

**INSPECTION UNDER SECTION 10  
OF  
THE EDUCATION (SCHOOLS) ACT 1996**

Grange Primary School  
West Cross Avenue  
West Cross  
Swansea  
SA3 5TS

School Number: **672/2055**

Date of Inspection: 4<sup>th</sup> – 6<sup>th</sup> November 2002

Registered Inspector:

Mr. J. Harries  
**W/180/78730**

Under ESTYN contract number: T/80/02P



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## CURRICULUM NOMENCLATURE AND KEY STAGES

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

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

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

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

## GRADE DESCRIPTIONS

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

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

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## 1. CONTEXT

### **The school and its priorities**

Grange Primary School is situated in the West Cross area of the city of Swansea, serving part of the western suburb of the city near Mumbles. The school was purpose built on five levels in 1952. It is of modern design and caters for approximately 200 pupils. The school complex is shared with an adjoining Roman Catholic Primary School. It has a large playing field, additional environmental features, hard surfaced play areas and an adventure playground ensuring a secure and very stimulating learning environment.

The school serves an area of mixed prosperity with approximately half of the pupils from a relatively prosperous area, 40% from an area neither prosperous nor economically disadvantaged and approximately ten per cent from an economically disadvantaged area. In excess of 40% of pupils come from outside the school's catchment area. The vast majority of children have received pre-school education, mainly at the private nursery located at the school. At the time of the inspection, there were 188 pupils on roll, including ten part-time nursery-age children and 13 pupils with hearing impairment, drawn from a wide catchment area. Pupils in mainstream are taught in five mixed-age classes and two single-age classes with KS2 pupils set in ability groups for mathematics. Pupils with hearing impairment are taught in two mixed age classes with specialist teaching facilities (STFs) and with integrated sessions timetabled in a variety of subjects.

Around ten per cent of pupils are entitled to free school meals, well below the Swansea figure of 17.4% and the all Wales figure of 19.5%. None of the pupils comes from a home where Welsh is the first language. Ninety five per cent of the pupils are of white ethnicity with ten pupils from other cultures, four of whom receive support teaching in English as an additional language. The school identifies 39 (20%) of the pupils as having some degree of special educational need (SEN) including those in the STFs. All pupils with hearing impairment carry statements together with two other pupils in mainstream classes. At 11 years of age, pupils continue their education at either Bishop Gore or Bishopston Comprehensive Schools. The school was previously inspected in the Spring term 1997. Key issues for action were identified and the ensuing action plan addressed all areas of concern and established a number of strategies to address the matters raised in the report.

The school's mission statement is:  
"Working in partnership, we aim high to achieve our goals".

The school prospectus states the school aims to:

- develop lifelong learning skills in a warm, caring and beautiful environment;
- provide stimulating and challenging learning experiences through a well planned curriculum;
- nurture and promote self-discipline, mutual respect for persons and property, tolerance and understanding;
- ensure equal opportunities for all pupils in all areas of school life;
- engender a feeling of mutual ownership between the school, parents and community;
- support the City of Swansea philosophy of 'Life Long Learning' by extending the use of the school for children of nursery age, adult and community based learning.

The school's main foci for the present academic year are to:

- further develop the ethos of the school;
- further develop the organisation of the school
- further develop curricular matters to include:-
  1. a new strategic plan for the development of information and communications technology (ICT);
  2. maintain progress in the development of spelling and writing skills;
  3. maintain the focus on mental mathematics and problem solving skills;
  4. development of the arts;
  5. produce a PSE policy;
  6. address SEN issues;
- address health and safety, site and premises issues;
- further develop links with parents, business and community.

## 2. MAIN FINDINGS

### **The Main Findings of the Report**

Grange Primary School provides a good standard of education for its pupils and has many very good features. The headteacher has a clear vision for school improvement, provides purposeful direction and adopts collegiate and collaborative approaches. She is ably supported by the deputy headteacher and a pro-active governing body, which has direct involvement in school development planning and evaluation. Staff are conscientious and work effectively as a team, implementing the school's clear values especially respect for individuals and their achievements, these have a positive effect on pupils, resulting in the achievement of consistently good overall standards. The school's ethos; quality of leadership; the quality of teaching; pupils' key skills of speaking, listening and writing; the quality of support, guidance and pupils' welfare; the range of extra-curricular activities and partnership with parents and community are strengths of the school.

#### **Educational standards achieved by pupils**

- Pupils' standards of achievement overall in the school were very good in around 20% of the sessions observed, good in 66% and satisfactory in the remaining 14%.
- The vast majority of the children come to school with average levels of literacy and numeracy skills. Overall, in the nursery class, children make consistently good progress in all areas of learning and very good progress in physical development and personal and social development and in knowledge and understanding of the world. Children of reception age make good progress in all areas of learning and make very good progress in their creative development and knowledge and understanding of the world. As a result, the overall quality of the educational provision for the under fives is appropriate to their needs and the children are making consistently good progress towards the Desirable Outcomes for Children's Learning.

Standards in the six areas of learning are as follows:

<b>Nursery (3-4 year olds)</b>	
Language, literacy and communication skills	Good
Personal and Social Development	Very Good
Mathematical Development	Good
Knowledge and Understanding of the World	Very Good
Creative development	Good
Physical development	Very Good
<b>Reception (4-5 year olds)</b>	
Language, literacy and communication skills	Good
Personal and Social Development	Good
Knowledge and Understanding of the World	Good
Mathematical Development	Very Good
Creative development	Very Good
Physical development	Good

In Key Stage 1 (KS1), and KS2, pupils' standards of achievement in the different subjects of the National Curriculum (NC) and religious education are as follows:

<b>Subject</b>	<b>KS1</b>	<b>KS2</b>
English	Good	Very Good
Mathematics	Good	Good
Science	Good	Good
Welsh as a second language	Good	Good
Design and technology	Good	Good
Information technology	Good	Good
History	Good	Good
Geography	Good	Good
Art	Very Good	Very Good
Music	No judgement	No judgement
Physical education	Very Good	Very Good
Religious education	Good	Very Good

- In KS1, inclusive of pupils with hearing impairment in the special teaching facilities (STFs), the 2002 NC teacher assessment results were well above the national average in science and all aspects of English and similar in mathematics. In comparison with schools in Wales with a similar background, school performance is in the top 50% and below the best performing 25%.
- In KS2, inclusive of pupils with hearing impairment in the STFs, the 2002 NC assessment test results were well above the national average in English with 62% of pupils attaining level five, more than double the national average. In science, results were in line with the national average and slightly below in mathematics. Three pupils attained GCSE (O Level) in mathematics. In comparison with schools in Wales with a similar background, school performance is in the bottom 50% of schools but above the lowest performing 25%. In KS2, current work observed indicates a higher level of attainment in mathematics and science than those indicated by the 2002 NC assessment test results.

- Throughout the school the standards achieved in the key skills of speaking, listening and writing across the subjects of the curriculum are very good. Standards in the skills of reading, numeracy, and ICT are good.

### **Ethos of the school**

- The school's provision for pupils' social and moral development is very good and reflects its positive ethos. Good provision is made to develop pupils' spiritual and cultural awareness. Pupils' response to the provision is very good. Cultural development through Y Cwricwlwm Cymreig is good and there are good opportunities to study the values and traditions of other cultures.
- Pupils' behaviour and their attitudes to learning are very good. The school is a happy, caring and orderly community. The quality of relationships throughout the school is very good and this contributes significantly to pupils' self-esteem, confidence and positive behaviour.
- Attendance rates are satisfactory and instances of unauthorised absence are minimal. Parents who take their children on holiday during term time affect the overall rates of attendance for the school.

### **Quality of education**

- The quality of teaching is a strength of the school and significantly contributes to the good standards achieved by pupils. Overall, the quality of teaching was very good in around 22% of the sessions inspected, good in around 64% and satisfactory in the remaining 14%.
- Teachers' lesson planning is of high quality. They pay particular attention to learning objectives, continuity and progression and the development of key skills. Well organised direct teaching at a brisk pace, very good classroom organisation and the good use of learning resources effectively develop pupils' knowledge, understanding and skills. Plenary sessions at the end of the lessons are well used to reinforce main points.
- In the lessons judged to be satisfactory, insufficient use is made of incidental Welsh to further develop pupils' oral skills across a range of subjects and overlong introductions lead to the loss of the clear focus evident in the vast majority of sessions observed.
- The quality of assessment, recording and reporting is good. The use and analysis of assessment information enabled the school to track each pupil's progress and ensure that they continue to improve. Reports to parents on the core subjects are good. In some non-core foundation subjects, reports tends to focus on general skills and attitudes and on work that has been covered and lacks detail on pupils' achievements.
- Taken overall, the quality of the school's curricular provision is very good. The curriculum for the under-fives, taken overall, successfully promotes the Desirable Outcomes for Children's Learning. For pupils in both KS1 and KS2, the curriculum is broad and balanced A strength of the provision is the use made of the school's outside environment, and the locality, to give pupils first hand experiences to support and promote their learning. The curricular provision for pupils with SEN, in the STFs and in mainstream classes, is very good.

- Consistent emphasis is given to the development of key skills throughout the school. Good use is made of homework and the school's arrangements for personal and social education are good. The curriculum is considerably enhanced by the wealth of extra-curricular opportunities afforded to the pupils. The school makes very good and successful efforts to ensure that its provision is socially inclusive.
- The quality of support and guidance and the attention paid to pupils' welfare throughout the school are very good. Pupils work and play in a caring, supportive environment where they are secure and valued by staff. Pupils are encouraged to become actively involved in decision making within the school. The school council is a very good forum, where pupils' concerns, ideas and opinions are sought. Pupils are given a sense of ownership of their school and they respond maturely to their responsibilities.
- Overall, the school makes very good provision to meet pupils' special educational needs (SEN) for the pupils in mainstream classes and for pupils attending the STFs. Pupils make consistently good progress.
- The school's partnership with schools and other institutions is good and the partnership with parents and community is very good.
- The school's partnership with industry is good.

