

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

A report on the quality of education in

**Gorseinon Infant and Nursery School
High Street
Gorseinon
Swansea
SA4 4BN**

School number: 6702146

Date of inspection: 19/10/09

by

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Introduction

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

The inspection of Gorseinon Infant and Nursery School took place between 19/10/09 and 22/10/09. An independent team of inspectors, led by Dorothy Morris undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

Estyn's reports follow its guidance for the writing and editing of reports, which is available on the Estyn website (www.estyn.gov.uk). The table below shows the terms that Estyn uses and a broad idea of their meaning. The table is for guidance only.

| | |
|-------------------------|--------------------------|
| Nearly all | with very few exceptions |
| Most | 90% or more |
| Many | 70% or more |
| A majority | over 60% |
| Half/around half | close to 50% |
| A minority | below 40% |
| Few | below 20% |
| Very few | less than 10% |

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **standard** inspection.

Year groups and key stages

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

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

Primary phase:

| | | | | | | | |
|------|-----|-----|-----|-----|-----|------|-------|
| Year | R | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
| Ages | 4-5 | 5-6 | 6-7 | 7-8 | 8-9 | 9-10 | 10-11 |

Secondary phase:

| | | | | | | | |
|------|-------|-------|-------|-------|-------|-------|-------|
| Year | Y7 | Y8 | Y9 | Y10 | Y11 | Y12 | Y13 |
| Ages | 11-12 | 12-13 | 13-14 | 14-15 | 15-16 | 16-17 | 17-18 |

The National Curriculum covers four key stages as follows:

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

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Context

The nature of the provider

- 1 Gorseinon Infant and Nursery school is situated in the small town of Gorseinon on the outskirts of Swansea and is maintained by the City and County of Swansea local authority (LA). The school is accommodated on two sites, half a mile apart. There are 180 pupils (full-time equivalent) aged between 3 and 7 years of age on the school register. The school admits pupils to the nursery class in the term following their third birthday on a part-time basis. Pupil numbers have steadily increased over recent years.
- 2 The school's data indicates that its natural catchment area includes many areas that are economically and socially disadvantaged. The LA's family groupings data states that 57% of the school's pupils live in the 30% most deprived areas in Wales. Pupil mobility is 13% and 2% of pupils have English as an additional language. Thirty one per cent of pupils are entitled to receive free school meals; this figure is above the county and national averages.
- 3 The school admits pupils from the full range of ability. Thirty-two pupils (18%) have been identified as having special educational needs (SEN) including five pupils who have a statement of SEN. This percentage is lower than the national average. Ninety-seven per cent of pupils come from homes where English is the main language spoken. A few pupils are of a minority ethnic group and the LA looks after one pupil.
- 4 The school's Basic Skills' Quality Mark has been renewed for the third time and it has gained Eco and Healthy Schools accreditation. It has also gained the Dyslexia Friendly School Award and the Nurture Group Quality Mark.
- 5 The school was last inspected in November 2003. Since that inspection, there have been many changes in staffing at the school and some improvements made to the accommodation. The headteacher has been in post since September 2002.

The school's priorities and targets

- 6 The school's main aim is to provide a secure and happy environment where skills are learned and developed and where each child has the opportunity to develop to their potential.
- 7 The school's main priorities and targets for 2009-10 include:
 - to continue to raise standards across the school;
 - to develop assessment procedures further;
 - to promote global citizenship further;
 - to extend staff development; and
 - to expand the outdoor learning areas further.

Summary

- 8 This is a good school with many outstanding features. It is exceptionally well led by a committed headteacher, who is ably supported by a conscientious team of governors, teachers, support and ancillary staff. The school has successfully maintained the good standards since the last inspection and enhanced the quality of its educational provision in many areas.

Table of grades awarded

- 9 The inspection team judged the work of the school as follows:

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

- 10 The self-evaluation report, written by the head teacher, the governing body and the teachers prior to the inspection, is a comprehensive and well-illustrated document. The inspection team agreed with the school's judgements in five out of the seven key questions. In the remaining two questions, there were insufficient outstanding features to merit a higher grade.

Standards

- 11 In the lessons inspected, pupils' standards of achievement are as follows:

| Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|----------------|----------------|----------------|----------------|----------------|
| 21% | 79% | 0% | 0% | 0% |

- 12 These figures are significantly above the findings of the previous inspection. They are also well above the national averages published in HMCI's latest Annual Report for 2007-2008, which states that standards in primary schools in Wales were Grade 1 or 2 overall in 84% of lessons, of which 12% were Grade 1.

Areas of learning for under-fives

- 13 In the areas of learning inspected, children's standards of achievement are as follows:

| Areas of Learning | Foundation Phase |
|---|------------------|
| Personal and social development, wellbeing and cultural development | Grade 1 |
| Language, literacy and communication skills | Grade 2 |
| Mathematical development | Grade 2 |
| Welsh language development | Grade 2 |
| Knowledge and understanding of the world | Grade 2 |
| Creative development | Grade 1 |
| Physical development | Grade 1 |

Grades for standards in subjects inspected

- 14 In key stage 1, pupils' standards of achievement in the subjects inspected are as follows:

| Subject | Key Stage 1 |
|---|-------------|
| English | Grade 2 |
| Mathematics | Grade 2 |
| Information and Communications Technology | Grade 2 |
| Music | Grade 2 |
| Physical education | Grade 2 |

- 15 The education the school provides effectively meets the range of pupils' needs. Pupils, including those with SEN, make good and sometimes very good progress in acquiring new skills, knowledge and understanding and achieve the agreed learning objectives.
- 16 The quality of provision for the under-fives is appropriate to their needs and the children make very good progress towards the Foundation Phase outcomes.
- 17 Over the years, the results of the baseline assessments show that many children's attainment on entry is well below the county average, with children exhibiting low levels of language and social skills. The children in the nursery and reception class make very good progress from this low baseline. They achieve good standards overall in listening, speaking, reading, writing, numeracy and in the use of information and communication (ICT) skills in their work across the seven areas of learning.
- 18 In key stage 1, pupils' standards and progress in using thinking, communication, number and ICT skills across the curriculum are good overall. Most children use these skills confidently to support their work across the curriculum.
- 19 Pupils' bilingual competence is good. They communicate readily in English and are developing a good grasp of basic vocabulary and language patterns in Welsh. Pupils

are enthusiastic learners of the Welsh language. Their knowledge of the life and culture of Wales is good and they also learn well about the diversity of people who live elsewhere in the world.

- 20 In 2009, pupils' attainments in the National Curriculum (NC) assessments, according to teacher assessment, were above the county and national averages in English, mathematics and science. The proportions of pupils achieving the higher level, that is level 3, in these subjects were above local and national averages. When compared with similar schools across Wales, on the basis of entitlement to free school meals, the results overall place the school in the upper 25%. Over a four-year period, the school's results place it in the upper 50% of similar schools in most years. In recent years there has been a continuous improvement in pupils' overall attainments and there are no significant differences in the performance of boys and girls.
- 21 A study of school assessment data indicates that, overall, most pupils make consistent progress in moving to the next stage of learning. This is demonstrated, for example, in the outcomes of on-going assessment of pupils' language and mathematics skills.
- 22 Pupils' learning skills are good. They increasingly apply the thinking and problem solving strategies promoted by the school to good effect. Pupils' creative skills are also good across the school and they apply their skills effectively in subjects such as art, music and physical education.
- 23 There are outstanding features in pupils' personal, moral, social and wider development. Pupils have a clear understanding of spiritual and religious values and can distinguish between right and wrong. They work very well with others in small groups and pairs and interact productively with adults. They have a good awareness of those less fortunate than themselves and contribute well to good causes.
- 24 Relative to their age, pupils show a good awareness of equal opportunity issues. They understand that everyone should be treated fairly and that they should respect the views of others.
- 25 Pupils are developing a range of skills to assess their own work. More able pupils discuss well the activities they enjoy and can explain simply the nature of the task completed. Pupils' ability to make simple judgements about the next stage in their learning and to be more involved in evaluating their progress is an area appropriately identified for attention in the school development plan.
- 26 Pupils' behaviour and their attitudes towards learning are outstanding features of the school and contribute significantly to the standards pupils achieve, to their personal, social and emotional development and to the quality of life in the school. The school is a happy, vibrant and inclusive community where pupils feel valued and nurtured.
- 27 Attendance rates for the past three terms average 92.8%, a significant improvement since the last inspection. These rates, however, are below national rates of attendance for pupils of primary school age but compare favourably with schools that

have a similar number of pupils entitled to receive free school meals. Most pupils arrive in school punctually and the daily timetable operates smoothly.

