

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

***GLYNCOLLEN PRIMARY SCHOOL***

***HEOL DOLFAIN***

***PARC GWERNFADOG***

***MORRISTON***

***SWANSEA***

***School Number: 670-2226***

***Date of Inspection: 24-26 February 2004***

***By***

***MR PHILLIP EDWARDS***

***Registered Inspector***

***Date: 15 April 2004***

Under Estyn Contract Number: CT182/03P

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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:

{PRIV ATE }	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.

## **CONTENTS**

<b>1. CONTEXT</b> .....	<b>1</b>
THE SCHOOL AND ITS PRIORITIES.....	1
<b>2. MAIN FINDINGS</b> .....	<b>1</b>
THE MAIN FINDINGS OF THE REPORT.....	1
<b>3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS</b> .....	<b>4</b>
3.1 STANDARDS ACHIEVED IN SUBJECTS AND AREAS OF LEARNING .....	4
3.2 STANDARDS ACHIEVED IN KEY SKILLS ACROSS THE CURRICULUM.....	4
<b>4. ETHOS OF THE SCHOOL</b> .....	<b>5</b>
4.1 PUPILS' SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT.....	5
4.2 BEHAVIOUR AND ATTITUDES.....	6
4.3 ATTENDANCE.....	6
<b>5. QUALITY OF EDUCATION</b> .....	<b>7</b>
5.1 TEACHING .....	7
5.2 ASSESSMENT, RECORDING AND REPORTING.....	8
5.3 CURRICULUM.....	9
5.4 SUPPORT, GUIDANCE AND PUPILS' WELFARE .....	9
5.5 PROVISION FOR PUPILS WITH SEN.....	10
5.6 PARTNERSHIP WITH PARENTS AND COMMUNITY, SCHOOLS AND OTHER INSTITUTIONS.....	11
5.7 PARTNERSHIP WITH INDUSTRY .....	12
<b>6. MANAGEMENT</b> .....	<b>12</b>
6.1 QUALITY OF SELF-EVALUATION AND PLANNING FOR IMPROVEMENT.....	12
6.2 LEADERSHIP AND EFFICIENCY .....	13
6.3 STAFFING, ACCOMMODATION AND LEARNING RESOURCES.....	14
<b>7. SUBJECTS AND AREAS OF LEARNING</b> .....	<b>15</b>
STANDARDS ACHIEVED BY PUPILS.....	15
PROVISION FOR THE UNDER-FIVES.....	15
ENGLISH .....	18
MATHEMATICS .....	19
SCIENCE.....	20
WELSH SECOND LANGUAGE.....	22
DESIGN AND TECHNOLOGY.....	23
INFORMATION TECHNOLOGY .....	24
HISTORY.....	25
GEOGRAPHY .....	26
ART.....	26
MUSIC.....	27
PHYSICAL EDUCATION .....	28
RELIGIOUS EDUCATION.....	29
<b>8. SCHOOL IMPROVEMENT</b> .....	<b>30</b>
8.1 PROGRESS SINCE THE LAST INSPECTION.....	30
8.2 KEY ISSUES FOR ACTION.....	30
<b>APPENDIX</b> .....	<b>31</b>
A. BASIC INFORMATION ABOUT THE SCHOOL.....	31
B. SCHOOL DATA AND INDICATORS.....	31
C. RESULTS OF NATIONAL CURRICULUM ASSESSMENTS AND PUBLIC EXAMINATIONS .....	32
D. THE EVIDENCE BASE OF THE INSPECTION .....	33
E. COMPOSITION AND RESPONSIBILITIES OF THE INSPECTION TEAM.....	34

## 1. CONTEXT

### The school and its priorities

Glyncollen Primary School is situated in the town of Morrision in the City and County of Swansea and is administered by Swansea Local Education Authority (LEA). It has a roll of 208 pupils aged three to 11 years; the majority come from Morrision and the surrounding area. In general terms the school describes half the area it serves as relatively prosperous and half as neither prosperous nor economically disadvantaged. The annual intake covers the full ability range. Approximately 10 per cent of pupils are registered as being entitled to receive free school dinners. 99 per cent of pupils come from homes where English is the main or only language. There are 29 pupils identified by the school as requiring special educational needs (SEN) support with none whose statement includes modification of the National Curriculum (NC).

The school has a vision statement which emphasises it will provide the best possible education for all its children whereby each child will be given every opportunity to achieve their full potential in a happy, secure family atmosphere.

It has an appropriate set of aims and the school has identified the following target areas in its school development plan (SDP) for 2003-2004: Literacy, information and communications technology (ICT), numeracy, assessment, science, SEN, teaching and learning, key skills, monitoring and evaluation of curriculum subjects, early years, performance management, Dyslexia awareness, attendance, family learning group, school council, eco-friendly school and global citizenship, health school initiative, Commenius Partnership, business and industry, Quality Centre for the Wales Quality awards, double demountable classroom, Year (Y) 6 – teaching area, PTFA, training opportunities to support the work of the governing body (GB).

The school has gained the Basic Skills Agency Quality Mark and continues to be successful in maintaining its Investors in People status.

The school was previously inspected in March 1998.

## 2. MAIN FINDINGS

### The main findings of the report

- Glyncollen Primary is a very well led school with some outstanding features which provides opportunities for pupils to achieve their full potential in a happy, secure, family atmosphere.
- The educational provision for the under fives taken overall is appropriate and successfully promotes the desirable outcomes for children's learning. Standards achieved in the nursery and reception class are good.
- Standards in the six areas of learning are as follows:

Areas of Learning	Nursery	Reception
Language Literacy and communication Skills	Good	Good
Personal and Social Development	Good	Good
Mathematical Development	Good	Good
Knowledge and Understanding of the World	Good	Good
Physical Development	Good	Good

Creative Development	Good	Good
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- In both key stages, pupils' standards of achievement in the different subjects of the NC and religious education are as follows:

Subject	KS1	KS2
English	Very Good	Very Good
Mathematics	Very Good	Very Good
Science	Very Good	Very Good
Welsh 2 <sup>nd</sup> Language	Very Good	Very Good
Design and technology	Very Good	Very Good
Information Technology	Very Good	Very Good
History	Very Good	Very Good
Geography	Good	Good
Art	Very Good	Very Good
Music	Good	Good
Physical Education	Good	Good
Religious Education	Good	Good

- Standards of achievement throughout the school are good or better in around 96 per cent of lessons seen. They are very good in approximately 50 per cent, good in about 46 per cent and satisfactory in around four per cent.
- Standards in the key skills of listening are very good in speaking, listening, reading, writing, numeracy and information and communications technology in both key stages. Planning for progression in key skills is well established and where embedded consistently in lessons there is a positive impact on standards. All pupils, including those with SEN, achieve good standards in line with their stage of development.
- Pupils' moral, social and cultural development is very good and their spiritual development is good. Collective worship meets statutory requirements and is an important feature of the school day. Pupils' moral development is fostered very well through the curriculum and many aspects of school life. Pupils' awareness of their own and other cultures is promoted successfully. They have a very good awareness of the advantages of recycling through the activities of the school's ECO club.
- Behaviour is good and the greater majority of pupils have positive attitudes to learning. They approach tasks set with enthusiasm and concentrate and persevere well. The school provides pupils with very strong messages of disapproval of bullying.
- Overall the school has a good policy and procedures in place to effectively promote attendance. Over the last three terms the attendance average is above 93 per cent which is satisfactory. Annual holidays during term time have a marked effect on percentages in the summer term.
- The quality of teaching throughout the school is good or better in around 91 per cent of lessons seen. It is very good in approximately 43 per cent, good in about 48 per cent and satisfactory in around nine per cent. Teachers often use a good range of teaching techniques, organisational and positive behavioural strategies to enable pupils to keep well on task and highly motivated. Differentiated work, in the majority of lessons, meets pupils' needs appropriately.
- Assessment, recording and reporting are very good. Assessment opportunities are identified very effectively in teachers' planning and through termly assessments of core subjects. Pupils' work is consistently marked with encouraging, positive comments, but teachers' comments do not always indicate how this can be improved. Procedures for

reporting back to parents conform very well to statutory requirements; appropriate meetings with parents and carers are held to discuss their children's progress.

