

REPORT
on the
INSPECTION UNDER SECTION 10 OF
THE SCHOOL INSPECTION ACT 1996

GURNOS PRIMARY SCHOOL
SCHOOL ROAD
LOWER CWMTWRCH
SWANSEA
SA9 1EQ

School Number: 666/2101

Date of Inspection: 4th – 6th May 2004

By

Dr Michael Best
Registered Inspector W207/10413

Under Estyn contract number: T/268/03P

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CURRICULUM NOMENCLATURE AND KEY STAGES

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

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

{PRI VAT E}	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 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 shortcomings.
4. Unsatisfactory: some satisfactory work but shortcomings in important areas.
5. Poor: many shortcomings.

CONTENTS

	Page
1. CONTEXT	
The school and its priorities	1
2. MAIN FINDINGS	
The main findings of the report	1
3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS	
3.1 Standards achieved in subjects and areas of learning	6
3.2 Standards achieved in key skills across the curriculum	7
4. ETHOS OF THE SCHOOL	
4.1 Pupils' spiritual, moral, social and cultural development	7
4.2 Behaviour and attitudes	8
4.3 Attendance	9
5. QUALITY OF EDUCATION	
5.1 Teaching	9
5.2 Assessment, recording and reporting	10
5.3 Curriculum	11
5.4 Support, guidance and pupils' welfare	12
5.5 Provision for pupils with special educational needs (SEN)	12
5.6 Partnership with parents and community, schools and other institutions	13
5.7 Partnership with industry	14
6. MANAGEMENT	
6.1 Quality of self-evaluation and planning for improvement	14
6.2 Leadership and efficiency	15
6.3 Staffing, accommodation and learning resources	16

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

Provision for the under-fives	17
English	20
Mathematics	21
Science	22
Welsh second language	23
Design and technology	24
Information technology	24
History	25
Geography	26
Art	27
Music	27
Physical education	28
Religious education	28

8. SCHOOL IMPROVEMENT

8.1	Progress since the last inspection	29
8.2	Key issues for action	30

APPENDIX

A.	Basic information about the school	32
B.	School data and indicators	32
C.	Results of National Curriculum assessments and public examinations	33
D.	The evidence base of the inspection	35
E.	Composition and responsibilities of the inspection team	35

1. CONTEXT

The school and its priorities

Gurnos Primary School is situated in the village of Lower Cwmtwrch, near the rural town of Ystradgynlais in the Swansea Valley. The school building, although old, is spacious and there is a good-sized playing field. There are currently 60 pupils on roll aged between three and eleven years. Nursery and reception children attend full-time. The local authority looks after three pupils.

The school serves a mixture of rented and owner-occupied homes in the immediate area. In common with other schools in the area, the school roll has fallen since the last inspection. Currently, 34 per cent of the pupils are eligible for free school meals, which is slightly lower than at the time of the last inspection. This proportion is above the average for schools both in Powys and in all Wales. The prosperity of the area is mixed.

English is the predominant language for all pupils. A few pupils come from ethnic minority groups but none have English as an additional language. The school identifies twenty-one pupils (35 per cent of the school population) as having Special Educational Needs (SEN) but only twelve (20 per cent) are at recognised stages of the current Code of Practice. This proportion is much lower than that reported at the time of the last inspection. Two pupils have statements outlining their entitlement to additional support.

The present headteacher assumed his responsibilities on a temporary basis in September 2000 and his appointment was made permanent in March 2002. The school currently operates a deficit budget which is licensed by the Local Education Authority (LEA).

The School Development Plan (SDP) details the school's priorities for the current school year and outlines its plans for the future. These include:

- raising standards in English, mathematics and science;
- establishing a school council;
- the implementation of performance management for teachers;
- developing community links.

The school has been awarded The Basic Skills Agency Quality mark.

The school was last inspected in March 1998.

2. MAIN FINDINGS

The main findings of the report

This is an improving school. It has a strong ethos and is well regarded by pupils, parents and the community.

- The previous inspection report highlighted many shortcomings in the standards achieved, the quality of education provided and in the leadership and management of the school. Subsequent monitoring by the local education authority (LEA) found that by the summer of 2000 little action had been taken to address the issues identified in the report; standards had declined further and a £33,000 budget deficit had accrued.
- With the help of the LEA and the appointment of new staff, the headteacher is successfully leading the school forward. Although much of it is recent, the school has made good progress overall towards addressing the issues identified in the previous inspection report.
- Standards of achievement are satisfactory. During the inspection, standards were good in 37 per cent of the 19 lessons or part lessons seen, and satisfactory in the remaining 63 per cent. Children have a wide range of skills and experiences when they start in the nursery. Numbers are small and attainment on entry varies from year to year but it is broadly similar to that found in other schools.
- The educational provision for the under-fives has some weaknesses, but there is evidence that these weaknesses can soon be put right. Standards of achievement in the under-fives are as follows:

Area of learning	Nursery (3-4 year olds)	Reception (4-5 year olds)
Language, literacy and communication skills	Satisfactory	Satisfactory
Personal and Social Development	Good	Good
Mathematical Development	Satisfactory	Satisfactory
Knowledge and Understanding of the World	Satisfactory	Satisfactory
Physical Development	Satisfactory	Satisfactory
Creative Development	Satisfactory	Satisfactory

- Standards of achievement in Key Stage (KS)1 and KS2 are as follows:

Subject	KS1 (Y1 and Y2)	KS2 (Y3 to Y6)
English	Satisfactory	Satisfactory
Welsh second language	Good	Good
Mathematics	Satisfactory	Satisfactory
Science	Good	Good
Design and technology	Satisfactory	Satisfactory
Information technology	Satisfactory	Satisfactory
History	Satisfactory	Satisfactory
Geography	Satisfactory	Satisfactory
Art	Satisfactory	Satisfactory
Music	Satisfactory	Satisfactory
Physical education	Satisfactory	Satisfactory
Religious education	Satisfactory	Satisfactory

- In the 2003 NC teacher assessments, the proportions pupils reaching the expected Level 2 in English, mathematics and science were similar to the LEA and national averages. The school's KS1 core subject indicator was similar to the LEA and national averages. Compared with similar schools, pupils' results are in the top 25 per cent in English and the top 50 per cent in mathematics and science.
- The school's 2003 NC test results at the end of KS2 show that the proportions of pupils reaching the expected Level 4 in mathematics and science were above the LEA and national averages and similar to the LEA and national averages in English. The school's KS2 core subject indicator was above both the LEA and national averages. Compared with similar schools, the English, mathematics and science results were in the top 25 per cent.
- Children under five and those in KS1 make satisfactory progress. Pupils make satisfactory progress overall in KS2. In Y5 and Y6, progress is good because the challenge and progression in pupils' learning is better. In Y3 and Y4, too much teacher direction imposes a ceiling on pupils' independent thinking and learning which impedes their better progress. Pupils with SEN make satisfactory progress in relation to the targets in their individual education plans (IEP)s. They particularly benefit from the support of special needs staff in English and mathematics.
- Standards achieved in the key skills of speaking, listening and numeracy by the under-fives and across both key stages are good. Standards in reading, writing and information and communication technology across the curriculum are satisfactory.
- The provision for the pupils' spiritual, moral, and cultural development is good, and that for their social development satisfactory. Pupils respond positively to the school's values and they respond well to the school's provision for collective worship. Children under five and pupils in KS1 relate well to each other and adults. In Y5 and Y6, pupils have good opportunities to become self-reliant. However, in Y3 and Y4, pupils do not have sufficient encouragement to develop independence and show initiative. *Y Cwricwlwm Cymreig* and the incidental use of Welsh are well embedded. Pupils particularly enjoy taking part in the school's regular musical concerts.
- The overall quality of pupils' behaviour is good. They are polite, friendly and supportive of each other. There is a strong sense of community within the school, and pupils are proud of their appearance. Pupils have positive attitudes to learning and sustain their concentration even when teaching is not challenging enough. There were no exclusions from the school in the last reporting period.
- Attendance is consistently good and pupils arrive at school promptly. The school complies with the requirements of the National Assembly for Wales Circular 3/99. However, not all entries in the register are made in ink.
- The quality of teaching is satisfactory. During the inspection, teaching was good in 42 per cent of the 19 lessons seen and satisfactory in 58 per cent of lessons. No very good or unsatisfactory lessons were seen. Teaching in the under-fives, and Y1 to Y3 is satisfactory. In Y5 and Y6, and in the SEN support, teaching is good. Specialist knowledge is being put to good use to develop the foundation subjects. The school does not have a common format for teachers' lesson planning and their expectations of what