- 28 Pupils' knowledge about community life in their locality is good and they contribute to many local events. Through visits and the contribution of visitors to the curriculum, pupils have a good awareness of the world of work in their area.

The quality of education and training

Grades for teaching

- 29 In the lessons inspected, the quality of teaching was judged as follows:

| Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|----------------|----------------|----------------|----------------|----------------|
| 21% | 68% | 11% | 0% | 0% |

- 30 Overall, the above figures are an improvement on the outcomes of the last inspection and are well above the national findings reported in HMCI's Annual Report for 2007-8, which states that the quality of teaching in the primary schools in Wales was Grade 1 or 2 in 83% of lessons of which 16% was Grade 1.
- 31 The good and outstanding features in the teaching include high expectations of all pupils across the curriculum, stimulating presentations and effective interaction between teachers and pupils. Where there are shortcomings in the teaching, the tasks provided do not always match pupils' current abilities and skills.
- 32 Teachers and support staff have an excellent working relationship with their children and cater highly effectively for their learning needs.
- 33 Teachers assess children's achievements and progress accurately and regularly and overall there is effective use of the information collected to improve teaching and learning.
- 34 There are outstanding features to the quality of the curriculum provided. The school provides a broad, balanced curriculum enhanced by a range of experiences, activities and visits that consolidate and enrich the learning. Provision reflects the strong emphasis on social inclusion and equal opportunity.
- 35 There is very good provision to ensure that children acquire the necessary basic skills. Pupils are also given good opportunities to acquire and use their thinking, communication, number and ICT skills across the curriculum but the planning of these skills lacks sufficient structure to ensure that they are developed progressively across the school.
- 36 There is good provision to develop pupils' bilingual competence. Staff and pupils demonstrate very positive attitudes towards the Welsh language which is well reflected in the use of incidental Welsh throughout the day. The school places much emphasis upon the Welsh culture and the heritage of Wales.

- 37 The range of learning experiences successfully promotes pupils' spiritual, moral, social and cultural development. The daily act of collective worship has a high profile in the school and regularly involves a visiting minister. It makes a very good contribution to pupils' spiritual development, their understanding of moral issues and promotes respect for those around them and the environment.
- 38 There are outstanding features in the school's partnerships with parents, other schools, institutions and the local community, which enrich children's learning experiences. Parents, for example, are very supportive of the school and express high levels of satisfaction with the education their children receive. The school's Parent/Teacher Association is very active and provides important funds, which are used effectively to purchase additional learning resources.
- 39 The care, support and guidance provided by the school are outstanding. It is highly effective in providing a safe and supportive environment for all pupils. The pupils confirm that they feel safe and trust all adults, knowing that they can turn to them for help and guidance.
- 40 The school's provision for the healthy development, safety and wellbeing of all pupils is outstanding. The school has a detailed policy and set of procedures to promote health and safety, including risk assessments, which are monitored and implemented consistently by the headteacher, staff and the governing body. Arrangements for dealing with accidents, emergencies and medical needs are well established and effective, and pupils are well supervised at all times.
- 41 This is a school which gives outstanding attention to children's wellbeing which impacts significantly on their educational development and the standards they achieve. The school's child protection policy and procedures meet statutory requirements and all staff are aware of their guidance.
- 42 There are outstanding features in the provision for children with SEN, which meets the requirements of the Code of Practice. Teachers and support staff offer pupils with SEN excellent support. There are very good links with parents, and staff make highly effective use of relevant agencies to support both children and parents. Pupils with SEN make good progress relative to their abilities and stage of development.
- 43 The process of assessment, identification, tracking and supporting pupils in the Nurture class is outstanding. The school has received the Marjorie Boxall Quality Mark and has been used nationally as a model of good practice.

Leadership and management

- 44 The headteacher demonstrates outstanding leadership and offers a clear vision for the further development of the school. Her high expectations and commitment to children's education are very well reflected in the school's work. All members of staff work exceptionally well together and there is a strong sense of mutual support in furthering children's education and wellbeing.
- 45 The governing body is very supportive, well informed and contributes highly effectively to setting the school's strategic direction. Members are regular visitors to

the school and support a wide range of school activities. They meet with the headteacher and staff and have a good knowledge overall of the quality of provision and standards achieved.

- 46 There are outstanding features in the effectiveness of planning for improvement. The school development plan is a comprehensive document, which sets clear priorities for action. The staff and governors are closely involved in discussing and establishing priorities for inclusion in the plan. There is good evidence that actions taken by the school have led to measurable improvements, for example in improving pupils' standards of achievement. The challenging budget is managed with care and expenditure is closely matched to the school's targets.
- 47 The school's procedures for self-evaluation are outstanding. A culture of self-evaluation is well established and staff and governors are fully committed to raising standards and to improving provision. Self-evaluation and the drive towards continuous improvement are seen as key features in the life and work of the school. Its main strength is the collaborative process which underpins the school's systems and procedures.
- 48 The school has made very good progress in addressing the key issues from the last inspection. Standards have improved in English and ICT, behaviour management strategies are now very good, and the monitoring roles of curriculum leaders have significantly improved. There have been improvements in marking and in matching tasks to pupils' current learning needs, but ensuring consistency in practice across the school is an area appropriately identified by the school for further development.
- 49 The accommodation is sufficient for the number of children on roll and is generally well maintained. The school makes very good use of the space available to provide a stimulating learning environment. Bright, attractive displays celebrate pupils' achievements and act as a tool for learning.
- 50 Although there are virtually no green areas in the main school, there is outstanding use of the playgrounds to provide pupils with a stimulating outdoor learning environment. Teachers are innovative in the way they use the school environment.
- 51 The highly effective management and use of resources are outstanding features of the provision. There are enough suitably qualified and experienced teachers and support staff to carry out the work of the school. Their contribution to pupils' learning and to ensuring high standards is a major strength.
- 52 There are outstanding features to the continuing professional development of all members of staff. There is excellent use of focussed visits to other schools, in-house training and the links with a range of providers, to offer staff effective opportunities to extend their knowledge and skills. This approach is having a significant impact on the quality of the school's provision.
- 53 The school manages its budget with great efficiency. Systems for day-to-day financial management are well established and the schools' spending decisions are well linked to plans for future development. Currently it has a considerable surplus but the governing body has clear plans for using the reserves to maintain staffing and

the specific provision for pupils with a wide range of additional needs. Staff and governors regularly review and monitor the use of resources according to its priorities for development and to ensure efficient spending. The school offers good value for money.

Recommendations

In order to develop further, the school needs to -

- R1 refine whole school planning to extend pupils' key skills progressively across the school;
- R2 extend the good practice in lesson planning to ensure that tasks consistently offer all pupils appropriate challenge;
- R3 build on the good practice by extending pupils' involvement in assessing their own learning and development.*

**There is reference to these issues in the current School Development Plan.*

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

Standards

Key Question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

- 54 The findings of the inspection team do not match the Grade 1 judgement made by the school in its self-evaluation report. Good features are acknowledged but there are insufficient outstanding features to merit a higher grade.

Grades for standards in lessons inspected

- 55 In the lessons inspected, pupils' standards of achievement are as follows:

| Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|---------|---------|---------|---------|---------|
| 21% | 79% | 0% | 0% | 0% |

- 56 These figures are significantly above the findings of the previous inspection. They are also well above the national averages published in HMCI's latest Annual Report

for 2007-2008, which states that standards in primary schools in Wales were Grade 1 or 2 overall in 84% of lessons, of which 12% were Grade 1.

Grades for areas of learning inspected

57 In the seven areas of learning inspected, children's standards of achievement are as follows:

| Areas of Learning | Foundation Phase |
|---|------------------|
| Personal and social development, wellbeing and cultural diversity | Grade 1 |
| Language, literacy and communication skills | Grade 2 |
| Mathematical development | Grade 2 |
| Welsh language development | Grade 2 |
| Knowledge and understanding of the world | Grade 2 |
| Creative development | Grade 1 |
| Physical development | Grade 1 |

Grades for standards in subjects inspected in key stage 1

58 In key stage 1, standards of achievement in the subjects inspected are as follows:

| Subject | Key Stage 1 |
|---|-------------|
| English | Grade 2 |
| Mathematics | Grade 2 |
| Information and Communications Technology | Grade 2 |
| Music | Grade 2 |
| Physical education | Grade 2 |

59 Pupils make consistent progress towards fulfilling their potential regardless of their social, ethnic or linguistic background.

60 Pupils, including those with SEN, make good and sometimes very good progress in acquiring new skills, knowledge and understanding and achieve the agreed learning targets and goals. The outcomes of on-going assessment of pupils' language and mathematics skills, for example, demonstrate that, overall, most pupils make consistent progress in moving to the next stage of learning.

