the school, design a new rubbish bin and a poster to encourage others to keep the playground clean. They consider different types of materials and decide and record which might be recyclable.
- They conduct investigations with confidence and enjoyment when they test materials to find out which are waterproof and which are not. When they sort and record natural and man-made materials, they successfully subdivide their groups into the material that is used, such as wood, plastic or metal.
- They are beginning to understand life processes when, in their study of living things, they group animals and plants using their own criteria and show a good knowledge of their particular characteristics. When discussing "healthy living" they record in their own drawing and writing the reasons for good hygiene, such as washing hands before preparing food. They thoughtfully sort foods into those that might or might not be healthy.
- Pupils in lower KS2 carry out investigations independently. They fully understand the meaning of a "fair test". They think about how to sort materials and the criteria to be used. They display good observational skills as they look closely at a mixture of materials, using a microscope. They confidently offer suggestions as to how they can separate them and which tools to use, for example, different size sieves.
- They effectively investigate different materials to see whether they are good conductors of electricity and predict and record their results appropriately. They design a circuit with a switch and suitably describe how it works. They predict what might happen if different objects, such as a scissors or a ring, are introduced into the circuit and then test and record their results.
- Pupils in upper KS2 successfully carry out a whole range of investigations to find out more, for example, about condensation and evaporation, gravity, rocks and soils, chemical change, food chains, how plants make seeds and how the body works.
- After visiting a local factory to find out about light sources, they independently conduct a range of experiments back at school to find out more about light. They conclude that light cannot travel through opaque surfaces and that it can bend when reflected through

mirrors. On a visit to a local country park they construct shelters from sticks, mud and water and test them to see which materials provide the best waterproofing.

Shortcomings

- Sometimes a lack of progression is evident between the two year groups in a class.

Welsh second language

Standards of achievement are satisfactory in both key stages.

Good features

- In KS1, pupils know the names of some domestic and wild animals They know the names of colours and can count in Welsh to 20 and beyond.
- They respond quite well to enquiries such as '*Pwy wyt ti?*' and '*Sut wyt ti?*' They know the pattern '*Ga' i?*' and use it appropriately.
- Pupils make appropriate responses when questioned about the weather.
- Key Stage 1 pupils copy simple sentences to reinforce the sentence patterns learned.
- In KS2, pupils have a reasonable knowledge of the Welsh language and understand much of what is said to them. Pupils respond well to a good range of questions and commands.
- They have a reasonable vocabulary and use this, for example, to describe their feelings or the clothes they are wearing.
- Pupils respond orally to simple questions and, when prompted, use both present and past tense. They also understand the different sentence constructions for positive and negative answers.
- The more able pupils read with reasonable fluency and accuracy.
- Pupils complete a good deal of written work, frequently on worksheets, to reinforce common sentence patterns and vocabulary.

Shortcomings

- Pupils in both key stages do not have sufficient knowledge or command of question patterns to enable them to conduct a simple conversation.
- In KS2, pupils do not have a sound knowledge of commonly used phrases.

Design and technology

Standards of achievement are satisfactory in KS1 and good in KS2.

Good features

- In KS1, pupils design products and record these appropriately in words and pictures.
- They design and make masks and decorate these in attractive colours.
- Key Stage 1 pupils use sweets to decorate biscuits in a variety of seashore shapes, working to their individual designs.
- Pupils demonstrate a good knowledge and understanding of how to control devices by issuing instructions to a programmable robot.

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- In lower KS2, pupils consider carefully the properties of their product when designing a vehicle to carry an egg safely. They named their finished products ‘eggmobiles’.
 - They design and make attractive fruit kebabs, with consideration given to shape, texture and colour.
 - In upper KS2, pupils have a good understanding of structures which they use when designing and making bridges.
 - They use their knowledge and understanding of materials to design Jewish skull caps or Kippahs. They make the caps skilfully, using appropriate materials.
 - When on a residential course, pupils designed a shelter, considering carefully its function. They built a prototype and evaluated its design and construction before building a large shelter for 12 children.
 - Older pupils in KS2 participated in a competition sponsored by a commercial construction kit manufacturer. They designed and made effective models which received high commendation from the judges.

Shortcomings

- In KS1, pupils do not have a good knowledge and understanding of the properties of materials and their suitability for different products.
- The making skills of KS1 pupils are underdeveloped and they do not measure, mark out and cut a range of materials.
- In KS2, pupils do not always evaluate their work and this aspect of their making skills is underdeveloped.

Information technology

Standards of achievement are good in KS1 and very good in KS2.