## **Management**

- The quality of self-evaluation and planning for improvement is very good. A self-critical culture is a well established feature of the life of the school. Staff, governors, pupils and parents work in partnership to give their views and evaluate relevant aspects of the school's provision. The range and nature of the objectives that the school has set in response to its self-evaluation, and identified in the School Development Plan (SDP), are appropriate to its circumstances and needs.
- The school is very well led. The headteacher has a clear vision for school improvement, provides purposeful direction and adopts collegiate and collaborative approaches. She is ably supported by the deputy headteacher and a pro-active governing body(GB), which has direct involvement in school development planning and evaluation.
- Curriculum co-ordinators assist their colleagues in whole-school planning and monitoring standards of achievement in some subjects. Further training for staff to become more knowledgeable about the techniques of monitoring and evaluation for their area of responsibility is planned.
- Governors are clear about their role as 'critical friends', have a good understanding of the strengths and shortcomings of the school and are actively involved in planning, monitoring and evaluating curricular development.
- The school budget, administered by a cheque book management system, is effectively and efficiently managed. The routine organisation and administration of the school run very smoothly and efficiently with the part-time school secretary undertaking her duties conscientiously. The school provides very good value for money.

- Overall, the school is adequately staffed with suitably qualified and experienced teachers. In the STFs there are well qualified and experienced staff and there is a suitable number of NNEBs and learning assistants to support pupils with SEN.
- The good accommodation available is effectively used and learning resources across the school are mainly good. The school environs are very well managed and used to support the curriculum through environmentally friendly developments. Because of the sloping site, most areas of the school are inaccessible to pupils in wheelchairs. No plans are in place to address issues of access in accordance with recent legislation. Visits to places of educational interest, residential experiences for older pupils, and visitors to the school effectively enhance the quality of teaching and learning.

### **Progress since the last inspection**

- Since the previous inspection in 1997, the school has made consistently good and often very good progress in addressing the key issues raised in the last inspection report. Very good progress has been made in raising standards across the vast majority of subjects and in improving the quality of the recording of assessment. Good progress has been made in developing the role of curriculum co-ordinators, moderating assessment across all areas of the curriculum and ensuring a more informative approach in written reports to parents.

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

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

Standards achieved by pupils of all abilities are consistently good and occasionally very good throughout the school.

- Pupils' standards of achievement in the school were very good in around 20 per cent of sessions observed, good in around 66 per cent and satisfactory in the remaining 14 per cent.
- In the early years, children's standards of achievement were very good in around 17% of the lessons observed, good in 58% and satisfactory in the remaining 25%. In the nursery class, children make consistently good progress in the six areas of learning with very good progress in their physical development, personal and social development and in knowledge and understanding of the world. In the reception class, children make consistently good progress and very good progress in their knowledge and understanding of the world and in creative development. The overall quality of the educational provision for the under fives is appropriate to their needs and the children are making consistently good progress towards the Desirable Outcomes for Children's Learning.
- In KS1, standards of achievement were very good in around 19% of the lessons observed, good in 75% and satisfactory in the remaining six per cent. Pupils build on their early years experiences and continue to make consistently good progress. Standards of achievement are very good in art and physical education and good in all other subjects of the NC and religious education. No judgement could be made on standards of achievement in music.
- In KS2, standards of achievement were very good in around 23% of the lessons observed, good in 64% and satisfactory in the remaining 13%. By the end of the key stage,

standards of achievement are very good in English, with speaking, listening and writing skills being of very good standard. Standards of achievement are very good in art, physical education and religious education and good in all other subjects of the NC. No judgement could be made on standards of achievement in music.

- Pupils with SEN make good progress in both key stages.
- Boys perform marginally better than girls. The variance is being addressed through a range of strategies including the mathematics booster club.
- In KS1, inclusive of pupils in the STFs, the 2002 NC teacher assessment results were well above national average in science and all aspects of English and similar in mathematics. In comparison with schools in Wales with a similar background, school performance is in the top 50% and below the best performing 25%.
- In KS2, inclusive of pupils in the STFs, the 2002 NC assessment test results were well above national average in English with 62% of pupils attaining level five, more than double the national average. In science, results were in line with national average and slightly below in mathematics. Three pupils attained GCSE (O Level) in mathematics. In comparison with schools in Wales with a similar background, school performance is in the bottom 50% of schools, but above the lowest performing 25%. In KS2, current work observed indicates a higher level of attainment in mathematics and science than those indicated by the 2002 NC assessment test results.

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

Throughout the school the standards achieved in the key skills of speaking, listening and writing across the subjects of the curriculum are very good. This is a notable feature. Standards in the skills of reading, numeracy and ICT are good.

- Children under five make good progress and achieve well in using their developing literacy, numeracy and ICT skills.
- In KS1, younger pupils know they must listen and take turns to speak. Pupils in KS2 are very attentive and polite when they listen and respond to their peers and others.
- Pupils of all ages show a growing confidence in their ability to communicate clearly when they speak. Older pupils express their thoughts and opinions with developing maturity when speaking individually and working together in groups.
- Pupils' reading and comprehension skills are developing well. They gain pleasure from using the recently refurbished library and know how to turn to books, and other sources, when researching for further information.
- In both key stages, pupils write regularly at an appropriate length and for a good variety of purposes. They respond positively to the consistent encouragement to write independently. As their confidence grows, they successfully use a range of writing styles, for example to recount and describe visits made, to write as an historical character, to explain a procedure in art and science work or to compile a geographical report.

- Pupils in both key stages use a wide range of precise mathematical vocabulary and notation when speaking and writing about mathematics. In KS1, pupils develop good skills in handling numbers mentally in science and geography. In KS2, Y4 and Y5 pupils use statistical data precisely in geography. In science, Y5 and Y6 pupils represent data on charts and graphs, make comparisons and formulate a conclusion to an investigation in science.
- Pupils regularly use their word processing skills to present some of their written work. In KS1, good use is made of programs to support the development of literacy and numeracy. In some classes, pupils use graphics programs well. Pupils in Y6 interrogate data entered in Welsh to search for information and use their ICT skills effectively to express a sequence of commands precisely and in the correct order to create and transform shapes. E-mail communication is established and information exchanged with pupils in another school.
- The school is aware of the need to acquire further computer software to support studies in some non-core foundation subjects such as art and Welsh. A target in the current SDP focuses on maintaining progress in developing writing and spelling skills, together with mental and problem-solving skills across the curriculum.

## **4. ETHOS OF THE SCHOOL**

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

The school's provision for pupils' social and moral development is very good and reflects its positive ethos. Good provision is made to develop pupils' spiritual and cultural awareness. Pupils' response to the provision is very good. The school meets its statutory obligations in providing religious education and a daily act of collective worship.

- Whole-school daily acts of collective worship are dignified and make a good contribution to pupils' spiritual, moral and social development. They are well organised and follow broadly Christian themes. Pupils listen attentively and sing with developing enthusiasm to the accompaniment of taped music. Pupils participate regularly and this enhances these occasions. Pupils contribute to and respect the atmosphere of reverence with good use of British sign language to inform pupils from the STFs. However, insufficient opportunities are provided for pupils to pray collectively and for personal reflection.
- In other areas of the curriculum, pupils are encouraged to reflect on and respect the feelings of their peers and others. Opportunities are given for pupils to talk about their feelings on current issues.
- Pupils have a clear understanding of the difference between right and wrong and have great pride in their school and their work. They are very caring of each other and, in this close knit community, understand the need for rules and readily accept them.
- Practical help is given through many fund-raising activities for local and national charities. Pupils are made aware of the needs of people less fortunate than themselves and are encouraged to form opinions, not hastily, but after careful consideration, of all the known facts.

- Pupils respond positively to roles of responsibility, such as those of prefects, library monitors and membership of the School Council, which they undertake purposefully and with a great sense of pride. They are fully aware of the different needs of their fellow pupils, and older pupils realise that they are role models for the younger ones.
- Cultural development through Y Cwricwlwm Cymreig is good and there are good opportunities to study the values and traditions of other cultures. Pupils have a good awareness and appreciation of the creative and expressive arts in Wales. The planning for Y Cwricwlwm Cymreig is effective in developing pupils' sense of place, heritage and belonging.
- Visits in the locality and residential visits further afield are a strong feature in pupils' cultural and social development. The school actively seeks to play a full role in the life and events of the local community.

## **4.2 Behaviour and Attitudes**

Pupils' behaviour and their attitudes to learning are very good. The school is a happy, caring and orderly community.

- The headteacher, teaching and support staff have high expectations of pupils' behaviour and pupils respond positively to their calm and consistent approach.
- The school has a very effective policy and set of procedures to promote positive behaviour that are implemented fairly and consistently by staff. The school's 'golden rules' have recently been revised with very good input from pupil representatives on the School Council. School rules are positive, relevant and reflect the caring ethos of the school.
- The quality of relationships throughout the school is very good and this contributes significantly to pupils' self-esteem, confidence and positive behaviour. Pupils' relationships with teachers and support staff are mutually respectful and friendly. Pupils are courteous, polite and relate well to each other, to staff and to visitors. The behaviour of older pupils is particularly good. They are confident, act responsibly and display a high degree of self-discipline.
- The behaviour of a minority of pupils present particular challenges to staff. Good procedures are in place to monitor the behaviour of these pupils, to encourage acceptable behaviour and to involve parents and the behaviour support unit of the LEA when necessary. When standards of behaviour fall below expectations, the headteacher and staff apply discipline firmly, quietly and calmly.
- Pupils have very good attitudes towards learning. They listen carefully to their teachers, co-operate willingly with adults and their fellow pupils, settle quickly to task and sustain concentration. They are interested in their work, are keen to do their best and they take pride in their achievements which they readily share with others.
- Good behaviour and effort are celebrated in the classroom and in whole-school assemblies. Staff use praise to good effect to encourage and support pupils throughout the school day.