61 The quality of the educational provision for the under-fives is appropriate to their needs and children make very good progress towards the Foundation Phase outcomes.

62 Children enter the school with ability levels well below the local authority average. In the Foundation Phase, they make very good progress in developing their basic skills within all the areas of learning. They also make very good progress in their personal and social skills.

- 63 In 2009, pupils' attainments in the NC assessments, according to teacher assessment, were above the county and national averages in English, mathematics and science. The proportions of pupils achieving the higher level, that is level 3, in these subjects were above local and national averages. When compared with similar schools across Wales, on the basis of free school meals, pupils' attainments were in the upper 25% in English and mathematics and in the upper 50% in science. The results overall place it in the upper 25% of similar schools. Over a four-year period, the school's results place it in the upper 50% of similar schools in most years.
- 64 In recent years there has been a continuous improvement in the school's results as pupils achieve and frequently surpass their targets. There are no significant differences in the performance of boys and girls.
- 65 Pupils' progress and standards in the key skills of thinking, literacy, numeracy and ICT across the curriculum are good overall. Nevertheless, pupils do not develop their skills progressively across the school. They listen well and take turns to talk about their activities. The speaking skills of the more able are good and they use an accurate vocabulary with understanding. A few pupils, however, display limited vocabulary and inaccurate syntax. Most pupils use their reading skills appropriately to gather information from different sources and they write for different purposes across the curriculum.
- 66 Overall, pupils use and apply their number skills accurately to measure, calculate and record in aspects of their work in subjects such as science and geography. They use a range of ICT equipment, including computers, cameras, microscopes, and listening centres confidently to support their work in many subjects; standards are good.
- 67 Pupils' learning skills are good. They increasingly apply the thinking and problem solving strategies promoted by the school to good effect. Pupils' creative skills are also good across the school and they apply their skills effectively in subjects such as art, music and physical education.
- 68 Pupils' bilingual competency is good. They consistently develop their language skills in English and Welsh. They use their developing Welsh vocabulary accurately overall in their play and in whole school activities. They develop a good awareness of the heritage of Wales. They are also aware of some of the social and cultural traditions of other faiths and cultures.
- 69 More able pupils discuss well the activities they enjoy and can explain simply the nature of the task completed. Pupils are developing a range of skills to assess their work but their ability to make simple judgements about the next stage in their learning and to be more involved in evaluating their progress is an area appropriately identified for attention in the school development plan.
- 70 Pupils' behaviour and their attitudes towards learning are outstanding features of the school and contribute significantly to the standards pupils achieve, to their personal, social and emotional development and to the quality of life in the school. The school is a happy, inclusive community where pupils feel valued and nurtured.

- 71 Pupils are enthusiastic learners and enjoy their work and play. They listen carefully to staff, are interested in everything around them, join in activities with enthusiasm and are keen to do their best. They take delight in their own achievements and in the achievements of others.
- 72 Attendance rates for the past three terms average 92.8%, an improvement of one and a half percentage points since the last inspection. These rates, however, are below national rates of attendance for pupils of primary school age but compare favourably with schools that have a similar number of pupils entitled to receive free school meals. Most pupils are punctual and keen to attend school; lessons start promptly and pupils settle quickly into their class routines.
- 73 Pupils in key stage 1 are developing the capacity to work more independently, and when working in pairs and groups are very supportive of each other. In the Foundation Phase, children increasingly make their own choices and decisions and are confident and eager to explore new learning situations.
- 74 Pupils' personal, moral, social and wider development is outstanding. The excellent relationships between adults and pupils, the high priority given to pupils' emotional and personal wellbeing and the highly inclusive ethos of the school, help pupils to develop a secure set of values to guide them.
- 75 Relative to their young age, pupils demonstrate a good understanding of equal opportunities and a respect for diversity within their school and the wider world. They are accepting of each other, work and play co-operatively together and help and support each other throughout the school day.
- 76 Pupils are well prepared to take a full and active role in the life and work of the local community. They know their community well and support a wide range of community activities and initiatives. Through well-planned educational visits in the locality, pupils learn about the life and work of the community and how they can contribute to its continued success. Their entrepreneurial skills develop well. They participate effectively in mini-enterprise projects where they design, produce, finance and market goods for sale.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

- 77 The findings of the inspection team do not match the Grade 1 judgement made by the school in its self-evaluation report. Good features are acknowledged but there are insufficient outstanding features to merit a higher grade.
- 78 In the lessons inspected, the quality of teaching was judged as follows:

| Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|---------|---------|---------|---------|---------|
| 21% | 68% | 11% | 0% | 0% |

- 79 Overall, the above figures are an improvement on the outcomes of the last inspection and are well above the national findings reported in HMCI's Annual Report for 2007-8, which states that the quality of teaching in the primary schools in Wales was Grade 1 or 2 in 83% of lessons of which 16% was Grade 1.
- 80 In the lessons judged to be Grade 1, the outstanding features of the teaching observed include:
- high expectations across all areas of learning;
 - stimulating presentations;
 - excellent interaction between teachers and pupils;
 - provision of rich learning opportunities;
 - excellent use of resources to inspire and support pupils' learning;
 - highly effective use of classroom assistants to lead and support activities; and
 - excellent behaviour management strategies.
- 81 In the lessons judged to be Grade 2, the good features include:
- effective planning, organisation and management of activities;
 - effective use of a range of teaching approaches;
 - good questioning techniques;
 - lessons with clear aims which are shared with pupils;
 - good use of pair and group work; and
 - effective use of links across the subjects to make learning meaningful for pupils.
- 82 Although there are good features in the 11% of lessons judged to be a Grade 3, there are also shortcomings, which include overlong whole class introductions and tasks that are not sufficiently well matched to pupils' abilities and skills.
- 83 The outstanding working relationship between teachers and pupils promotes effective teaching and creates a strong work ethos in classes. Teachers and support staff treat pupils equally, whatever their race, gender or ability.
- 84 Teachers have a good knowledge of the subjects they teach and through regular staff development initiatives they are developing a very good understanding of recent developments in education including the Foundation Phase.
- 85 The effective teaching successfully promotes pupils' bilingual development and on the whole good advantage is taken during the school day of opportunities to enhance pupils' Welsh vocabulary and language patterns. Teachers also make good use of the opportunities to develop the Cwricwlwm Cymreig within many subjects including art, music and history.
- 86 Lessons are appropriately planned to ensure a good range of activities. In the best practice, planning ensures that tasks are appropriately matched to pupils' current learning needs. This practice is not consistent across all classes. During lessons, teachers effectively monitor progress alongside the pupils.

- 87 Teachers successfully challenge stereotypical images and views and pupils are actively encouraged to participate in the full range of activities provided.
- 88 There are good features and no important shortcomings in the quality of assessment and its use in planning and improving learning. A range of assessment procedures is in use and overall there is effective use of the information gathered to plan future learning.
- 89 The school meets statutory requirements for recording and accrediting pupils' achievements. Baseline assessment is undertaken correctly and NC assessments are reported to parents at the end of the key stage. A strong emphasis is placed on the early identification of pupils with SEN and the school ensures immediate and effective support where required.
- 90 There are effective systems for the assessment and monitoring of pupils' progress and a range of comprehensive standardised tests is used. An electronic tracking system has recently been introduced to provide a comprehensive overview of each pupil's progress. The data gathered is used appropriately in the setting of targets.
- 91 The school has adopted 'Assessment for Learning' strategies and regular assessments, using the traffic light system, are devised at the time of planning work. However, the findings from these do not always inform future planning for all abilities, in a sufficiently rigorous manner.
- 92 A selection of assessed pieces of work for each pupil is compiled as they progress through the school. There is good use of these files for recording and monitoring purposes and for transferring relevant information from one teacher to another. Useful portfolios for the different areas of learning in the Foundation Phase have also been compiled with levelled examples of work for each year group.
- 93 There are effective meetings with teachers from the receiving Junior School in order to exchange data and observe pupils in class before transfer.
- 94 A marking policy is in place and work is marked regularly although the way forward is not always consistently identified. The emphasis is on effective and immediate oral feedback to pupils.
- 95 Pupils are becoming more involved in assessing their own progress in lessons. In some instances, pupils are encouraged to undertake oral peer assessment using 'two stars and a wish' at the end of sessions. Pupils are involved in planning class projects and older pupils have a significant input to the aspects to be studied. Ensuring that pupils' understand the purpose of assessment and are increasingly involved in planning their own progress and improvement is an area appropriately identified by the school for further development.
- 96 Annual reports to parents comply with statutory requirements and are of good quality. They outline with clarity pupils' skills, achievements and attitudes to learning, noting worthwhile targets for future development suited to the individual pupil. Parents are encouraged to respond to reports. They are highly appreciative of the school's open-door policy and the opportunities, both formal and informal, offered each term to come

to discuss their child's progress, achievements and targets. High attendance at parent/teacher consultations is strongly promoted and achieved.