pupils of differing abilities can achieve are not sharp enough to challenge them consistently. There is too much reliance on worksheets up to Y4.

- The overall quality of assessment, recording and reporting is satisfactory. The school has purposeful systems in place. Staff record and analyse assessment results but this does not always lead to the setting of specific, measurable improvement targets for the whole school or individual pupils. The marking of pupils' work is generally positive and encouraging but does not often provide guidance for improvement. The quality of annual reports about pupils' progress to parents is satisfactory. Sometimes, comments focus more on pupils' effort and attitude rather than actual achievement, and indicators for improvement are not given.
- The school provides a satisfactory curriculum that suitably reflects the aims of the school and effectively promotes pupils' all-round development. The curriculum for the under-fives covers all the defined areas of learning leading to the Desirable Learning Outcomes. The school meets the requirements of the Wales Curriculum 2000 in both KS1 and KS2, and follows the locally agreed syllabus for religious education.
- The school has suitable policies and schemes of work in place for all NC subjects, religious education and for the under-fives. The curriculum in the foundation subjects, notably art, and design and technology, is newly in place. The arrangements for pupils' personal and social education are satisfactory overall; there is a policy but no specific scheme of work.
- The amount of teaching time meets the National Assembly for Wales' recommendations but some lessons, especially the morning sessions in English and mathematics, are too long. The school's coverage of *Y Cwricwlwm Cymreig* is good. There is no separate policy or scheme of work for the development of key skills across the curriculum. The provision of homework is satisfactory. Provision for extra-curricular activities is satisfactory.
- The quality of support and guidance given to pupils is good. The school is a welcoming and caring place where children feel happy and secure. There are clear procedures for dealing with bad behaviour, bullying or any form of harassment. The school's arrangements for child protection meet statutory requirements. The school provides effective support for those children looked after by the local authority. The health and safety policy is suitable and effectively monitored.
- The school's provision for pupils with special educational needs does not meet the requirements of the Code of Practice. Pupils with SEN are quickly identified and their progress monitored carefully. In Y1 to Y6, pupils with SEN are withdrawn to a special class each morning for lessons in English and mathematics. The quality of teaching is good, and the care and support provided to pupils is of a high standard. However, the practice of planning work independently of the mainstream class teachers means that pupils are not necessarily following the same schemes of work as their peers. This is contrary to the guidance in the Special Educational Needs Code of Practice and thus the management of the school's SEN provision is unsatisfactory.

- Overall, the school's partnerships with parents and community, schools and other institutions are satisfactory. Parents are very supportive of the school. The Friends and Relatives of Gurnos School (FROGS) raise significant amounts of money to provide extra resources in a wide range of curriculum areas. Letters to parents are timely and information boards are current. The prospectus provided for parents is nicely presented, but it does not comply with statutory requirements on a number of counts.
- Visits and visitors enhance the school's work, as do the well-established links with local primary schools for sporting events, and residential visits. The school has firm links with the main partner high school. The school offers regular placements for students participating in teacher training, national vocational qualifications and work experience placements. The school has a satisfactory partnership with industry. It takes advantage of occasional opportunities to invite local business people into school or visit their premises to extend the curriculum.
- The scope and effectiveness of the school's procedures for evaluating standards achieved, and the quality of its provision, are satisfactory overall. A self-evaluation process has recently been introduced to the school but this lacks sufficient rigour and structure. The headteacher, staff and governors have identified whole-school priorities within a set timescale and progress is monitored on an annual basis. Most teachers are aware of their strengths and weaknesses and are keen to improve their skills and methods of working. Subject leaders scrutinise pupils' work but, apart from the headteacher, do not observe teaching.
- The leadership and efficiency of the school are satisfactory. The headteacher is successfully leading the school forward. His leadership is firm and focused, and he manages the staff well. There is a good team spirit in the school and the present staff have put much effort into bringing about improvements. Performance management for teachers is recently established in the school. Day-to-day routines are well established and the school runs smoothly.
- The school's aims are suitable and reviewed annually. The headteacher and governing body are starting to look beyond the immediate to the future. Governors rely on the headteacher to inform and guide them but they are starting to take a greater role in evaluating outcomes through, for example, their links with subject leaders. The governing body does not have effective procedures in place for ensuring that the school meets all the required statutory requirements. There are a number of omissions to the school prospectus and the governors' annual report to parents. The governing body has yet to develop its policy to ensure that people with disabilities do not receive less favourable treatment.
- The management of staffing, accommodation and learning resources is satisfactory overall. The school has an adequate number of appropriately qualified teachers. Support staff make a very positive contribution to teaching and learning. The accommodation is satisfactory, and appropriate use is made of the available space. However, there is no specific outdoor play area for the Early Years pupils. This was an issue at the time of the last inspection. Learning resources are adequate and readily accessible to staff and pupils.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards achieved in subjects and areas of learning

Standards are satisfactory.

- Standards of pupils' achievement were good in 37 per cent of the 19 lessons or part lessons seen during the inspection and satisfactory in the remaining 63 per cent.
- Nursery and reception children achieve satisfactory standards in their language, literacy and communication skills; mathematical development; knowledge and understanding of the world; creative development and in their physical development. In their personal and social development, they achieve good standards.
- In both key stages, standards of achievement are good in Welsh second language and science. They are satisfactory in English, mathematics, design and technology, information technology, history, geography, art, music, physical education and religious education.
- Children have a wide range of skills and experiences when they start in the nursery. Numbers are small and attainment on entry varies from year to year. It is broadly similar to that found in other schools.
- In the 2003 NC teacher assessments, the proportions pupils reaching the expected Level 2 in English, mathematics and science were similar to the LEA and national averages. The proportions of pupils reaching the higher Level 3 were above the LEA and national averages in English, and similar to the LEA and national averages in mathematics. In science, the proportions of pupils gaining the higher Level 3 were above the LEA average and similar to the national average.
- The school's KS1 core subject indicator for 2003 was similar to the LEA and national averages. Compared with similar schools, pupils' results are in the top 25 per cent in English and the top 50 per cent in mathematics and science.
- The school's 2003 NC test results at the end of KS2 show that the proportions of pupils reaching the expected Level 4 in mathematics and science were above the LEA and national averages, and similar to the LEA and national averages in English. The proportions of pupils reaching the higher Level 5 were similar to the LEA and national averages in English and mathematics, but below the LEA and national averages in science.
- The school's KS2 core subject indicator for 2003 was 80 per cent, which is above both the LEA and national averages. Compared with similar schools, the English, mathematics and science results were in the top 25 per cent.
- Numbers in each year group are small and results vary from year to year. Over time, the trend at the end of KS2 shows improvement. Results at the end of KS1 show improvement over those reported at the time of the last inspection.