Good features

- In KS1, pupils demonstrate good skills in communicating and handling information. For example, they compile, in the form of a simple spreadsheet, a table of their favourite colours and print the results in the form of a graph.
- They have good word processing skills and can write directly onto the screen. Pupils can, with assistance, import appropriate images to accompany their text.
- Key Stage 1 pupils use software programs competently to group pictures of animals according to pre-determined criteria. They use software programs competently to produce individual paintings and drawings.
- Pupils’ modelling skills are developing well and they use adventure games competently.
- In lower KS2, pupils have well-developed skills. They have good keyboard skills and control the mouse carefully. They understand the tool bar and use it effectively to save work in their individual folders.
- Pupils photograph artefacts and scan them, with help, onto a computer. They print their pictures independently and use them to illustrate their work; for example, in history. They confidently import images from a CD-Rom. They use their knowledge of maps and co-ordinates to draw plans and produce keys for the reader.

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- Lower KS2 pupils can create a database, using information gleaned during their research into musical instruments.
 - In upper KS2, pupils work independently on the interactive whiteboard. They change pen colours, erase mistakes and correct their work. Pupils navigate their way through a program and select and extract the images which they want to use.
 - They communicate and handle information confidently and competently. They measure and record daily temperatures on three sites and record these carefully, printing their results.
 - Older pupils have well developed modelling skills. They use spreadsheets to store data about the fruit which is sold daily in the school. Using this data, they decide what to order for the following week. They analyse the cost to determine whether the fruit is being sold at an economic price. Pupils then consider questions such as 'What would happen if the price of the fruit was increased?'

Shortcomings

- There are no significant shortcomings.

History

Standards of achievement in history are good in KS1 and KS2.

Good features

- Visits into the locality to museums, old country houses and other places of historical interest are a strong feature in history. This helps bring the subject to life and enables pupils to investigate primary and secondary sources well and to gauge life as it really was in the past. It has a considerable beneficial effect on standards as pupils are obviously developing a love of history.
- Pupils in KS1 begin to distinguish between the past and present times when they seek out and bring into school their favourite babyhood toys and compare these with toys that might have been in use 100 years ago. They enjoy handling and playing with the toys and other artefacts. In art, they recreate these toys and produce interesting good quality prints from them.
- They come to understand growth and change over time when they sequence times and events in own their lives from babyhood to the present day and when they sequence events in the daily life of a baby. They investigate and record jobs that their grandparents did. They begin to develop a sense of chronology when, in their topic on houses, they visit a country house museum where they trace the development of houses over time and when they visit and compare an old and modern church.
- Pupils in lower KS2 research aspects of life at the time of the Celts, enjoy using archaeological tools, such as brushes and spoons to work in a classroom replica of a modern "dig" to excavate objects hidden below the surface. They use books and computer programs to identify and describe the items that they have found and have a good knowledge of appropriate historical vocabulary. They are awed as an item such as a Celtic brooch is revealed.
- Their sense of chronology is developing well and they place the Celts on a time line with other periods they have studied. They create prayers in the style of Celtic writing and they develop chants and dances in the style of Celtic warriors.

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- Pupils in upper KS2 have a good knowledge of life during World War II. They talk knowledgeably about evacuees after a visit to a local theatre group where they participated in a play about the evacuation of children from large towns and cities. They empathise with the characters involved as they delve through evacuees' suitcases and discuss the advantages and disadvantages of evacuation. They work well in pairs to list, in priority order, the characters that evacuation affected most, such as families, schools and local communities.

Shortcomings

- There are no significant shortcomings.

Geography

Standards of achievement are good in KS1 and very good in KS2.

Good features

- In KS1, pupils know the difference between a map and a globe and can identify prominent features on each. They know that maps are used to navigate a route from one place to another. They have produced plans of their classroom and know that these are simple maps.
- Pupils distinguish between features such as land and sea by colouring them appropriately. They can use co-ordinates on simple maps to locate prominent features.
- Key Stage 1 pupils compare their own village and the village of Oxwich. They describe the main features of each and can list the differences.
- In lower KS2, pupils' mapping skills are further developed when they use grid references to locate and insert features on to a map. They locate Uganda on maps of Africa and the world.
- Pupils compare their own locality with one in a less economically developed country, Uganda. They compare and contrast the weather, homes, schools and food. They know that whereas they have easy access to all these things, inhabitants of an Ugandan village would have to walk for some distance to fetch and carry water.
- Pupils in upper KS2 describe the country of Botswana as being land-locked. They know that it is rich in natural mineral water but that it imports large quantities of water from neighbouring South Africa.
- Pupils describe the village of Gweto and its inhabitants. They know that the people of Gweto are renowned for their basketry and that these are decorated in three traditional patterns.
- They have a good knowledge of the local area and have climbed the nearby hill to sketch the lower Tawe valley. They are aware that this was a glacial valley and recognise distinctive features like the moraine below the school.
- Pupils have benefited from their study of Crymlyn bog and describe how rubbish is encroaching on the site, presenting a danger to wildlife in the area.
- Pupils have a good awareness of ecological issues and the danger posed to the environment by non-recyclable materials. They are enthusiastic about sorting and recycling school waste.