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

Grade 1: Good with outstanding features

- 97 The findings of the inspection team match the Grade 1 judgement made by the school in its self-evaluation report.
- 98 There are outstanding features in the quality of the curriculum provided. The school conforms to legal requirements and offers pupils a broad, balanced curriculum enhanced by a range of experiences, activities and visits that consolidate and enrich the learning. Provision reflects the strong emphasis on social inclusion and equal opportunity.
- 99 The quality of provision for children under five years of age is appropriate to their needs and children make very good progress towards the Foundation Phase Outcomes. Excellent teamwork and well established daily routines successfully promote very appropriate learning for the early years.
- 100 There is an effective whole school approach to curriculum planning. Detailed policies and curriculum plans are in place. Shared planning across the Foundation Phase and key stage 1 is thorough and reflects very good collaboration amongst the teachers.
- 101 There is very good provision to ensure that children acquire the necessary basic skills. Pupils are also given good opportunities to apply their key thinking, communication, number and ICT skills across the curriculum but the planning of these skills, however, lacks sufficient structure to ensure that they are developed progressively across the school.
- 102 Pupils' experiences are enriched and extended through a range of extra-curricular activities, such as sports, football, Bible and art clubs, and the input of a wide range of visitors to the school curriculum. They include the local police, fire officer, vet, paramedic, sports coaches and drama and dance companies.
- 103 Educational trips to places of interest both locally and further afield are planned regularly and enhance the learning. These include visits to Margam Park, Folly Farm, Wyevale Garden Centre, Melin Mynach Park and the National Waterfront Museum in addition to visits to local shops and businesses adjacent to the school.
- 104 Provision for children's personal and social education (PSE), including their moral, social and cultural development, is outstanding. It reflects national guidelines and permeates all aspects of school life. It has a significant impact on pupils' behaviour. The head teacher and staff are highly successful in creating a positive and supportive environment. The school Nurture group, for example, provides outstanding emotional and social support for pupils and their families.

- 105 Daily acts of collective worship have a high profile. They meet statutory requirements and contribute very effectively to pupils' moral, spiritual, cultural and emotional development.
- 106 The school action committee and the role of 'Helpwr Heddiw' provide good opportunities for pupils to take responsibility and learn how to relate to others. Pupils' social skills are enhanced through circle time and pupils display consideration for others less fortunate than themselves by raising money for a child in Haiti.
- 107 The school's partnerships with parents, the local community, other schools and higher education institutions are highly successful and have outstanding features that enrich the life and work of the school and strengthen pupils' learning.
- 108 Links with parents are outstanding. Parents are overwhelmingly supportive and proud of the school. They have great confidence in the headteacher and staff, value the school's welcoming nature and appreciate the strong sense of community fostered by the school. The genuine warmth, respect and partnership between parents and staff are outstanding features and are of great benefit to children.
- 109 The quality of information provided for parents is outstanding. Parents are kept very well informed through regular newsletters, curriculum topic information, an informative annual report of the governing body, a comprehensive prospectus and by regular meetings with staff to discuss their children's work and progress. A constructive home/school agreement is in place that has been well received by parents.
- 110 Parents and friends make a very valuable contribution to the life and work of the school; many give freely of their time helping out in the classroom, supporting school activities and in fund-raising for the school. Their commitment and support is greatly valued by the headteacher and staff. Parental involvement in a range of family learning projects has been an outstanding success and is highly beneficial to both parents and children.
- 111 There are outstanding features to the school's partnership with the receiving junior school. The two schools work closely together to ensure continuity and progression in pupils' education and pastoral care. Arrangements for transition are highly effective and ensure pupils settle quickly and confidently into their new school environment.
- 112 The school has developed excellent partnerships with several institutes of higher education and provides training facilities for student teachers, and for students undertaking child-care and vocational qualifications. Students are carefully mentored and very well supported by staff, and they make a positive contribution to the life and work of the school.
- 113 Partnership with the local community is outstanding. The school is highly successful in encouraging local community members to become involved in the school and share their talents and expertise with pupils. Staff take full advantage of all that the community has to offer to extend pupils' learning experiences and to develop their understanding of the community in which they live. The school and its various activities are very well supported and valued by the local community.

- 114 The school makes good provision for work-related education and ensures pupils have access to a range of experiences well suited and relevant to their age and understanding. Through role play, visits in the locality and the contribution of personnel from various occupations and professions, pupils are gaining a good understanding about the range of work people undertake within their community and further afield.
- 115 The school has developed good working partnerships with local employers and relevant agencies, including Careers Wales. Several teachers have undertaken business courses and placements which have contributed to their professional development and enhanced curriculum provision for pupils. The school receives considerable financial support from the business community and local agencies.
- 116 The provision for Cwricwlwm Cymreig reflects national guidelines and is prominent in the work of the school. It is promoted effectively across a range of curricular areas providing a strong emphasis on Welsh culture and heritage. Staff and pupils demonstrate very positive attitudes towards the Welsh language which is well reflected in the use of incidental Welsh throughout the day.
- 117 The school's policies and procedures to promote equal opportunities and to tackle social disadvantage and stereotyping are outstanding, and pupils make progress regardless of their ability, gender, race or backgrounds. The headteacher and staff work in very close partnerships with a range of external welfare agencies to secure the best possible support for children and their families.
- 118 The provision for education for sustainable development and global citizenship (ESDGC) is outstanding and fully embedded in the life and work of the school.
- 119 The school makes every effort to act in a sustainable way and pupils are involved in re-cycling, composting, water and energy conservation and in waste minimisation schemes. Their understanding of environmental, conservation and global issues is outstanding, relative to their young age. The school is part of the *eco-schools award scheme* and is justly proud of achieving the *European Green Flag* in recognition of its commitment to conservation and the environment.
- 120 Pupils' entrepreneurial skills are well promoted. Mini-enterprise projects where pupils design, produce, finance and market their goods for sale give pupils good insight into the running of a profitable business. In addition, pupils have regular opportunities to develop their problem-solving skills and contribute to the decision-making process through their work on the school action group and through their environmental work.
- 121 The school is successfully laying the foundations for lifelong learning and community regeneration, and national priorities are well reflected in its life and work. The headteacher is a director of the Gorseinon Development Trust and the school actively supports community regeneration. Governors, staff and pupils contribute to the continued success of the community through active citizenship, education and care for the environment.

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

Grade 1: Good with outstanding features

- 122 The findings of the inspection team match the Grade 1 judgement made by the school in its self-evaluation report.
- 123 The care, support and guidance provided by the school are outstanding. The staff are highly effective in providing a safe and supportive environment for all pupils. The pupils confirm that they feel safe and trust all adults, knowing that they can turn to them for help and guidance.
- 124 The partnership with parents and carers is outstanding. The school operates an 'open door' policy and enjoys close and effective working partnerships with parents and carers, which contribute significantly to the quality of support and guidance offered to pupils. An outstanding feature is the way in which the headteacher regularly consults parents and carers, listens carefully to them and takes into consideration their views and opinions.
- 125 There are outstanding features in the way pupils are given regular opportunities to voice their views and opinions and they do so with confidence through the school action group. Members undertake their duties seriously and feel they can make a real difference to their school. Action group members are very good ambassadors for their school.
- 126 Induction arrangements to help pupils settle into school life are well embedded with pre-admission visits to ensure that pupils entering the school settle well. Pupils who have English as an additional language integrate well into the social life of the school.
- 127 The process of assessment, identification, tracking and supporting pupils in the Nurture class is outstanding. The school has received the Marjorie Boxall Quality Mark and has been used nationally as a model of good practice. The Nurture Group has 'Stay and Play' days to encourage the involvement of parents. Family Learning programmes for Year1 pupils and their parents are very well attended and beneficial, and pupils see adults as lifelong learners.
- 128 The school provides outstanding personal support and guidance for pupils. The pastoral care system is highly effective and there is a strong emphasis on maintaining a positive, inclusive ethos. Staff provide excellent role models and a keen awareness of the needs of others is fostered, with relationships based on mutual respect and a high level of courtesy. Staff are sensitive to the needs of the individual and the effort and achievement of pupils of all abilities are celebrated. This contributes greatly towards developing pupils' self-esteem and confidence and, as a result, pupils have a very positive attitude towards school and learning.
- 129 There are outstanding features in the early identification and intervention for pupils with potential emotional and behavioural difficulties. They receive excellent pastoral support.