- The school actively promotes the values of tolerance, kindness and fairness. The headteacher and staff take issues of bullying, racism and sexism very seriously. Effective procedures are in place to deal immediately with the very few incidents that are brought to the attention of staff.
- Parents value the efforts of the school in developing high standards of behaviour and are supportive of the values that the school promotes.

### **4.3 Attendance**

Attendance rates are satisfactory and instances of unauthorised absence are minimal.

- Pupils are punctual and keen to attend school. Registration sessions and lessons start promptly.
- Registration is conducted efficiently and in accordance with statutory requirements.
- The headteacher and deputy headteacher monitor attendance and punctuality carefully. 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).
- Good attendance is celebrated and rewarded throughout the school.
- The GB is concerned about the number of parents who take their children on holiday during term time. This has an adverse impact on the continuity of pupils' education and on overall rates of attendance for the school.
- The school has set no formal targets for the continued improvement of attendance, but the high priority given to attendance and punctuality is frequently made known to pupils and parents.
- The school complies fully with the requirements of the National Assembly for Wales Circular 3/99, *Pupil Support and Social Inclusion*.

## **5 QUALITY OF EDUCATION**

### **5.1 Teaching**

The quality of teaching is a strength of the school and significantly contributes to the good standards achieved by pupils. Overall, the quality of teaching was very good in around 22% of the sessions inspected, good in around 64% and satisfactory in the remaining 14%. The quality of teaching in the early years was very good in around 17% of lessons observed, good in 66% and satisfactory in the remaining 17%. In KS1, the quality of teaching was very good in around 19% of lessons observed, good in 75% and satisfactory in the remaining six per cent. In KS2, it was very good in around 26%, good in around 58% and satisfactory in the remaining 16%.

## **Good features**

- Teachers have a very good relationship with pupils and they know the pupils and their backgrounds well. Pupils' efforts and good work are praised and consistent encouragement helps their progress.
- Overall, teachers have a good knowledge and understanding of the subjects they teach. Teaching is consistently good and often very good when teachers teach subjects in which they have particular expertise. Where teachers have received specific training in literacy, numeracy and the use of ICT, the quality of teaching is consistently good and often very good.
- The quality of teaching of the under-fives is based on a secure knowledge and understanding of the desirable outcomes for children's learning. The range of teaching techniques and organisational strategies used are good, ensuring children are constantly on task, appropriately challenged and given good opportunities to speak audibly and clearly, and to develop as independent learners.
- Close co-operation between staff ensures good provision and equal opportunities for all pupils. Teachers organise activities confidently and manage tasks efficiently, making very good use of time.
- Teachers' lesson planning is of high quality. They pay particular attention to learning objectives, continuity and progression and the development of key skills.
- Well-organised direct teaching at a brisk pace, very good classroom organisation and the good use of learning resources effectively develop pupils' knowledge, understanding and skills. Plenary sessions at the end of the lessons are well used to reinforce main points.
- Teachers have very high expectations of the pupils and set challenging tasks. Work is very well matched to pupils' abilities and prior attainment.
- A number of first-hand experiences either in the locality or further afield are a feature of the provision, and follow-up work in class ensures that pupils' own related experiences contribute to the development of the work.
- Teachers throughout the school provide a stimulating environment with very good displays of pupils' work which contribute to the good quality of teaching and learning.

## **Shortcomings**

- In the lessons judged to be satisfactory, insufficient use is made of incidental Welsh to further develop pupils' oral skills across a range of subjects and overlong introductions lead to the loss of the clear focus evident in the vast majority of sessions observed.

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

The quality of assessment, recording and reporting is good.

- Good procedures and practices are established for assessment. Teachers maintain assessment journals in which they record pupils' achievements and difficulties and use

this information well in their planning of lessons, ensuring that learning objectives are well matched to individual needs. This is an efficient and effective practice.

- The school policy for assessment, recording and reporting is comprehensive and effectively implemented. It provides teachers with clear guidance on the marking of pupils' work
- Very good use is made of annual testing to monitor pupils' progress over time, particularly in English and mathematics. This includes Baseline Assessment for children under five, annual standardised tests for literacy and numeracy, teacher assessments in the core subjects in both key stages as well as end of KS2 NC assessment tests. Where there is concern about the progress of individual pupils, additional diagnostic tests are used to provide greater insight into any particular learning difficulty. The use and analysis of this assessment information enables the school to track each pupil's progress and helps their continued progress.
- In most subject schemes of work, good progress has been made in identifying assessment criteria which teachers use to set learning targets for pupils in lesson planning. However, in several non-core foundation subjects such as history, geography, art, music and physical education, this assessment criteria is not sufficiently developed or matched to the NC levels of achievement.
- Subject co-ordinators are developing useful portfolios of examples of pupils' work that are enabling teachers to make more consistent assessments of the standards being achieved by pupils. However, in some subjects, these are not yet sufficiently developed to support teachers in identifying the different levels of achievement within the programmes of study according to pupils' different ages or ability within each class.
- Parents are clearly informed of their children's attitude, behaviour, personal skills, attainments and progress in the annual school reports and have good opportunities to discuss their children's progress with teachers at parents' evenings. Reports on the core subjects include clear information on what the pupils know, understand and what they need to concentrate on in the future to make best progress. The reporting of pupils' achievement in some non-core foundation subjects tends to focus on general skills and attitudes and on work that has been covered and lacks detail on pupils' achievements.
- The school uses the data derived from annual and end-of-key-stage tests to predict pupils' future performance and set targets for improvement. However, this data is not yet sufficiently analysed to detect the strengths and weaknesses in the teaching and learning of the different elements within the core subjects. For example, those test questions that are answered incorrectly by most pupils are not identified and analysed so that improvements in provision may be made.

### **5.3 Curriculum**

Taken overall, the quality of the school's curricular provision is very good.

- The curriculum for the under-fives, taken overall, successfully promotes the desirable outcomes for children's learning. The quality of the early years curriculum provided for the three-year-olds is very good and they experience a suitable range of stimulating activities. The quality of the curriculum provided for the four-year-olds is good.

However, at times, the context for their learning lacks the stimulus of appropriately-structured play activities.

- For pupils in both KS1 and KS2, the curriculum is broad and balanced over a school year. It meets statutory requirements and includes all subjects of the NC and religious education.
- The learning needs of pupils of different ages and abilities are addressed appropriately. A strength of the provision is the use made of the school's outside environment and the locality to give pupils first-hand experiences to support and promote their learning.
- The curricular provision for pupils with SEN, in the STFs and in mainstream, is very good. Pupils are responding positively to the support they receive. The NC is not modified or disapplied for any pupil.
- Consistent emphasis is given to the development of key skills throughout the school. The cross-curricular aspects of learning are fully exploited so that pupils make purposeful links in acquiring knowledge and understanding and applying skills between different subjects. For example, pupils use a graphics program to design prayer mats, and create large-scale mosaics in the style of Roman art.
- The school's curriculum provision has a positive impact on the progress and achievements of its pupils. There is suitable attention to developing aspects of Y Cwricwlwm Cymreig.
- The nature of homework tasks is clearly understood by pupils and their parents. Good use is made of homework to foster reading and, with older pupils, writing.
- The school's arrangements for personal and social education are good. Pupils' development is promoted in a variety of ways, for example, through establishing the School Council and by visitors who deal with specific matters such as personal safety. Aspects of hygiene, health, sex education and drugs awareness are successfully promoted. The SDP notes the school's intention to further improve its current provision and formalise its arrangements in a policy and scheme of work.
- The curriculum is considerably enhanced by the wealth of extra-curricular opportunities afforded to the pupils. Lunch-time and after-school clubs are keenly supported by them. Their social and cultural development is promoted by participating in, for instance, gymnastics, table tennis, chess, choir, orchestra, cross-stitch club, sporting activities, and residential experiences for older pupils. This provision is a strong feature of the school.
- The school makes very good and successful efforts to ensure that its provision is socially inclusive. This is most evident in the ethos of care which prevails and the way pupils interact together happily, regardless of age, ability, gender or ethnicity. There is a strong commitment to ensuring equality of opportunity for all pupils in all activities.

#### **5.4 Support, Guidance and Pupils' Welfare**

The quality of support and guidance and the attention paid to pupils' welfare throughout the school is very good.

- The school places a high priority on the pastoral care of pupils. The headteacher and staff know pupils well and very good procedures are in place to monitor and support pupils' academic progress, their social development and their personal well being.
- Pupils work and play in a caring, supportive environment where they are secure and valued by staff. They readily turn to adults for help and support and are listened to and treated with respect.
- Pupils are encouraged to become actively involved in decision making within the school. The school council is a very good forum where pupils' concerns, ideas and opinions are sought. The headteacher, staff and governing body listen carefully to pupils' recommendations and act upon them. Pupils are given a sense of ownership of their school and they respond maturely to their responsibilities on the council.
- The school has a detailed policy and set of procedures to promote health and safety, including risk assessment, which are monitored rigorously and implemented consistently. An efficient security system ensures that pupils and staff work in a safe and secure environment.
- The four pupils for whom English is an additional language are well catered for and make appropriate progress commensurate with age and ability.
- A policy and procedures for dealing with child protection issues are in place and are effectively administered. The school enjoys good working relationships with social services and other external welfare agencies.
- Pupils are well supervised at break-times and lunch-times; support staff and mid-day supervisors make a valuable contribution to the care and welfare of pupils.

## **5.5 Provision for Pupils with SEN**

Provision for pupils with SEN is very good in the STFs and in the main-stream classes.

