

**Inspection under Section 10 of the
Schools Inspections Act 1996**

**Gorseinon Junior School
Pontardulais Road
Gorseinon
Swansea
SA4 2FE**

School Number: 670/2143

Date of Inspection: 19th – 21st September 2005

by

**Mr Michael T, Ridout
W180/78730**

Date: 21st November 2005

Under Estyn contract number: T/046/05P

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Gorseinon Junior School was inspected as part of a national programme of school inspection. The purpose 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 more information about their child's school. A copy of this summary is sent to every family with a child at the school. The full report can be obtained from the school.

The inspection of Gorseinon Junior School took place between 19th and 21st September 2005. An independent team of inspectors, led by Mr Michael T. Ridout 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. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

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 sections.

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 the school receives, mainly on the basis of past performance. Most schools receive a standard inspection 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 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 attain the age of 5 during the academic year. Year 1 refers to the year group of pupils who attain the age of 6 during the academic year and so on. Year 13 is the year group of students who attain the age of 18 during the academic year.

Primary phase:

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

Secondary phase:

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

The national curriculum covers four key stages as follows:

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

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Context

The nature of the provider

1. Gorseinon Junior' is a community school for boys and girls aged from seven to eleven years. It is organised in eight classes. There are 204 pupils on roll. The average class size is 25.5. The school employs eleven full-time and one part-time teacher (11.6 fte), and six learning support assistants (LSA).
2. The school is situated in the town of Gorseinon, a regeneration area, to the west of Swansea. The surrounding homes comprise of a large local authority housing estate, housing-association properties and some private housing.
3. The school confirms that pupils come from a range of backgrounds with a significant number having relatively disadvantaged homes. Twenty-three per cent of pupils are entitled to free school meals; this is above national and local averages. There are few pupils from ethnic minorities. No pupils come from homes where Welsh is the first language. English is the predominant tongue and the school teaches Welsh as a second language.
4. The school receives pupils from the full range of abilities. A range of assessment data confirms this and the results of assessments on entry are broadly in line with the Welsh average. Around 30% of pupils have special educational needs (SEN); this is a higher proportion than that found in many schools. Six pupils have a statement of SEN. The school was previously inspected in September 1999.
5. The school holds a number of awards including Investors in People accreditation, the Basic Skills Quality Mark, and the Eco Schools Award and is a member of the Welsh Network of Healthy Schools.

The school's priorities and targets

6. The school has a vision statement; statements setting out whole school aims and philosophy underpin this. There is a strong emphasis on staff professional development and the ethos of learning.
7. Seventeen targets for further improvement, identified in the school development plan (SDP) 2005/6 focus particularly on: improving further the culture of learning, promoting children's awareness of global citizenship and their understanding of their own learning, developing excellence in teaching and learning, promoting regular attendance, furthering parental, and community partnerships including liaison with partner schools and enhancing facilities.

Summary

8. This is a school that provides very well for its pupils. The provision includes many distinctive features that promote successfully the purposeful learning culture that permeates the school. Pastoral care and educational leadership are outstanding.

Table of grades awarded

Key question	Inspection grade
1 How well do learners achieve?	Grade 2
2 How effective are teaching, training and assessment?	Grade 2
3 How well do the learning experiences meet the needs and interests of learners and the wider community?	Grade 2
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 2
7 How efficient are leaders and managers in using resources?	Grade 2

Standards

9. In 40 lessons or parts of lessons, mainly in the six subjects inspected, standards of achievement were judged:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
15%	57%	28%	-	-

10. In the subjects inspected, standards were judged:

Subject	Key Stage 2
English	Grade 2
Science	Grade 1
Design and Technology	Grade 2
History	Grade 2
Music	Grade 3
Physical Education	Grade 2

11. The school places strong emphasis on developing pupils' understanding of how they are learning. This is a strong feature. It prepares pupils well for the next stage of their education.
12. Pupils achieve well in the key skills across subjects. In particular, the majority develop high levels of competence in research and information and communications technology (ICT) skills.

13. Pupils make good progress in developing bilingual skills. They enjoy using incidental Welsh and have good oracy skills in English.
14. The more-able pupils achieve particularly well in collaborative tasks, such as in science.
15. The less-able pupils, including those with SEN, make good and sometimes very good progress in relation to the targets set for them.
16. Pupils achieve similar levels of success in learning whatever their social, ethnic or linguistic background. The small number of pupils learning English as an additional language makes good progress.
17. The results of National Curriculum (NC) tests and assessments confirm a consistent trend of improvement over time. The KS2 NC test results in 2004 confirm levels attained were close to the national average in English, above average in mathematics and well above average in science. In comparison with similar schools having 21% - 23% free school meals, results are well above average in all three subjects.
18. Analysis of attainment data confirms the girls outperform boys in all three subjects. The school's strategies are successful in gradually improving the attainment of boys.
19. The results of the 2005 teacher assessments, for which there is no comparative data available, indicate a continued trend of improvement.
20. The school is successful in achieving its end-of-key-stage targets for attainment and exceeds the Welsh Assembly Government (WAG) target of 80% - 85% of pupils attaining at least Level 4 at the end of KS2.
21. Pupils' behaviour and their attitudes to learning are good. This contributes significantly to the standards they achieve and to the quality of life in the school.
22. In a minority of lessons, some pupils become restless and inattentive when the pace of work is too slow and requires too little effort and involvement.
23. Pupils' ability to work independently, in pairs and as part of a group is very well developed by the end of Y6. However, across the school pupils' ability to work independently was not always built upon in the lessons observed.
24. The school successfully implements a range of strategies to enhance pupils' self-esteem and confidence. This contributes significantly to their personal development.
25. Attendance rates average 93% for the past three terms and pupils are mostly punctual and keen to attend school. The school is working diligently to reach the attendance target of 95%, but is hampered by the response of some parents.
26. Pupils' personal, moral and social developments are distinctive features of the school. The excellent relationships between staff and pupils underpin this provision very well.

27. The school is highly successful in promoting equality of opportunity and preparing pupils to take an active role in the life and work of the local community. Exemplary use is made of the community as a learning resource.

The quality of education and training

28. In 43 lessons or parts of lessons observed, teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
16%	58%	26%	-	-

29. The school exceeds the Welsh Assembly Government target for good or better teaching. Examples of effective teaching were seen in all classes.
30. Teachers provide a stimulating environment that reflects their very well developed knowledge of different learning styles. This is a strong feature of provision.
31. Lesson planning is thorough and in general meets the individual needs of pupils well. Day-to-day evaluations inform further planning appropriately and there is a very good focus in planning on the key skills and common requirements.
32. Teachers' skills in promoting bilingualism are generally good.
33. In less effective lessons, subject knowledge was not always well developed, the interest of pupils was not sufficiently maintained and learning developed at a slow pace.
34. There is a good range of procedures for assessment and these guide teachers well in systematically assessing pupils' achievements and progress. These procedures generate much useful information about individual pupils but, in general, much of this information is insufficiently collated to improve its use and accessibility.
35. The systems to enable pupils to gain a clear understanding of the purpose of assessment and involve them in setting learning goals and making self-assessments are developing very well. This aspect is a particular strength.
36. The quality and consistency of written reports informing parents about their child's progress and achievement are very good.
37. The school is successful in planning a broad and relevant curriculum and, for the most part, schemes of work are effective in providing progression and continuity. The school is developing further its provision in subjects such as English, design and technology and music.
38. There is very good emphasis on basic and key skills. The very high priority placed on the development of key skills is a strong feature.