- The school generally provides a very good broad, balanced and relevant range of subjects which meet the statutory requirements of the NC and agreed syllabus for religious education. There is a very good emphasis on the *Cwricwlwm Cymreig* and opportunities identified for the effective development of key skills across the curriculum are clear and enable pupils to make sound progress. Strong emphasis is placed on personal and social education; the school's policy and scheme of work meet the Qualifications Curriculum and Assessment Authority for Wales (ACCAC) requirements. There are a wide range of extra-curricular activities which enrich the quality of pupils' experiences.
- The quality of support, guidance and welfare of pupils is very good. The head and all members of staff know their pupils very well. Pupils are valued as individuals and communicate freely with their teachers. Educational guidance is good and academic progress is monitored effectively by staff. Appropriate policies are in place for health and safety, child protection, pupil support and social inclusion.
- Overall, good provision is made for pupils with SEN, including the highly able. Policies and procedures comply with the new national code of practice (CoP). The school works hard to achieve inclusivity for pupils with SEN. Overall, pupils make steady progress in line with their abilities and are fully integrated into the ordinary life of the school. However, a number of pupils do not have sufficient additional in-class support.
- The school has a very good partnership with parents and good links with the community; relationships with the main feeder secondary school and other primaries are very good.
- The school has a very good partnership with industry. Overall the school takes many initiatives to effectively promote the pupils understanding of the world of work and for staff training which enriches the learning opportunities and resources available.
- The quality of self-evaluation and planning for improvement is very good overall. The school has developed a highly effective, self-critical culture for self-evaluation among staff and governors and there is a clear commitment to school improvement and the raising of standards.
- Leadership and efficiency are very good. The school is led very well by the head, supported effectively by the deputy head, staff and governors. The school has an appropriate mission statement agreed by head, staff and governors; the aims and values adopted by the school contribute to a shared sense of purpose.
- The quality of staffing, accommodation and learning resources is good. Teachers' profile of professional development is a strength of the school. The school secretary makes a very effective contribution to the administrative procedures and daily routines enabling the school to function as a happy, well organised and harmonious community. Overall the accommodation is generally good for the number of pupils on roll. Very good use is made of all available areas for storage of a good range of resources, but there is lack of storage space for large equipment in the early years.
- The issues raised in the previous report have generally been addressed very well.

### **3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS**

#### **3.1 Standards Achieved in Subjects and Areas of Learning**

Standards of achievement in KS1 and KS2 are good or better in around 96 per cent of lessons seen. They are very good in approximately 50 per cent, good in about 46 per cent and satisfactory in around four per cent.

- Standards of achievement in KS1 are good or better in all lessons seen. They are very good in approximately 56 per cent and good in around 44 per cent.
- Standards of achievement in KS2 are good or better in around 95 per cent of lessons seen. They are very good in approximately 49 per cent, good in about 46 per cent and satisfactory in around five per cent.
- The educational provision for the under fives taken overall is appropriate and successfully promotes the desirable outcomes for children's learning. Standards achieved in the nursery and reception class are good overall.
- In both key stages, standards are very good in English, mathematics, science, Welsh as a second language, design and technology, information technology, history and art; they are good in geography, music, physical education and religious education.
- National curriculum teacher assessments for summer 2003 show that at the end of KS1 the percentage of pupils achieving level two or above in English, mathematics and science was significantly above the national average. The percentage of pupils assessed by teachers to have achieved level two and above in all core subjects was significantly above the national average. When compared with similar schools assessments in KS1 are in the upper quartile.
- National curriculum test and task results for summer 2003 showed that at the end of KS2 the percentage of pupils achieving level four or above was above the national average in English, mathematics and science. The percentage of pupils who achieved level four and above in all core subjects was above the national average. When compared with similar schools results in KS2 are near the upper quartile.

#### **3.2 Standards Achieved in Key Skills across the Curriculum**

Standards in the key skills are very good in speaking, listening, reading, writing, numeracy and information and communications technology in both key stages. Planning for progression in key skills is well established and where embedded consistently in lessons there is a positive impact on standards.

- The under fives make good progress in applying their developing skills of early literacy, early numeracy and use of ICT within and across the six areas of learning. All pupils, including those with SEN, achieve good standards in line with their stage of development.
- Throughout the school pupils listen attentively and speak confidently, extending their answers appropriately when questioned. They contribute to discussions and make predictions, for example in science. Pupils on the whole converse sensibly and listen carefully to each other when working in shared activities, although on occasions noise levels are high. The Welsh sentences they learn are spoken well.
- Pupils in both key stages apply their reading skills very well, using books and other reference material to investigate topics across the curriculum. The majority of pupils in

both key stages recognise the structural devices of contents and index for organising information and can access the school library.

- Pupils in both key stages write regularly and make very good progress in adapting their style of writing to suit different contexts and audiences. They often write independently for a variety of purposes, such as making lists, descriptions, explanatory notes or reports on topics that are of interest and importance to them. Although the majority present their work very well on the whole, the quality and consistency of handwriting are variable in a few classes.
- In both key stages, pupils demonstrate very good numeracy skills in a suitable range of contexts. A good facility with number gives them confidence when applying their number skills in mathematics and other subjects, for example, co-ordinates in geography and measuring in design technology.
- Pupils' skills and their applications are developing very well in ICT. Word processing and information retrieval are an integral part of many lessons including the effective use of interactive whiteboards. They choose appropriate styles of graphical representation to present information, and make valid interpretations from them.
- An outstanding feature of information and communications technology is the natural and very effective facility both pupils and teachers have using readily available interactive whiteboards to improve their understanding of a variety of work across the curriculum.
- Relative to their age and ability, the pupils with SEN make good progress in applying their speaking, listening, reading, numeracy and ICT skills across the curriculum.

## 4. ETHOS OF THE SCHOOL

### 4.1 Pupils' Spiritual, Moral, Social and Cultural Development

Pupils', moral, social and cultural development is very good and their spiritual development is good.

- Collective worship meets statutory requirements and is an important part of the school day. Whole school assemblies are well planned and provide quality experiences through the celebration of pupils' achievements and the playing of music by the recorder group and on occasion by the school orchestra and school choir.
- Pupils' moral development is fostered very well through the curriculum and many aspects of school life. The school's vision and aims are clear and straightforward and pupils demonstrate a good understanding of right and wrong. The school's personal and social education (PSE), equal opportunities and social inclusion policies contribute to building an ethos in which individuals are respected regardless of background, disability, gender, race or colour.
- The quality of relationships between pupils and teachers and among pupils themselves is generally very good. The prefect system, the peer mediation initiative and the school council are successful in presenting an understanding of responsibility and co-operation. Social skills are also promoted through a range of extra-curricular activities and school camps such as the Urdd Camp at Llangrannog and outdoor pursuits centre at Stackpole.
- The *Cwricwlwm Cymreig* develops very well through studies of Welsh artists, history and music. Pupils also gain a valuable perspective of the culture of Wales through the school's celebration of St David's Day. Their awareness of other cultures is promoted

successfully through geography, history, art and music lessons and by their increasing understanding of how different religious beliefs influence people's way of life.

- They have a very good perspective on the advantages of recycling through membership of the school's popular ECO club.

## **4.2 Behaviour and Attitudes**

Pupils' behaviour and attitudes are good.

- The majority of pupils behave maturely and show courtesy and consideration towards others, especially in class and in the dining hall.
- The school's policy statement for the promotion of positive behaviour impacts positively throughout the school community and aims to enhance the learning environment. It is under constant review as is the policy statement for bullying.
- The great majority of pupils have positive attitudes to learning. They approach tasks set with enthusiasm and concentrate and persevere well. They enjoy talking about what they have learned in lessons.
- There is a small minority of pupils whose behaviour and attitudes are not up to the general standards of the rest of the school; they do not always respond to their teachers and do not listen well to instructions. The school is aware of these pupils and is actively taking steps to improve their behaviour.
- The school celebrates effectively the good behaviour and achievement of pupils in weekly award ceremonies.
- Pupils make a positive contribution to the orderly atmosphere that pervades the school. They move around the school sensibly and play well in the playground, supported by playground mediators who effectively help to reduce conflict during break times. Play items bought through the efforts of the pupils' school council provides a further, very positive impetus for appropriate play activities.
- Children under five are well behaved. They enjoy the classroom activities and learn to co-operate well with their teachers, classroom assistants and peers.
- The school provides pupils with very strong messages of disapproval of bullying. The school council and governors are making an important contribution to this end. Parents and pupils believe that the school deals effectively with any instances of bullying.

## **4.3 Attendance**

Overall the school has a good policy and procedures in place to effectively promote attendance. Over the last three terms the attendance average is above 93 per cent which is satisfactory.

- There is a clear and concise policy statement.
- The school has clear and accurate procedures for recording reasons for absence and the small incidence of lateness.
- Parents are regularly reminded of the need for consistent and prompt attendance.
- Good monitoring procedures are in place and the head teacher is clearly aware of the reasons for absence of the small number of pupils whose attendance is of concern.

- The school has set a realistic target of one per cent improvement. The school has benchmarked its figures with other schools of similar catchment areas and the percentages are consistent.
- Annual holidays during term time have a marked effect on percentages in the summer term.
- Very good liaison is in place with the educational welfare officer who has regular meetings and discussions with the head teacher and any issues are promptly followed up and where appropriate individual pupil strategies are put into place.
- Registers are called and appropriately marked at the beginning of the morning and afternoon.
- The school day starts promptly and punctuality is maintained throughout the day.
- The school complies with the Welsh Assembly Government (WAG) Circular 3/99.