- 130 The monitoring of behaviour, attendance, punctuality and performance is thorough and rigorous and early intervention ensures any issue is dealt with swiftly and efficiently. The school complies with all inclusion, behaviour and attendance requirements set out in *National Assembly for Wales (NAW) Circular 47/06, Inclusion and Pupil Support*.
- 131 The measures taken to eliminate oppressive behaviour, racial discrimination and bullying are highly effective and such incidents are virtually unknown at the school. All staff work hard to create a climate of mutual support and trust, where good behaviour is expected and where any issue is dealt with swiftly and fairly. Pupils respond very well to these secure boundaries and the school functions well as an inclusive and happy community.
- 132 The school's provision for the healthy development, safety and wellbeing of all pupils is outstanding. The school has a detailed policy and set of procedures to promote health and safety, including risk assessments, which are monitored and implemented consistently by the headteacher, staff and the governing body. Arrangements for dealing with accidents, emergencies and medical needs are well established and effective, and pupils are well supervised at all times.
- 133 The school makes excellent efforts to promote healthy eating and a healthy lifestyle and pupils respond positively to this. Pupils are encouraged to eat fresh fruit and healthy snacks, and fresh water is readily available. Pupils also benefit from access to a wide range of physical activities, and even the youngest pupils understand that eating a healthy diet and exercising regularly is good for their health and wellbeing.
- 134 The school has a comprehensive Child Protection Policy with designated child protection officers and a designated governor. All staff have received training to ensure they are aware and alert to signs and symptoms of child abuse and are fully aware of the correct procedures to be followed.
- 135 The provision for pupils with SEN is outstanding. It fully complies with the Code of Practice. There are excellent procedures in place to diagnose and support the learning needs of these pupils.
- 136 Assessment, reporting and reviews are undertaken of the needs of pupils with SEN in line with the Code of Practice. Parents are consulted before placing pupils on the SEN register. Comprehensive individual education plans (IEPs) are created by the experienced SEN co-ordinator, in collaboration with class teachers. These identify achievable targets, are specific and measurable. The IEPs are regularly updated, are made accessible to all relevant staff and are shared with parents who are invited to contribute their views. Targets for pupils are kept in the classroom and are written in child-friendly language and use pictorial symbols. IEPs determine provision both in the classroom and during withdrawal. Pupils' progress is assessed and monitored by the SEN co-ordinator, the teaching assistants and class teachers who work in close collaboration.
- 137 The staffing levels, quality and the deployment of the support staff are outstanding features of the school's provision. Withdrawal sessions are conducted in a positive, calm manner and pupils engage readily in the multi-sensory approach to learning

phonics and correct letter formation. Good quality and stimulating resources are available, although limited use is made of ICT resources to support the learning of pupils with SEN. A higher level of support for pupils in Year 1 is prioritised in line with the school's early intervention approach.

- 138 The school works in a close partnership with the LA and draws on the expertise of external support services when required, such as the educational psychologist and the support staff for the hearing impaired and pupils with English as an additional language.
- 139 The provision of additional training for staff who work with pupils with SEN is an outstanding feature. The training impacts directly on the quality of the provision and pupils' progress. All staff have received training on dyslexia, dyspraxia, autism, Aspergers Syndrome and multi-sensory training. The school has achieved the Dyslexia Friendly Quality Mark.
- 140 The school is developing its strategies for working with more able and talented pupils and this is an area appropriately identified for attention in the school development plan.
- 141 The Speech and Language Therapy service works well with the nursery pupils but is unable to provide support for older pupils. The school has identified that this is an area of concern and has undertaken ELKLAN training in order to support pupils with speech and language difficulties more effectively.
- 142 The management of behaviour is outstanding. It is highly effective throughout the school. Staff implement the policies and procedures consistently to promote good behaviour and these are particularly beneficial in supporting pupils who may be at risk of exclusion. The school works in close partnership with the Education Welfare Officer.
- 143 The quality of provision for equal opportunities is outstanding. Equality for all is firmly embedded in the school's ethos, and the commitment to the social inclusion of all pupils is exemplary.
- 144 The school recognises the diversity of pupils' backgrounds and takes this into consideration when planning and delivering support and guidance. Staff know the children and their families exceptionally well and are sensitive to their individual circumstances and needs.
- 145 There are very effective policies and procedures in place to promote good race relations, equality and diversity and to deal with any stereotypical views and expectations. Staff and pupils value and respect the contribution of others regardless of their ability, gender, race or background.
- 146 The school makes all reasonable efforts to secure the equal treatment of disabled learners and ensures they are fully included in all aspects of the life and work of the school. The school has a clear disability equality scheme and action plan, which demonstrates the school's commitment to equality for disabled learners and visitors.

Leadership and management

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

Grade 1: Good with outstanding features

- 147 The findings of the inspection team match the judgement of the school in its self-evaluation report. The grade awarded to this key question is one grade higher than the one awarded to key question 1 as inspection evidence has identified that although pupils did not succeed in attaining the higher levels in the subjects inspected, the skilful leadership of the headteacher, the excellent collaboration amongst all the staff and stakeholders and the effective use of resources is improving standards, promoting pupils' personal and social development, creating an exceptionally rich curriculum and developing confident learners.
- 148 The headteacher makes an outstanding contribution to the life and work of the school. She has a very clear vision for the future direction of the school which is shared by governors and staff. She offers strong direction through explicit values and sound objectives, and successfully engages all members of the school community in its work. The deputy headteacher provides highly effective support and is a very good role model for colleagues.
- 149 The headteacher's high expectations and personal commitment to ensuring that all pupils have equal opportunities to learn and develop are well reflected in the school's work. Children of all abilities, whatever their age, sex or racial background are treated equally and given the same opportunities to succeed. This is an outstanding feature.
- 150 There are outstanding features in the way all members of staff work together. There is a strong sense of mutual support and an unwavering commitment to furthering pupils' development and the quality of provision at the school.
- 151 The 'Teaching and Learning Responsibilities' (TLR) structure is fully in place. The senior management team, which includes the headteacher, the deputy headteacher and two TLR post holders meets regularly and very effectively oversees the implementation of new initiatives, as well as monitoring current practice. Teachers with subject co-ordinating roles have a very good oversight of their roles and regularly provide curriculum advice and guidance to staff.
- 152 There are outstanding features to the school's response to national and local priorities including the development of the healthy schools initiative, the eco schools project and the personal and social education programme. These activities contribute extensively to raising children's awareness of environmental and health issues and impact effectively on their personal development. Teachers actively promote diversity and bilingualism, and the Foundation Phase is well established.
- 153 The school works highly effectively with a number of partners, including primary schools in the area, on initiatives such as staff training and curricular activities. Teachers also contribute to curricular initiatives organised by the LA and welcome visitors to observe good practice in aspects of the provision including the development of the outdoor learning areas.

- 154 The headteacher regularly reviews the work of individual members of staff as part of the programme for managing and improving the performance of staff. More recently appointed staff are well supported and guided by senior members of staff.
- 155 The school successfully implements performance management procedures in line with statutory requirements. Procedures are fully embedded and include focused staff appraisal that contributes to effective professional development. The headteacher manages the process, which involves all staff, both teaching and non-teaching, highly effectively. Targets are agreed to reflect personal development needs and school priorities.
- 156 There are outstanding features to the continuing professional development of all members of staff. There is excellent use of focussed visits to other schools, in-house training and the links with a range of providers, to offer staff effective opportunities to extend their knowledge and skills. This approach is having a significant impact on the quality of the school's provision.
- 157 The governing body brings together a wide range of expertise and a deep commitment to the aims and values of the school. It is very well led by an experienced governor. There are outstanding features in the way members make highly effective use of their professional knowledge drawn from different backgrounds to support the school. They also have very close links with the community and the parents. They attend relevant courses to enhance their knowledge and skills as governors.
- 158 Members take an active role in helping to set the school's strategic direction by agreeing targets and priorities for the school development plan and monitoring progress towards achieving these goals.
- 159 The governing body is kept well informed about the work of the school through written and oral reports provided by the headteacher. Governors undertake specific responsibilities and regularly visit the school to meet with subject co-ordinators and to observe activities. Individual governors contribute well to classroom activities and support pupils with their work. The self-evaluation report appropriately identifies the need to extend this role further.
- 160 The governing body meets regularly and effectively fulfils its regulatory and legal responsibilities. School policies and documentation give appropriate attention to statutory requirements. There are suitable procedures in place for dealing with appeals and complaints.