- Children under five and those in KS1 make satisfactory progress. Pupils make satisfactory progress overall in KS2. In Y5 and Y6, progress is good because of the better challenge and progression in pupils' learning. In Y3 and Y4, too much teacher direction imposes a ceiling on pupils' independent thinking and learning which impedes their better progress.
- Pupils with SEN make satisfactory progress in relation to the targets in their IEPs. They particularly benefit from the support of special needs staff in English and mathematics.
- Boys and girls make similar progress and achieve similar results in assessments and tests. Pupils from ethnic minority groups, and those looked after by the local authority, make similar progress to other pupils.
- In consultation with the LEA, the school sets targets for Y6 pupils to achieve in the statutory tests at the end of KS2. In 2003, these targets were exceeded.

3.2 Standards achieved in key skills across the curriculum

The standards achieved in the key skills of speaking, listening and numeracy in the under-fives and across both key stages are good. Standards in reading, writing and information and communications technology across the curriculum are satisfactory.

- Children under five and pupils in both key stages listen attentively in lessons, particularly during whole-class introductions. They speak clearly and confidently, using appropriate vocabulary for the topic under discussion.
- Pupils' reading skills develop satisfactorily. They read accurately and with reasonable fluency from a range of sources. Pupils write for a relatively limited variety of purposes, although some writing in history in Y5 and Y6 is good. Pupils generally produce neat and tidy work.
- Numeracy skills are developing well and the impact of the school's strategy to raise standards is already evident. The attention paid to improving quick oral responses to mental calculation tasks in Y5 and Y6 is a positive influence in raising standards and pupils' confidence.
- In the under-fives and both key stages, pupils' confidence in using basic computer skills is satisfactory, and they make appropriate use of software to support and extend their learning.
- There are no significant differences in the standards achieved by boys and girls.

4. ETHOS OF THE SCHOOL

4.1 Pupils' spiritual, moral, social and cultural development

The overall provision for the pupils' spiritual, moral, social and cultural development is good.

- Pupils' spiritual development is good. They understand the place of prayer in Christian and other beliefs. They recite and compose school, class and individual prayers, both in English and in Welsh.
- Pupils respond positively to the school's values as expressed in the school prospectus and practised throughout the school day. The school's racial equality policy is well reflected in the daily life and work of the school.
- Teachers and support staff set a good example through showing respect and care for the pupils in their class and around the school, and pupils respond well to this influence.
- Pupils' social development is satisfactory. The personal and social education of the under-fives is good. Children successfully settle into class routines, take turns and follow instructions. Social development is also good in Y5 and Y6, where pupils are given more opportunities to become self-reliant. Pupils frequently work well together in pairs or groups. Older pupils often take the initiative to plan and organise their own learning when engaged in investigative work. In Y3 and Y4, pupils do not have sufficient encouragement to develop independence and show initiative.
- Pupils' cultural development is good. It is enhanced by the cross-curricular approach to much of the work in the school. *Y Cwricwlwm Cymreig* receives appropriate attention, with the incidental use of Welsh to complete registers and issue instructions to pupils being applied consistently. Pupils particularly enjoy taking part in the school's regular musical concerts.
- The contribution of collective worship to the pupils' development is good. Morning assemblies provide opportunities for pupils to consider a range of appropriate issues within a safe, calm environment. The pupils' response to this provision is good.

4.2 Behaviour and attitudes

The overall quality of pupils' behaviour is good.

- The standard of behaviour has a positive impact on the quality of learning and life within the school. Pupils are polite, friendly and supportive of each other. Older pupils are self-confident and younger pupils are secure within familiar routines.
- A positive rapport exists between pupils and adults. There is a strong sense of community within the school and pupils are proud of their appearance. Pupils have positive attitudes to learning. They sustain their concentration and remain on task even when teaching is not challenging enough.
- Movement around the school is undertaken in a quiet and orderly manner. Lunchtimes and outside play are pleasant social occasions. The school has a considered and appropriate policy and practices to promote good behaviour. Rewards are valued and relevant to pupils.

- A school council has recently been established, and a small group of Y5 and Y6 pupils elected by their peers. They express and discuss their opinions with school staff and governors, and more recently, local councillors. They have identified and raised funds to improve facilities and behaviour management at the school.
- The home/school agreement includes a section on behaviour. It is reviewed every eighteen months. The effects of bullying, sexism and racism have been carefully considered, and strategies and effective methods of response are in place. There were no exclusions from the school in the last reporting period.

4.3 Attendance

Attendance is good.

- Pupils arrive at school promptly and this punctuality is maintained throughout the school day. Registers are called and marked at the beginning of the morning and afternoon sessions.
- Parents are clearly informed of the requirement for good attendance and reporting absence promptly. The school has regular contact with the education welfare officer.
- The school complies with the requirements of the National Assembly for Wales Circular 3/99. However, not all entries in the register are made in ink.

5. QUALITY OF EDUCATION

5.1 Teaching

The quality of teaching is satisfactory.

- During the inspection, teaching was good in 42 per cent of the 19 lessons or part lessons observed, and satisfactory in 58 per cent of lessons. No very good or unsatisfactory lessons were seen. The quality of teaching has improved since the last inspection. At that time, teaching was good in 9 per cent of lessons, satisfactory in 46% and unsatisfactory in the remaining 45 per cent.
- Teaching in the under-fives and KS1 is satisfactory. There are four year groups within the class and a wide range of ability. This places many challenges on staff, particularly in ensuring that the under-fives have access to a range of experiences across the areas of learning. In a literacy lesson, activities took too much time because staff needed to juggle their attention between different groups. On occasion, children develop skills out of sequence; for example, they copied adult writing on paper and then traced letter shapes in sand.

- Relationships between adults and children are good. Support staff are deployed effectively and help match activities to pupils' learning needs. Expectations of children's behaviour are high. Explanations are clear but pupils' learning is often highly directed.
- In KS2, teaching is satisfactory overall. In Y5 and Y6, and in the SEN support, teaching is good. In Y3 and Y4 it is satisfactory. The good lessons are well planned and conducted at a good pace. In the brisk lesson introductions, teachers outline the learning objectives for the lesson and prepare pupils effectively for the following group work.
- Pupils are attentive and respond well, although sometimes the use of "hands up" to answer questions encourages the non-participation of some pupils. They appreciate humour yet settle down to work in a mature way. The plenary (closing) sessions are well used to bring together the main learning points and highlight the next steps in learning.
- In the satisfactory lessons, instructions are clear. Praise and encouragement are effectively used to restore pupils' attention when this falters. Although introductions often include some useful information, questions do not give pupils sufficient opportunity to develop their thinking. The balance between teacher input and pupil participation is not effective. Planned lessons look interesting and include a range of different activities but they are not always fulfilled as time is not well managed.
- Teachers' subject knowledge across the curriculum is satisfactory overall. Specialist knowledge is being put to good use to develop the foundation subjects. Many policies and schemes of work are recently in place. Teachers' expectations of what pupils of differing abilities can achieve, particularly the abler pupils, are not sharp enough to challenge them consistently.
- Staff regularly promote the use of incidental Welsh in lessons and make effective use of learning resources. Some teachers over-direct pupils' learning, rather than actively promoting their independent learning skills. Pupils rise to the challenge when they are given the opportunity and guidance to develop their ideas and understanding. Teachers place too much reliance on worksheets in Y1 to Y4.