Shortcomings

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- In KS1, pupils' knowledge of their local area is underdeveloped.

Art

Standards in art are good overall in KS1 and KS2.

Good features

- Artwork is celebrated in the school and because of this, pupils are proud of their work and like to draw attention to their own and others work around the school. Visits into the environment and art galleries, to study the work of Welsh and other artists and craftspeople are a strong feature. Pupils use the locality well as a resource for their observational drawings.
- No lessons were seen in KS1, but scrutiny of pupils' work showed well-developed observational skills. On a visit to the seashore, for example, pupils create good quality observational drawings of features that they see, which they transfer onto fabric and sew to a sponged fabric background. On a visit to a local church they used charcoal to produce line and tone in their drawings of outside features, and they created landscape views of the area surrounding the school.
- After studying the work of Matisse, pupils produce portraits in the same style, paying good attention to detail. They make simple yet colourful weaving patterns and, as part of their environmental topic, they carefully sketch rubbish found around the school.
- In KS2, pupils' skills are often very good. Their observational drawings of items such as musical instruments are exceptionally accurate and detailed. They show imagination and flair, and a good awareness of shape and form, when they create wood sculptures from branches and twigs in the grounds of a local country house.
- After working with a visiting ceramic artist, they design interesting texture and pattern to incorporate into a clay tile plaque for an outside wall, using the kiln of a local comprehensive school to fire their work. Their clay coil pots are sturdy and well balanced. They create attractive detail in their own designs on glass after working with a stained glass expert.
- After a visit to a local art gallery and studying portraits by Welsh artists, they create their own good quality portraits in hard pencil in the same style. After studying and discussing the work of a local artist who painted Swansea scenes at the time of the Blitz, they competently use watercolour and other media in their own work and, working from imagination, independently use techniques, such as 'bleeding' one colour into another. Their drawings of human forms show flow and movement.
- Pupils confidently use computer programs to create their own work such as when they design vibrant and colourful gift-wrapping paper.

Shortcomings

- There are no significant shortcomings.

Music

Standards of achievement are good in KS1 and very good in KS2.

Good features

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- Pupils participate in musical activities with obvious enjoyment and skill. They use the plentiful and good quality resources effectively and engage confidently and enthusiastically in practical music making.
 - Pupils sing tunefully in lessons and on occasions such as assembly. The thriving recorder and orchestral groups which play to a good standard, and the enthusiasm with which they talk about the school musical productions show just how much they enjoy music.
 - Pupils in KS1, as they become enthralled in a woodland story, start to develop a sensitive sound picture to illustrate the animals and atmosphere as the wind blows through the trees and the leaves flutter to the ground. They listen attentively and create appropriate loud and soft and fast and slow sounds.
 - By the end of KS2, pupils' skills are very well developed. In music lessons, they move quietly into their places, checking to see that they have plenty of room to perform. They choose their instruments independently and, with their teacher, engage in a suitable warm-up to relax their bodies and focus on good breathing control. Working in groups, they competently and co-operatively prepare a rhythmic composition and chant in the style of an African drumming band, refining and discussing their work confidently. The quality and accuracy of their performance are very good. Pupils enjoy showing off their skills and appear awed at their own competence.
 - Pupils investigate instruments from around the world and give reasons why they like or dislike the sounds they make. They take "sound walks" around the school and local area and identify what they hear. After listening to "whale music" they create their own colourful patterns representing the sounds and thoughtfully appraise each other's work.
 - The regular contribution of visiting musicians enhances standards considerably. Recently pupils were taught about the work of Holst and on another occasion about African music. This enables them to create their own effective work in the same style. They listen attentively to the works of musicians from a range of periods and styles and can talk about these knowledgeably.

Shortcomings

- There are no significant shortcomings.

Physical education

Standards of achievement are satisfactory in KS1 and very good in KS2.