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

Grade 1: Good with outstanding features

- 161 The findings of the inspection team match the judgement of the school in its self-evaluation report.

- 162 The school's procedures for self-evaluation are outstanding. A culture of self-evaluation is well established and staff and governors are fully committed to raising standards and to improving provision. Self-evaluation and the drive towards continuous improvement are seen as key features in the life and work of the school. Its key strength is the collaborative process which underpins the school's systems and procedures.
- 163 The school has set in place evaluation procedures which are comprehensive, systematic and based on clear evidence. The headteacher has a very good overview of the school and its work. Her regular monitoring of teaching and learning, supported by the deputy headteacher, promotes teachers' continuous professional development and supports the drive towards improving standards and the quality of teaching.
- 164 There are outstanding features in the way all staff are fully involved in the process of self-evaluation. They contribute fully to the evaluation of how the goals and priorities of each year are met. Subject leaders are very well informed about standards of achievement and the quality of provision in the subjects for which they are responsible. Through a range of monitoring strategies, including studying the planning, talking to pupils, looking at pupils' work and analysing data, subject leaders impact directly on provision and contribute well to promoting higher standards. This is an important strength.
- 165 There are outstanding features in the ways pupils contribute to planning for improvement. Pupil opinions are sought through the school action group which offers them excellent opportunities to offer ideas and to actively contribute to initiatives. The school considers pupils' suggestions very seriously and implements them whenever practicable. Parents' views are formally canvassed through questionnaires and extensively through informal meetings.
- 166 The excellent links with the Junior school are highly effective for shared peer evaluation activities. The school also makes extensive use of the contributions of LA officers as part of the self-evaluation process.
- 167 There are outstanding features in the effectiveness of planning for improvement. The school development plan is a comprehensive document, which set clear priorities for action. The staff and governors are closely involved in discussing and establishing priorities for inclusion in the plan. There is good evidence that actions taken by the school have led to measurable improvements, for example in improving pupils' standards of attainment in NC assessments, and in subjects such as ICT.
- 168 The school development plan's targets and priorities are closely linked to the outcomes of the self-evaluation process with a strong emphasis on raising standards. The action plans identify timescales, responsibilities, specific actions and resource allocations. The budget is closely linked to school priorities. The plan is updated regularly and the termly headteacher reports provide the governing body with useful information on progress towards the targets set.
- 169 The headteacher and staff conduct a detailed analysis of pupils' assessment results, including information from baseline assessments, and teachers' assessments in key stage 1. Effective use is made of the information collected to set targets for pupils.

Test and assessment results and school targets are discussed with governors, who demonstrate a good knowledge of pupils' progress and of how the school's results compare with similar schools both locally and nationally.

- 170 The self-evaluation report is a comprehensive and well-illustrated document that clearly identifies the school's strengths and areas for development. It is supported by a range of documentary and pictorial evidence. The findings of the inspection team match the judgement of the school in five of the seven key questions. In the other two questions, there were insufficient outstanding features to merit the Grade 1 allocated by the school.
- 171 The school has made very good progress in addressing the key issues from the last inspection. Standards have improved in English and ICT, behaviour management strategies are now very good, and the monitoring roles of curriculum leaders have significantly improved. There have been improvements in marking and in matching tasks to pupils' current learning needs but ensuring consistency in practice across the school is an area identified appropriately by the school for further development.

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

Grade 1: Good with outstanding features

- 172 The findings of the inspection team match the Grade 1 judgement made by the school in its self-evaluation report. The grade awarded is one grade higher than the one awarded to key question 1 as the inspection evidence has identified outstanding features in the very efficient management and use of all the school's resources, including staff, learning resources and accommodation, which enrich pupils' experiences and raise standards.
- 173 The management and deployment of teaching and support staff are outstanding features. Staff have a very clear understanding of their roles and responsibilities and are fully involved in whole school planning and the implementation and monitoring of provision.
- 174 Partnerships and teamwork are outstanding. The close collaboration and team spirit that exists at the school ensures that all pupils receive academic and pastoral support of a very high quality.
- 175 The school is well staffed with teachers with relevant qualifications and experience who have a good knowledge and understanding of curricular requirements. All staff are committed to providing a secure, supportive environment for pupils. They have relevant job descriptions and have been checked by the Criminal Records Bureau.
- 176 Support staff make an outstanding contribution to the quality of learning, and work very effectively with teachers to plan, teach and record pupils' progress.
- 177 There are outstanding features in the way the professional needs of all staff are addressed through the school performance management system and a comprehensive programme of training. This provision makes a positive impact to their

skills and understanding. The school's internal procedures for team-based information sharing and support, and visits to other schools are particularly strong features. All staff have accessed GTCW funding grants to develop specific professional needs and interests.

- 178 The school's procedures for managing teachers' planning, preparation and assessment time are in line with statutory requirements and the school uses resources appropriately for remodelling the workforce, maximizing expertise and maintaining continuity throughout the school. There are appropriate arrangements to reduce teachers' administrative and clerical tasks.
- 179 The administrative and ancillary staff, including mid-day supervisors, canteen staff, caretaker and cleaners make a valuable contribution to the smooth and efficient running, and overall quality of life in the school.
- 180 Although there are virtually no green areas in the main school, there is outstanding use of the playground to provide pupils with a stimulating outdoor learning environment. Teachers are innovative in the way they use the school environment. The accommodation within the main school building and the off-site nursery is spacious, clean and well maintained. The school has appropriately identified issues relating to poor drainage facilities on the main school site as areas for attention.
- 181 The highly effective acquisition of additional funding grants has enabled the school to develop extensive resources in all learning areas, in addition to the resourcing of the Nurture group, of which it is justly proud. Resources are used very effectively in lessons and the excellent use of the resources within the community and beyond, provide effective direct learning experiences for all pupils.
- 182 Pupils' learning is promoted through the attractive displays seen throughout the main school and the nursery unit and they make a significant contribution to the school ethos and to recognising pupils' work and achievements.
- 183 The school manages its budget with great efficiency. Systems for day-to-day financial management are well established and the schools' spending decisions are well linked to plans for future development. Currently it has a considerable surplus but the governing body has clear plans for using the reserves to maintain staffing, and its specific provision for pupils with a wide range of additional needs. Staff and governors regularly review and monitor the use of resources according to its priorities for development and ensure efficient spending. The school offers good value for money.

Standards achieved in subjects and areas of learning

Foundation phase for under 5s

- 184 The quality of provision for the under-fives is appropriate to their needs and children make very good progress towards the Foundation Phase outcomes.

Personal and social development, wellbeing and cultural diversity

Grade 1: Good with outstanding features

Outstanding features

- 185 Children demonstrate outstanding progress in the development of their social and personal skills. They work and play exceptionally well together and enjoy positive relationships with other children and with adults. They understand classroom routines and are eager to engage in new learning experiences. Nearly all children are willing to share and take turns and they concentrate and persevere well with their activities. They feel valued and secure and respond highly effectively to the high level of good behaviour expected of them.

Good features

- 186 Children make suitable choices in respect of activities and develop a good level of independence seeking help when they need it. They take particular responsibility for their personal hygiene, dressing themselves for outside activities. During snack times they demonstrate good manners and behave responsibly. They learn well how to care for living things by planting bulbs and plants. They recognise and describe well the changes that happen to their bodies as they exercise.
- 187 Children respond positively to the many opportunities to learn about other cultures through stories and creative activities and have a good awareness of their own locality and their Welsh heritage.
- 188 Children listen to simple Bible stories, learn hymns and songs and say prayers. They celebrate the Christian festivals of Harvest and Christmas and also learn about other festivals.

Language, literacy and communication skills

Grade 2: Good and no important shortcomings

Good features

- 189 Children listen very well to a variety of stimuli and respond effectively with growing attention and concentration. The majority communicate readily to explain what they are doing and to ask questions. They use a developing vocabulary with increasing confidence. The more able children express their ideas clearly using a good range of vocabulary. Most children show an interest in books and handle books correctly understanding that words and pictures convey meaning. They can sequence events correctly. Younger children enjoy the story sack activities at home and share their work with other children. Older children make good progress in their reading skills. Younger children enjoy using a variety of media to make marks on paper or other materials across learning areas. With the support of adults, older children are beginning to present their writing in different ways, such as creating a poster for their Penny Fair.