5.2 Assessment, recording and reporting

The overall quality of assessment, recording and reporting is satisfactory.

- The school has purposeful systems for the regular assessment and recording of pupils' progress. Teachers accurately and consistently assess pupils' progress against an agreed set of criteria, particularly in the non-core subjects.
- The school records and analyses assessment results, including the national tests at the end of KS2. These analyses take appropriate account of different groups, for example, boys and girls and those who learn at different rates. These findings are discussed by teachers and influence the identification of school priorities. However, this does not always lead to the setting of specific, measurable improvement targets for the whole school or individual pupils.

- The marking of pupils' work is generally positive and encouraging, following an agreed policy, but does not often provide guidance for improvement. As yet, pupils are not sufficiently involved in the process of assessing their own work, or that of their peers.
- Parents are invited to meet teachers to discuss their children's progress on a formal basis twice each year, once early in the spring term and again at the end of the summer term.
- The quality of annual reports about pupils' progress to parents is satisfactory. Sometimes, however, comments focus more on pupils' effort and attitude rather than actual achievement. Indicators for improvement in the next term or year are not given.

5.3 Curriculum

The school provides a satisfactory curriculum.

- The school meets the requirements of the Wales Curriculum 2000 in both KS1 and KS2, and follows the locally agreed syllabus for religious education. The curriculum for the under-fives covers all the defined areas of learning leading to the Desirable Learning Outcomes. The curriculum suitably reflects the aims of the school and effectively promotes pupils' all-round development. In the last academic year, there was no pupil for whom the NC was modified or disapplied.
- At the time of the last inspection, the school's documentation was incomplete, and the planning and organization of the curriculum were unsatisfactory. Suitable policies and schemes of work in place for all NC subjects and the under-fives are now in place. Much is only recently in place, particularly in the foundation subjects such as art, and design and technology.
- No consistent, whole-school approach to teachers' individual planning is in place. It is not always clear as to how pupils systematically develop their skills and knowledge as they move through the school. In the best practice, such development is clearly tracked.
- Where a subject leader teaches his/her subject throughout the school (such as in design technology and art) good continuity and progression are being established. This is helping to raise standards.
- The amount of teaching time meets the National Assembly for Wales' recommendations. However, this time is not always used to the best advantage. Some lessons, especially the morning sessions in English and mathematics, are too long. However, the amount of time allocated to individual subjects is, over time, satisfactory.
- The school's coverage of *Y Cwricwlwm Cymreig* is good. There is no separate policy or scheme of work for the development of key skills across the curriculum, and planning for these is left to individual teachers. The provision of homework is satisfactory.
- The arrangements for pupils' personal and social education are satisfactory overall. The school has a policy but no specific scheme of work. Older pupils are developing a satisfactory understanding of their responsibilities as citizens in the wider world through,

for example, their design project for a nearby pedestrian subway. The school nurse supports the school's work on health education, which includes sex and drugs education.

- There are shortcomings in the school's efforts to promote equality and access for all pupils. Pupils with SEN in Y1 to Y6 are withdrawn from lessons in English and mathematics each morning to work in the unit class. The recommendations of the current Code of Practice are not met. The position is more satisfactory in the afternoon sessions when pupils have support in their mainstream classes. Provision for more able pupils is most evident in Y5 and Y6.
- Provision for extra-curricular activities is satisfactory. Visits and visitors to school add to pupils' knowledge and understanding.

5.4 Support, guidance and pupils' welfare

The quality of support and guidance given to pupils is good.

- The school is a welcoming and caring place. Children feel happy and secure because staff know them well. Relationships between adults and pupils are good. Pupils in the Y5 and Y6 class appreciate the good level of support and guidance they receive from staff as they prepare for the next stage of their education.
- Pupils are carefully supervised in school and during playtimes. Procedures for dealing with bad behaviour, bullying or any form of harassment are clear. Pupils and parents are familiar with these and say the arrangements are effective.
- First aid arrangements are appropriate and the school has clear procedures for notifying parents and carers when pupils are ill or have accidents in school. The school has a sex education policy and makes suitable provision for raising pupils' awareness of drug and substance abuse.
- The school's arrangements for child protection meet statutory requirements. The school's arrangements for supporting, and monitoring the progress of, pupils looked after by the local authority are effective. The school enjoys constructive links with external agencies.
- The school has a suitable health and safety policy. The headteacher and governors follow LEA guidance when undertaking regular risk assessments. The school holds regular fire drills, and the alarm system is checked regularly.

5.5 Provision for pupils with special educational needs (SEN)

Although pupils with SEN achieve satisfactory standards and make satisfactory progress in relation to the targets in their IEPs, the school's provision does not meet the requirements of the Code of Practice.

- Two pupils are in receipt of a Statement of Special Educational Needs. A further nine pupils are at the stages of School Action and School Action Plus.

- Pupils with SEN are quickly identified. When teachers have a concern about pupils' progress in any aspect of his/her development, good procedures are followed. Discussions take place at regular, half-termly staff meetings. If deemed appropriate, the pupils are included on the school's register of pupils with SEN and individual education plans (IEP) are drawn up. Pupils' progress is monitored carefully and IEPs are reviewed termly.
- All pupils in Y1 to Y6 with SEN are withdrawn to a special class each morning for lessons in English and mathematics. This unit is well staffed and equipped with suitable resources. The quality of teaching is good. Staff work well as a team to support pupils' development. Detailed records are kept of pupils' progress against appropriate individual targets. The care and support provided to pupils is of a high standard.
- Pupils access a broad range of appropriate activities in order to develop their understanding in English and mathematics. The delivery of the curriculum is appropriately flexible in order to meet the needs of the pupils. However, the practice of planning work independently of the mainstream class teachers means that pupils are not necessarily following the same schemes of work as their peers. This is contrary to the guidance in the Code of Practice. Pupils do not have full equality of opportunity.

5.6 Partnership with parents and community, schools and other institutions

Overall, the school's partnerships with parents and community, schools and other institutions are satisfactory.

- Parents are very supportive of the school and commented very positively in the pre-inspection questionnaire. They are welcome to assist in school and are willing to help when requested in class or on school trips.
- The Friends and Relatives of Gurnos School (FROGS) raise significant amounts of money to provide extra resources in a wide range of curriculum areas.
- Information provided for parents is satisfactory, letters home are timely and information boards are current. The prospectus provided for parents is nicely presented, but it does not comply with statutory requirements on a number of counts.
- The governors' annual report to parents uses initials to describe schemes of work, curriculum areas and titles for personnel. These are confusing for parents who are unfamiliar with the terms used.
- The school has produced helpful pamphlets for home school transition. The pre-school playgroup and after school club are well supported and attended.
- Pupils visit a residence for elderly people to entertain them, they perform concerts at a local hall, and they undertake visits to the local chapel. Visits from church groups, including some missionaries, contribute effectively to collective worship. The community police officer and local councillors also visit the school. Use of the local area enhances pupils' understanding in geography.