## 5. QUALITY OF EDUCATION

### 5.1 Teaching

The quality of teaching throughout the school is good or better in around 91 per cent of lessons seen. It is very good in approximately 43 per cent, good in about 48 per cent and satisfactory in around nine per cent.

- In the early years the quality of teaching is consistently good and often very good.
- The quality of teaching in KS1 and KS2 is good or better in around 91 per cent of lessons seen. It is very good in approximately 42 per cent, good in about 49 per cent and satisfactory in around nine per cent.
- The quality of teaching in KS1 is good or better in around 93 per cent of lessons seen. It is very good in approximately 29 per cent, good in about 64 per cent and satisfactory in around seven per cent.
- The quality of teaching in KS2 is good or better in around 91 per cent of lessons seen. It is very good in approximately 46 per cent, good in about 44 per cent and satisfactory in around 10 per cent.
- Teachers generally have a sound knowledge of subjects in all areas of the curriculum. They gain confidence in their knowledge and understanding of the subjects and pupils they teach through relevant training and whole school evaluation.
- Lessons are well prepared and planned for the NC and religious education; they enable support teaching assistants and parent helpers to be used appropriately. They plan for consistency and continuity of purpose and content.
- Teachers often use a good range of teaching techniques, organisational and positive behavioural strategies to enable pupils to keep well on task and highly motivated. In the best and sometimes outstanding practice, teachers have high expectations of their pupils and provide inspired and thought provoking experiences to meet the range of abilities of pupils; there is good variety and pace to the teaching and flexibility in class organisation. On occasions, an over reliance on teacher direction, lack of pace and unclear boundaries set for behaviour impede progress.

- Teachers and pupils throughout the school have positive and productive relationships. This has a good effect upon the ethos of the school and gives pupils the confidence to improve their learning. Good classroom management and effective use of praise and encouragement motivate pupils to make more effort to produce better quality work.
- Differentiated work, in the majority of lessons, meets pupils' needs appropriately. In a minority of lessons seen differentiation is less effective in accommodating less able pupils.
- In most lessons, work is well matched to the needs of the pupils and the school endeavours to provide good support for those with SEN.

## **5.2 Assessment, Recording and Reporting**

Assessment, recording and reporting are very good.

- The assessment, recording and reporting policy provides very clear guidelines which are applied consistently throughout the school.
- In the early years classes very careful observation of children is carried out and information received from parents through the 'All about Me' booklet. An assessment is carried out in the early years setting when children have settled in school. An effective formal assessment is carried out according to the LEA baseline in reception during the first six weeks.
- Assessment opportunities are identified in teachers' planning and through termly assessments of core subjects. Teachers record any significant matters that become evident in class. Pupils' progress in reading is appropriately recorded and analysed by teachers.
- Trends emerging from school tests and national test and task results are used well to ensure more effective planning and assessment.
- Records of achievement files contain annual reports to parents and comments from pupils about school life.
- A very good initiative undertaken by the school is the installation of a management software system, which will enable the school to track and analyse pupils' record of attainment taking into account a wide range of factors such as gender, date of birth and date of entry to the school.
- The presentation of subject portfolios is of a very high standard and demonstrates detailed compliance with all aspects of learning, NC subjects and religious education. They show progression and continuity in skills across the school.
- Pupils' work is consistently marked with encouraging, positive comments. Teachers' comments do not always indicate how this can be improved.
- One very positive outcome of assessment is the setting of qualitative targets for individual pupils and quantitative targets for KS2 pupils.
- Procedures for reporting back to parents conform to statutory requirements; appropriate meetings with parents and carers are held to discuss their children's progress. Teachers' comments are helpful and informative about what pupils can do and understand.
- The school conforms with arrangements for assessment and recording for pupils with SEN and records are reviewed appropriately.

### 5.3 Curriculum

The school generally provides a very good broad, balanced and relevant range of subjects which meet the statutory requirements of the NC and agreed syllabus for religious education.

- The curriculum accurately and consistently reflects the aims of the school and is well suited to pupils' needs, interests and abilities. A particular strength is the way all pupils have equal access to the curriculum.
- Subject policies are available for all areas of the curriculum. Schemes of work are generally of a very good standard, with sufficient detail and are accessible. There is a very good emphasis on the *Cwricwlwm Cymreig* in several subject areas and cross curricular links are appropriate.
- Opportunities identified for the effective development of key skills across the curriculum are clear in the long, medium and short term planning and enable pupils to make sound progress.
- The homework policy sets out procedures to ensure that all pupils reinforce their reading, research, numeracy and speaking skills. Parents are on the whole pleased with the school's homework provision.
- Strong emphasis is placed on PSE. Pupils receive good support from teachers and peers alike. Good use is made of the weekly circle time for pupils to explore feelings and to share ideas. The school's policy and scheme of work meet the ACCAC requirements.
- The school has a very clear health education policy. Sex education is taught effectively and sensitively through the teaching of science throughout the school, with appropriate discrete lessons given for older pupils KS2.
- There is a wide range of extra-curricular activities which enrich the quality of pupils' experiences. The curriculum is enhanced by visits to places of interest in each key stage linked with subject related work, the community and local businesses. Visitors, such as artists, writers and people who work in the community, make a positive contribution to the work of the school.
- The school is socially inclusive; all pupils have equal opportunities and access to the curriculum in order to reach their full potential.
- Pupils with SEN are fully included in all aspects of the curriculum. The learning opportunities provided for these pupils by teachers are generally of a good quality, particularly when assisted by additional support staff.

### 5.4 Support, Guidance and Pupils' Welfare

The quality of support, guidance and welfare of pupils is very good.

- The head and all members of staff know their pupils very well. Pupils are valued as individuals and communicate freely with their teachers.
- In early years classes children are very settled and parents appreciate the knowledge and understanding staff have of their children and family circumstances.
- Parents acknowledge the open door policy of the school and that teachers are approachable - for pupils as well as parents. Suggestions and complaints are listened to. The school does respond and is a listening school.
- Educational guidance is good and academic progress is monitored effectively by staff.

- Appropriate policies are in place for health and safety, child protection and pupil support and social inclusion. Two members of staff are fully trained in health and safety. Fire drills are held regularly.
- The school has a good security system.
- There is very good educational support within the curriculum, particularly in relation to PSE, circle time, environmental and sex education.
- Appropriate arrangements are in place for pupils 'looked after by the authority' and for a pupil receiving support in English as an additional language.
- The school makes every effort to ensure the safety, health and well being of its pupils. It has adapted a healthy eating strategy, which includes selling fresh fruit during break times.
- Governors and teachers are very proud of their school. Pupils state that they are happy and feel secure in school. They say that they enjoy their lessons and different activities and like and respect their teachers.

## 5.5 Provision for Pupils with SEN

Overall, good provision is made for pupils with SEN.

- Policies and procedures comply with the new national CoP.
- The school has a comprehensive policy for SEN provision which gives clear guidelines to all those involved. There are two named governors who are very familiar with SEN registration and statementing processes and provide good support to the SEN co-ordinator (SENCO) and oversee the implementation of the policy and pupils' progress.
- The SENCO keeps relevant and appropriate documentation. The part-time SEN teacher carries out her role effectively, including liaison with class teachers and parents; all pupils with SEN have appropriate individual educational plans (IEPs).
- The special needs of pupils are identified at an early stage and are assessed systematically; IEPs are clear, detailed and reviewed regularly. Pupils move between the stages of the CoP according to their progress and after review meetings.
- Parents are consulted regularly and their views are taken into account when setting targets and with regard to pupils' movement between the stages of the CoP.
- Pupils with SEN receive support through school action and school action plus stages, and three pupils have formal statements. The progress of all pupils is reviewed regularly in appropriate ways, including the highly able.
- Support is given either by withdrawal or within the mainstream class for statemented pupils. Where pupils are withdrawn they follow a structured programme and their progress is good. No pupil is disapplied from the NC and the school works hard to achieve inclusivity for pupils with SEN. However, a number of pupils do not have sufficient additional in-class support.
- In-class and withdrawal teaching is appropriate and beneficial for all pupils with SEN. The level of the work is generally well matched to the targets noted in IEPs which enable pupils to make steady progress. The focus is on language work, but for numeracy support the time available for the part-time teachers is insufficient.

- Good support is provided by the learning support assistants (LSAs), including one-to-one support for pupils with a statement for SEN. Satisfactory advice and support are given by the various agencies in the LEA, but on occasions these are limited, such as the availability of the educational psychologist.
- Resources to support pupils with SEN are of good quality and used well.
- Overall, pupils make steady progress in line with their abilities and are fully integrated into the ordinary life of the school.