Shortcomings

190 There are no important shortcomings.

Mathematical development

Grade 2: Good features and no important shortcomings

Good features

191 Through a variety of contexts and practical activities, including rhymes and songs, children develop a good understanding of number and develop their use of mathematical vocabulary. They use ICT well to reinforce their knowledge and understanding, for example when making an interactive number book. Most younger children match, sort and sequence objects correctly and count to 10. Many children can produce a repeating pattern in a threading activity. The majority of older children recognise and count numbers to 20, order numbers to 10 and correctly identify larger and smaller numbers. They can name similarities and differences between two - dimensional shapes. They make sensible predictions and estimate with reasonable accuracy. Older children develop a good understanding of the mathematics of money in their Penny Fair. They also develop a good awareness of the passage of time and can match the times of day to specific activities, referring correctly to morning, afternoon and night.

Shortcomings

192 There are no important shortcomings.

Welsh language development

Grade 2: Good features and no important shortcomings

Good features

193 Children have a positive attitude to the Welsh language. They sing Welsh songs and rhymes enthusiastically, and with generally accurate pronunciation. They listen to instructions in Welsh and respond confidently and accurately to adults in group sessions. Most children know the colours, count to 10 accurately and use simple greetings and phrases to describe the weather and how they feel. They enjoy and respond eagerly to the reading of Welsh books.

Shortcomings

194 There are no important shortcomings.

Knowledge and understanding of the world

Grade 2: Good features and no important shortcomings

Good features

- 195 Children make numerous visits to the community and are familiar with their locality. They are also aware of the different jobs that people do in the community. Younger children develop their knowledge of the seasons well and use ICT games to reinforce their understanding. Older children know about how the five senses are used to enable them to be aware of the world around them. They recognise the changes in themselves caused by time while discussing baby memories and undertaking a clothes sorting activity.
- 196 Children know that fruit and vegetables are part of a healthy diet. Older children select and prepare different vegetables well to make a pizza. They have a good awareness of health and safety issues when handling food and cooking. Most children use the computer and whiteboard with confidence across a wide range of activities and are developing good control of the mouse. Younger children can click and drag to dress teddy and change colours and thickness of the brush. They succeed confidently in steering remote control cars and controlling music players.

Shortcomings

- 197 There are no important shortcomings.

Creative development

Grade 1: Good with outstanding features

Outstanding features

- 198 Children display outstanding skills as they use a wide range of materials in gluing, cutting, modelling and decorating activities. They express themselves creatively and demonstrate increasing skills to produce work from observation, experience and imagination of a high standard. Children work with a high degree of independence.
- 199 Younger children demonstrate excellent observational skills. They use a magnifying glass to look at the features of different fruits and record their observations skilfully using different colours. They demonstrate a very good awareness of line and texture to produce effective and detailed pictures.

Good features

- 200 In their artwork, children make bold use of colour and use a range of materials and techniques to create attractive representational images. They use play dough skilfully to create shapes and representations. With adult support, the more able children can discuss the effectiveness of their creations and refine or change their models accordingly. Children enjoy role-play and like to dress up for this purpose. Younger

children clap along to music with reasonable accuracy and imitate simple rhythms well. They listen purposefully to music and respond with sensitivity. Older children can name a range of instruments and tunefully sing a wide range of songs with enthusiasm. Most children make progress in following and keeping the beat on the drums. Through various role-play situations, children increasingly develop their imagination and confidence.

Physical development

Grade 1: Good with outstanding features

Outstanding features

- 201 Children use a wide range of small and large toys and equipment with excellent control and coordination in the indoor and outdoor environments. They demonstrate very good manipulative skills when handling pencils, brushes and scissors. Older children demonstrate an excellent awareness of space in a movement lesson. They listen exceptionally well and respond instantly to instructions. They link actions in a sequence and demonstrate very good balance and control when creating a dance based on the Humpty Dumpty rhyme. They make very good efforts to improve their performance, confidently demonstrating their sequence to their peers. Children know well the effect exercise has on their bodies.

Good features

- 202 Through physical play, practical experiences and a range of stimuli, children develop a good understanding of how their bodies work. They use their fine motor skills effectively to construct different models and structures. They can mould, roll and stretch malleable materials to create shapes, use appropriate shaking and beating actions with untuned instruments and carefully mix ingredients to make pizzas. Most children use cutlery correctly and safely. They handle the computer mouse effectively to operate programs and drag objects across the screen. They use fine and gross motor skills with vigour in *Write dance* activities.

English

Key stage 1: Grade 2: Good features and no important shortcomings

Good features

- 203 Standards in listening are outstanding throughout the school. Pupils listen attentively and with interest to teachers and peers, taking turns, considering ideas and following instructions closely.
- 204 Standards in speaking skills are good overall. At their stage of development, pupils respond to questions with enthusiasm and increasing confidence and are developing the use of a wider range of vocabulary to express their opinions and ideas. Many

pupils are learning to pose relevant questions in a variety of situations. Nearly all pupils recite rhymes with expression and engage in role-play with lively confidence.

- 205 Most pupils can anticipate what will happen in a story, sequence events and retell the story in their own words. Pupils are developing an understanding of the terminology of books and the difference between fiction and non-fiction.
- 206 Most pupils have a very positive attitude and make good progress in reading in relation to their ability. Pupils read books accurately at a level appropriate for their development and the best readers read with fluency and confidence. Many pupils use punctuation accurately and read expressively, with effective intonation and enjoyment. Most pupils understand what they read, making links to their own personal experience, and can make reasoned predictions. Less able readers are developing an awareness of a range of different reading strategies. Most pupils talk about favourite characters and incidents in books with understanding and increasing detail throughout the key stage.
- 207 Pupils write for different purposes and audiences and in a variety of forms, such as lists, instructions, invitations, poems, narratives, news reports, and information reports, using the appropriate modelled language. Pupils across the key stage are developing their knowledge of the rules and conventions of writing and the basic elements such as capital letters and full stops. Younger pupils are able to arrange the elements of a sentence in the correct order.
- 208 The majority of older pupils can use wordbooks and refer to spellings displayed in the room. The ability to offer suggestions on how work can be improved is developing as pupils progress through the school.
- 209 Pupils with English as an additional language make good progress.

Shortcomings

- 210 A few pupils' speaking and writing skills display limited vocabulary and their application of their phonic knowledge is not always secure.

| |
|--------------------|
| Mathematics |
|--------------------|

Key stage 1: Grade 2: Good features and no important shortcomings

Good features

- 211 Most pupils have a good understanding of number bonds and patterns. They count confidently forwards and backwards, can recognise and name larger numbers, and can count accurately in multiples of twos, fives and tens. Pupils know the difference between odd and even numbers and can double and halve numbers correctly. Year 2 pupils can devise simple games well using apparatus to explain to other pupils the difference between odd and even numbers. Most pupils have a secure understanding of place value.

- 212 Most pupils use mental addition strategies correctly to calculate number problems. In one class, more able pupils can continue with a pattern to calculate how many eyes one, two and three owls have. They explain their methods of working very effectively.
- 213 Pupils measure well using standard and non-standard units. They know the value of different coins and use them correctly to count small sums of money and to calculate change. Most pupils have a good knowledge of two-dimensional shapes and can identify the features of more familiar three-dimensional shapes.
- 214 Pupils gather data and present it with reasonable accuracy in the form of simple graphs. They use their ICT skills confidently to produce mathematical graphs and charts.
- 215 Pupils use mathematical language appropriately and more able pupils demonstrate a good understanding of a range of terms.

Shortcomings

- 216 There are no important shortcomings.

Information and Communications Technology

Key Stage 1: Grade 2: Good features and no important shortcomings

Good features

- 217 Nearly all pupils demonstrate good mouse control to click, drag and choose operational icons in a multi- platform software package. They use their word processing skills effectively to record and present work in a variety of activities across the curriculum. Older pupils use the basic functions of the backspace, caps lock, shift, space, arrow and print keys confidently and accurately.
- 218 Younger pupils select different tools in a drawing and paint package to create effective pictures based on the story of Jack and the Beanstalk. With teacher support, pupils use microphones to record their voices telling the story and creating a talking book.
- 219 The majority of younger pupils confidently programme Beebots to move in different directions. All pupils attempt to predict accurate instructions for the Beebot to reach a designated destination and, working as a group, they succeed in developing an appropriate sequence of instructions. With support, a few pupils record their procedures well using prepared symbols.
- 220 A majority of older pupils work co-operatively in pairs and support each other well in completing their tasks. They can independently access, and save work in their own file.
- 221 Pupils use their skills well to access prepared websites to gather information as part of their studies, such as finding out about differences in ways of life in the past. They

use the return key to create a list poem about Diwali, and most pupils can record their reading of the completed poems.