Good features

- From an early age pupils begin to understand the need for a warm-up session.
- Pupils in KS1 demonstrate good control of their bodies when they move in slow sustained movements, many with good concentration. Most show a good sense of spatial awareness and are conscious of others around them as they interpret the music to accompany their story of Katie Morag. Most follow instructions carefully.
- Pupils in KS2 demonstrate a very good understanding of the role of warm-up in a healthy lifestyle when they enter the hall quickly and immediately begin to start personal warm-up activities that they have been taught. They chant together as they do so and, as they begin to develop a rhythm, they start to move in sequence and unison.
- Pupils move competently on floor and apparatus, working well alone, in groups and in pairs. When they move into balanced shapes on the floor, their shapes are interesting and

varied. They effectively balance at different levels and tensions and demonstrate a very good quality and flow of movement. They work well with a partner to create and sustain asymmetrical and symmetrical shapes, transferring weight confidently from one body part to another. They discuss, consolidate and refine their movements, creating new improved balances and sequences of movement, which they enthusiastically demonstrate to the rest of the class.

- Coaches from Swansea rugby and football clubs visit to take practical sessions and this enhances standards. All pupils are taught to swim at a local leisure centre and information provided by the school shows that they make good progress. Pupils have equal access to all these activities.

Shortcomings

- Some pupils in KS1 lack concentration and move off task and this wastes time. It also impairs the quality of their performance.
- Some younger pupils in KS1 lack good spatial awareness and balance. They are somewhat clumsy in their movements and bump into other pupils.

Religious education

Standards of achievement are good in KS1 and KS2.

Good features

- In KS1, pupils retell the events leading up to the crucifixion, including the last supper. They realise that the breaking of bread and the sharing of wine had a deep significance for the disciples.
- They know that there are some people in their lives who are very important to them and they write prayers for family and friends.
- They know the Creation story and how God made all creatures. They appreciate the gifts of the senses and how these contribute to their enjoyment of life.
- Pupils remember some stories from the Bible, for example when Jesus walked on the water. They describe the Creation and have a good recall of the events surrounding the birth of Jesus.
- Pupils in lower KS2 have a good knowledge of Islam. They know the five pillars of the faith and are familiar with the significance of festivals such as Eid.
- They also know some of the Jewish festivals such as Succot and Yom Kippur, and that Jewish men wear a Kippah when they worship in the synagogue.
- Pupils understand that in all societies there must be rules, and that rules for living are found in the Bible.
- In upper KS2, pupils know that the gospels of Luke and Matthew carry similar versions of the Christmas story.
- Pupils know that trust is a key component of every friendship. They know also that people who help us possess different skills.
- They write the story of Moses in the form of a diary and produce effective newspaper reports of the plagues. They know the story of the Passover and the significance of the passover meal and the seder plate.
- Pupils extend their knowledge of world religions through their study of Hinduism. They know that Divali, the festival of light, is an important event for Hindus.

Shortcomings

- There are no significant shortcomings.

8. SCHOOL IMPROVEMENT

8.1 Progress Since the Last Inspection

The school has made satisfactory progress in addressing the key issues in the last inspection report.

The first key issue required the school to maintain good standards and build upon existing achievements to secure higher standards in those subjects where they were judged not to be good.

With slight fluctuations, the school has maintained its good standards and, in KS2, has raised standards in four subjects from good to very good.

The second key issue required the school to link assessment more closely to the planning of work.

The school has made good progress in addressing this issue. New systems have been put in place throughout KS1 and KS2 to assess, track and record pupils' progress in English and mathematics and set new targets for improvement. An assessment week is used by staff each term in order to carry out assessments and information gathered from them is used to inform teachers' planning in these subjects.

The next key issue was to improve the monitoring and evaluation role of curriculum co-ordinators.

This aspect of the teachers' work remains underdeveloped.

The fourth key issue was to complete the task of producing schemes of work in all subjects.

This issue has been successfully addressed; the school now has appropriate schemes of work for all subjects.

Proceed with plans to re-surface the outdoor hard-surface play areas.

This has been done and, in addition, the school, working in partnership with the village development trust, secured funding to build an outdoor multi-purpose, all weather sports court on land adjoining the school.

8.2 Key Issues for Action

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

- raise standards in the subjects deemed to be satisfactory;
- establish a structured programme of school self-evaluation, including the analysis of all available data on pupils performance, and use the information gathered to determine measurable targets;
- develop appropriate activities for outdoor play in order to promote the physical development of all children under five;
- extend assessment to include the foundation subjects;
- disseminate the very good teaching practice which exists in the school.