- The school has well-established links with local primary schools for sporting events, and residential visits. A combined heritage project with another school has enhanced the pupils' understanding of local history. The local schools have regular cluster group meetings and share information.
- Pupils recently took part in a design and technology project to provide a mosaic for a local underpass as part of the safe routes to school project and won first prize in a national award scheme.
- The school has firm links with the main partner high school and use their pool for swimming lessons. Y6 pupils take part in induction programmes and there are bridging projects in some curriculum areas. At present, the school does not make any special arrangements for more able and gifted pupils.
- The school has regular placements of students participating in teacher training, national vocational qualifications and work experience placements. These considerably increase the pupil adult ratio within the classroom and widen pupils' experience of the wider world.

5.7 Partnership with industry

The school has a satisfactory partnership with industry.

- The school does not have a formal policy or strategy for developing its links with industry. However, it does take advantage of occasional opportunities to invite local business people into school or visit their premises to extend the curriculum.
- Small businesses in the area generously support the school's fund raising efforts.
- The school recently participated in a competition for art and design technology sponsored by a major industrial company and pupils from Y3 and Y4 attended the final of the competition and made a presentation of their project in Cardiff.
- The school has been awarded The Basic Skills Agency Quality mark.

6. MANAGEMENT

6.1 Quality of self-evaluation and planning for improvement

The scope and effectiveness of the school's procedures for evaluating standards achieved, and the quality of its provision, are satisfactory overall.

- A self-evaluation process has recently been introduced to the school but this, as yet, lacks sufficient rigour and structure. The process includes evaluation of an appropriate range of aspects of the school's provision. However, no reference is made to first-hand evidence to support the judgements made.

- The headteacher, staff and governors have identified whole-school priorities within a set timescale and progress is monitored on an annual basis. Most teachers are aware of their strengths and weaknesses and are keen to improve their skills and methods of working in order to raise the standards of pupils' achievements.
- The role of subject leaders in this process is developing satisfactorily. At present, it involves them in the scrutiny of teachers' planning documents and samples of pupils' work. However, they are not yet involved in the process of observing colleagues' teaching in order to evaluate the quality of that aspect of their work.
- The school has clear strategies for assessing and evaluating pupils' achievements in a range of subjects. Although the school agrees targets for pupils to achieve at the end of Y6 in English and mathematics, the school's analysis of the information it gathers does not yet go beyond this in the setting of challenging, numerical targets.

6.2 Leadership and efficiency

The leadership and efficiency of the school are satisfactory.

- Inspection evidence indicates that standards declined further after the last inspection and that little progress was made towards addressing the key issues identified in the inspection report. The LEA identified the school as giving cause for concern and provided help and support to governors and staff.
- The present headteacher took over the school initially in an acting capacity. He is successfully leading the school forward. His leadership is firm and focused, and he manages the staff well. There is a good team spirit in the school and the present staff have put much effort into bringing about improvements. Subject leaders are getting to grips with their responsibilities. Policies and schemes of work are in place for all subjects, but not for key skills.
- The school's aims are suitable and reviewed annually. Having addressed the most pressing issues, the headteacher and governing body are starting to look beyond the immediate to the future. Their plans for the next three years, although informal, build effectively on recent, solid foundations.
- The school makes suitable use of test results and other information to monitor and evaluate its progress. Self-evaluation is still at a relatively early stage of development but, with the support of the LEA, a constructive culture is being established. Governors rely on the headteacher to inform and guide them but they are starting to take a greater role in evaluating outcomes through, for example, their links with subject leaders.
- Performance management for teachers is recently established in the school. The headteacher undertakes lesson observations. Teachers' performance objectives reflect the priorities of the school as well as teachers' personal needs.
- Many governors have long associations with the school and the community. The governing body conducts its business efficiently, and decisions are suitably recorded. There are a number of omissions to the school prospectus and the governors' annual

report to parents. The school has a policy dealing with racial equality but has yet to develop its policy to ensure that people with disabilities do not receive less favourable treatment.

- Day-to-day routines are well established. The school runs smoothly, the school secretary carrying out her duties efficiently and effectively. It has taken suitable action to address the issues raised in the most recent auditor's report.
- The headteacher and governing body seek *best value* in their purchases. They look carefully at different options when formulating their budget and have worked hard to reduce the £30,000 overspend inherited by the present headteacher. The school is currently operating a licensed deficit budget. Priorities in the school development plan are costed and governors discuss the impact of their spending decisions.
- The management of the school's SEN provision is unsatisfactory. The school provides good support for pupils with SEN, and they benefit from good teaching, but the way in which the provision is organised does not reflect the requirements of the current Code of Practice.
- The governing body does not have effective procedures in place for ensuring that the school meets all the required statutory requirements.

6.3 Staffing, accommodation and learning resources

The staffing, accommodation and learning resources are satisfactory overall.

- The school has an adequate number of appropriately qualified teachers. Support staff make a very positive contribution to the teaching and learning in particular, and the quality of life in the school generally.
- Staff benefit from attending relevant in-service training courses and from the support and guidance of local education authority advisers. The headteacher has clear expectations of how this professional development will further improve the educational provision at the school.
- The accommodation is satisfactory and appropriate use is made of the available space. The staff create a stimulating and attractive environment in their teaching areas. Where pupils' work is displayed, it is to a high standard. A limited amount of children's work is on display in the under-fives' classroom.
- The outdoor provision is satisfactory, with clearly marked playgrounds and extensive grassed areas. However, there is no specific outdoor area for children under five. This was an issue at the time of the last inspection.
- Learning resources are satisfactory and readily accessible to staff and pupils. The school lacks sufficient resources in mathematics to enable the involvement of all pupils during whole-class oral and mental sessions.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

Provision for the under-fives

The educational provision for the under-fives has some weaknesses, but there is evidence that these weaknesses can soon be put right. The lack of a secure outdoor area was a key issue at the time of the last inspection.

- The school offers full-time places for nursery (three to four year old) and reception (four to five year old) children. Numbers in each intake are small and children enter the school with a wide range of experiences in all the areas of learning. At present, the nursery and reception children are taught alongside pupils in Y1 and Y2. The class teacher is assisted by a qualified nursery nurse. During the inspection, children benefited from the support of two students undertaking training in early childhood studies.
- Children are making satisfactory progress towards the Desirable Learning Outcomes for children's learning. Standards are good in children's personal and social development. Standards are satisfactory in their language, literacy and communication skills, mathematical development, knowledge and understanding of the world, creative development and their physical development. Most children achieve the Desirable Learning Outcomes by the time they are five.
- Classroom routines are well established. Staff work hard to provide an effective range of experiences. The classroom accommodation is of a good size for the number of children. Additional rooms are used for sand and water, and creative activities.
- The school grounds provide ample playground and grassed areas but there is no fenced area for the under-fives to use large equipment as part of their physical development and for other activities.

Good features

Nursery and reception children achieve good standards in the development of their personal and social skills.