## **5.6 Partnership with Parents and Community, Schools and Other Institutions**

The school has a very good partnership with parents and good links with the community. Relationships with the main feeder secondary school and other primaries are very good.

- The information provided for parents is very good. The prospectus is attractive, well presented and informative and clearly explains the life and work of the school.
- Notice boards and newsletters provide useful details and reminders for parents.
- Parents feel that enquiries and concerns are dealt with promptly and effectively.
- The good regular support received from parents who help in the classroom, sports events and on school trips is making a positive contribution to the life and work of the school.
- The large sums of money raised by the PTFA due to the generosity of the parents have had a significant impact on the quality of the learning experienced by the pupils. The school council have made a presentation to both the governing body and the PTFA using information technology equipment purchased by fund raising. The association also organised a successful multi cultural day.
- The school has a well established family learning group and another scheme which provides personal advice and support for parents.
- The school makes good use of the local community and nearby city including visits to the theatre, museums, places of worship, galleries and public buildings to enhance the curriculum and pupils' social development. The school choir has attended the local cockle festival and regularly sings at local events and gatherings.
- The school takes many varied opportunities to invite local people into school to enhance the curriculum and the vicar of the local church takes assembly and arranges regular visits to enhance the religious education curriculum.
- The school has very good links with a local primary and secondary partnership. This involves regular meetings, discussions and dissemination of good practice. It promotes effective links with the main feeder high school including visits, joint bridging projects between Y6 and Y7, and pastoral, curricular and sporting initiatives.
- The school also links with a smaller primary school for geography and social development. There are many inter school sporting links.
- The school has good links with teacher training institutions, colleges and the comprehensive school whereby students regularly have periods of attachment to the school for training and work experience.

## 5.7 Partnership with Industry

The school has a very good partnership with industry.

- The school has a carefully considered and relevant policy for the promotion of economic and industrial understanding. This plans an integrated curriculum, to develop the pupils' understanding of the world of work. The school resources many cross-curricular opportunities for role play, for example, a travel agency, veterinary surgery and a café.
- Older pupils who are members of the school council have the opportunity to visit a local bank and open an account and receive advice on their money management. Through fund raising they have purchased small play equipment for the break and lunch time sessions. Pupils also run a small shop selling fruit as part of the healthy eating programme.
- A governor who works with a major electrical manufacturer has visited the school as part of the global citizenship initiative.
- There is an arranged programme of visitors to school for example 'people who help us' for younger pupils and visits and visitors for older pupils are well planned and relevant.
- The school Eco-group considers recycling and energy saving appropriately, both of which are relevant to the world of work and is part of the global citizenship programme.
- The school is actively involved in the Comenius partnership for building international links with participating schools across Europe.
- The school saves vouchers issued by a national food distributor which has contributed to the hardware and software available to the school. The head teacher is proactive in seeking various sources of funding and training to enhance the quality of provision.
- A teacher has undertaken a placement with a local bank to consider performance management.
- A successful application was made for a WAG grant and a teacher has in this academic year visited NASA in Florida.
- The school has a good relationship with The Education Business Partnership who are planning a development project of the school grounds and are also arranging training for issues identified by the school
- Overall the school takes many initiatives to effectively promote the pupils' understanding of the world of work and for staff training which enriches the learning opportunities and resources available.

## 6. MANAGEMENT

### 6.1 Quality of Self-Evaluation and Planning for Improvement

The quality of self-evaluation and planning for improvement is very good overall.

- The school has developed a highly effective, self-critical culture for self-evaluation among staff and governors and there is a clear commitment to school improvement and the raising of standards.
- Performance is measured very well in the core subjects against targets set for the school as a whole and comparisons made with local and national benchmarking data to identify areas for improvement.

- Curriculum leaders scrutinise pupils' work effectively and the information gained is used to plan future improvements. The school keeps celebration portfolios of all subjects to record aspects of the school life; the work in them is not given a level grade or year groups identified to assist in judging the levels at which pupils are working.
- The school has very good procedures for the evaluation of standards achieved. Subject leaders scrutinise pupils' work to identify strengths and weaknesses. This assists the senior management team (SMT) to identify the standards achieved and provides valuable data to track the progress of individuals and overall subject and class improvement.
- Curriculum leaders identify opportunities to move their subjects forward and plan improvements carefully. New priorities are generated through this ongoing process of whole school self-evaluation.
- The SDP is a useful tool for ensuring and promoting the school's future targets. It is very clear and concise and reviews the success of earlier targets at appropriate stages. It is regularly monitored by staff and governors; progress is reported to the governing body by the headteacher.
- The significant improvement in standards since the previous inspection is reflected in the school's development of very good self evaluation procedures.

## 6.2 Leadership and Efficiency

Leadership and efficiency are very good.

- The school is led very well by the head who is supported effectively by the deputy head, staff and governors. He is personally involved in many aspects of the school's life and work and is a positive influence on the team spirit and caring ethos of the school.
- The school has an appropriate mission statement agreed by head, staff and governors. The aims and values adopted by the school contribute to a shared sense of purpose. There is a clear commitment to equality of opportunity, inclusiveness, self-esteem and raising standards.
- The leadership role of the governors is very good and proactive; they take an active interest and are well informed by the head and staff about the work and life of the school. The governing body meets regularly to discuss the curriculum and progress; appropriate minutes are kept of meetings.
- The head and deputy form an effective SMT to give direction to the school. Curriculum leaders monitor standards in their curriculum areas thoroughly and ensure sufficient resources are available. Overall, they develop their role well and a good team spirit pervades among staff where they share a common sense of purpose and values. There are limited opportunities for senior staff to extend their leadership role through working as part of the senior management team.
- The head and governing body have been very effective managing and procuring all available resources to enable the school to manage a falling roll situation. They work hard to ensure all available finance is used to maintain essential resources and sustain the high aspirations the school has for its pupils, including for example providing additional funding for in class support. The SDP is prudently linked to budget setting.
- Routine administration and organisation are efficient and effective.

### 6.3 Staffing, Accommodation and Learning Resources

The quality of staffing, accommodation and learning resources is good.

- There are sufficient qualified and experienced teachers for the delivery of the curriculum. They are generally effectively deployed although the original qualifications of some subject co-ordinators do not match their responsibilities.
- The staff attend appropriate in-service training courses which are closely linked to both school and professional needs. This is having a very positive impact on the development of the school's curriculum. Teachers' profile of professional development is a strength of the school.
- Each member of staff has a job description and responsibility for a curricular area or areas. The staff work hard as a team and provide a secure, happy and industrious environment for the pupils.
- The three learning support assistants and one nursery nurse make a valuable contribution to the school.
- The school secretary makes a very effective contribution to the administrative procedures and daily routines enabling the school to function as a happy, well-organised and harmonious community. The school caretaker and cleaners ensure a high standard of cleanliness and orderliness.
- The school's catering staff, employed through an external agency, add to the good quality of life at the school. Lunchtime supervisors and the head teacher ensure a very pleasant and civilised atmosphere at lunchtime.
- Overall the accommodation is generally good for the number of pupils on roll. The design of the building however does sometimes necessitate passing through one classroom to get to another, which can be disruptive. The hall is used well and timetabled effectively. The school has appropriately resourced small rooms for SEN support and a well-stocked and attractive library.
- Very good use is made of all available areas for storage of a good range of resources, but there is lack of storage space for large equipment in the early years. Very attractive displays of pupils' works of art and craft help to create an aesthetically pleasing and colourful environment.
- One separate play area for each key stage and a discrete soft, full play area for under fives are safe but rather small.

## 7. SUBJECTS AND AREAS OF LEARNING

### Standards achieved by pupils

#### Provision for the under-fives

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

#### Nursery

##### Language, literacy and communication skills

Standards are good. Children make good progress.

##### Good features

- Children who are three and attend part-time listen carefully to adults and to each other. They follow instructions and take turns when speaking. Children know that text and pictures carry meaning. They are able to look at pictures and describe what is happening to the enormous runaway pancake, and express clearly their needs and wants relating to cooked pancakes. Some children begin to understand some of the functions of writing a recipe, and many use the computer. They respond appropriately to simple Welsh vocabulary.

##### Shortcomings

- There are no major shortcomings.

##### Personal and social development

Standards are good.

##### Good features

- Children are very settled in the nursery and relate very well to one another. They understand the need to choose activities and rotate between activities happily. They take turns in the three bears' house. They are happy to receive praise and understand the need to tidy the classroom at the end of the day. They sit happily in a circle and take turns to have a piece of fruit at break time. They know that there are high expectations of them, and are aware of the need to keep themselves clean when engaged in some activities. They are able to express feelings during Question Time.

##### Shortcomings

- There are no major shortcomings.