### **Provision to meet the special educational needs of pupils in mainstream classes**

Twenty-six pupils within mainstream classes are on the register of SEN and have been identified as having some learning difficulties. They receive support for developing their literacy skills from a visiting SEN support teacher. Two of these pupils have statements of SEN and nine have 'school action plus' additional support from learning support assistants in accordance with the SEN Code of Practice.

- Good procedures are followed to identify the needs of pupils as soon as a concern is raised and individual education plans (IEPs) are drawn up for all those included on the school's SEN register. Their progress is regularly monitored and IEPs up-dated with clear learning targets, which effectively enable teachers to set appropriate work for them in class, which maintains their good progress.
- The needs of pupils who have significant learning difficulties are generally assessed promptly by supporting outside professionals including educational psychologists, speech and language therapists, specialist teachers, and health and social service specialists. Good liaison is maintained with these specialists and this results in the effective

implementation of the resulting individual educational, personal or behavioural programmes. The learning support assistants are well informed and carry out their support work effectively through good teamwork with class teachers.

- The SEN support teacher works regularly with individual pupils or small groups withdrawn from class and liaises well with the class teachers in implementing and developing learning programmes. Through this well organised support, pupils make good and often very good progress in their development of literacy skills.
- Class teachers ensure in their lesson planning that the learning targets are suitably matched to pupils' needs and that different materials, methods, tasks and support enable pupils with SEN to be fully included.

### **Provision for pupils with hearing impairment attending the STFs**

Two specialist classes for pupils with hearing impairment are an established part of the school. They are funded by the LEA and provide places for up to 14 pupils from the Swansea area. Six pupils attend the KS1 class and seven attend the KS2 class. Both classes are very well resourced and staffed with suitably qualified and experienced specialist teachers, NNEBs and learning support assistants and make very good provision to meet pupils' needs.

- The specialist staff are skilled in the use of British Sign Language and this is used consistently to very good effect to support pupils' developing communication skills, for example during school assemblies. Good technical support is provided through the specialist services and good quality hearing aids are well maintained to ensure that each pupil's hearing needs are met.
- All pupils have suitably detailed IEPs and their personal and educational needs are addressed within the specialist classes and when working alongside their mainstream class-mates. Each pupil's progress and audiology needs are monitored effectively and very good annual reviews are undertaken involving parents, supporting professionals and school staff so that present and future provision is well planned and that their needs are met.
- Pupils make good progress in basic literacy and numeracy skills through well planned and conducted lessons within the specialist classes. Teachers and learning support assistants work very well as a team and pupils benefit from close one-to-one work. This is very thoughtfully and strategically carried out so that they learn through interactions which bring together very good 'visual' learning materials, structured teaching and direct interactions which promote effective total communication using hearing aids, signs, symbols, facial expression and lip-reading.
- A suitably broad and balanced curriculum is achieved for each pupil through integrated lessons in mainstream with pupils of their own age for non-core foundation subjects and science as well as some specific lessons within the specialist classes. Pupils are effectively supported, either individually or in very small groups, in the mainstream classes by their specialist teachers and learning support assistants.
- A visiting speech and language therapist and a speech therapy assistant provide weekly support for pupils attending the STFs. Assessment of their needs is ongoing and

appropriate speech and language programmes are in place as a result of good liaison between the therapist and specialist staff.

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

The school's partnership with schools and other institutions is good and the partnership with parents and community is very good and is a strength of the school.

- Parents are highly supportive of the school. They appreciate its welcoming nature and value the ready access they have to the headteacher and staff. Parents express a high level of satisfaction with the aims and values of the school and the high expectations of good behaviour and achievement that the school successfully promotes. A useful home-school agreement has been drawn up which has been accepted by the majority of parents.
- The quality of information provided for parents, especially with regard to the curriculum, is very good. Parents are kept well informed through regular newsletters, a comprehensive prospectus, a very informative annual report of the governing body and by termly curriculum information sheets. Consultation meetings with teachers to discuss children's work and progress are well attended by parents.
- Parents 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, supporting after-school clubs and in fund-raising for the school. The Parent Teacher Association (PTA) organises many social and fund-raising events, which enhance links with the local community and provide the school with a valuable source of additional income. The contribution of parents is greatly valued by the headteacher and staff.
- Good pastoral and administrative links have been developed with the two main comprehensive schools to which pupils transfer. Curriculum links are developing with both schools. The headteacher recognises that there is scope for further development and the school is working diligently to achieve this. Very good links have been developed with the pre-school nursery that meets in the school.
- The school enjoys close partnerships with several institutes of higher education and regularly provides training facilities for student teachers, nursery nurses and students undertaking vocational qualifications. Pupils from local secondary schools regularly undertake work experience placements at the school. Students are well supported by staff and they make a positive contribution to school life.
- The school enjoys a very good partnership with the local community. Educational visits and the expertise of members of the local community make a positive contribution to pupils' learning; the contribution of visiting artists, authors and environmental experts has been outstanding.
- The school readily makes available its facilities to the local community and many local organisations use the school for meetings and recreational activities.
- Pupils are often given many opportunities to participate actively as members of the wider community, which they undertake with enthusiasm and commitment. For example, pupils take part in a wide range of cultural, civic and environmental initiatives promoted by

local organisations including Mumbles Community Council and The Mumbles Development Trust. The pleasure that pupils gain from these experiences is evident, and the school is justly proud of its involvement in many highly successful projects.

- Overall, the productive links that the school enjoys with parents and community, schools and other institutions have a positive impact on pupils' motivation, standards of achievement and personal development.

## **5.7 Partnership with Industry**

The school's partnership with industry is good.

- Partnership with industry is well established throughout the school and the valuable links with industry, business and commerce enrich work in many curriculum areas.
- The school has no formal policy for industry links, but clear procedures are in place to raise the economic and industrial understanding of pupils and to give them insight into the world of work.
- Through their visits to a number of industrial, retail and commercial sites within their locality and further afield, including supermarkets, local shops, a café, an RSPCA rescue centre and local beaches, pupils are gaining first-hand knowledge of different working environments and an understanding of the variety of work undertaken in the area.
- Teachers actively encourage personnel from a wide variety of professions and occupations to speak to pupils about their work. The contribution of personnel from the emergency services, transport services, and health professionals has had a positive impact on pupils' learning. Pupils have also benefited from the many productive links with professional artists, authors and environmentalists.
- Pupils have been involved in a number of re-cycling schemes and are keenly aware of environmental issues which impact upon their school and local community. They are knowledgeable about pollution and the effects of litter, especially on local beaches, and have written to the Prime Minister and the press expressing their concerns.
- Pupils have been involved in the design and development of the school's pond, nature reserve and woodland trail, where they have worked closely with staff, parents and personnel from environmental agencies. This partnership has been an outstanding success and pupils benefit greatly from the improved school grounds.
- Working closely with local artists, pupils have been involved in a number of exciting activities. Pupils have designed and produced a large scale, outdoor mosaic for a local café, which has received considerable acclaim. Working with other local schools, pupils have designed and produced a large-scale historical map of Mumbles. Using the map as a logo, postcards, tee shirts and placemats have been produced for sale in local shops. This has given pupils valuable insight into the design, manufacture and marketing of goods for sale.
- Older pupils' understanding of the work of the emergency services has been enhanced by the school's involvement in the 'Crucial Crew' programme.

- The school enjoys a good working relationship with the Educational and Business Partnership (EBP). Staff have attended courses provided by the EBP and a small number of teachers have undertaken relevant industrial placements that have enhanced staff development and enriched curriculum provision for pupils.

## **6. MANAGEMENT**

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

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

- A self-critical culture is a well established feature of the life of the school. Staff, governors, pupils and parents work in partnership to give their views and evaluate relevant aspects of the school's provision. This collaborative approach is an effective mechanism in planning for improvement.
- Local and national data are used to help the school assess its results in a wider context and set objectives for pupils' achievements. Realistic and challenging quantitative targets have been set for pupils' performances at the end of both key stages for the next three years.
- The standard of pupils' work is evaluated through the process of a whole-school review. Individual pupil goals set in science, ICT and Welsh enable staff and pupils to focus on specific learning targets.
- The regular monitoring and evaluating of the quality of teaching by the headteacher and deputy headteacher, and the annual staff reviews, enable strengths to be built upon and action planned to remedy weaknesses. The school has identified the need to extend the system to involve all staff in the process of observation, and to refine the techniques currently used for class observations.
- The range and nature of the objectives that the school has set in response to its self-evaluation, and identified in the SDP, are appropriate to its circumstances and needs.
- The SDP provides a sound basis to move the school forward. It is clear and comprehensive in format and is regularly implemented, monitored and evaluated.

### **6.2 Leadership and Efficiency**

The school is very well led.

- The headteacher has a clear vision for school improvement, provides purposeful direction and adopts collegiate and collaborative approaches. She is ably supported by the deputy headteacher and a pro-active governing body which has direct involvement in school development planning and evaluation. Staff are conscientious and work effectively as a team, implementing the school's clear values especially respect for individuals and their achievements; these have a positive effect on pupils, resulting in the achievement of consistently good overall standards.

- Staff have been fully involved in the formulation of consistently good schemes of work in all subjects that comply with Curriculum 2000. Curriculum co-ordinators assist their colleagues in whole-school planning and monitoring standards of achievement in some subject areas by gathering examples of levelled work in subject portfolios. Further training for staff to become more knowledgeable about the techniques of monitoring and evaluation for their area of responsibility is planned.
- Although not taking on responsibility for individual subject areas, members of the GB curriculum sub-committee, clear about their responsibility as ‘critical friends’, have a good understanding of the strengths and shortcomings of the school and are actively involved in planning, monitoring and evaluating curricular development with visits to classes to oversee provision.
- The school budget, administered by a cheque book management system, is effectively and efficiently managed by the headteacher and school secretary in collaboration with the finance sub-committee. Existing programmes of expenditure are regularly reviewed to question their cost-effectiveness. With the assistance of the school secretary and the LEA’s link-officer, day-to-day expenditure is closely monitored. Funds are directed to educational priorities as identified in the SDP, with a percentage of the surplus funds earmarked for improving the accommodation, staffing and extra resources for pupils with SEN.
- The latest audit of finances by the local authority in June 2000 reported good budgetary control.
- The routine organisation and administration of the school run very smoothly and efficiently with the part-time school secretary undertaking her duties conscientiously. The school provides very good value for money.