- Children under five behave well, take turns and share fairly. When working and at play, they relate well to each other and to adults. They ask for help when they need it, but are also keen to *have a go* themselves.
- Given the short time they have been in school, nursery children concentrate well. Reception children show enthusiasm for new learning. In the role-play area, they initiate ideas and follow them through. Children identify *sad* and *happy* feelings in a story.
- Both nursery and reception children take effective responsibility for their personal hygiene and belongings, and show suitable concern and respect for others and their property. Lunchtime is well ordered, with children chatting to each other and to adults as they eat their packed lunch or cooked meal.

Nursery and reception children achieve satisfactory standards in the development of language, literacy and communication skills.

- Nursery and reception children listen carefully to adults, and to Y1 and Y2 pupils when they answer questions or read part of a text during story sessions. When working in a small group or individually with adults, they ask questions and share their ideas about the story. For example, in the story of *Jack and the Beanstalk*, children ask questions about Jack and his mother.
- Children correctly follow instructions in both English and Welsh. They recognise the names of objects around the classroom in both languages.
- Children know the meaning of such terms as *title*, *author* and *illustrator*. Nursery children handle books carefully, know the reading direction and talk about the illustrations. Reception children's reading skills are developing effectively.
- Nursery children trace and copy adult writing, and label pictures and drawings. They correctly sequence pictures to tell a story. Most reception children write captions and sentences independently.

Nursery and reception children achieve satisfactory standards in their mathematical development.

- Nursery and reception children join in number stories and rhymes. Nursery children match and sort a range of different objects, and reception children recognise patterns and identify similarities and differences.
- Nursery children correctly sequence numbers and shapes. Many reception children confidently identify regular two-dimensional shapes, and count to 20 and beyond.
- Reception children understand terms such as *long*, *short*, *more*, *less*, *bigger* and *smaller*. They use mathematical language correctly.

Nursery and reception children achieve satisfactory standards in the development of their knowledge and understanding of the world.

- Nursery children know the order of meals in the day and recall what they did yesterday. Reception children have a broader understand of the passing of time, talking about events that happened last week and before.
- Many nursery and reception children are familiar with the different generations in their families such as parent, grandparent and great grandparent. Looking at a range of kitchen utensils, reception children suggest which may be the oldest and the newest.
- Children readily talk about some of the different buildings they pass on their way to school. They compare their home area with a Scottish island. Reception children accurately name the different seasons and describe the weather. Nursery children say what sort of clothing is suitable for summer and winter.

- Nursery and reception children know that materials have different properties; they successfully recognise features such as hard and soft, and clear and opaque.
- Children use the mouse to follow instructions when using the computer. Reception children know that radio, television and computers provide access to information.

Nursery and reception children achieve satisfactory standards in their physical development.

- Nursery and reception children correctly handle different tools and equipment. They use a range of different pens, pencils, crayons and brushes.
- In the playground, the under fives move around freely. Children understand commands such as *slow, fast, stop, walk* and *run*. They throw and catch balls, and take part in simple team games.

Nursery and reception children achieve satisfactory standards in their creative development.

- Nursery and reception children paint using a range of colours and a variety of brushes. They enthusiastically cut, tear and stick coloured tissue paper onto prepared cellophane squares to make stained glass windows.
- Nursery and reception children join in singing a variety of songs. They all take part in a class play which they perform in assembly. They make effective use of the role-play area, explaining what they are going to do next.

Shortcomings

- When with the whole class, many nursery and some reception children do not offer to answer questions or volunteer information.
- Nursery children do not develop their early writing skills systematically.
- Children spend too much time completing worksheets.
- Nursery and reception children's development across the areas of learning, and particularly their physical development, is limited by the lack of a secure, outside area.
- In their creative development, the under fives do not have sufficient opportunities to make choices for themselves.

English

Standards of achievement are satisfactory overall in KS1 and KS2.

Good features

- Speaking and listening skills are good in both key stages. Pupils converse confidently with each other and with adults. Most use a good range of vocabulary and speak clearly. Pupils respond promptly to questions and follow instructions carefully. Pupils in Y5 and Y6 listen well to each other, valuing a point of view even when they do not agree with it. In a discussion, they readily pursue a line of thought.
- Standards of achievement in reading are satisfactory in Y1 to Y4. Using *big books* in the whole class reading sessions, Y1 and Y2 pupils join in and take part in discussions of the text. Pupils read with expression, look for clues in pictures and the surrounding text, and help each other with unrecognisable words. Some spot their mistakes and try to correct these when reading aloud.
- Y3 and Y4 pupils distinguish between factual and fictional texts. Most pupils read accurately but some do not attempt challenging words, looking to others to help them. Pupils in Y5 and Y6 achieve good standards. They discuss different types of text and recognise the various purposes in what they read. They express their views and preferences about different authors and titles. Their reading is fluent and expressive.
- Standards in writing are satisfactory in Y1 to Y4 and good in Y5 and Y6. Pupils in Y1 and Y2 label and sequence pictures in a logical order. They know that a story has a beginning, middle and an end, and predict what might happen next. Pupils use storyboards and writing frames to help them with planning their writing. They punctuate short sentences and produce speech bubbles for characters in a series of pictures. Spelling and handwriting are satisfactory.
- In Y3 and Y4, pupils explore different tenses. They are familiar with the use of the comma in lists and as a pause. They write for different purposes, such as letters and diaries, and have a growing understanding of the use of conflict and resolution in developing an interesting plot. The quality of handwriting and presentation is satisfactory overall.
- Y5 and Y6 pupils develop many writing skills from their class texts, such as *Goodnight Mr Tom* and *The Secret Garden*. They describe and compare characters, change the direction of the story and work on different endings. They make notes and write arguments for and against emotive subjects such as capital punishment. They use dictionaries and a thesaurus to help them develop the accuracy and quality of their writing. Most pupils have developed their own handwriting style and present their work tidily.

Shortcomings

- Pupils in Y1 to Y4 rely too much on commercial worksheets and work books to develop their grammar and punctuation skills. They do not write, independently, at sufficient length.
- Pupils do not consistently develop their research and information gathering skills.
- Pupils do not make enough use of IT to develop their drafting and editing skills.

Mathematics

Standards of achievement are satisfactory overall in KS1 and KS2.

Good features

- Pupils in KS1 make satisfactory progress. They have a sound grasp of the basic number processes. Younger pupils have a good understanding of number bonds to ten and beyond. Older pupils successfully count, forwards and backwards to twenty, and in multiples of two and ten up to one hundred.
- Pupils recollect readily the names of a variety of 2D shapes and discuss their properties in terms of straight or curved sides and the number of edges and corners. They correctly sort and classify shapes according to specified criteria. They use appropriate vocabulary when comparing objects, in number work and when discussing the properties of 2D and 3D shapes.
- They accurately measure a range of objects and distances using a variety of non-standard measures, such as hand spans, feet, lollipop sticks and paper clips. Their ability to estimate length and distances is developing well.
- In KS2, pupils in Y3 and Y4 make satisfactory progress, with good progress being made by those in Y5 and Y6. An increasing emphasis on the development of oral and mental strategies, following the introduction of some of the national numeracy strategy materials, is having a positive impact on pupils' achievement. Throughout the key stage, staff place an appropriate emphasis on the importance of skill development.
- Pupils recall, rapidly and accurately, a range of number facts involving all four number operations. Younger pupils in the key stage effectively apply their knowledge of number in a variety of contexts, including money, length and weight. Older pupils have a good grasp of place value. They successfully apply this knowledge of the number system to their work with percentages, decimals and fractions.
- Pupils correctly name a wide range of 2D and 3D shapes and describe their properties by using correct vocabulary. Older pupils successfully calculate the area and perimeter of compound shapes, which are made up of rectangles and triangles. They are confident in their use of standard units of measurement and in their selection of appropriate measuring equipment.