##### Mathematical Development

Standards are good.

##### Good features

- Children's mathematical skills are developing well. Most begin to place numbers in order and sing number rhymes using number cards. Children order themselves and younger children need to be helped to get in order. They use mathematical vocabulary confidently to describe objects that are big and small and round (The pancake!). They sort and match well.

### **Shortcomings**

- There are no major shortcomings.

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

Standards are good.

### **Good features**

- Children become aware of the important events in life such as birthdays and christenings. They benefit from first hand experience in relation to understanding about living things in their garden and identifying people who help them. They know the functions of a range of equipment in their early years setting, and use them sensibly. They know the colours of the Welsh flag and they begin to find out about scientific processes by predicting whether certain materials will float.

### **Shortcomings**

- There are no major shortcomings.

### **Physical development**

Standards are good.

### **Good features**

- During formal sessions, pupils develop good skills in controlling their bodies to move under, over, across and along pieces of apparatus. Within the classroom, they manipulate a variety of small equipment well and they make very good use of large equipment in outside play sessions. They guide the computer mouse well, and they handle brushes and other painting equipment appropriately.

### **Shortcomings**

- There are no major shortcomings.

### **Creative Development**

Standards are good.

### **Good features**

- Children role-play effectively as teddy bears in the teddy bear's house, they sing number rhymes, and they use a range of un-tuned instruments to develop a steady beat. They choose colours and equipment well when painting, and produce very attractive collages based on the work of the artist Matisse.

### **Shortcomings**

- There are no major shortcomings.

### **Reception**

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

Standards are good.

### **Good features**

- Children make good progress in language, literacy and communication skills. They talk maturely, interact very well during role-play situations, listen well to stories and contribute to discussion on the text. In the Vet play area, they role-play being receptionist at the veterinary surgery, and use appropriate vocabulary. They appreciate books and

many come to read well. They join in the interactive Welsh computer programme 'Tedi Twt'. They competently use speech cards to decide whether a statement is true or false.

### **Shortcomings**

- There are no major shortcomings.

### **Personal and social skills**

Standards are good.

### **Good features**

- The children are familiar with class organisation and concentrate for lengthening periods when involved in appropriate tasks. They understand the need for personal hygiene, and for respecting the needs of others. Children change and dress themselves appropriately in readiness for physical education lessons. Good relationships exist between the children, the teacher and the nursery assistant. They are keen to show their achievements to others; they appreciate what others have done.

### **Shortcomings**

- There are no major shortcomings.

### **Mathematical Development**

Standards are good.

### **Good features**

- Children make good progress in their understanding of numbers. They produce and discuss their graph relating to pets and they display a good understanding of sequence of numbers one to 10, and match words to numbers. Their understanding of time develops well as they discuss the passage of time in relation to days of the week. They are able to order pancakes by size, and consider size in relation to their study of mini-beasts. Children know the names of regular two-dimensional shapes. Their mathematical vocabulary is developing well.

### **Shortcomings**

- There are no major shortcomings.

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

Standards are good.

### **Good features**

- Children are knowledgeable about what is going on around them. They respond well to the richness of the displays in their classrooms, for example, on pets. They can sort and categorise their pets. Children are confident in their use of the computer. They use the mouse carefully to produce and match patterns with increasing difficulty. Children know and understand about a letter, about the lonely spider in the garden and are aware of postal conventions. Children are developing an understanding of the passing of time.

### **Shortcomings**

- There are no major shortcomings.

## **Creative Development**

Standards are good.

### **Good features**

- Children recognise primary colours. They successfully work with a wide variety of artistic materials. Children create interesting patterns using different materials. Children enjoy singing. They know a range of nursery rhymes. Children make good use of percussion instruments.

### **Shortcomings**

- There are no major shortcomings.

## **Physical Development**

Standards are good.

### **Good features**

- Children make imaginative use of the large wheeled vehicles in the outside area. They use scissors carefully, cutting and sticking with increasing accuracy. They handle a range of small equipment well. They move the cursor, click the mouse and handle keys appropriately when choosing and changing activities. In formal physical education lessons, pupils control their bodies effectively when travelling under, over, between and through apparatus.

### **Shortcomings**

- There are no major shortcomings.

## **English**

Standards are very good in both key stages.

### **Good features**

- Pupils in KS1 and KS2 participate readily and sensibly in discussion. Pupils listen well and speak with interest, clearly and at some length.
- In KS1, pupils are able to talk about matters of immediate interest to them and discuss their likes and dislikes. They are keen to answer the teacher's questions and to take turns to speak. Very good attention is paid to the development of speaking and listening skills through circle time, group work and discussion.
- Most pupils' reading skills are very good in KS1 and KS2. Pupils with SEN make good progress and at the top of KS1 they benefit from group shared reading activities supported by the head teacher.
- Pupils in both key stages read fluently and with developing expression. They enjoy reading and can explain their likes and dislikes in their choice of books.
- Pupils demonstrate enthusiasm for group reading and the use of the big book approach in a number of curriculum areas. This is helping to raise standards of achievement highlighted by their ability to undertake comprehension exercises.
- Pupils in KS2 read with expression and meaning. They show confidence when reading to adults. Books read are reviewed allowing pupils opportunities to think of the content and quality of their reading materials.

- Across both key stages pupils effectively role-play aspects of the NC such as major historical events.
- Pupils in KS1 are encouraged to write informally as part of regular class activities. Their formal writing, involving recount and diary work, and instruction writing is developing very well.
- In KS2 pupils show proficiency in writing letters, poetry, recounts, narrative and commentaries and analyse results with confidence and accuracy. There is an emphasis on writing for a range of purposes in appropriate styles and this is a strength of the school across both key stages.
- Pupils plan their writing, redrafting for content and accuracy. In the process they use dictionaries and thesauruses as well. At the top of KS2 pupils are able to write very good short stories which are produced in book form and effectively peer reviewed.
- Information technology is used very effectively in the display of pupils' written work.
- Standards in spelling, handwriting and presentation are good. Pupils punctuate very well and use grammatical terms accurately.

### **Shortcomings**

- There are no shortcomings.

### **Mathematics**

Standards are very good in both key stages.

#### **Good features**

- Pupils in both key stages make very good progress in all aspects of the mathematics curriculum and apply their knowledge and understanding successfully. They are confident and enjoy their work.
- Very young pupils in KS1 respond confidently and quickly to mental problems. They are able to order numbers and count confidently in 10's and fives to 100. Pupils show understanding of number combinations and subtraction facts to 20. They are competent using cubes to work out answers if appropriate.
- Older KS1 pupils make very good use of appropriate mathematical language. They develop a range of mathematical approaches and ideas, and look for ways to overcome difficulties.
- Pupils use their sound knowledge of place value to add two digit numbers accurately. They discuss strategies used to solve problems confidently and recognise patterns in numbers that support their calculations.
- Key stage 1 pupils can name and recall a variety of two and three-dimensional shapes and describe their properties using appropriate mathematical language; they sort and classify a set of objects using criteria related to their properties.
- Pupils record data on charts and display information using block, bar and pictorial graphs; they interpret these graphs correctly.
- Pupils in KS1 recognise coins up to a pound.
- Older pupils in KS2 consolidate their understanding of mental calculation strategies when adding numbers. During a calculating game with more or less pence up to around 70p,

they calculate quickly and accurately. A minority are slow and timid. They discuss various strategies for adding and subtracting showing a good understanding.

- Pupils towards the end of KS2 carry out problem solving and investigative work using a calculator confidently; they show a very good understanding of decimal place value.
- Pupils are able to calculate squares and cubes of numbers mentally and approximate square roots of large numbers, such as 169, using trial and improvement methods and consider whether they are reasonable; they learn to confirm these on a calculator confidently.
- Pupils in KS2 create rotational symmetry patterns through the application of LOGO in ICT. They control an on screen turtle and use their mathematical skills to create two-dimensional shapes.
- Pupils recognise and name acute and obtuse angles. They recognise a two dimensional shape such as a rhombus or a trapezium given their properties. They use a mathematics dictionary to consolidate appropriate vocabulary. They measure angles in degrees and perform complex functions on an interactive white board and computer, and with a partner create a variety of patterns which they save.
- Pupils in KS2 recognise the equivalence between 12 and 24-hour clock times; they describe and explain the methods they use when finding areas of rectangles.
- By the end of KS2 pupils have a very sound facility with common fractions, decimal fractions and percentages.
- They collect and represent discrete and continuous data appropriately; they interpret a wide range of graphs and diagrams that represent data using appropriate vocabulary, such as range, median, mode and mean.

### **Shortcomings**

- There are no shortcomings.

### **Science**

Standards are very good in both key stages.