### **6.3 Staffing, Accommodation and Learning Resources**

Overall, the school is adequately staffed with suitably qualified and experienced teachers. They are effectively deployed to meet most curriculum requirements according to their qualifications, expertise and the age and needs of the pupils they teach. The good accommodation available is effectively used and learning resources across the school are mainly good.

- There is a good match of teachers’ qualifications to the subject and pupils they teach except mainly for music. A small minority of teachers have limited skills in teaching Welsh and there is no-one on the staff who has subject specialism in music. The school has supported provision in music by employing a peripatetic music teacher for one day a week.
- Good provision is made in relation to the teachers and special learning support assistants to meet pupils’ special educational needs.
- Very good procedures for continuing professional development of staff are well established. Staff development needs are clearly identified and the school endeavours to balance the good programme of in-service training so the teachers’ personal preferences and school development priorities are met. Learning support assistants are fully involved in whole-school training initiatives.

- The school makes very good use of the training courses attended by staff, such as those attended by subject co-ordinators, by sharing information at special staff-meetings. Additionally, staff share experience and expertise to good effect as they work together to evaluate pupils' work. These approaches to sharing ideas and good practice have a beneficial effect on the quality of teaching and learning in the classrooms.
- The quality of accommodation is good and the school is thoughtfully organised to make best use of what is available. The school environs are very well managed and used to support the curriculum through environmentally friendly developments. There is good specialist accommodation for artwork and design technology. The central conservation area provides very good opportunities for science and the woodland trail is very well used as subject material for topic work and expressive writing. The accommodation enables effective delivery of the curriculum.
- Because of the sloping site, the school is built on several levels connected by flights of steps that make most areas of the school inaccessible to people in wheelchairs. The main entrance and part of the KS1 department has suitable toilet facilities for pupils with disabilities. However, no plans are in place to address issues of access to other parts of the school in accordance with recent legislation.
- The school building is well maintained and very good procedures are in place to assess risk and deal quickly with health and safety issues. The flat roof has been a constant source of expenditure in dealing with leaks and the programme to improve heating efficiencies by replacing old windows is continuing.
- Resources for learning are maintained at a good level. They are at least of good quality and for the core subjects, ICT, art and physical education, they are very good. In Welsh there is a lack of colourful dictionaries in KS1 and suitable Welsh reading books for pupils in KS2. There is a lack of ICT software in art and Welsh. The present internet connection in the school serves classrooms for pupils from Y2 upwards, but does not extend to younger pupils.
- Teachers make very good use of the available resources and provide pupils with good quality learning opportunities which significantly promotes good standards of achievement.

## **7. SUBJECTS AND AREAS OF LEARNING**

### **Standards achieved by pupils**

#### **Provision for the under-fives**

The educational provision for the under-fives, taken overall, is appropriate and successfully promotes the desirable outcomes for children's learning. Children are admitted part-time to the nursery class the day following their third birthday; they are admitted full-time at the beginning of the academic year when they attain their fifth birthday. The nursery class contains ten boys and no girls. There are 21 children of reception age who are taught in a class with six Y1 pupils. Baseline assessment results indicate attainment on entry is average.

#### **Good features**

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

Standards of achievement are good for children in the nursery and those of reception age.

- Children in the nursery enjoy hearing a familiar story told using the puppet theatre. They respond readily to questions and instructions and talk willingly with adults about themselves and their activities. They recognise their names on their place mats and name colours in Welsh.
- Children of reception age listen attentively to stories shared and enthusiastically explain the events illustrated in the pictures. They browse through books with evident pleasure and talk confidently with each other. They are beginning to match initial sounds to pictures, learning to form letters correctly and acquiring a sight vocabulary. They practise their emergent writing skills with growing independence. They respond positively to the new experiences of learning Welsh by using known phrases and greetings.

#### **Personal and social development**

Standards of achievement are very good for children in the nursery and good for children of reception age.

- Nursery children settle well into their new school routines. They are comfortable and secure in their nursery environment. They play contentedly alongside each other in a range of activities, learn to take turns and consider the feelings of others. At tidying up time, they help to put things away and they enjoy the social occasion of snack time. They manage dressing and undressing with growing independence and follow the routines for personal hygiene responsibly.
- Children of reception age move around areas of the school confidently. They sustain their interest and concentration when involved in appropriate tasks and they respond quickly to signals to change activities. In small groups, they interact well together and willingly offer help to each other.

### **Mathematical development.**

Standards of achievement are good for children in the nursery and those of reception age.

- Nursery children develop early mathematical concepts and language in the context of a good range of activities, for example as they cook, match colours, remember counting rhymes and follow instructions for using equipment in the hall. They count by rote to ten confidently, recognise numerals up to five and use the language of comparison accurately to describe objects as big, full or heavy.
- Children of reception age extend their knowledge of number and use number lines confidently to manage simple additions. They are familiar with the terms more and less than. Most of them recognise coins by their size and shape and use them correctly in a shopping game. They can name simple two-dimensional shapes.

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

Standards of achievement are very good for children in the nursery and those of reception age.

- In the nursery, children know about some of the seasonal features of autumn. They begin to understand the idea of time passing as they celebrate birthdays and events such as Bonfire Night. They identify the helpful work done by firemen. As they weigh, whisk and beat their cake mixture, they learn about food and find out how things change when they are cooked. When using the computers, they control the mouse confidently, move items on the screen and create pictures.
- Children of reception age are developing very good computer skills. They word-process their names, confidently manoeuvre the mouse and cursor and use an adventure game purposefully. They begin to appreciate the importance of the environment, starting with experiences in their own school grounds, and they understand the purpose of a plan or simple map. As they watch a video programme, they begin to understand that water can change to ice.

### **Physical development.**

Standards of achievement are very good for children in the nursery and good for children of reception age.

- The many opportunities provided for nursery children help them gain mastery of manipulative actions and develop good hand-eye co-ordination. They handle small-scale toys, jigsaws, malleable materials and a variety of suitable tools. In the hall, children move very confidently in a variety of ways and enjoy exploring the space around them. They display very good climbing and balancing skills using stimulating apparatus. The children have access to a good, safe outdoor play area where they develop good control of the wheeled toys available.
- Children of reception age handle small objects competently in a range of play activities and they handle scissors with increasing dexterity. They are developing more precise

pencil control, for instance as they learn to form letters and numerals correctly and attempt their own individual writing. During playtimes, reception children play freely and confidently among older pupils on the main playground.

### **Creative development.**

Standards of achievement are good for children in the nursery and very good for children of reception age.

- In the nursery, children choose from and experiment with different materials such as paint, papers, glue and dough to create images. They talk about their ideas as they shape, mark and decorate models and collages. They enjoy role play and listening to suitable songs.
- Children of reception age are developing a strong sense of colour as they mix paints confidently and also create graphic pictures. They explore and use a range of materials, experiment imaginatively with natural materials in the environment, make prints and create clay models. They know a good variety of songs and use a range of non-pitched percussion instruments in their music-making.

### **Shortcomings**

- At times, the context for learning with the four-year-olds lacks the stimulus of appropriately-structured play activities.
- The dedicated outdoor play area is underused by the four-year-olds in order to further promote their physical and social development.

### **English**

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

### **Good features**

- In all classes throughout the school, pupils are attentive when listening to their teachers and each other. They respond readily to questions and communicate their ideas confidently using good vocabulary and an appropriate awareness of standard English. Older pupils are articulate, they can present their own points of view convincingly and, in Y6, they understand the conventions of a formal debate.
- The good development of subject specific vocabulary across the curriculum is evident in pupils' speaking and writing.
- In KS1, pupils are acquiring good reading habits. They make sure progress in learning and using phonic skills, for example to decode words and self-correct when reading aloud. The focus on sharing Big Books is successful in helping pupils to enjoy their reading and extend their vocabulary. They talk with interest about the books they read.
- In KS2, pupils read independently at levels appropriate to their age and ability. The more-confident pupils read aloud from their chosen texts fluently, accurately and with suitable expression. They discuss their preferences for particular genres and authors.

- Pupils know how to use the well-organised library and competently use dictionaries and thesauruses to enhance their understanding of words. Comprehension skills develop well. Pupils are becoming adept at skimming and scanning texts, and reading material closely in order to locate specific information, make inferences and deductions.
- In KS1, there is good evidence of pupils' growing ability to write independently.
- The school's philosophy of encouraging pupils to 'have a go' with writing, and with spelling unfamiliar words, successfully nurtures their confidence. Pupils make good use of their wordbooks and the key words provided for different groups. They make good progress in learning to structure stories and constructing sentences accurately with some attention to appropriate punctuation.
- In KS2, pupils are well aware of the need to write in different styles for different purposes. The cross-curricular links with subjects such as science, religious education and history are exploited very well and are valuable in helping pupils to write in appropriate ways for a variety of purposes.
- There is good development of writing in KS2 and the continuing attention to extending vocabulary, improving spelling and command of the language all contribute positively to this. The range of pupils' writing is very good, including letters, reports, imaginative poems, factual pieces and extended narratives.
- By the end of the key stage, pupils draft, edit and improve their writing. They use their experiences of reading a variety of texts to help them organise and structure their own work. They clearly understand the characteristics of persuasive writing and express opinions and arguments convincingly. There are some very good examples of pupils writing well-crafted, imaginative stories in Y6.
- Pupils are aware of a good range of punctuation marks, which they generally use correctly by the end of the key stage. Presentation skills are very well developed and often enhanced by the use of ICT; pupils' handwriting is neat and legible.
- The support provided for pupils with SEN enables them to make appropriate headway in developing their reading and writing skills; they gain in confidence and make good progress.