- In Y5 and Y6, regular opportunities to engage in problem solving activities and mathematical investigations develop pupils' abilities to collect, represent and interpret data within a meaningful and exciting context. Pupils use calculators and computer software packages to good purpose in these aspects of their work.

Shortcomings

- Pupils in KS1 cannot count backwards in multiples.
- Older pupils in KS1 and pupils in Y3 and Y4 do not make effective use of standard units of measurement.
- Pupils in Y3 and Y4 do not extend their knowledge of data handling to incorporate a sufficiently broad range of graphs and charts.
- A significant minority of pupils in all classes do not respond quickly enough to questions in the oral introduction to lessons.

Science

Standards of achievement are good overall in KS1 and KS2.

Good features

- Pupils in KS1 know that plants are alive, that they need nourishment, and that some plants grow into flowers whilst others grow into trees. They understand well the conditions necessary for a plant to grow. They correctly name the main external parts of their body and know that it is supported by a skeleton.
- Pupils know that electrical devices will not work unless the circuit is complete. They correctly describe a range of ways in which sounds are made, including shaking, banging or blowing musical instruments.
- In KS2, standards are satisfactory in Y3 and Y4, and good in Y5 and Y6. Pupils in Y3 and Y4 satisfactorily describe the basic principles of sound. They understand that sound is caused by vibrations, and that these vibrations travel through a range of materials, including air. They correctly recognise the need for a fair test when planning an investigation to find which material is the best insulator.
- Pupils are aware of some of the different properties of materials and have effectively investigated how these properties can be changed. They are aware that some changes are reversible but that others are not.
- Pupils in Y5 and Y6 systematically recount details of a variety of scientific investigations. They successfully plan an investigation, recognising the importance of working together and the need to devise a fair test. They effectively use a range of methods, including diagrams, tables and graphs (often using a computer software package) to record and present information.

- Pupils have a good awareness of the main life processes common to animals, including humans. They understand the conditions necessary for plant growth and older pupils know about the main stages in the life cycles of plants and animals. They correctly describe seed dispersal and have explored successfully feeding relationships within food chains. Pupils are aware that living things need to adapt to their environment.
- By Y6, pupils have a good understanding of a range of forces, such as magnetism, gravity and air resistance, and describe their effects on a variety of objects.

Shortcomings

- Pupils have insecure knowledge of the solar system and how the relative movements of the sun, earth and moon cause day and night and seasonal changes.

Welsh second language

Standards of achievement are good in KS1 and KS2.

Good features

- In KS1, pupils successfully use a variety of phrases and sentences to discuss their likes and dislikes. They readily engage in simple dialogue about how they feel and about everyday matters, such as the weather.
- They frequently recite and sing Welsh poems and songs and take part in shared reading activities with the use of big books. Pupils successfully develop their writing skills, initially by copy writing, about a range of topics such as the weather, and their likes and dislikes.
- In both key stages, most pupils speak with clear pronunciation and good intonation. They demonstrate enjoyment when learning and using Welsh and their attitude to learning the language is generally positive and enthusiastic.
- In KS2, pupils continue to develop their oracy skills. They enthusiastically engage in dialogue about topics such as the weather and their hobbies. They effectively extend their vocabulary appropriately to include a range of prepositions.
- Their reading skills continue to develop well during the course of KS2. Younger pupils correctly read from a shared text while older pupils effectively develop their ability to read independently and with expression. Pupils' writing skills also develop well. They produce a good range of written work, including accounts, descriptions, storyboards and posters.

Shortcomings

There are no major shortcomings.

Design and technology

Standards of achievement are satisfactory in KS1 and KS2.

Good features

- Pupils in KS1 design posters to encourage healthy eating. In making a fruit salad, they carefully consider different combinations of fruit and look at a range of different fruit salads available in the local supermarket. They record their ideas, methods and their evaluations satisfactorily in words and pictures.
- Pupils in Y3 and Y4 look at different types of material for making a money holder. They survey the design ideas of members of their class. They systematically develop their initial ideas into annotated drawings, some including measurements. Pupils' use information gathered from looking at existing products. They successfully join materials in a variety of ways and have a good understanding of health and safety requirements when using simple tools.
- Y5 and Y6 effectively use control technology in their work on designing a moving toy. They develop a practical understanding of different types of movement and the directions in which an object can move. They successfully develop their understanding of how simple cam mechanisms can be used to produce the desired movement in their product.

Shortcomings

- Pupils have not built up their skills in a systematic way over time and they still rely on teacher guidance to help them sequence and develop their work.

Information technology

Standards of achievement are satisfactory in KS1 and KS2. The curriculum does not include discrete lessons, but incorporates information technology as a tool to support pupils' development in other subject areas.

Good features

- Pupils in both key stages use IT equipment and software confidently and independently, according to their age and development. In all classes, pupils take responsibility for designing and printing appropriate labels for their classroom displays.
- Pupils in KS1 effectively use a simple word-processor to present their written work. Older pupils correctly change the colour and size of their chosen font and know how to highlight parts of their writing by underlining or using a bold font.
- Pupils successfully save their work and retrieve it for continuation at a later date. They know how to use a software package for art in order to design and then print a picture.
- Pupils in KS2 effectively develop their word-processing skills to incorporate the production of pieces of written work placed in appropriate borders. They use a variety of

software packages to record the results of experiments in their science work or to design posters and leaflets.

- Younger pupils satisfactorily use an art package to design a variety of leaflets. Older pupils successfully use a variety of appropriate software to design posters, a school magazine and to prepare *Powerpoint* presentations.
- Pupils independently access the Internet, with older pupils composing and sending e-mails to pupils at another school. Pupils successfully use the Internet to search for, and access, information related to their current topic of study.

Shortcomings

- Pupils in both key stages have limited knowledge and experience of using models and simulations to explore patterns and relationships.
- In KS2, pupils do not make enough use of spreadsheets and databases to gather and present information.

History

Standards of achievement are satisfactory in KS1 and KS2.

Good features

- Pupils in KS1 understand the difference between the past and present. Through looking at a range of household items such as irons, toasters and radios, they are developing a sense of chronology. They find out about the past from their parents, grandparents and, in some instances, great grandparents. They compare similarities and differences, and explain how and why things have changed.
- Pupils are familiar with important characters in Welsh history such as William Morgan. Their understanding of Welsh life and culture benefits from their visit to the Museum of Welsh Life at St. Fagan's. From their visit to the Egypt Centre, they have a good understanding of different ways of life in times long ago.
- In KS2, Y3 and Y4 pupils successfully recall earlier work about the *Mary Rose* and, using the interactive whiteboard, identify different items used on board such as the barber-surgeon's medicine chest.
- Y5 and Y6 pupils successfully use the school logbook to help them in their local study of the area during the Second World War. They thoughtfully reflect on the evacuation of children from the cities to the countryside and draw on film, first-hand accounts and fictional sources to develop their empathy and understanding of life in this period. Pupils have a good awareness of the causes and consequences of some of the main events of the war.