39. The overall curriculum reflects much focus on the active involvement of pupils in the learning process with good attention to learning styles and nurturing the skills for lifelong learning, such as creative, enquiry and problem solving skills.
40. There is strong emphasis on the Cwricwlwm Cymreig with focal points clearly identified in schemes of work.
41. The provision of mixed-age curricular clubs, the use of visits and visitors and the contribution of extra-curricular clubs effectively enrich the curriculum.
42. Learning effectively promotes pupils' spiritual, moral social and cultural education. This provision has outstanding features.
43. The school's partnerships with parents, the local community, employers, other schools and higher education institutions are highly successful in enriching the life and work of the school.
44. Pupils' awareness and understanding of sustainable development and global citizenship is outstanding.
45. The ethos of the school is an outstanding feature. This is a very caring school and one in which pupils feel safe and respected. The strong emphasis placed on raising pupils' self-confidence and self-esteem is outstanding.
46. There is a very good range of policies and procedures to support the pastoral care of pupils. The promotion of health education and personal and social education (PSE) are outstanding features.
47. The provision to identify and support pupils with additional learning needs, including those with SEN, is very effective.

Leadership and management

48. The quality of educational leadership provided by the headteacher, is an outstanding and consistent feature that results in significant improvements.
49. The school has made very good progress since the last inspection. It has successfully raised overall standards and the impact of clear leadership and effective staff development result in a distinctive learning ethos that is a credit to the school.
50. The role of coordinators has developed significantly since the last inspection, but the focus on evaluating teaching and standards is not always sufficiently rigorous.
51. The governing body is strongly supportive of the school and has a sound understanding of its role in strategic planning.
52. A culture of self-evaluation has been very well established. There are strong links between the process of self-evaluation and the SDP. However, the quality of the self-evaluation report is reduced because the judgements reached are not supported fully by the findings of inspection.

53. Overall, the resources available to the school are well managed and effectively deployed. A particularly effective feature is the deployment of support staff and play resources at break-times.
54. The day-to-day organisation of timetables to ensure appropriate curricular balance and the use of additional adults in the classroom are not always fully effective.
55. Strategic planning matches financial resources well to the school's priorities for development and the significant progress made by pupils across the key stage indicates the school provides very good value for money.

Recommendations

56. In order to improve further on the school's significant achievements in improving standards and provision, the headteacher, governors and staff should continue to refine and implement the initiatives identified in the SDP, placing particular emphasis on:
 - R1 continuing to improve learning and teaching in subjects where shortcomings are identified;
 - R2 building on established good practice to strengthen aspects of lesson planning to ensure the effective implementation of schemes of work and ensure a good pace in learning;
 - R3 refining assessment systems further to focus more precisely the use and accessibility of assessment information;
 - R4 continuing to develop the rigour and focus of strategies for monitoring and self-evaluation.

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

57. The findings of the inspection team do not match the judgement made by the school in the self-evaluation report, in that the school judged this key question as Grade 1. This is because the evidence of inspection shows greater variation in pupils' achievements than the self-evaluation report indicates.
58. In 40 lessons or parts of lessons, mainly in the six subjects inspected, standards of achievement were judged:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
15%	57%	28%	-	-

59. In English, relative to age and ability, pupils achieve well. A significant minority begin from a low base in basic literacy skills and make at least good progress. The school sets individual pupil targets in English and systematically involves pupils in peer assessment. These initiatives have a positive impact on standards.
60. In science, pupils achieve high standards and by Y6 the scientific knowledge and skills of pupils are a main strength. In particular, the older pupils' collaborative and enquiry skills, together with their ability to discuss and apply scientific knowledge are well developed. More-able pupils achieve particularly well in science.
61. In design and technology, history and physical education, pupils achieve well. In history, enquiry skills are well developed and in design and technology pupils' knowledge of control systems and use of ICT is being developed.
62. In music, pupils achieve very well in singing but they are building up their composing and performing skills at a slow pace.
63. Less-able learners, including those with SEN make good and sometimes very good progress in relation to age, ability and the targets set in individual education plans (IEPs). Pupils with SEN benefit from effective early intervention and support.
64. The school places strong emphasis on developing pupils' understanding of how they are learning. This is a strong feature. In lessons where the new learning is made clear and pupils are well guided in building on previous work, good progress is maintained. Progress is variable for pupils of all abilities where the learning experiences lack sufficient clarity and challenge to motivate and engage them fully.
65. Pupils achieve well in the key skills across subjects. The majority develop high levels of competence in research and information and communications

technology (ICT) skills and the older pupils confidently use oracy skills when discussing the requirements for designing a Celtic roundhouse, for instance.

66. Pupils are supported well in developing bilingual skills. They enjoy using incidental Welsh within the day-to-day routines of the school and have good oracy skills in English.
67. Pupils achieve similar levels of success in learning whatever their social, ethnic or linguistic background. The small number of pupils learning English as an additional language makes good progress thus enabling them to participate fully in learning.
68. The results of National Curriculum (NC) tests and assessments confirm consistent trends of improving standards over time.
69. The last available KS2 NC test results in 2004 confirm levels attained were close to the national average in English, above average in mathematics and well above average in science. In comparison with similar schools having 21% - 23% free school meals, results are well above average in all three subjects. The proportion of pupils attaining expected levels, 73.9%, was above the national average.
70. Analysis of these results show around a quarter of pupils attained Level 5 in English, one third in mathematics and two fifths in science. End-of-key-stage attainment data confirms the girls outperform boys in all three subjects. This difference in performances is most evident in English. The school's strategies are successful in gradually improving the attainment of boys. This is particularly reflected in the results for science.
71. The results of the 2005 teacher assessments, for which there is no comparative data available, indicate a continued trend of improvement.
72. The school is successful in achieving its end-of-key-stage targets for attainment and exceeds the Welsh Assembly Government (WAG) target of 80% - 85% of pupils attaining at least Level 4 at the end of KS2. The school prepares its pupils well for the next stage of their education.
73. Pupils' behaviour and their attitudes to learning are good and contribute significantly to the standards pupils achieve and to the quality of life in the school. The school is a happy, supportive and orderly community where pupils are courteous, polite and relate well to each other, to staff and to visitors. Pupils have positive attitudes to learning; they are interested in their work and are keen to do their best. They listen carefully to their teachers, settle quickly to task and for the most part sustain concentration. Pupils take pride in their achievements and know that teachers appreciate their work and effort.
74. The school has highly effective policies and procedures in place to promote good behaviour. Pupils have been involved in the formulation of school rules, which are positive, relevant and reflect the caring ethos of the school. The school has successfully implemented a range of strategies to enhance pupils' self-esteem and confidence, especially through circle time, and this has contributed

significantly to the positive behaviour of pupils and to their personal and social development.