### **Shortcomings**

There are no significant shortcomings.

### **Mathematics**

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

### **Good features**

- By the end of KS1, pupils have a good grasp of basic number processes, including place value. They accomplish calculation with developing accuracy, both orally and mentally.

They know number bonds up to 20 and count up to 100 and beyond. Able pupils understand a variety of methods for adding and subtracting.

- Y1 pupils have a good understanding of odd and even numbers. Y2 pupils count forwards and backwards in steps of different sizes. They identify sequences, patterns and make sensible estimates.
- In their work on shape, space and measures, pupils order and classify shapes using a range of criteria and note the characteristics of two-dimensional and three-dimensional shapes.
- KS1 pupils choose and use simple measuring instruments, reading and interpreting numbers with developing accuracy. They sort and classify a set of objects using appropriate criteria.
- Y2 pupils add and subtract money and give change with developing accuracy.
- In KS1, pupils display good mental recall and use appropriate mathematical language to express their ideas. They have a very good understanding of the purpose of mathematics. They record and interpret data using an increasing range of charts, diagrams and graphs.
- In lower KS2, pupils display good recall of number facts. Pupils confidently investigate patterns and sequences in multiplication facts, develop a good understanding of division through repeated subtraction and have a clear understanding of number stories in their investigations on the four rules.
- By the end of the KS2, the vast majority of pupils uses number facts quickly to derive accurate answers using a range of mental strategies. They extend their understanding of the number system to negative numbers.
- Younger KS2 pupils understand the properties of two-dimensional shapes and recognise the geometrical features with accuracy. Older pupils have very good knowledge and understanding of the properties of two-dimensional shapes such as parallelograms, trapeziums and rhombuses. They use their ICT skills effectively to express a sequence of commands precisely and in the correct order to create and transform shapes.
- In understanding and using measures, older KS2 pupils make sensible estimates and develop an understanding of reading scale using an increasing degree of accuracy when applying mathematics to practical tests, especially those linked to design and technology and science.
- Older KS2 pupils confidently multiply and divide by 100 and use calculators effectively to check answers. They have good knowledge of the relationship between fractions, percentages and decimals and use this to effect in their quick calculations of mental problems.
- In both key stages, pupils have a very good understanding of mathematical vocabulary and set out their recorded work methodically. Work is presented carefully, neatly and accurately, showing pride and enjoyment.

- In both key stages, pupils use mathematical equipment effectively to support learning. They estimate answers by approximating, and check by the use of alternative strategies.
- The Mathematics Booster Club undertaken by the support teacher, is used effectively to further develop targeted pupils' knowledge and understanding of number.

### **Shortcomings**

- In KS1, older pupils' ability to tell the time is under-developed.

### **Science**

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

### **Good features**

- In KS1, pupils make good progress through their investigative work. For example, when studying sound they work together well in groups and record their observations, deciding which part of a musical instrument vibrates to make the sound and how it was caused.
- By the end of Y2, pupils classify animals according to their characteristics including herbivores and carnivores, know the basic structure of plants and understand food pyramids. They know about different materials and their properties, having investigated the uses of paper, plastic, metal and glass. During their study of light they learn about reflection and know the terms opaque, translucent and transparent. They know that light travels in straight lines and understand how a shadow is formed.
- Pupils in lower KS2 extend their understanding as they plan fair tests. They consider the variables as they co-operate in small groups and understand the things that need to be kept the same. For example, they record in a table their predictions as to which shoes would have the best grip for use in physical education before testing out their ideas and comparing these to their findings. They understand and use the terms gravity and friction.
- Older KS2 pupils learn how to use the data from their investigations and represent it graphically. They know about the horizontal and vertical axes and more-able pupils devise appropriate scales for representing the collected measurements. They extend their knowledge and understanding of electrical circuits by learning to draw formal circuit diagrams using the correct conventions and apply the criteria for a fair test to planning an experiment.
- By the end of Y6, most pupils have a good knowledge of life processes and the characteristics of living things. They know about the human body, the structure and functions of the digestive and circulatory systems and about the effects of exercise on the heart and lungs. They know how to separate mixed materials by filtration and evaporation and understand the differences between solids, liquids and gasses. They identify animals according to whether they are warm or cold blooded, and know the animal groups of mammals, birds, reptiles, amphibians, fish and invertebrates. Through the study of the solar system, they know about the sun, earth, moon and the planets and understand the reasons for night and day and the changing seasons.

## **Shortcomings**

There are no significant shortcomings

## **Welsh second language**

Standards of achievement in Welsh as a second language are good in KS1 and KS2.

### **Good features**

- Pupils participate enthusiastically in lessons in both key stages. When engaged in oral activities in groups or as a whole class, pupils display considerable enjoyment.
- In KS1, pupils use incidental Welsh during registration periods and social occasions. They sing Welsh songs with good pronunciation.
- Younger pupils listen and respond well to oral stimuli and follow simple commands. They identify the names of colours, know parts of the body, family relationships, convey greetings and count to ten and beyond with good pronunciation and intonation which build on their speaking, reading and writing skills. They complete language tasks with developing accuracy.
- Pupils in KS1 display good oral skills when asking and answering questions about familiar objects, the weather, pets, days of the week, where they live and how they feel. They confidently use a developing range of sentence structures and vocabulary.
- Pupils display good reading skills when reading from a text with the teacher. They confidently read printed resources within their environment and convey the content of what they have read.
- Pupils' writing skills are good. They construct sentences confidently, using appropriate vocabulary and spelling.
- In KS2, pupils' speaking skills are good. The vast majority sustain a simple conversation about where they live, their interests, weather patterns and their likes and dislikes using a developing range of vocabulary and sentence structures. By the end of the key stage, pupils display good oral skills in role-play activities.
- Pupils' reading skills are good within a satisfactory range of experiences. They confidently read words and notices displayed around the school and read their written work using appropriate expression.
- Pupils' writing skills are developing well with a significant amount of work being of a good standard. They punctuate appropriately and correctly using a range of negative and affirmative statements.

### **Shortcomings**

- In KS1, pupils do not use colourful dictionaries to improve their vocabulary and further develop their writing skills. They do not listen to a range of stories on listening stations to further develop their oral skills.

- Pupils in both key stages do not choose from a range of books and immerse themselves in them.
- In KS2, pupils' skills in looking for information in a text or using ICT are under-developed.

## **Design and technology**

Standards of achievement in design and technology are good in KS1 and KS2. During the inspection only one lesson was timetabled. Judgement is made from the inspection of pupils' work, teachers' planning, co-ordinator's evaluations and development plans, and discussion with the co-ordinator and pupils.

### **Good features**

- Pupils display good skills of researching, designing, making and evaluating. They effectively use their skills of reading and writing for a purpose, using measurement accurately and using ICT for research into their products.
- In food technology, pupils in KS1 investigate fruit before designing and making their fruit smoothie drink, and designed a salad for the Jubilee party. They examine a range of Christmas decoration before designing and making a Christmas mobile. Through these activities they developed good practical skills in using a range of tools and utensils.
- Good progress is evident at the lower end of KS2, building on the knowledge, understanding and skills acquired in KS1. Pupils extend their skills with tools when making a sandwich snack and their design and make ideas are effectively challenged when making pop-up books and moving monsters. Pupils apply the mechanism of pneumatics effectively to make their monsters move arms, mouth etc. and worked very well in groups to discuss and amend their designs, choose materials and tools and solve problems posed as they construct their monsters. They thoughtfully evaluate their work and confidently explain why they chose the materials, the problems that they encountered in making it work, and what they would do to improve on their designs.
- Pupils in Y5 and Y6 make good progress as they design and make a fairground ride using constructional kit materials and electric motors. Their evaluations reveal the problems they solve in making an effective structure and in connecting the motor to make their ride work. In food technology, they research bread-making and draw up their own variation on the basic recipe and, through their evaluations, demonstrate a good appreciation of the reasons for different outcomes.

### **Shortcomings**

There are no significant shortcomings.

## **Information technology**

Standards of achievement in information technology are good in KS1 and KS2.

## **Good features**

- Pupils in KS1 become confident users of the computer keyboard in practising their developing literacy skills and use delete to correct errors. They achieve good control of the mouse to click-on, move and drop items into place on the screen or draw and 'paint' patterns, choosing colours from the menu. They use the mouse effectively to interact with stories on CD-ROMs.
- By the end of Y2, most pupils use the keyboard and tools to change font size, colour and style, carry out simple editing and use capital letters and full stops. They control a robot by entering commands for it to move a given distance and make right or left turns. Some pupils save or print their work independently.
- Lower KS2 pupils make very good progress in their use of computers. They quickly learn to use a spreadsheet from a branching data base and use it effectively to identify individuals from the data. They use an interactive whiteboard confidently, load and save their own work and further develop their use of the mouse, keyboard and tools to select from menus, download pictures and text from a range of programs or the internet.
- Older KS2 pupils continue to make good progress. By the end of Y6, they become competent in using the computer to generate documents that include pictures and text, including the use of a digital camera. They retrieve and edit work, changing text and layout. Some pupils transfer data from charts or tables using graphics software to represent it in graphs or pie-charts. They increasingly use the internet for research and to receive and send e-mail.
- Good links have been established with other schools so that pupils develop their use of e-mail and the school's website to exchange information and share ideas. The school's website is becoming a useful way to provide information to parents.

## **Shortcomings**

- Pupils' skills in control technology and data logging is insufficiently developed.