### **Good features**

- Pupils in KS1 have a very good knowledge of magnets and materials attracted to them.
- Pupils in KS1 recognise a variety of domestic appliances in the school and home which use electricity and appreciate that high voltage electricity should be handled with care. They understand the function of a switch to break a circuit and a battery to provide power.
- Younger pupils in KS1 construct a simple electric circuit to light a bulb confidently; they later apply knowledge and skills learnt to light up a doll's house they construct.
- By the end of KS1 pupils have a sound knowledge of fair testing, for example when they dissolve similar quantities of jelly in three separate bowls containing the same quantity of water which are at different temperatures. They can read a thermometer accurately.
- Pupils in KS1 appreciate that some changes in materials are irreversible, such as in ingredients used to make pancakes.

- Younger pupils in KS2 have a sound understanding of the functions of a skeleton and have a good idea of the position of bones in the human body.
- Later in the key stage pupils investigate the absorbency of different papers in small groups; they work collaboratively, measure accurately and handle dyed liquids with due care. They make very good deductions and conclusions, share their findings and present their results in graphical form.
- Pupils have a very good recall of knowledge learnt of the earth and beyond, in particular moon landings. They investigate how a moon crater's size is affected by the mass, speed or diameter of the meteorite which creates it by simulating meteors using various size balls dropped on to sand representing the moon's surface. They measure accurately and make sure the test is fair by dropping the balls from the same height. Results are recorded on a spreadsheet methodically, including one on a computer and pupils generate a comparative statement about their findings; they understand that different outcomes may result from repeating an experiment.
- Older pupils in the key stage develop their thinking skills appropriately when they use a diamond ranking system to prioritise the most important materials they would need if they were to survive in an alien environment such as on Mars. They develop their problem solving skills well when they realise that oxygen is very important while a box of matches is useless, unlike on earth.
- Pupils can sort materials according to whether they are solids liquids or gasses; they know that the crust of the earth is made predominantly of rocks and soils and are aware that they can expand with heat.
- Following investigations pupils can sort according to criteria such as alive, dead and never alive; they are aware that living things, move, reproduce, grow, feed, excrete, respire and are aware of their surroundings. They evaluate what they learn well in plenary sessions.
- Older pupils in KS2 investigate the changing state of solids such as melting butter. They consider appropriate health and safety factors during investigations.
- Pupils in KS2 compare the rate of dissolving three solids, salt, white and brown sugar. They make accurate measurements and draw neat line comparison graphs displaying the materials dissolving by the hour and write clear observations in very good detail and well illustrated. They find later that the process is reversible.
- They investigate evaporation methodically, make detailed records and construct continuous data graphs to show and compare the rate of water evaporating on a classroom radiator and a fridge.
- By the end of KS2 pupils know about conductors and insulators and create simple and more complex circuits which they draw using appropriate symbols.
- They investigate and measure the direction of force, for example, they investigate which surface such as bubble wrap or carpet has most friction by measuring the distance and speed travelled by a ball; they make sure the test is fair.

### Shortcomings

- There are no shortcomings.

## Welsh second language

Standards are very good in both key stages.

### Good features

- Pupils, parents and teachers have a positive attitude towards learning and using Welsh as a second language which has a significant effect on raising standards in the language. The use of incidental Welsh throughout the school is very good.
- Pupils in both key stages pronounce Welsh words and sentences well and have a very sound knowledge of vocabulary associated with numbers, clothes and colours. As they progress through the key stages they become more fluent in speaking in the present and past tenses.
- Younger pupils in KS1 are able to read simple stories in Welsh and follow simple commands and instructions very well.
- They answer questions relating to the story 'Jac yn y Siop Teganau' confidently and write very good stories in Welsh in simple sentences.
- Older pupils in KS1 recall a wide vocabulary about food, including a variety of fruit. They listen very well to a story about 'Y Gremfog Fawr' (the large pancake) and sing a song 'Pump Pancosen Felys' (five sweet pancakes) enthusiastically. They respond very well to questions about the fillings they prefer in pancakes.
- Younger pupils in KS2 write simple sentences about themselves well, indicating their likes and dislikes.
- They can describe and illustrate the weather in Wales and abroad and write sentences in Welsh indicating where they want to go such as 'I want to go to the cinema' which they illustrate.
- They write sentences showing an understanding of yes and no answers using the definite and indefinite noun.
- Pupils in KS2 speak clearly and for the most part confidently. They learn a variety of Welsh sentence patterns very well, including those about sports and games; they ask and answer questionnaires well in pairs and can give negative and positive answers to questions.
- Older pupils in KS2 write illustrated sentences in the past tense on their holidays; they can ask questions in the past tense such as 'Ble est ti dros y penwythnos?' (Where did you go over the weekend?) They have a good vocabulary of words associated with travel and the seasons.
- Older pupils in KS2 pupils read text in Welsh very well and offer preferences about personal favourites, such as famous sports people and pop stars; they often extend sentences appropriately.
- Pupils write Welsh independently by the end of the key stage using a language frame. They write good, well-presented extended accounts in the present tense about themselves about their interests giving appropriate attention to spelling and punctuation and they write in the past tense about a car journey; they can describe their mode of dress and what they liked during their journey.
- Pupils in both key stages learn a good range of Welsh poems and songs which they recall well.

## Shortcomings

- There are no shortcomings.

## Design and technology

Standards are very good in both key stages.

### Good features

- Pupils across the key stages complete a very wide range of work in design and technology which contributes significantly to the very good standards they achieve.
- Early on in KS1 pupils use construction kits effectively to create simple mechanisms copied from pictures including large wheeled models such as a racing car, lorry and crane.
- Younger pupils in KS1 understand that control is integral to everyday devices and can identify a range both at home and in school which can be switched on and off. They learn to control a programmable robot well by inputting commands to make a given regular shape on the floor.
- Pupils in KS1 design and make fruit salads that have the look, smell and taste they choose using three fruits and then evaluate if they meet requirements.
- Pupils in KS1 learn to assemble and join materials using skills such as cutting and gluing when they use reclaimed materials effectively to make a well constructed desk tidy based on a design brief they choose.
- Older pupils in KS1 make simple decisions about their ideas when they design and make detailed Victorian bookmark using very good skills of cross-stitching to make neat and accurate capital letters.
- Pupils investigate and evaluate simple products, including food they make and ask questions on for example how they like their toast; they collect and record their findings on a computer database.
- They use construction kits carefully to create toys with wheels and axles of a very good standard.
- Mechanical control by pupils in KS2 develops very well when they design and construct a wide range of pop up books using different folds and patterns. They design, make and test prototypes of pictures with moving parts with levers, before making the final products which work well.
- Appropriate attention in both key stages is given to health and safety by pupils, including healthy eating and they generally use tools and equipment safely.
- Older pupils in KS2 plan and construct Tudor and Stuart houses of a very high quality using a strong wooden framework with corners strengthened by triangular supports. They select appropriate materials, equipment and tools and demonstrate very good skills of sawing, measuring, joining and applying appropriate finishes.
- Older pupils design and make a paper carrier bag after a detailed analysis of which carrier is best, with particular attention to the strength of the handle. They make practical specifications for their bag and test its strength, then make a clear evaluation against their initial checklist of its appropriateness to carry goods.

- By the end of KS2 pupils design and make attractive Welsh love spoons from mouldable materials such as clay which they decorate and glaze.
- Older pupils in KS2 work very well together to make Queen cakes and discuss the difference between cakes now and during the World War 2. They follow a recipe and can describe the process of making the cake accurately.
- Pupils design and produce a set of multi media instructions for an educational resource and program a set of traffic lights as part of their design and technology work.

### Shortcomings

- There are no shortcomings.

### Information technology

Standards are very good in both key stages.

### Good features

- Throughout the school pupils develop communication and handling information skills very well.
- Younger KS1 pupils are able to produce illustrated text of a good standard to enhance their writing activities; they import images and colour letters.
- Key stage 1 pupils use images from a digital camera to help recount visits to places of interest; a significant number can crop pictures to fit the text within a set framework.
- Younger pupils in KS2 become more independent at editing work by changing the font, type size and colour. For example they produce high quality accounts of a visit to Caerleon using digital pictures and coloured fonts. They think carefully about their intended audience.
- By the end of the key stage pupils insert images from a variety of sources into text. They resize images and produce well illustrated accounts, including poems they compose.
- Younger pupils in KS1 build on sound experiences learnt in the early years to develop their graphic skills well; they experiment with shape in an art program using different colours well to create robot pictures.
- In KS2 pupils use a variety of graphics, including spray and fill techniques to create images to illustrate text effectively.
- Older pupils in KS1 use a music program to compose a short tune represented by pictures. Later in KS2 pupils use a more advanced program well.
- Pupils' progression in data handling develops very well in both key stages, for example younger pupils input information into a pre-set data capture sheet to print out personal fact files with appropriate attention to layout and older pupils use a prepared data base to retrieve information and interpret graphs.
- Pupils early in KS2 explore the effects of changing variables and learn to make decisions through a simulated mathematical adventure program. They answer multiplication questions correctly and investigate options to progress through the stages successfully.
- Early in KS2 pupils input their mental mathematics scores into a prepared spreadsheet effectively to calculate their scores and averages. They represent data in various coloured graph forms to enable them to interpret information.