75. On a few occasions and in a minority of sessions, some pupils become restless and inattentive when teachers expectations of behaviour are not high enough, when the pace of lessons is too slow and when lessons lack a clear subject focus.
76. Attendance rates average 93% for the past three terms and pupils are punctual and keen to attend school. Registration sessions and lessons start promptly and pupils settle quickly. The school is working diligently to reach the attendance target of 95% it has set itself, but is hampered by the number of parents who take their children on holiday during term-time. This has an adverse impact on the continuity of pupils' formal education and on overall rates of attendance for the school. The school complies with all attendance requirements set out in the National Assembly for Wales Circular 3/99, *Pupil Support and Social Inclusion*.
77. Pupils' ability to work independently, in pairs and as part of a group is very well developed by the end of Y6. However, across the school pupils' ability to work independently was not always built upon in the lessons observed. When given the opportunity, pupils organise group activities fairly, share responsibilities and ensure everyone contributes. The mutual help and support they offer to each other through work and play are outstanding features of the school. Pupils' problem-solving and decision-making skills are well developed and older pupils, in particular, recognise the importance of education and how their own attitudes and commitment contribute to learning.
78. Pupils' personal, moral and social developments are particular and distinctive features of the school. The excellent relationships between staff and pupils underpin this development, and pupils are confident in expressing their ideas and opinions because they know their contributions are valued and respected by staff. Pupils are developing a secure set of personal and moral values and demonstrate honesty, fair play and consideration for others in their work and play. These attitudes are particularly evident in the playground where peer mentors help and support their fellow pupils and contribute to the very good order that exists during breaks and lunchtimes.
79. The school is highly successful in promoting equality of opportunity for all pupils, and pupils demonstrate a good understanding of the importance of treating everyone equally, fairly and without favouritism. In discussion with pupils, they display a growing respect for the diversity of beliefs, attitudes and cultural traditions within society.
80. The school is highly successful in preparing pupils to take an active role in the life and work of the local community. Exemplary use is made of the community as a learning resource and pupils regularly serve the community by supporting a range of civic, cultural, environmental and charitable projects.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

81. The findings of the inspection team do not match the judgement made by the school in the self-evaluation report, in that the school judged this key question as Grade 1. This is because the first-hand evidence of inspection identifies some inconsistencies in learning and teaching.

82. In 43 lessons or parts of lessons observed, teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
16%	58%	26%	-	-

83. The school exceeds the WAG target for good or better teaching. Examples of effective teaching were seen in all classes.

84. Teachers work very hard at creating a sensitive, caring atmosphere and relationships with pupils are very good. Pupils' efforts and good work are praised and consistent encouragement helps pupils' progress. There is a very strong emphasis on ensuring equality of opportunity.

85. Teachers provide a stimulating environment with very attractive interactive displays of pupils' work. These are conducive to effective learning and teaching and reflect teachers' well-developed knowledge of different learning styles. This is a distinctive feature of provision in all classes.

86. Lesson planning is thorough and in general meets the individual needs of pupils well. There are clear aims to lessons, which are, for the most part, effectively shared with pupils. Day-to-day evaluations inform further planning in an appropriate manner. The most effective examples focus on achievement and identify the next steps for groups or individuals.

87. Planning often reflects differentiated activities, such as in a history lesson in Y3, where the requirements of tasks with a similar content take account of pupils' differing levels of competence in reading and writing. Such approaches help to ensure good progress is maintained.

88. There is a very good focus in planning on the key skills and common requirements that are to be developed within the lesson. Teachers' skills in promoting bilingualism are generally good.

89. Features of the more-effective lessons observed included:

- teachers displaying good subject knowledge;
- suitably challenging tasks for learners;
- lively introductions which gained and maintained pupils attention very effectively;
- skilful questioning which allowed pupils to make extended oral contributions;
- a good range of appropriate teaching techniques;

- lessons moving along at a good pace;
 - well-focused support for pupils engaged on tasks;
 - effective use of learning support assistants (LSAs) within the classroom;
 - appropriate and effective use of resources, including the interactive whiteboard;
 - teachers implementing positive behaviour strategies in an effective manner.
90. Features of lessons that were judged to be outstanding included:
- very high expectations in terms of achievement;
 - high levels of subject knowledge and expertise used imaginatively to inspire pupils to learn with appropriate independence;
 - very effective opportunities for pupils to generate ideas and to be actively involved in the learning;
 - very effective organisation and management of activities;
 - plenary sessions of a high order, with a clear focus on the learning.
91. Features of less-effective lessons include some shortcomings, such as:
- teachers' subject knowledge was not always well developed;
 - there was an insufficient focus on the subject knowledge of the topic, particularly in introductions and plenary sessions;
 - teachers did not gain and maintain pupils' interest effectively;
 - lessons did not develop at an effective pace;
 - at times teachers were over-involved in supporting pupils;
 - lack of resources limited the development of the learning;
 - expectations of pupils achievements were not sufficiently high;
 - the implementation of positive behaviour strategies was not always effective.
92. The positive contribution of LSAs in catering for pupils with SEN, particularly in aspects of literacy and behaviour, and support for those learning English as a second language, is well targeted and reflects good levels of expertise.
93. The school has a comprehensive policy for assessment. There is a good range of procedures that guide teachers well in systematically assessing pupils' achievements and progress.
94. All teachers have 'tracking files' that record the results from a range of standardised tests for individual pupils. The data is analysed to identify strengths and weaknesses in performance in the core subjects and used appropriately for informing the grouping of pupils and planning provision, particularly for the most-able and least-able pupils.
95. Pupil-assessment files chart individual progress through regular end-of-unit assessments in the core subjects and periodic assessments in several foundation subjects. These records clearly exemplify individual progress and achievement and inform end-of-year reports well.
96. Teachers use NC criteria appropriately when compiling subject portfolios that exemplify standards. The work is often clearly annotated. The marking of pupils work is conscientious with the most effective examples being evaluative and pointing the way forward.

97. The systems to enable pupils to gain a clear understanding of the purpose of assessment and involve them in setting learning goals and making self-assessments are developing very well. Many of the older pupils confidently discuss areas to improve in their work and are proud of their achievements. This aspect is a strong feature.
98. There is generally a good match between teacher assessment and NC test results. The school's procedures generate much useful information about individual pupils, but in general much of this information is insufficiently collated and analysed to improve its use and accessibility within day-to-day practice.
99. The quality and consistency of written reports informing parents about their child's progress and achievement is very good. The school meets statutory requirements for assessment and reporting to parents.

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

Grade 2: Good features and no important shortcomings

100. The findings of the inspection team do not match the judgement made by the school in the self-evaluation report, in that the school judged this key question as Grade 1. This is because some elements of the National Curriculum need time to become fully developed.
101. The school is successful in planning a broad and relevant curriculum that meets the needs of learners well. A strong focus on promoting equal opportunities and access to the full range of curricular opportunities permeates all aspects of school life.
102. A wide range of high-quality policies sets out a clear framework for all aspects of the curriculum. For the most part, schemes of work are effective in providing progression and continuity in subject knowledge, skills and understanding. This provision meets legal and course requirements.
103. Planning ensures parity of learning experiences for pupils in parallel year-group classes, but although the planned organisation of the curriculum provides for a suitable balance of time to be allocated across subjects this is not always reflected in the depth of pupils' studies in some foundation subjects or in the records of teachers' planning over time.
104. There are plans to strengthen further progression in learning such as improving opportunities for reading and writing in English and developing further the scheme of work for design and technology to ensure pupils gain greater experience of control technology and use ICT to generate designs. In music, appropriate progression in composing and performing, and building up pupils' knowledge of music is being developed. Furthermore, recently implemented schemes of work, such as in history are to be reviewed.