## **History**

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

## **Good features**

- Pupils in both key stages develop a good historical vocabulary.
- Pupils' knowledge and understanding of the past is enhanced through listening to a range of stories, including stories from Welsh history.
- In both key stages, pupils' understanding of similarities and differences between the past and present is developing well through the good use they make of a wide range of artefacts and pictures.

- Y1 pupils demonstrate a good understanding of past and present in their study of change. They effectively compare and contrast activities undertaken by themselves as babies and now.
- Y2 pupils have a good knowledge of a number of characters from history, including Guy Fawkes. They accurately sequence events pertaining to the Gunpowder Plot.
- KS2 pupils build upon work done in KS1 and demonstrate a secure understanding of the chronology of important historical periods and events. Good use is made of time-lines to support learning in all classes.
- In their study of Stuart times, Y3 pupils use appropriate vocabulary when recalling the activities and lifestyle of rich and poor people. They write good empathetic accounts of life in Stuart times following their visit to Llancaiach Fawr.
- In their study of the Romans, pupils undertook a site visit to the Caerleon Amphitheatre. Older KS2 pupils have a good awareness of the growth of the Roman Empire and how life changed in Britain as a result of the Roman invasion. They accurately sequence events of the Roman settlement and record detailed evidence including the military organisation, social customs and road building, using their ICT skills effectively to undertake personal research.
- Visits to places of historical interest, the use of visiting speakers and good quality displays enrich pupils' understanding and interpretation of history.

### **Shortcomings**

There are no significant shortcomings.

### **Geography**

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

### **Good features**

- Pupils in both key stages use and understand a good range of geographical terms.
- In KS1, pupils develop a good knowledge of their locality making three-dimensional models of local houses. They identify prominent features and offer interesting ideas for improvement.
- Older KS1 pupils make good progress in developing their understanding and knowledge of maps when drawing, making and colour coding parts of the school. They follow directions using terms such as up, down, in between and round the corner.
- In KS2, pupils build on the knowledge, understanding and skills acquired in KS1.
- In their study of environmental change, younger KS2 pupils identify sources of pollution in everyday life. They have good knowledge and understanding of a contrasting locality in a less economically developed country, comparing Swansea with Chembakolli village in India.

- In a Y4/Y5 class, pupils' geographical enquiry skills develop very well when researching, collecting and recording evidence to answer a problem-solving exercise on the Gower peninsula. They effectively use secondary sources for information.
- Y6 pupils' mapping skills develop appropriately. They follow directions, estimate and calculate distances using maps with a variety of scales. They identify and locate places using atlases and globes using latitude and longitude and use four figure co-ordinates accurately.

### **Shortcomings**

- In KS1, pupils' understanding and knowledge of a contrasting locality in Wales is less well developed.
- In KS2, pupils insufficiently use ICT to gain access to additional information sources and to assist in handling, classifying and presenting evidence and communicating ideas.

### **Art**

Standards of achievement are very good in KS1 and KS2. During the inspection, only one lesson was observed. Judgement is made in discussion with pupils and scrutiny of pupils' work prominently displayed around the school.

### **Good features**

- In both key stages, pupils demonstrate an understanding of the visual language of art and they apply it, at appropriate levels, in their own artwork. Pupils talk and write about their work confidently, explaining processes, and describing how difficulties identified are overcome.
- The art experiences of all pupils are enhanced by working with local artists in residence and by using the school's pond, nature reserve and woodland area as stimulating resources to develop imaginative ideas.
- In KS1, pupils observe autumn colours and show enjoyment and exuberance in their mixing of paint to record the mood of the season. They blend pastel shades effectively to produce place mats and use a range of media to record their observations in the woodland and pictures from memory and imagination.
- Pupils experiment with different materials and produce, for example collage work of good quality and three-dimensional models of minibeasts. They explore different methods of printing and use blockprints to create dramatic, giant leaves.
- From their study of the work of artists such as Monet and Klee, pupils adapt some of these artists techniques successfully to their own paintings.
- In KS2, the involvement of pupils in community projects is a notable feature. Their work includes creating a mosaic mural for a café, contributing delicate watercolours for the Mumbles Millennium Map and participating in Swansea's Arts and the Environment events.

- Pupils' observational skills develop well. Particularly successful are pencil drawings of still life objects which are shaded effectively. Following a visit to an art gallery, pupils study the tonal qualities in work by Josef Herman and experiment to obtain a similar effect in their own work.
- Collage work using pulses and pasta demonstrate pupils' appreciation of form, texture and colour. They reinforce this appreciation as they select and arrange materials to create abstract designs, after referring to works by artists such as Miro and Matisse.
- Pupils explore pattern, shape and texture as they engage in environmental sculpture in the school grounds and on a local beach. Imaginative outcomes are produced by combining natural materials with technically-produced images and by experimenting with the technique of photo-montage.
- Pupils collaborate and incorporate their own lively ideas into designing and making a wall mosaic for the dining room and a large plaque of individual tiles.
- Pupils' artwork is valued and displayed to best advantage. The framing of some work, such as the large prints, makes them particularly striking.
- Pupils have benefited significantly from an Arts Council for Wales funded project, working effectively with an artist, sculptor and writer.

### **Shortcomings**

There are no significant shortcomings.

### **Music**

There was insufficient evidence to make a valid judgement in music in KS1 and KS2. The peripatetic music teacher was not timetabled to teach during the inspection. Limited judgements made are based on the two lessons which were taught by class teachers and evidence from video recordings made available.

### **Good features**

- In their singing session, KS1 pupils sing to taped accompaniment with some control of breathing, posture, dynamics and pitch. They recall a range of topical songs and pay good attention to diction in both English and Welsh. They know that good posture will improve the quality of their performance.
- Pupils tap a steady beat as they sing. They listen attentively to the sounds made by some untuned percussion instruments and attempt to discriminate between high and low sounds.
- In their class lessons, pupils choose sounds to express musical ideas and learn to follow a graphic score as they perform the composition, using a good range of percussion instruments.

- In KS2, pupils sing in tune with confidence and with increasing control of breathing, posture and dynamics. Older pupils maintain two-part harmony as they sing a simple song. They focus their listening on the texture of a song played to them and describe how they feel as they listen.
- As they learn to play the recorder, pupils use their growing understanding of standard notation to create a class composition of short musical phrases.
- A number of pupils benefit from the instrumental tuition arranged for them by the school, and from making music together in the lunch-time orchestra and choir.

### **Shortcomings**

- Pupils do not record written responses to their musical experiences on a regular basis.

### **Physical Education**

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

#### **Good features**

- Pupils in KS1 develop good movement and balancing skills and achieve good hand-eye co-ordination. In lessons, they demonstrate very good self-control, responding to commands quickly and enjoying the challenge of the activities. They have very good awareness of space and move skilfully, changing direction and dodging others when running. Their ball-skills improve rapidly from rolling and stopping to accurate throwing and catching.
- Younger pupils move very expressively when developing a sequence of movements for a dance. They use their imagination effectively to simulate walking, creeping, running, leaping and wading through the jungle. They gracefully sway, stretch and curl their bodies to create a flowing sequence of movements.
- Older pupils in a Y2/Y3 class demonstrate very good standards of movement and body control when moving to music and interpret a story about animals that they wrote in their English lessons. They move in time to the music and express the grace of swans gliding through the air and the power of the lion or the jerky movements of chickens.
- In KS2, pupils continue to make very good progress, particularly in gymnastics where the influence of pupils who benefit from coaching during the gymnastics club sessions raises the expectations and performance levels of all pupils. They are keen to develop and demonstrate their movement sequences as they combine handstands, headstands and a variety of rolls, cartwheels and balances and round-off their sequences correctly. More-able pupils produce high quality performances.
- Y5 pupils attend regular swimming sessions and the vast majority achieve NC requirements. Beginners quickly become confident in the water and soon progress to swimming a short distance. They make good use of swimming aids such as floats to achieve good body shape in the water and good breathing patterns. More-able swimmers become proficient in the range of front and back strokes and achieve a range of swimming awards for stroke and distance.

- Pupils enjoy a wide range of sports and games and school teams perform well in competitions involving rugby, netball, short-tennis, hockey, and table-tennis as well as taking part in swimming galas and athletics championships. The gymnastic club teams regularly win awards in local and county competitions.

### **Shortcomings**

- In some lessons, insufficient attention is given to warm-up activity and pupils are not challenged to evaluate their own performances or those of other pupils. Opportunities are missed to develop pupils' awareness of the health aspects of physical education such as the effects of exercise on the body.

### **Religious Education**

Standards of achievement in religious education are good in KS1 and very good in KS2. Only one lesson was timetabled during the inspection, judgement being made from talking to pupils and scrutiny of pupils' work.

### **Good features**

- Overall, pupils have very good knowledge of the main practices, festivals and stories of the Christian faith. They are aware that many people living in this country are Christian.
- KS1 pupils have good knowledge of Bible stories from the Old and New Testaments. They have good understanding of their significance and make appropriate connections with festivals of celebration held in the church today such as harvest, Christmas and Easter.
- Following a visit to All Saint's Church, KS1 pupils develop a good understanding of the important features of and religious symbols of worship within the life of a Christian person.
- KS1 pupils have a good understanding of the rules that are important in their own lives and are aware of the consequences of breaking them. They develop a sense of belonging by considering the benefits and responsibilities of friendship.
- Lower KS2 pupils demonstrate very good understanding and knowledge of the differences between being a Christian and a Muslim. They effectively compare and contrast a wide variety of habits and customs. Following a visit to a Mosque, pupils write detailed accounts identifying and explaining the significance of a number of symbols. They have very good knowledge of the significance of the celebration of Ramadan and Eid-ul-Fitr.
- Older KS2 pupils have a very good understanding of Hindu traditions and customs. They have good knowledge of the caste system and life and work of Mahatma Gandhi. They have good awareness of the symbolism and traditional features of the faith through their study and handling of appropriate artefacts.