- Pupils at the end of KS2 learn to design a multi media presentation quickly and explore a variety of options competently including slide controls and background voice and importing previously taken digital photographs.
- Older pupils in KS2 enter commands to create shapes and patterns on a computer screen. By repeating the procedure they create a rich variety of patterns enabling them to replicate pictures in the style of some well-known artists.

### Shortcomings

- There are no shortcomings.

### History

Standards are very good in both key stages.

### Good features

- Across both key stages pupils develop an appropriate historical vocabulary and make good use of artefacts to extend their knowledge. They are able to discuss very well, primary and secondary sources of evidence. Time lines in some classes are very effective and are used well to consolidate awareness of people and places pupils study in other subjects.
- In KS1 pupils' awareness of chronology starts to develop effectively through concentrating on experiences in their own lives. They learn the concept of the passing of time by focusing on the school day and comparing what happened in school in Victorian times. Pupils are able to discuss appropriately, using historical vocabulary, the changes over time and produce very good written work about 'My Old School Day'.
- At the end of KS1 pupils extend their knowledge of Victorian times and can describe the Queen and her family in great detail and with considerable enthusiasm. They write very well about wash day, keeping healthy and cooking.
- In KS2 pupils develop their knowledge and understanding of historical events through visits to Margam Castle, Llancaiach Fawr and Caerleon.
- Early in the KS2 pupils select information about life in Roman Britain from a range of sources and extend their historical vocabulary.
- The study of life in Britain during World War II has produced very good written work relating the evacuation and evacuees. Pupils write moving accounts of the time of the blitz and life in an Anderson shelter. Their knowledge and understanding are enriched by visitors who lived during those times and artefacts from this period.
- Older pupils in KS2 have a very secure knowledge and understanding of Stuart times in Britain and in Wales. They write and discuss very well the causes and consequences of being a Roundhead or Cavalier. This work is developed further through role-play and considering the execution of Charles I.
- At the end of KS2 pupils demonstrate a very good ability to read, evaluate and interpret a wide range of historical evidence. They discuss appropriately the work undertaken by famous people in Victorian times. They write very well for a variety of purposes to consider the impact of work, such as chimney sweeping, on Victorian children.
- Creative activities to support history are of a high standard and are attractively displayed around the school.

## Shortcomings

- There are no shortcomings.

## Geography

Standards in are good in both key stages.

### Good features

- Younger KS1 pupils' understanding of place, location and direction is reinforced by references to the school and its locality and by the people who work in school.
- Older pupils in KS1 are able to discuss the meaning of the Welsh street names on their estate and conduct a class survey as to who lives there. Pupils can confidently identify United Kingdom countries and capitals.
- Their knowledge and understanding of the wider world are effectively developed through role-play and the 'Class Travel Agency'.
- In KS2 pupils know and recall facts about the places they have visited and in-depth studies they have made. They use correct geographical vocabulary.
- Earlier in KS1 pupils effectively develop their mapping skills through their discovery and skill in locating familiar places on their journey to Oxwich.
- Later in the key stage pupils have undertaken a comprehensive comparative study of Morryston and their school locality. They develop well their ability to use a grid and co-ordinates to locate the fire station. There are good cross-curricular links with historical information and art through sketch maps of Morryston Cross.
- Older pupils in KS2 are able to explore confidently aspects of the landscape of St Lucia using the Internet and interactive whiteboard. They write well about the affects of hurricanes.
- At the end of KS2 pupils discuss, using geographical terminology well, the effects of humans on the environment through their study of Global Citizenship and sustainability. ICT is used effectively to enhance their work.

## Shortcomings

- There are no major shortcomings.

## Art

Standards are very good in both key stages.

### Good features

- Pupils' art work of a very high standard is displayed around the school.
- Pupils in both key stages are familiar with the work of a wide range of artists representing many different periods and styles. They study the work of modern, living artists and, in particular, the work of Welsh artists. This is a real strength with Welsh Artists visiting the school to work with pupils followed by visits to the Glynn Vivian Art Gallery. Pupils are able to speak with enthusiasm and a secure knowledge of these visits and of the impact on the quality of their work.

- Younger pupils in KS1 develop their painting and drawing skills very effectively using pencil, crayon and mixed media. They use a variety of techniques including painting very good pictures of the school grounds using African pointillist technique.
- Older pupils in KS1 know and understand about the work of artist Paul Klee and the four rules he used for his drawing. Pupils confidently produce effective line drawings of an obstacle race and curves and points.
- Across both key stages pupils make very effective use of computer programs to develop their understanding of line, tone and colour.
- Year 2 and Y3 pupils consider the work of local artist Mike Jones before producing good portraits using a wide range of artistic materials. They produce artistic and flamboyant masks following their visits to the Glynn Vivian Art Gallery.
- In KS2 pupils develop their observational drawing skills very well to produce oil pastel patterns in the style of Picasso. A number of pupils produce very fine silk painting.
- Later in KS2 pupils produce interesting detailed observational drawings of an owl using a Scriffito board. They carefully evaluate their work and take a pride in all they do. Very good cross-curricular links are made with mathematics and exploring pattern and rotational symmetry.
- Pupils make very good three-dimensional clay objects that are fired in the school kiln and then glazed. For example pupils in Y6 make very good Welsh Love Spoons which they glaze carefully.
- Older pupils in KS2 produce very good observational drawings of the British Empire Panels and the work of Sir Frank Brangwyn using very careful shading and detail. An attractive and very creative Brangwyn panel is produced in pastels.

### Shortcomings

- There are no shortcomings.

### Music

Standards are good overall in both key stages.

#### Good features

- The school has an effective school orchestra, which performs regularly together with the choir in school assemblies. They perform well in competitions and the recorder group recently achieved second place in an interschool event. Peripatetic teachers work well with pupils to develop good quality clarinet and violin performance. These activities by interested pupils make a significant contribution to the overall standards of music in school.
- In KS1, pupils sing enthusiastically and in the main, tunefully. They can sign a number of traditional nursery rhymes, hymns and number songs.
- They competently use and name untuned percussion instruments to demonstrate simple rhythms in music and movement.
- Later in KS2 pupils are able to demonstrate well a beat and a rhythm. They perform confidently and use ICT to support their music.

- Pupils in Y2 and Y3 are able to use pitched instruments to accompany the song 'Old Macdonald'. Most pupils are able to indicate pitch using hand movements. Pupils develop their ability to play a melody by ear.
- In KS2 pupils sing with gusto, 'Jelly on a Plate'. They are able to play a variety of untuned musical instruments and these are used effectively to repeat and perform rhythmic patterns. Pupils are developing their ability to evaluate their own performance and the performance of others.
- Older pupils in KS2 complete their music scheme 'Music Express'. They compose rap tunes and use symbols to describe rhythm. There is good evidence of progress.
- Pupils across both key stages learn a wide range of Welsh songs and have a good knowledge of Welsh musical traditions.
- Regular access to a good range of instruments including tuned and untuned percussion helps pupils improve their skills of music making effectively.

### Shortcomings

- There are no major shortcomings although when singing a significant minority of pupils fail to reach high notes.

### Physical Education

Standards are good in both key stages. Appropriate athletic activities mainly held in the summer term were not observed during the inspection.

### Good features

- In both key stages pupils understand the effects and health benefits of exercise on the body; they know how to prepare the body for exercise and why they should cool down after physical activity.
- Younger pupils in KS1 practise and develop their throwing and catching skills well with a beanbag.
- In KS1 pupils stretch, curl their bodies when making wide and long shapes and hold a balance well on the floor and on apparatus. They use their imagination to find different ways of travelling across and through apparatus. They evaluate each other's efforts well.
- The majority of pupils in KS1 have good hand eye co-ordination and good concentration. They listen well to instructions and work hard to improve their performance.
- In gymnastics pupils in KS1 are able to demonstrate rolls, balances and travelling movements on the floor and on apparatus; they select movements to include in sequences, which they can repeat.
- Younger pupils in KS2 create a series of flowing movements involving running and jumping. They hold their balance well displaying appropriate wide and narrow stretched shapes on two and three parts of their bodies when working individually and in pairs.
- Older pupils at the end of KS2 revise and perform a known Welsh folk dance well, keeping in time and step with the music. They listen to instructions sensibly and learn new movements quickly when they create and practise a new dance.
- By the end of the KS2, the majority of pupils achieve good standards in swimming, survival and life saving. They visit a recreational centre to experience appropriate outdoor pursuits and develop the skills they learn effectively.