105. There is good emphasis on basic skills. The very high priority placed on the development of key skills is a strong feature of the curriculum. Schemes of work systematically identify opportunities to promote key skills.
106. The overall curriculum reflects much focus on the active involvement of pupils in the learning process with good attention to learning styles and nurturing the skills for lifelong learning, such as creative, enquiry and problem solving skills. This is a distinctive feature of the school's provision.
107. The school promotes learners' bilingual skills effectively through displays and the regular use of incidental Welsh in the daily routines of the school.
108. The organisation of mixed-aged clubs for an hour each week, known as 'Friday Fun', significantly enhances pupils' learning. The provision covers a range of subjects and builds very well on teachers' specialist expertise to enhance pupils' achievement.
109. Furthermore, pupils' learning is greatly enhanced by the provision of rich, first-hand experiences and through visits both in the locality and further a field. This provision contributes well to standards and is particularly evident in science, design and technology and history.
110. Very good use is made of a range of visitors to the school. These include musicians, theatre groups, storytellers and environmentalists. The learning experiences provided by visits and visitors are strong features of provision.
111. The school offers a range of extra-curricular activities including competitive team games. Homework is appropriate and for the most part is well targeted.
112. Learning effectively promotes pupils' spiritual, moral social and cultural education. This provision has outstanding features. Daily acts of collective worship make very important contributions to pupils' moral and spiritual development. These occasions comply with requirements, focus on a wide range of appropriate moral themes and have a distinctive spiritual atmosphere in which music plays an important role. Pupils are given very good opportunities for taking part and for quiet reflection. Visitors make a very important contribution to this provision.
113. Opportunities to be involved in the peer mentoring system and the school council make important contributions to pupil' social development. Pupils are very much aware of those who are less fortunate than themselves; they contribute well to charitable causes at home and abroad and sponsor a child in a developing country.
114. There is strong emphasis on the Cwricwlwm Cymreig with focal points clearly identified in schemes of work. The good attention given to raising pupils' awareness of cultural diversity is particularly evident in subjects such as religious education, geography and physical education. Links established with schools abroad enhance this provision well.
115. The school's partnerships with parents, the local community, other schools and higher education institutions are highly successful in enriching the life and work

of the school. Many parents are highly supportive of the school and express satisfaction with the aims and values that the school promotes and with the standards their children achieve. Parents and friends make a valuable contribution to the life and work of the school; many give freely of their time helping out in the classroom, accompanying pupils on educational visits and in fund-raising for the school.

116. Parents are kept well informed through regular newsletters, curriculum topic information, an informative annual report of the governing body, a useful prospectus, informal daily contact and by regular meetings with teachers to discuss their children's work and progress. A useful home-school agreement is in place, which has readily been accepted by parents.
117. The school has very effective partnerships with the receiving secondary school and with the infant school from which pupils transfer. It also has established partnerships with several institutes of higher education and provides training facilities for student teachers and students undertaking vocational qualifications. Students are carefully mentored and well supported by staff, and they make a positive contribution to the life and work of the school.
118. The many positive and dynamic links with the community are very effective and contribute significantly to pupils' learning in a number of curriculum areas. The school and its various activities are very well supported and valued by the local community.
119. The school is highly successful in raising pupils' awareness of the world of work and the vocational aspect of the PSE programme is well addressed by teachers. Through their visits to a variety of retail, commercial and industrial sites, pupils are gaining first-hand knowledge of different working environments and an understanding of the variety of work undertaken in their immediate area and further afield. Teachers invite personnel from a wide variety of professions and occupations to speak to pupils about their work and this provides valuable insight into future career opportunities for pupils.
120. The school enjoys productive links with local employers and with relevant agencies, but no teachers have undertaken a relevant industrial placement with a view to enhancing professional development and enriching curriculum provision for pupils.
121. The school successfully promotes equal opportunities, tackles social disadvantage and challenges stereotypes. Pupils succeed regardless of their gender, race or backgrounds and all pupils have equal access to the curriculum and all other facilities in the school.
122. Pupils' awareness and understanding of sustainable development and global citizenship is outstanding, and environmental awareness permeates the life and work of the school. The whole-school community actively promotes sustainable development. Pupils are involved in re-cycling and composting schemes; they understand the problems of litter and pollution, and the necessity for water and energy conservation. Pupils are very proud of their school and local community and want to contribute to the care and development of their surroundings. The

whole-school community is justly proud of receiving the *European Green Flag* as recognition of its commitment to conservation and the environment.

123. The school's commitment to global citizenship is exemplary. The highly successful partnerships established with schools all over the world enable pupils to have a truly international understanding of the lives of children on different continents and the global forces which shape their lives. The school has received the *Impetus Award* in recognition of its work to promote citizenship.
124. Pupils have many opportunities to enter competitions sponsored by industry and relevant agencies, which they approach with energy and initiative. Their problem-solving skills are enhanced by opportunities to contribute to decision-making through the school council, eco committee and the peer-mentoring programme. Older pupils run the school's healthy-eating tuck-shop, which gives them good insight into the running of a profitable business, and pupils exhibit their entrepreneurial skills as they take part in enterprise activities.
125. The school is highly committed to lifelong learning and the regeneration of the local community. The headteacher is director of the Gorseinon Regeneration Trust and works in close partnership with a range of local agencies. Pupils are very aware of their own community and how they can contribute to its regeneration through active citizenship, education, partnership and care for the environment.

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

Grade 1: Good with outstanding features
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126. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
127. The distinctive nature of the ethos of the school is an outstanding feature of its life and work. This is a very caring school and one in which pupils feel safe and respected. The strong emphasis placed on raising pupils' self-confidence and self-esteem is outstanding. A very wide range of certificates is awarded for pupils' achievements.
128. The school provides very good personal support and guidance for its pupils. The school has identified opportunities to support a range of needs through targeted curriculum clubs.
129. There is a very good range of policies and procedures to support the pastoral care of pupils. Parents appreciate the steps that have been taken to make the school a more secure place.
130. Links with parents and guardians are very good. Basic information is, for example, provided to help parents support their children in basic number, spelling and reading skills and "working together" forms help the process of communication. The school website has a specific area to promote home-school links. Links with outside agencies are very good. The school welcomes the

contribution of volunteers from community groups and has strong links with the community liaison police officer.