- Older KS2 pupils become familiar with stories about prominent Christian and humanitarian leaders. The Welsh dimension is developing appropriately, with pupils learning about Welsh saints, festivals and music.
- Pupils reflect upon and share interesting thoughts about the nature of friendship. They consider positive attributes compared to those not so favourable.
- Pupils have very good knowledge of current world events and discuss the spiritual and moral implications of such events at length. They show respect, tolerance and understanding.
- Pupils develop their social, moral and cultural skills and adapt them in practical ways through their behaviour, responsibilities and attitudes to everyday life in school. They know the importance of becoming involved in charitable work and recognise that there are many people in need. They are aware of the dangers of negative attitude and the need to consider all evidence before coming to conclusions. Pupils are confident to share their experiences with one another.
- Visits by a minister of religion and visits to places of worship significantly enhance pupils' knowledge and understanding of the subject. Follow-up work through role play consolidate their learning.
- In both key stages, pupils use their writing skills effectively to record good quality accounts with very good standards achieved in KS2.

### **Shortcomings**

There are no significant shortcomings.

## **8. SCHOOL IMPROVEMENT**

### **8.1 Progress Since the Last Inspection**

The school was last inspected in the Spring Term 1997. The report identified the key issues for action listed below, namely the need to:

1. further improve standards in those subjects where standards are satisfactory;
2. develop the monitoring role of subject co-ordinators;
3. improve the quality of recording assessment to promote further coherence, continuity and progression in pupils' learning;
4. build on the good practice in moderating assessment in English across the other curriculum areas;
5. ensure a more informative approach in written reports to parents.

The school has made consistently good and often very good progress in addressing the key issues raised in the last inspection report.

- Teachers have participated in the LEA Literacy and Numeracy projects, developed ICT strategies, reviewed schemes of work, purchased a wide range of educational resources, and monitored and evaluated standards of achievement across a range of subject areas. In

the 2002 inspection, it was judged that very good progress has been made with standards of achievement improved in nine of the 12 subject areas.

- All subject co-ordinators have taken responsibility for resources, developing needs of staff, monitoring and evaluating by sampling and levelling work for subject portfolios and some have developed classroom observations to support their colleagues. In the 2002 inspection, it was judged that good progress has been made, however, the good practice in levelling work and classroom observations has not been extended to all curricular areas.
- A new whole-school system of recording assessment was adopted which fed back quickly and efficiently to pupils and provided targets for further improvement. The system was made manageable and user friendly by using assessment journals for each subject area. In the 2002 inspection, it was judged that very good progress has been made. Information about pupils' achievements and difficulties are utilised by teachers in their planning of lessons, ensuring that learning objectives are well matched to individual needs. This is an efficient and effective practice.
- Moderating assessment procedures have extended to cover mathematics, spelling, English writing, handwriting and writing in Welsh. The school states this has been a worthwhile activity but extremely time consuming. Whole-school in-service training sessions(INSET) were undertaken by teachers to look at work produced by three pupils of varying ability in each class to aid continuity and progression throughout the school. A system for analysing assessment data has been established to identify pupils needing further support with governors, teachers and support staff well informed on developments. In the 2002 inspection, it was judged that good progress has been made with further moderation to be undertaken as time allows.
- The format for reporting to parents was reviewed with INSET training provided for the headteacher and deputy headteacher on an IT 'report assist' programme which was later extended to all teachers. Parental feedback was sought on the quality of reports over a three year period. In the inspection of 2002, it was judged that good progress has been made. Reports on the core subjects include clear information on what the pupils know, understand and what they need to concentrate on in the future to make best progress. However, reporting of pupils' achievement in some non-core foundation subjects tends to focus on general skills and attitudes and on work that has been covered and lacks detail on pupils' achievements.

## **8.2 Key Issues for Action**

To build on its many strengths and the overall good standards, the school needs to:

- continue to maintain the standards in subjects and aspects which were judged to be good or very good and further raise standards in subjects and aspects by addressing the shortcomings identified;
- maintain the very good educational provision;
- further develop the role of curriculum co-ordinators in monitoring and evaluating standards of achievement.

The school is addressing aspects of all the key issues in its present SDP.

## APPENDIX

### A. Basic Information About the School

Name of School	Grange Primary School
School type	Community
Age-range of pupils	3-11
Address of school	West Cross Avenue West Cross Swansea
Post-Code	SA3 5TS
Telephone Number	01792 404766

Headteacher	Mrs N Martell
Date of appointment	April 1992
Chair of Governors/ Appropriate Authority	Mrs K Penaluna
Registered Inspector	Mr J Harries
Dates of inspection	November 4 <sup>th</sup> -6 <sup>th</sup> , 2002

### B. School Data and Indicators

<i>Number of pupils in each year group</i>									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	5	21	26	25	30	27	21	28	183

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	8	4	9.9

<i>Staffing information</i>	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	18:1
Pupil : adult (fte) ratio in nursery classes	5:1
Pupil : adult (fte) ratio in special classes	3:1
Average class size, excluding nursery and special classes	27.5
Teacher (fte) : class ratio	1.1:1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
	R	KS1	KS2	Whole school
Term 1	89.5	94.9	94.4	93.9
Term 2	94.9	94.9	94.5	94.7
Term 3	93.9	95.2	94.7	94.7

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

### NATIONAL CURRICULUM ASSESSMENT RESULTS

END OF KEY STAGE 1: 2002

National Curriculum Assessment KS 1 Results: 2002			Number of pupils in Y2: 30					
Percentage of pupils at each level								
			D	W	1	2	3	4
ENGLISH:	Teacher Assessment	School	0	3	7	72	17	0
		National	0	4	14	64	18	0
EN: Reading	Teacher Assessment	School	0	3	7	72	17	0
		National	0	4	14	57	25	0
	Task/Test	School						
		National	0	4	14	56	26	0
EN: Writing	Teacher Assessment	School	0	3	10	72	14	0
		National	0	5	14	70	11	0
	Task/Test	School						
		National	0	6	11	74	9	0
EN: Speaking and listening	Teacher Assessment	School	0	3	3	76	17	0
		National	0	3	12	64	21	0
MATHEMATICS	Teacher Assessment	School	0	3	7	72	17	0
		National	0	2	10	65	23	0
	Task/Test	School						
		National	0	2	7	63	27	0
SCIENCE	Teacher Assessment	School	0	3	3	76	17	0
		National	0	2	11	70	17	0

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment

In the school:	86	In Wales:	80
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- D Pupils who have been disapplied under sections 364 and 365 of the Education Act 1996 or, in the case of the Task/Test were absent.  
 W Pupils who are "working towards" level 1, but have not yet achieved the standards needed for level 1.

NATIONAL CURRICULUM ASSESSMENT RESULTS  
END OF KEY STAGE 2: 2002

National Curriculum Assessment KS 2 Results: 2002								Number of pupils in Y6: 25					
Percentage of pupils at each level													
			D	A	N	B	W	1	2	3	4	5	6
English	Teacher assessment	School	0	0	0	0	0	5	19	19	33	43	0
		National	0	0	2	n/a	1	1	6	21	48	21	0
	Test/Task	School	0	0	0	0	0	0	5	5	28	62	0
		National	0	2	2	0	n	n	5	17	48	26	N
Welsh	Teacher assessment	School											
		National	2	0	3	n/a	0	1	5	24	48	17	0
	Test/Task	School											
		National	2	2	0	2	n	n	4	22	50	18	n
Mathematics	Teacher assessment	School	0	0	0	0	0	0	5	14	53	28	0
		National	0	0	2	n/a	0	1	5	22	47	23	0
	Test/Task	School	0	0	0	0	0	0	5	23	53	19	0
		National	0	2	1	1	n	n	5	22	44	25	N
Science	Teacher assessment	School	0	0	0	0	0	0	5	14	28	53	0
		National	0	0	2	n/a	0	0	4	17	52	25	0
	Test/Task	School	0	0	0	0	0	0	0	19	43	38	0
		National	0	2	0	0	n	n	3	14	55	26	N

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:	77	In the school:	72
In Wales:	63	In Wales:	63

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

## D. The Evidence Base of the Inspection

The inspection was carried out by a team of four inspectors who spent a total of 11 inspector days at the school.

### Before the inspection:

- meetings were held with the headteacher and staff, the GB and 19 parents who attended the pre-inspection meeting;
- questionnaires were distributed to all parents and the 50 completed questionnaires were analysed and the inspection team took note of the results;
- school documentation was examined.

### During the inspection:

- evidence of lessons or sessions observed was based on the inspection of classes in a total of 59 lessons or sessions across the age groups;
- other observations included assemblies, registration, playtimes and lunch-time;
- discussions were held with pupils about aspects of their work and life in the school;
- inspectors listened to a representative sample of pupils read;
- inspectors undertook a scrutiny of pupils work from each year group, as well as work in the classrooms and on display around the school;
- post-inspection meetings were held with the headteacher, staff and the GB.

### E. Composition and Responsibilities of the Inspection Team

Inspector	Type	Aspect Responsibilities	Subject Responsibilities
Mr J Harries	Rgl	The school and its priorities; Main findings; Standards of achievement; Pupils' spiritual, moral, social and cultural development; Quality of teaching; Leadership and efficiency; Progress since the last inspection; Key issues for action.	Mathematics; Welsh second language; History; Geography; Religious education.
Mrs R Steeds	Team	Standards achieved in key skills across the curriculum; Curriculum; Quality of self-evaluation and planning for improvement.	Early Years; English; Information technology; Music.
Mr J Phillips	Team	Assessment, recording and reporting; Provision for pupils with SEN. Staffing, accommodation and learning resources.	Science; Design Technology; Art; Physical education.
Mrs J Warr	Lay	Behaviour and attitudes; Attendance; Support, guidance and pupils' welfare; Partnership with parents and community, schools and other institutions; Partnership with industry.	

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