APPENDIX

A. Basic Information About the School

Name of School	Glais Primary School
School type	LEA maintained/Community
Age-range of pupils	3-11
Address of school	School Road Glais Swansea
Post-Code	SA7 9EY
Telephone Number	01792 842627

Headteacher	Mr R Jones
Date of appointment	1 January 1993
Chair of Governors	Mr R Morris
Registered Inspector	Mr Robert Jones
Dates of inspection	11-13 November 2002

B. School Data and Indicators

<i>Number of pupils in each year group</i>									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	9	13	9	15	10	21	12	15	104

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	4	1	4.8

<i>Staffing information</i>	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	19.79:1
Pupil : adult (fte) ratio in nursery classes	4.5:1
Average class size, excluding nursery and special classes	23.75
Teacher (fte) : class ratio	1.25:1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
	R	KS1	KS2	Whole school
Spring 2002	89.57	95.01	95.63	95.38
Summer 2002	97.72	96.81	94.85	94.96
Autumn 2001	87.09	92.76	92.49	91.38

Number of pupils excluded during 12 months prior to inspection	0
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C. Results of National Curriculum Assessments and Public Examinations

NATIONAL CURRICULUM ASSESSMENT RESULTS END OF KEY STAGE 2: 2002
(National 2001)

National Curriculum Assessment KS2 Results: 2002			Number of pupils in Y6: 15									
Percentage of pupils at each level												
			D	A	N	B	W	1	2	3	4	5
English	Teacher	School	0	0	0	N/a	0	0	0	27	56	17
	assessment	National	0	0	0	N/a	1	1	6	19	48	25
	Test/Task	School	0	0	0	0	N/a	N/a	5	17	39	39
		National	0	2	1	1	N/a	N/a	5	14	47	30
Mathematics	Teacher	School	0	0	0	N/a	0	0	0	27	56	17
	assessment	National	0	0	0	N/a	0	1	4	20	47	28
	Test/Task	School	0	0	6	0	N/a	N/a	0	22	61	11
		National	0	2	1	1	N/a	N/a	4	18	42	32
Science	Teacher	School	0	0	0	N/a	0	0	0	5	78	17
	assessment	National	1	0	0	N/a	0	0	3	15	52	29
	Test/Task	School	0	0	0	0	N/a	N/a	0	6	50	44
		National	0	2	0	1	N/a	N/a	2	13	51	31

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:	72	In the school:	72
In Wales:	68	In Wales:	68

D	Pupils who have been disapplied under sections 364 and 365 of the Education Act 1996.
A	Pupils who have failed to register a level because of absence.
N	Pupils who have failed to register a level for reasons other than absence.
B	Pupils not entered for tests because they are working outside the levels of the tests.
W	Pupils who are "working towards" level 1, but have not yet achieved the standards needed for level 1.
n	Tests do not cover these levels.
n/a	not applicable.

D. The Evidence Base of the Inspection

The inspection team comprised three inspectors who were present at the school for a total of seven inspector days. Before or during the inspection:

- pre-inspection meetings were held with the headteacher, staff, parents and the governing body to discuss the life and work of the school;
- 38 questionnaires were completed by parents and carefully analysed;
- school policies and documents were examined prior to the inspection;
- discussions were held with the headteacher and curriculum co-ordinators;
- 32 sessions or part sessions of teaching were observed;
- pupils were heard reading and discussions were held with them about their work as part of the examination of standards in NC subjects and religious education;
- samples of pupils' work were examined in all classes;
- attendance registers, pupils' records and teachers' planning files were inspected;

- inspectors were present at all whole school acts of collective worship;
- post inspection meetings were held with the staff and the governing body.

E. Constitution and responsibilities of the inspection team

Inspector	Type	Aspect Responsibilities	Subject Responsibilities
Mr R Jones	RgI	1. Context 2. Main findings 3.1 Educational standards achieved in subjects and areas of Learning 3.2 Standards achieved in key skills across the curriculum 4.1 Pupils' spiritual, moral, social and cultural development 5.1 Teaching 5.3 Curriculum 6.1 Self-evaluation and planning for improvement 6.2 Leadership and efficiency 8.1 Progress since the last inspection 8.2 Key issues for action	English Welsh design and technology information technology geography religious education
Mrs K Andrews	Team	4.2 Behaviour and attitudes 5.2 Assessment, recording and reporting 5.4 Support, guidance and pupils' welfare 5.5 Provision for pupils with SEN 6.3 Staffing, accommodation and Learning resources	children under five mathematics science history art music physical education
Mr G Jones	Lay	4.3 Attendance 5.6 Partnership with parents, the community, schools and other institutions 5.7 Partnership with industry	

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