131. The quality of links with the infant feeder school is good. There are plans to further develop the close partnership with the infant school. Links with the comprehensive school to which pupils transfer are very effective. The quality of liaison is outstanding. Overall, links contribute significantly to the continuity and progression of pupils' education. Arrangements for the transfer of pupils into KS2 are good and ensure Y3 pupils settle into the junior school quickly. For Y6 pupils, the transfer arrangements successfully ensure the majority look forward to attending the secondary school and approach it with confidence.
132. The promotion of health education and PSE are outstanding features. This provision successfully permeates the life and work of the school. PSE is regularly identified in planning and displays around the school maintain the profile of the many initiatives undertaken. The achievement of numerous awards in these fields endorses the high quality and positive impact of the school's provision.
133. Pupils' behaviour, attendance and punctuality are monitored rigorously. The school's policies and procedures to promote good behaviour are highly effective and behaviour has improved significantly since the last inspection. Pupils whose behaviour is giving cause for concern are counselled, parents are involved and support is sought from external agencies and the LEA when necessary. These arrangements work well.
134. Effective procedures are in place to encourage good attendance and punctuality, to ensure pupils' absence is adequately explained and to follow up situations where necessary. Regular and effective liaison takes place with the Education Welfare Officer (EWO).
135. The school has a detailed policy and set of procedures to promote health and safety, including risk assessment, which are monitored and implemented consistently by the headteacher, staff and the governing body. As a member of the *Welsh Network of Healthy Schools*, the school is successful in encouraging pupils to recognise the benefits of a healthy diet and lifestyle.
136. The headteacher, staff and governors work in the pupils' best interests to safeguard their welfare and ensure they are adequately protected. The school has an appropriate policy and procedures to deal with child protection issues. The headteacher has designated responsibility for child protection and ensures that all adults in the school are aware of the correct procedures to be followed. Good working partnerships have been established with Social Services and other external welfare agencies.
137. The provision to identify and support pupils with additional learning needs is very well organised. The procedures for identification of learning needs are based on a series of planned assessments of pupils' attainments provided by the local education authority.
138. The procedures for early identification and monitoring within the school are very well developed and meet the requirements of the SEN Code of Practice (CoP).

An appropriate register of pupils with SEN is maintained and pupils' individual record files collate and track attainment data, enabling the close monitoring of progress. There is evidence of pupils moving between the stages of the CoP.

139. The arrangements for the annual review for pupils with a statement of SEN are systematic and include all relevant parties. The provision to meet pupils' educational and physical needs reflects well the identified needs of pupils.
140. The school has recently introduced a more inclusive approach to providing targeted support for learning within classes. The contribution of LSAs is invaluable in promoting pupils' progress and helping to ensure that pupils can access the learning. Furthermore, the integration of support teaching within class lessons is developing well and the provision made for carefully chosen withdrawal groups successfully targets basic literacy skills.
141. All pupils with additional learning needs have well focused individual education plans (IEPs) that include clear details of targets and the strategies to be followed. The arrangements for their regular review are well managed and parents or guardians are invited to contribute. A distinctive feature is the involvement of pupils, where appropriate, in discussing progress and targets for improvement.
142. The information systems that hold details about pupils with SEN sometimes lack clarity due to the various layers of records.
143. The school promotes very high expectations in relation to behaviour and these are continually discussed with pupils. Good behaviour is celebrated through a variety of reward systems and very effective use is made of the 'positive behaviour' book. Pupils have opportunities to discuss and decide on class rules that are clearly displayed in classrooms. Developments in the promotion of positive behaviour strategies and a range of other playground initiatives are outstanding features of provision.
144. High quality behaviour and anti bullying policies and very well developed strategies have had a major impact in bringing about improvements in behaviour. Peer mentors work hard to ensure the playground is a friendly and secure environment.
145. In the case of any pupils whose behaviour impedes their progress and that of others, appropriate provision is summarised in individual behaviour plans. The school benefits from close links with specialist support teachers and a pupil referral unit.
146. The school has an appropriate policy statement and very good procedures in place to develop pupils' understanding of the importance of racial equality. Very good emphasis is also placed on developing pupils' awareness and understanding of diversity. The whole school has, for example, taken part in performances and workshops on the need to be aware of differences and diversity.
147. There is an accessibility plan for disabled people in school. The school caters well for the disability needs of pupils who are currently in the school.

Leadership and management

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

Grade 1: Good with outstanding features

148. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
149. The headteacher, with the strong support of governors, provides clear educational direction through well-considered aims, objectives and targets. This is an outstanding and consistent feature that results in significant improvements over time. The positive impact of leaders and managers is reflected in the shared values, high expectations and sense of purpose that permeate the school.
150. A particular feature of leadership is the professional development of teachers, such as in their roles as subject leaders and their involvement in strategic planning since the last inspection. Particular examples include co-ordinating PSE and developing the role of the acting deputy headteacher.
151. The school effectively promotes equality of opportunity for pupils through its policies, overall provision and managerial procedures.
152. Strong emphasis is given to national priorities, such as sustainable development and regeneration. This is clearly evident in projects around the school. Furthermore, the school is strengthening further its beneficial links with partner institutions.
153. The target-setting process is well established as a tool in raising standards. This is evident in the steady trend of improvement in NC results over recent years. The targets set for end-of-key-stage attainment are both realistic and challenging.
154. The school's long-term strategy to raise standards and improve learning is based on the provision of very good opportunities for staff professional development. The arrangements are closely linked to effective systems of monitoring and appraisal and the arrangements for performance management comply with statutory requirements.
155. The positive outcomes of staff development initiatives are very well reflected in the overall quality of education.
156. The governing body is strongly supportive of the school. Governors are well informed about the school through regular, detailed reports from the headteacher, presentations from teachers about aspects of current initiatives and viewing pupils' work.
157. Governors have a sound understanding of their role in strategic planning. The system of sub-committees contributes well to the monitoring of areas, such as

finance, and particular governors take a key role in ensuring oversight of aspects such as SEN.

158. The governing body fulfils its statutory duties.

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

Grade 2: Good with no important shortcomings

159. The findings of the inspection team do not match the judgement made by the school in the self-evaluation report, in that the school judged this key question as Grade 1. This is due to the evidence of inspection highlighting a greater range in the quality of provision and standards than the school's self-evaluation report indicates.
160. A culture of self-evaluation has been very well established and there are strong links between the process of self-evaluation and the SDP. The school has been very successful in establishing procedures that are comprehensive and systematic and based on a very wide range of clear evidence.
161. Self-evaluation and the drive towards continuous improvement are given high priority and all staff are very much involved in the process of school review. The school also consults with pupils and parents, who are given opportunities to make contributions to the process. Outside agencies including the LEA contribute to the process.
162. Although governors contribute to self-evaluation through completing questionnaires, visiting the school and through discussing reports presented by the headteacher and staff, there is room to further develop their active involvement in the process.
163. The monitoring role of the headteacher and acting deputy headteacher are very well developed and are crucial elements in the process.
164. Although the monitoring and evaluating role of coordinators has developed significantly since the last inspection in 1999, their focus on evaluating aspects of teaching and standards of achievement are not always sufficiently rigorous.
165. Since 1999, the process of self-evaluation has led to the establishment of a range of important initiatives, many of which have already brought about clear improvements. These include approaches to teaching and learning, the development of a skills-based curriculum and significant improvements in behaviour. The security of the school has also been greatly enhanced
166. The school makes good use of the tracking system, teacher assessments, standardised tests and teacher expertise to identify specific weaknesses and to set appropriate targets for pupils. The governors are made fully aware of benchmarking statistics, the main findings of the analysis of results and are involved in discussions of targets set by the teachers.

167. The self–evaluation document is a comprehensive and informative document. It provides a good range of relevant information and analysis about all aspects of school life. There is a strong focus on what has already been achieved as well as some references to areas for development. All aspects of the evaluation are related to relevant supporting evidence.
168. The overall quality of the self-evaluation report is reduced as the consistent grading by the school across the key questions, subjects and aspects of learning is not supported fully by the evidence of inspection.
169. The inspection team endorse the school's identification of a number of outstanding features and agree with the areas for development identified in subjects such as English. However, the variations identified in standards, teaching and some aspects of provision are judged to be sufficient to warrant a different grading in five of the key questions.
170. The school has made very good progress since the last inspection. It has successfully resolved many of the shortcomings identified in the last inspection, raised overall standards and the impact of clear leadership and effective staff development result in a distinctive and effective learning ethos that is a credit to the school.