## Shortcomings

- There are no major shortcomings, but although pupils are able to evaluate performance, this is not sufficiently developed to enable them to understand what they need to do to improve.

## Religious Education

Few lessons in religious education were observed during the inspection, but scrutiny of work and discussions with pupils indicate that standards in both key stages are at least good. The school follows the agreed county syllabus for religious education.

### Good features

- Pupils in both key stages have a developing understanding of Christian festivals through participating in celebrations such as Harvest, Christmas and Easter.
- In KS1 pupils write appropriate sentences illustrating a reasonable understanding of the significance of a Christening ceremony.
- Younger pupils in KS2 fill in a questionnaire on their feelings and can express a balanced view on things they feel strongly about.
- Older pupils in KS2 gain valuable insights into special festivals in other religions such as the Hindu festival of Diwali and write well informed accounts of what they learn. They relate to the symbolism of special foods such as pancakes and Easter eggs in the Christian faith and various other foods in Judaism and Islam.
- Pupils in KS2 visit different places of worship such as a synagogue and have visited a 'Jewish Way of Life exhibition' which help them gain an understanding and tolerance of different religions.
- Older pupils in KS2 visit a local Church in Wales Church and Seion Newydd Chapel. They compare and contrast the forms and traditions of these places of worship effectively with those of the Salvation Army Salvation Hall through asking thoughtful and pertinent questions to a visiting Major from the Salvation Army. They realise that they are all places where Christians worship and that in the Salvation Army members have distinctive uniforms and traditions. They evaluate their learning appropriately through writing letters thanking the Major for her visit to the school.
- Older pupils in KS2 realise the significance of special or religious books in many religions such as the Bible and Koran in Christianity and Islam respectively. They appreciate that religions have different views on the creation of the life; that life rules are often based on the laws laid down in holy books.
- Pupils in both key stages derive much benefit from a recently introduced multicultural week. The different aspects considered and the good quality of the work produced make a significant contribution to the overall standards in religious education.

## Shortcomings

- There are no significant shortcomings, although there is insufficient use of resources, including video and the Internet by pupils to enhance their understanding of different religious lifestyles and promote their independent research.

## 8. SCHOOL IMPROVEMENT

### 8.1 Progress Since the Last Inspection

There were six key issues for action identified in the previous report.

In order to enhance the quality of education and raise the educational standards attained, there is a need to:

- **raise standards of pupils' achievements in music;**

*Standards in music have improved significantly from unsatisfactory to good.*

- **ensure the quality of teaching and learning in the early years continues to develop;**

*The quality of teaching and learning in the early years continues to develop with standards in all six areas of learning now good.*

- **address identified shortcomings in subject areas and the quality of teaching and learning, where specified;**

*Shortcomings identified in the previous report have been addressed effectively to enable standards to improve overall. However, the monitoring and sharing of the very good quality of teaching are at an early stage of development.*

- **maintain and, where possible, improve the high standards achieved by pupils;**

*This has been very well addressed as standards have been maintained and often improved.*

- **address issues of health and safety;**

*These have been addressed appropriately.*

### 8.2 Key Issues for Action

The school needs to:

- maintain the good and often very good standards in the NC subjects and religious education; \*
- develop further the role of the curriculum leader in monitoring the quality of teaching and learning in order to share existing good practice. \*
- continue to seek appropriate storage accommodation for the under fives;

*\* Note: The school has already identified aspects of these issues in its SDP*

## APPENDIX

### A. Basic Information About the School

Name of School	Glyncollen Primary School
School type	Primary
Age-range of pupils	3-11
Address of school	Heol Dolfain Parc Gwernfadog Morrison Swansea
Post-Code	SA6 6QF
Telephone Number	01792 791727

Headteacher	Mr Roger Davies
Date of appointment	April 1996
Chair of Governors	Dr John Sharp
Registered Inspector	Mr Phillip Edwards
Dates of inspection	24–26 February 2004

### 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	16	25	27	34	21	18	31	36	208

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	9	1	9.2

<i>Staffing information</i>	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	26:1
Pupil : adult (fte) ratio in nursery classes	11:1
Average class size, excluding nursery and special classes	27.4
Teacher (fte) : class ratio	1.1:1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
	R	KS1	KS2	Whole school
Spring 2003	95.7	94.3	95.9	95.3
Summer 2003	94.3	90.1	92.5	92.3
Autumn 2003	90.9	92.7	92.7	92.5

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 1: 2003

National Curriculum Assessment KS1 Results: 2003			Number of pupils in Y2: 20					
Percentage of pupils at each level								
			D	W	1	2	3	4
ENGLISH:	Teacher Assessment	School	0	5	0	70	25	0
		National	0	4	14	63	20	0
EN: Reading	Teacher Assessment	School	0	5	0	65	30	0
		National	0	4	14	55	27	0
EN: Writing	Teacher Assessment	School	0	5	0	70	25	0
		National	0	5	14	70	11	0
EN: Speaking and listening	Teacher Assessment	School	0	5	0	85	10	0
		National	0	3	12	63	22	0
MATHEMATICS	Teacher Assessment	School	0	0	5	60	35	0
		National	0	2	11	63	24	0
SCIENCE	Teacher Assessment	School	0	5	0	95	0	0
		National	0	2	10	66	22	0

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school:	95	In Wales:	79

D Pupils who have been disapplied under sections 364 and 365 of the Education Act 1996 or, in the case of the Task/Test were absent.

W Pupils who are "working towards" level 1, but have not yet achieved the standards needed for level 1.

### NATIONAL CURRICULUM ASSESSMENT RESULTS END OF KEY STAGE 2: 2003

National Curriculum Assessment KS2 Results: 2003			Number of pupils in Y6: 29											
Percentage of pupils at each level														
			D	A	N	B	W	1	2	3	4	5	6	
English	Teacher assessment	School	0	0	0		0	0	0	18	46	36	0	
		National	0	0	2		0	1	6	16	44	31	0	
	Test/Task	School	0	0	0	0		0	0	14	31	55		
		National	0	2	2	1				5	12	39	40	
Mathematics	Teacher assessment	School	0	0	0		0	0	0	11	39	50	0	
		National	0	0	2		0	0	2	12	48	35	0	
	Test/Task	School	0	0	0	0		0	0	14	38	48		
		National	0	2	0	0				1	9	48	39	
Science	Teacher assessment	School	0	0	0		0	0	0	4	61	36	0	
		National	0	0	2		0	1	6	16	44	31	0	
	Test/Task	School	0	0	0	0				0	7	59	35	
		National	0	2	2	1				5	12	39	40	

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:	86	In the school:	83
In Wales:	70	In Wales:	70

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 was carried out by a team of three inspectors over a period of 2.5 days.

- Pre-inspection meetings were held with the headteacher, staff and governing body.
- Seventeen parents attended a meeting with two members of the inspection team.
- Fifty-nine questionnaire responses were analysed and summarised; 94 per cent were positive.
- All documentation submitted by the school was analysed and discussed, including the school development plan, policy and curriculum documents and teachers' planning files.
- Pupils were observed as they arrived and departed from school and during the midday and other breaks.
- At various times during the day, inspectors took the opportunity to talk to pupils and to discuss their work.
- Sixty lessons or part-lessons were observed.
- Pupils were heard reading and were examined in their knowledge and understanding of English, mathematics, science and other subjects.
- A wide range of pupils' written and other work was examined in each class.
- Inspectors discussed pupils' work with class teachers and examined assessment records.
- Discussions were also held with the headteacher, curriculum leaders and other staff.
- The work of pupils with special educational needs was examined.
- Minutes of meetings and documents relating to the financial management of the school were discussed.
- Budget figures were examined and discussed with the head.
- Attendance and pupil records were inspected.
- Inspectors attended acts of collective worship.
- There were post-inspection meetings to report findings to the headteacher, staff and the governing body.

## E. Composition and Responsibilities of the Inspection Team

Inspector	Type	Aspect Responsibilities	Subject Responsibilities
Mr Phillip Edwards	Rgl	Context; Main findings of the report; Standards achieved in subjects and areas of learning; Standards achieved in key skills across the curriculum; Teaching; Curriculum; Provision for pupils with SEN; Quality of self evaluation and planning for improvement; Leadership and efficiency; Progress since last inspection; Key issues.	Welsh 2 <sup>nd</sup> language mathematics science design and technology information technology religious education
Mrs Gaile Rofe	Lay	Attendance; Partnership with parents and community, schools and other institutions; Partnership with industry.	
Mrs Joyce Chatterton	Team	Spiritual, moral, social and cultural development; Behaviour and attitudes; Assessment, recording and reporting; Support, guidance and pupils' welfare; Staffing, accommodation and learning resources.	Provision for children under five English history geography music art physical education

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