- 222 Both younger and older pupils confidently use the digital camera to record their activities, indoors and outdoors, and use a range of peripheral ICT resources, including hand held microscopes, metal detectors and light boxes.

Shortcomings

- 223 A few of the more able pupils do not extend their skills sufficiently across the range of applications.

Music

Key stage 1: Grade 2: Good features and no important shortcomings

Good features

- 224 The quality of singing is very good throughout the school. Pupils sing tunefully and follow an accompaniment effectively with clear diction, varying dynamics when required. They sing a wide range of songs and hymns in English and Welsh and are able to demonstrate their understanding of pitch.
- 225 Pupils have a good understanding of beat and rhythm and older pupils can explain clearly the difference between the two. Nearly all pupils can maintain a steady beat using their bodies and untuned percussion, and can effectively synchronise a variety of body movements to the music.
- 226 All pupils in key stage 1 can name simple percussion instruments and know how to use them correctly. They enjoy exploring ways of making different sounds using a variety of instruments. Many older pupils can accurately name the countries from which their different drums come. Most pupils can echo rhythms with precision using a range of percussion instruments.
- 227 Pupils respond well to the conductor's instructions when accompanying pre-recorded Welsh music, maintaining a repeated rhythm pattern whilst paying attention to tempo, duration and dynamics.
- 228 The majority of pupils can identify and comment descriptively on sounds from a CD and match them accurately to the appropriate notation cards. They use their ICT skills competently to create simple scores.
- 229 Pupils benefit from listening to live performers, such as a harpist, a brass band, the secondary school orchestra and also music from other cultures. Their performance skills also benefit from taking part in school concerts with three other local schools, performing locally to a wider audience.

Shortcomings

- 230 Pupils generally do not make sufficient use of ICT to develop and refine their performance skills.

Physical education

Key Stage 1: Grade 2: Good with no important shortcomings

Good features

- 231 Pupils understand the importance of warm up and cooling down sessions and carry out these activities well. All pupils understand the importance of regular exercise in maintaining health and wellbeing. In Year 2, pupils describe accurately the difference in the heart rate following exercise.
- 232 Pupils handle equipment safely and carefully, following instructions well to ensure apparatus is set out and put away appropriately.
- 233 Year 2 pupils demonstrate very good understanding of shape, balance and posture in creating and performing a sequence of movements on the floor and on the benches. Many pupils have a good understanding of relevant terms, such as tuck and straddle, which they perform accurately. Pupils work very effectively as pairs in sharing ideas and developing sequences. This is an outstanding feature.
- 234 Younger key stage 1 pupils are developing good skills in exploring and performing a series of dance movements. They are generally light on their feet and respond appropriately to the stimulus provided by the music.

Shortcomings

- 235 There are no important shortcomings.

School's response to the inspection

The Governing Body and staff of Gorseinon Infant and Nursery School are delighted and extremely proud of this excellent report. There are many features considered to be outstanding; in particular the 'team spirit' which permeates throughout the school, as well as the skills, talent and dedication of teachers and support staff. The report also gives praise and credit to our pupils for their outstanding behaviour, as well as their positive and enthusiastic attitudes to learning and the standards they achieve. We are pleased that the Inspection Team recognised the consideration we place on children's wellbeing and the impact this has on educational development and achievement. We are also delighted that the team identified that we have developed an outstanding culture of self-evaluation which reflects our continuous drive for improvement.

The whole school community would like to acknowledge the thorough manner in which the team conducted the inspection. Miss Dorothy Morris and her team were totally professional and courteous at all times and we appreciated the attention given to ensuring the inspection process was open, transparent, based on evidence and focussed on the continuous development of the school.

Action plans will be drawn up in consultation with all staff and governors in response to the recommendations outlined in this report. The action plans will then form an integral part of our new School Development Plan.

Appendix 1

Basic information about the school

| | |
|---------------------|--------------------------------------|
| Name of school | Gorseinon Infant and Nursery School |
| School type | Primary inc Foundation Phase |
| Age-range of pupils | 3 - 7 |
| Address of school | High Street, Gorseinon Swansea |
| Postcode | SA4 4BN |
| Telephone number | 01792892739 |

| | |
|--|----------------------|
| Headteacher | Mrs G Gibbon |
| Date of appointment | September 2002 |
| Chair of governors / Appropriate authority | Rev. J Williams |
| Registered inspector | Miss D Morris |
| Dates of inspection | 19 -22 October, 2009 |

Appendix 2

School data and indicators

| Number of pupils in each year group | | | | | | | | | |
|-------------------------------------|---------|----|----|----|----|----|----|----|-------|
| Year group | N (fte) | R | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 | Total |
| Number of pupils | 38 | 49 | 43 | 50 | | | | | 180 |

| Total number of teachers | | | |
|--------------------------|-----------|-----------|----------------------------|
| | Full-time | Part-time | Full-time equivalent (fte) |
| Number of teachers | 8 | 2 | 9 |

| Staffing information | |
|--|---------|
| Pupil: teacher (fte) ratio (excluding nursery and special classes) | 20.23:1 |
| Pupil: adult (fte) ratio in nursery classes | 8:1 |
| Pupil: adult (fte) ratio in special classes | - |
| Average class size, excluding nursery and special classes | 23.6 |
| Teacher (fte): class ratio | 1.3:1 |

| Percentage attendance for three complete terms prior to inspection | | | |
|--|-------|-------|----------------|
| Term | N | R | Rest of school |
| Autumn 2008 | 87.9% | 92.5% | 93.3% |
| Spring 2009 | 85.9% | 90.5% | 92.0% |
| Summer 2009 | 87.7% | 91.5% | 93.1% |

| | |
|--|-----|
| Percentage of pupils entitled to free school meals | 31% |
| Number of pupils excluded during 12 months prior to inspection | 0 |

Appendix 3

School comparative information as presented in DEWi has been considered but is inappropriate for inclusion in this report.

National Curriculum Assessment Results

End of Key Stage 1:

| National Curriculum Assessment KS1 Results 2009 | | | Number of pupils in Y2: | | | | 51 | |
|---|--------------------|----------|-------------------------|-----|------|------|------|--|
| Percentage of pupils at each level | | | | | | | | |
| | | | D | W | 1 | 2 | 3 | |
| English: | Teacher assessment | School | 0 | 0 | 9.8 | 49.0 | 39.2 | |
| | | National | 0.3 | 3.5 | 13.4 | 62.6 | 20.2 | |
| Mathematics | Teacher assessment | School | 0 | 0 | 5.9 | 45.1 | 47.1 | |
| | | National | 0.2 | 2.0 | 10.7 | 64.9 | 22.1 | |
| Science | Teacher assessment | School | 0 | 0 | 5.9 | 47.1 | 45.1 | |
| | | National | 0.3 | 1.7 | 8.1 | 65.4 | 24.5 | |

| Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment | | | |
|---|-------|----------|-------|
| In the school | 88.2% | In Wales | 81.1% |

- D Pupils who are disapplied under statutory arrangements from part or all of the National Curriculum (0.1% of pupils were also not awarded a level for other reasons)
- W Pupils who are working towards level 1

Appendix 4

Evidence base of the inspection

Six inspectors, including the school's nominee and a peer assessor, spent the equivalent of 12 inspection days at the school and met as a team prior to the inspection.

These inspectors visited:

- thirty seven lessons and parts of lessons; and
- registration sessions, assemblies and acts of collective worship.

Members of the inspection team held meetings with:

- staff, governors and parents before the inspection;
- senior managers, teachers and support and administrative staff;
- the school council; and
- representatives of organisations linked with the school.

The team also considered:

- the school's self-evaluation report;
- 55 responses to the parents' questionnaire; 99% were highly positive;
- documents provided by the school both before and during the inspection;
- a wide range of pupils' previous and current work; and
- samples of pupils' reports.

Following the inspection, the team held meetings with the headteacher, staff and governors.

Appendix 5

Composition and responsibilities of the inspection team

| Team member | Responsibilities |
|---|--|
| Miss Dorothy Morris Registered Inspector | Context, Summary, Recommendations, Appendices Key Questions 1, 5 and 6 Mathematics, physical education |
| Mrs Eva John Team Inspector | Key Questions 2b, 4 English, music |
| Mrs Alona Jones Team Inspector | Key Questions 2a, 3 and 7 Foundation Phase, information and communications technology |
| Mrs Janet Warr Lay Inspector | Contributions to Key Questions 1, 2, 3, 4 and 7 |
| Mrs Susan Prosser Peer assessor | Conducted lesson observations, scrutinized pupils' work and contributed to team meetings |
| Mrs Glenda Gibbon Headteacher | Nominee |

Acknowledgement

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

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