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

Grade 2: Good features and no important shortcomings

171. The findings of the inspection team do not match the judgement made by the school in the self-evaluation report, in that the school judged this key question as Grade 1. This is because some elements of the school's provision reflect variations that sometimes limit the impact of provision on progress and standards.
172. There are sufficient numbers of well-qualified teachers who possess a good range of expertise to provide for the needs of pupils, including those with SEN. They are highly committed to providing a secure, happy and industrious environment for pupils. Learning support assistants work diligently to support teachers and pupils and are valued members of the school community.
173. Ancillary staff, including the school secretary, mid-day supervisors, canteen staff, the caretaker and cleaners, make a valuable contribution to the quality of life in the school. The headteacher ensures that all teaching, support and ancillary staff are valued and respected for the contribution they make to the school. A very good team spirit is evident.
174. Taken overall, the quality and quantity of resources to support learning are sufficient to meet the needs of the curriculum. There are, however, some limitations in the provision and use of resources. In particular, the range of instruments in music is limited and the use of control equipment in design and technology and group-reading materials in English is not yet sufficiently developed.

175. The school has invested heavily in interactive whiteboards and teachers use these productively to enhance pupils' learning. The school library and IT facilities are well utilised and contribute significantly to the standards pupils achieve.
176. The accommodation is sufficient for the number of pupils on roll and is very clean and well maintained due to the vigilance of the caretaker and cleaners. The staff make very good use of all available space to provide pupils with a vibrant and stimulating learning environment. The quality of display is very good and is used successfully to celebrate pupils achievements and as a tool for learning.
177. The 'new' boundary fence has done much to reduce incidents of vandalism and the school has successfully implemented a range of initiatives to enhance the external environment of the school.
178. Overall, the resources available to the school are well managed and effectively deployed. A particularly effective feature is the deployment of support staff and play resources at break-times. This has a very positive impact on pupils' personal development.
179. The professional expertise of the staff is developed effectively. The deployment of class teachers is efficient and the arrangements to promote inclusion through the provision of support teaching and LSAs are developing well. However, the day-to-day management of additional adults in the classroom is not always fully effective.
180. The school has a clear rationale for the use of curricular time, but the productivity of pupils, as evidenced in a whole-year's work, is variable in some foundation subjects. Furthermore, the scrutiny of timetables in teachers' records indicates the need to ensure sufficient time is given to all subjects.
181. Strategic planning matches financial resources well to the school's priorities for development. Financial planning anticipates a projected drop in pupil numbers and spending decisions, such as the investment in ICT and additional staff, are carefully targeted to have a positive impact on standards.
182. Staff and governors regularly review resources to ensure best value. The high quality of financial controls and forward planning, together with the significant progress made by pupils across the key stage indicate the school provides very good value for money.

Standards achieved in subjects and areas of learning

English

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

Good features

183. Throughout the school pupils display good listening skills. They listen attentively to their teachers and to each other. The majority use listening skills well in a variety of situations, demonstrating the ability to take turns in listening and to respond thoughtfully to the opinions of others. Pupils listen particularly well during occasions such as whole-school assemblies.
184. Pupils develop speaking and listening skills effectively in paired and group work. They participate enthusiastically in discussions, often speaking confidently, such as in Y5, when discussing the good and bad features of Gorseinon. The older pupils formulate ideas logically and put forward their views, ideas and opinions clearly and coherently. Through the good role models provided by the adults in the school pupils successfully extend their vocabulary.
185. Pupils of all ages and abilities show appropriate interest in reading. The less-able pupils develop their skills steadily as they use phonics, blends and contextual cues to help them work out unfamiliar words. The more-able pupils are becoming confident, fluent and expressive readers. They are aware of authors, they express preferences and are beginning to use punctuation to help them read with expression. They demonstrate good understanding of the texts they read.
186. Pupils read from a range of texts and their comprehension skills reflect increasing accuracy and understanding. Younger pupils are confident in reading their written work aloud to their peers, who are encouraged to make evaluative comments. The more-able pupils confidently name favourite authors and stories and all pupils are encouraged to express opinions about the books they have read and they do so with developing confidence.
187. By Y6, most pupils' confidence in reading is becoming well established. They follow a text with appropriate understanding when reading in groups with their teacher, describe key characters and increasingly use contextual cues to predict what will happen next.
188. Discussion with older pupils confirms their good knowledge of reference skills and techniques such as, skimming a text to locate relevant information and note taking.
189. Pupils write with increasing fluency and steadily improve the structure of their writing for different audiences and purposes. They use their increasing knowledge of spelling patterns and alphabetical order to spell words and check their accuracy using personal dictionaries.
190. Across the school, pupils write in a variety of genres. For example, pupils in Y3 focus on using interesting adjectives to improve their character descriptions and

in Y4 pupils know how to structure a letter and use their thinking skills appropriately to formulate questions to put to a Welsh celebrity.

191. The older pupils develop a sound knowledge of language structures. In Y5, pupils suitably develop the quality of their descriptive writing linked to the topic of Space by experimenting with similes and alliteration. In Y6, pupils successfully focus on the use of verbs and adjectives and confidently identify the adverb in instructional writing. They also identify the features of persuasive writing in the context of information leaflets and prepare texts to persuade children to come to their school.
192. By the end of KS2, pupils use dictionaries confidently to help find spellings and definitions. They develop a secure knowledge of a range of writing styles, use their knowledge of language structures effectively and structure their writing well. The more-able pupils extend their ideas in well-structured pieces of writing and edit their writing independently.

Shortcomings

193. There are no significant shortcomings in pupils' overall achievements. However, pupils insufficiently extend their reading and writing skills and the development of handwriting and presentational skills is variable.

Science

Key Stage 2 - Grade 1: Good with outstanding features
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Good and outstanding features

194. Pupils in all classes demonstrate very positive attitudes towards the subject and they are very aware of the importance of science in their lives and in the world around them. At appropriate levels, they develop a good science vocabulary.
195. Across the school, pupils develop a very good understanding of the factors that contribute to healthy eating and living.
196. In Y3, pupils develop a good understanding of materials and their properties and classify and categorise them effectively according to a wide range of criteria. They have a good understanding of the sources of light and experiment effectively with simple circuits.
197. Pupils in Y3 make good progress in developing the skills of asking scientific questions. They make effective use of science enquiry planning boards to develop their investigative skills. Pupils demonstrate good prediction skills and a good understanding of the importance of a fair test as they investigate, for example, which materials will stretch, the relationship between height and size of hands and feet and the effect of exercise on the pulse rate.
198. In Y4, pupils demonstrate a good understanding of the importance of careful planning as they experiment to see which materials make the best insulators and which are the most effective conductors of electricity. They effectively experiment with magnets to develop their understanding of magnetic and non magnetic materials and measure the lengths of shadows effectively. They use databases

effectively to classify living and non living things and are developing a good knowledge and understanding of the functions of various parts of the body.

199. Pupils in Y5 have a very good knowledge and understanding of solids, liquids and gases. They demonstrate very effective problem solving and research skills as they focus on investigating the permeability of a wide range and types of rocks. They have a very good understanding of the water cycle and conduct good quality investigations to develop their understanding of the concepts of evaporation and condensation.
200. They carefully investigate what happens to plants when growth conditions are changed and describe the investigation correctly. They demonstrate a very good understanding of the functions of different parts of the skeleton.
201. Pupils in Y6 demonstrate a very good understanding of the life cycle of a flowering plant and of the concepts of pollination and fertilisation, germination and seed dispersal. They draw very effectively on their research skills in their focus on the animal kingdom and classify animals particularly well according to a range of criteria. They demonstrate a very good understanding of food chains and habitats and very effectively investigate under which conditions microbes develop and multiply.
202. Pupils develop a very good understanding of forces and make very good use of symbols in their work on a variety of electrical circuits. They generate ideas very effectively and demonstrate very well developed prediction skills as they investigate how to measure the amount of air contained in a variety of sponges.
203. The extent of the subject knowledge and skills, together with the very strong grasp of the process of planning investigations achieved by the older pupils are outstanding features. They use resources very effectively and their skills in predicting, observing, drawing conclusions and presenting their findings are very well developed. They present their conclusions very effectively in written form, pictorially and in the form of tables and graphs. Pupils make very good use of their ICT skills in this context.

Design and Technology

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

Good features

204. Pupils across the key stage make appropriate use of their research skills and their knowledge of life in Celtic times to design and make replica Celtic artefacts and opportunities to be involved in design and technology competitions make important contributions to pupils' achievements in this subject.
205. Pupils in Y3 and Y4 develop good planning skills as they design and make Celtic swords, shields and helmets. They create products of good quality using a variety of materials including card and wood. Their evaluations are of good quality.

206. In Y5, pupils successfully design and make Celtic brooches using clay. They carefully plan, consider and experiment with a range of patterns and make attractive, well finished products.
207. Pupils in Y6 demonstrate good skills in making choices as they focus on creating effective structures in their work on Celtic houses. They generate relevant ideas as they consider a number of features, including the importance of ensuring that the buildings are waterproof. They use a range of materials effectively to create a variety of products of good quality. Their skills in outlining the processes involved and identifying improvements as a result of continuous evaluations are well developed.
208. Pupils across the school make good use of the expertise provided by XL Wales to enhance their construction skills and develop their understanding of control technology. Using a range of construction kits, they draw well on their work on electricity in science. Pupils at the lower end of the key stage create lighthouses, while older pupils successfully focus on creating and constructing a variety of burglar alarms.
209. At appropriate levels across the key stage, pupils use information gathering and planning skills effectively in a range of work relating to food technology. They outline the processes involved effectively, evaluate the different stages and make good use of utensils as they produce products, ranging from healthy sandwiches and drinks at the lower end of the school to convenience, fast foods and supper dishes at the upper end. Pupils at all levels develop a good understanding of the importance of cleanliness as they work with a range of ingredients. They discuss the appearance and taste of their products particularly well.

Shortcomings

210. There are no important shortcomings, but previous work indicates pupils' skills in using control technology are insufficiently developed and they make little use of ICT in the designing process.

History

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

Good features

211. At appropriate levels across all year groups, pupils develop the skills of historical enquiry very well when studying the Celts, Stuarts and Victorians. Visits to sites of historical interest, both locally and further afield, together with the contribution of visitors to the school provide valuable first-hand learning experiences that have a very positive impact on the standards achieved in history.
212. In Y3, pupils enjoy dressing a fellow pupil as a Celtic Warrior and discuss important features. They select and match information from worksheets, at appropriate levels, and confidently label a picture of a warrior using appropriate terminology.

213. Pupils in Y4 successfully increase their knowledge of the features of Celtic life, including hill forts, villages and round houses. They develop their understanding of chronology by placing the Celts on a time-line showing key events in history they have previously studied.
214. In Y5, pupils know that artefacts teach us about the past and that many important archaeological finds are found in museums. Pupils use their skills and prior knowledge with enthusiasm to identify objects from photographs. More-able pupils confidently recall previous work about Celtic homes, clothing and jewellery and know that Celtic tribes lived across Europe.
215. In Y6, pupils have a well-developed understanding of the work of archaeologists and good background knowledge of Celtic life, including aspects such as religion. Discussion with pupils confirms they have very good enquiry skills and very good knowledge of historical sources and how to use them. They sequence key people and events in the periods recently studied and have a sound recall of life in Stuart times and of key events such as the Great Plague and Fire of London.

Shortcomings

216. Previous work and discussion with pupils indicates that some pupils are slow to develop a coherent and sufficiently detailed knowledge of some of the periods studied.

Music

Key Stage 2 - Grade 3: Good features outweigh shortcomings

Good features

217. Pupils across the school achieve particularly well in singing and benefit from whole-school singing sessions and opportunities to sing and enjoy music in mixed age curricular clubs. The repertoire of songs performed in English and Welsh is varied. Pupils sing expressively, demonstrate appropriate posture and confidently perform pieces, including songs in two parts, with a good tone and sense of rhythm.
218. In Y3, pupils use vocabulary such as sad, funny, scary and emotional to describe the moods evoked by pieces of music they listen to. They build on this experience to create group performances using a variety of instruments. The more-able pupils make good attempts to record their composition and use symbols to denote volume.
219. When learning a call and response song, pupils in Y4 maintain pitch and rhythm well in two parts when singing unaccompanied. They add percussion to accompany the singing and show that they are beginning to understand pitch and learning to identify notes and to play 'by ear'.
220. Pupils in Y4 demonstrate good breath control and tonguing technique in the early stages of learning to play the recorder. Pupils enjoyed using their names to sing simple rhythmic patterns on the note of low D.

221. In Y5, pupils demonstrate an increasing understanding of pitch, tempo and timbre when listening to different styles of music, including ballet music by Stravinsky. Previous work indicates pupils develop appropriate appraisal skills.
222. In Y6, pupils improve their listening skills and identify solo instruments, such as the harp, oboe and flute, with developing confidence through listening to music by Satie, for example.
223. Across the key stage, pupils' musical experience is positively enhanced by visiting musicians and a good number of pupils benefit from instrumental tuition; these pupils achieve well and contribute significantly to school life by performing in assemblies and concerts.
224. Through 'composer of the week' pupils are introduced to the musical styles of a variety of composers ranging from classical works to 20th century composers such as Copland and Gershwin and contemporary composers including Carl Jenkins and Mike Oldfield.

Shortcomings

225. Pupils build up their composing and performing skills at a slow pace across the key stage. Many have limited skills in performing simple repeated musical patterns and playing percussion instruments correctly.
226. In general, pupils make insufficient progress in creating and improving imaginative pieces of music and experimenting with a range of sound sources, including ICT.
227. Although pupils are introduced to the musical elements, appropriate subject vocabulary and a range of musical styles, the older pupils, in particular, lack a sufficient body of musical knowledge and experience to draw on when asked to identify instruments and appraise a piece of music.

Physical Education

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

Good features

228. Pupils across the key stage demonstrate a good understanding of the importance of warm up and cooling down sessions for their heart and muscles and carry out these activities effectively. They work effectively in pairs and groups, often offering help and encouragement to others. All pupils receive instruction in swimming and the majority make good progress and achieve the expected standards.
229. Pupils in Y3 demonstrate that they are developing good hand and eye co-ordination in their games lesson involving ball skills. They listen and respond well to instructions, handle equipment with care and show an increasing understanding of the importance of playing as a team and abiding by the rules of games.

230. They demonstrate a good awareness of space, good levels of agility and increasing control of their movements in gymnastic lessons. Pupils' work shows increasing clarity of body shape and improving skills in balancing activities.
231. In the development of dance activities based on life in Celtic times, pupils in Y4 are imaginative in their creations as they explore and respond to the mood of a story and music. They are developing good control over their body shape and refine and improve sequences of movement effectively.
232. Older pupils generate ideas relating to developing a sequence of dance movements linked to sporting events associated with different nationalities in an effective manner. They demonstrate a good understanding of balance and counterbalance in their gymnastic work and are making good progress in experimenting with a variety of ideas relating to a sequence of balancing activities.
233. At appropriate levels across the school, the great majority of pupils demonstrate good skills in evaluating their own performances and those of others to bring about improvement. These contribute well to the good progress which pupils make.
234. In addition to formal lessons, pupils across the school make good use of a range of playground and sports equipment during break-times to develop their skills in the subject. Their involvement in extra-curricular dance and a variety of games activities, contribute significantly to the standards achieved. The school is successful in competing with other schools in a range of team games.

Shortcomings

235. During some lessons observed, the dress of a minority of pupils was inappropriate to energetic exercise, in terms of practicality and safety. This limits progress and achievement.

School's response to the inspection

236. The governing body and staff of Gorseinon Junior School are proud of the many positive aspects of this report. We are especially pleased that we received Grade 1 for the care, welfare and support systems that we have in place. We are also proud that the leadership skills of all our staff have been recognised.
237. We value the achievements of our children and the fact that the report recognises they are well prepared for the next stage of their education. We are delighted with the praise of our children's behaviour and attitudes towards learning.
238. We will, through our school development planning, ensure that high standards are maintained and we will continue to strive for excellence in all we do for our children.

Appendix A

Basic information about the school

Name of school	Gorseinon Junior School
School type	Community
Age-range of pupils	7 – 11 years
Address of school	Pontardulais Road Gorseinon Swansea
Post-code	SA4 2FE
Telephone number	01792 892408

Head teacher	Mrs Jill Preece
Date of appointment	1 st April 1998
Chair of governors/ Appropriate authority	Mr John Gough
Registered inspector	Mr Michael T. Ridout
Dates of inspection	19 th – 21 st September 2005

Appendix B

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	-	-	-	-	51	49	46	58	204

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	11	1	11.6

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	17.6 : 1
Pupil: adult (fte) ratio in nursery classes	-
Pupil: adult (fte) ratio in special classes	-
Average class size, excluding nursery and special classes	25.5
Teacher (fte): class ratio	1.45 : 1

Percentage attendance for three complete terms prior to inspection	
Term	Whole School (KS2)
Autumn 2004	93.89
Spring 2005	93.47
Summer 2005	91.7

Percentage of pupils entitled to free school meals	23
Number of pupils excluded during 12 months prior to inspection	0

Appendix C

National Curriculum Assessment Results End of Key Stage 2: 2004

National Curriculum Assessment KS2 Results:								Number of pupils in Y6: 46					
Percentage of pupils at each level													
			D	A	N	B	W	1	2	3	4	5	
English	Teacher assessment	School	0.0	0.0	0.0	0.0	0.0	0.0	4.3	13.0	56.5	26.1	
		National	0.5	0.1	0.3	0.0	0.4	0.7	5.0	16.4	46.1	30.4	
	Test/Task	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	13.0	58.7	23.9
		National	0.4	1.1	0.6	1.3	0.0	0.0	2.3	10.0	40.6	43.6	
Mathematics	Teacher assessment	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	8.7	58.7	32.6	
		National	0.3	0.1	0.3	0.0	0.3	0.4	2.6	16.0	48.1	31.8	
	Test/Task	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	13.0	56.5	30.4
		National	0.4	1.3	0.5	0.4	0.0	0.0	2.9	14.9	44.6	35.1	
Science	Teacher assessment	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	58.7	41.3	
		National	0.3	0.1	0.3	0.0	0.2	0.2	1.2	9.6	50.5	37.6	
	Test/Task	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	58.7	41.3	
		National	0.3	1.1	0.0	0.3	0.0	0.0	0.6	6.9	50.7	39.9	

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by Teacher Assessment		by Test	
In the school:	72%	In the school:	73.9%
In Wales:	71%	In Wales:	71%

- D Pupils who are exempted under statutory arrangements from part or all of the National Curriculum
A Pupils who have failed to register a level because of absence
F Pupils who have failed to register a level for reasons other than absence
B Pupils not entered for the tests because they are working outside the set levels of the tests.
W Pupils who are working towards level 1

National Curriculum Teacher Assessment results End of Key Stage 2 2005¹

Percentage of pupils Level 4 and above ²	2005 Targets		2005 Results
	Realistic	Ambitious	Teacher assessment
English	65.0	76.0	80.4
Mathematics	65.0	75.0	82.4
Science	82.0	88.0	94.1
Core subject indicator	64.9	72.5	78.4

¹ At the time of completing this report there was no national comparative data available for 2005.

² There were 49 pupils in this cohort.

Appendix D

Evidence base of the inspection

- The inspection team consisted of three inspectors who worked for eight inspector days (over three days) gathering first-hand evidence. A peer assessor was appointed by Estyn and took part in the inspection. In total, 43 lessons or parts of lessons were observed and standards and teaching graded. Inspectors evaluated the pupils' work.
- The headteacher took the role of nominee, ensuring effective communication with the inspection team. The nominee attended meetings with inspectors and contributed fully to the discussion of inspection evidence.
- Inspectors observed registration sessions, school assemblies and break-times. All teachers were observed teaching. Discussions were held with members of the teaching and non-teaching staff, representatives of the GB, parents and others, both during initial inspection visits and during the inspection.
- All the available work and records of a representative sample of pupils from all year groups were scrutinised. A representative number of pupils were heard to read both formally and informally. Inspectors sought the views of a number of pupils in discussions with them.
- A large amount of documentation provided by the school was analysed both before and during the inspection.
- Few lessons in art, design and technology and history took place during the inspection. Evidence is drawn from pupils' previous work and discussion with pupils and teachers.
- The registered inspector held a meeting attended by seven parents before the inspection and considered 30 parents' responses to a questionnaire.
- At the end of the inspection, the main findings of the inspection were discussed with the senior staff. A short time after the inspection, meetings were held with the headteacher, the staff and the governors to report the findings of the inspection.

Appendix E

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr M. T. Ridout Registered Inspector	Context Summary Recommendations Key question 1: How well do learners achieve? Key question 5: How effective are leadership and strategic management? Assessment aspect of Key question 2; SEN aspects of Key question 4 Key question 7: How efficient are leaders and managers in using resources? English History Music
Mr B. Jones Team inspector	Key question 2: How effective are teaching, training and assessment? Key question 3: How well do the learning experiences meet the needs and interests of learners and the wider community? Key question 4: How well are learners cared for, guided and supported? Key question 6: How well do leaders and managers evaluate and improve quality and standards? Science Design and technology Physical Education
Mrs J. Warr Lay inspector	Aspects of Key questions: 1, 3, 4 and 7.

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Acknowledgement:

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