Shortcomings

- Pupils do not record their work in a sufficiently wide range of writing. Too many activities require missing words to be filled in or pictures to be coloured.
- In Y3 and Y4, pupils' independent research skills are underdeveloped.

Geography

Standards of achievement are satisfactory in KS1 and KS2. In Y5 and Y6, standards are good.

Good features

- KS1 pupils correctly describe their journey to school. They readily identify local buildings such as the chapel, the bypass and the supermarket, and give accurate directions to such places as *Colin's shop* and the *Co-op supermarket*. Pupils draw recognisable plans of their classroom and the school and use these to give directions from one point to another. They discuss which is the best route to take.
- Pupils have studied the journey the letter takes from the postbox to the sorting office and back to the school. They enthusiastically follow the travels of *Tedi Twt* around the United Kingdom and abroad. Pupils successfully compare their own area with life on an island in Scotland. They have a growing awareness of the importance of recycling on the environment.
- In KS2, pupils successfully develop their understanding of environmental issues. They use tallying and graphs to illustrate their findings about the rubbish produced in their homes. They are developing a good understanding of conservation issues.
- Y5 and Y6 pupils successfully gather, interpret and map information about land use in Gurnos and compare this with their observations from their visit to the Morrleston area of Swansea. They purposefully contrast the facilities and quality of life in their locality with that in Botswana and in France.

Shortcomings

- In Y1 to Y4, many pupils do not sufficiently develop and apply their knowledge and skills because of an over-reliance on worksheets.

Art

Standards of achievement are satisfactory in KS1 and KS2.

Good features

- KS1 pupils satisfactorily mix and match colours. They successfully create random and repeated patterns using tissue paper to make stained glass windows. They make effective use of ICT to develop their ideas, using different techniques and line patterns.
- In KS2, pupils use ICT successfully to create Rangoli patterns. Pupils' still life drawings of fruit and flowers, using chalks and pastels, in the style of Cézanne, Monet and Matisse show a good eye for proportion and detail.

Shortcomings

- Pupils lack experience of making independent choices of materials and techniques because their skills and knowledge have not developed systematically over time.
- Pupils do not make enough use of sketchbooks to assemble ideas, and experiment with different techniques, for example, in line and tone.

Music

It was only possible to see one music lesson during the inspection and this included pupils from across the school. On the basis of this observation and planning information, standards of achievement are satisfactory in both key stages.

Good features

- Pupils in both key stages sing a variety of songs. KS1 pupils successfully keep time to a piece of music and sing tunefully. KS2 pupils' repertoire includes rounds, and they sing with gusto. The quality of singing throughout the school is of a good standard.
- Older pupils benefit from regular violin and brass lessons from peripatetic music specialists from the Local Education Authority's Music Support Service.

Shortcomings

- In both key stages pupils' ability to evaluate their own and others' performance is limited.
- Pupils have limited skills in composing their own pieces of music.

Physical education

It was only possible to observe one lesson during the inspection. On the basis of the evidence available from a scrutiny of planning and discussion with pupils and teachers, standards of achievement are satisfactory in both key stages.

Good features

- Pupils in both key stages take part in swimming lessons at a local pool and, by the end of KS2, achieve satisfactory standards.
- Pupils and staff dress appropriately in lessons and they show a good understanding of safety issues.
- Pupils use space well and handle apparatus safely and effectively. Games skills are effectively developed through a suitable range of appropriate activities, such as throwing and catching in pairs. Pupils successfully apply these within games situations, including netball, football, cricket and rugby.
- Pupils enjoy taking part in a range of activities in physical education lessons and in the school's extra-curricular activities. Pupils successfully develop their skills in games through taking part in competitive and non-competitive matches and tournaments.

Shortcomings

- There were no major shortcomings in the lesson observed.

Religious education

Standards of achievement are satisfactory in KS1 and KS2.

Good features

- KS1 pupils know that the Bible is a special book for Christians and that there are special events in the Christian calendar such as Christmas and Easter. They record the different ways they help members of their family and their friends, and the importance of living and working peaceably together.
- KS2 pupils are aware of the celebrations and festivals in the Christian, Hindu and Jewish religions. They make comparisons between different places of worship, for example, the local church, chapel and a Sikh temple. They are familiar with different religious practices and rites of passage such as Christian *baptism* and the Jewish *Bar Mitzvah*.
- Pupils know that the effective running of any group depends on its members abiding by the agreed rules. They draw examples of these from their study of such Bible stories as the feeding of the five thousand, and Jesus and his disciples.

Shortcomings

- Pupils, particularly those in Y1 to Y4, do not sufficiently develop what they learn about religion through reflection and discussion in order to apply it to how people live and work. This is because they spend too much time colouring or filling in missing words in sentences and texts on worksheets.

8. SCHOOL IMPROVEMENT

8.1 Progress since the last inspection

There has been substantial progress since September 2000; from often very low starting points, the school has made good progress overall towards addressing the issues identified in the last inspection report.

The key issues from the previous inspection, together with the school's response to each, are as follows:

- **raise standards of achievement in all subjects of the NC and religious education by ensuring the progressive development of skills and understanding (3.1);**

Good progress overall. Standards have improved in all those subjects that were unsatisfactory or poor. Schemes of work provide for the progressive development of pupils' learning.

- **devise a clear, agreed plan for improvement to assure value for money, a sense of purpose and long-term direction of the school (6.2)**

Good progress. The school now has a clear sense of purpose and priorities are identified and shared by the headteacher, staff and governors. The school development plan includes success criteria which are considered by the governing body.

- **improve the management of staff, accommodation and of resources for learning (6.2);**

Satisfactory progress overall. The management of staff and learning resources are now effectively managed and progress in these areas is good. Although the school has done all it can to secure an outdoor play area for children under five, progress in this particular area is unsatisfactory. The management of other aspects of the accommodation is effective, reflecting good progress.

- **address shortcomings in the quality of teaching and in the assessment, recording and reporting of pupils' progress (5.2);**

Satisfactory progress. The school has made good progress from a low starting point but there is still room for further improvement.

- **improve the quality of curriculum organisation and teacher planning (5.3);**

Satisfactory progress overall. There have been significant improvements since the last inspection in the organisation of the curriculum. Although good practice is evident, teachers' individual planning does not follow a consistent, common format.

- **improve standards of achievement for pupils aged under five years by ensuring provision is planned and co-ordinated appropriately (5.3);**

Good progress overall. Standards have improved and appropriate planning and co-ordination is now in place.

- **provide greater opportunities for pupils to develop their skills for learning including research, enquiry, investigation, application and collaboration (5.1);**

Satisfactory progress. The amount of progress varies from class to class.

- **provide greater opportunities for pupils to exercise responsibility and use their initiative (4.2).**

Good progress overall. The recent establishment of the school council has provided good opportunities for pupils to have a greater involvement in the running of the school. Pupils in Y5 and Y6 have regular opportunities to collaborate and independently organise their work.

8.2 Key issues for action

The governing body, headteacher and staff need to build further on the improvements made in recent years and, in particular:

- raise standards in those subjects, areas of learning and key skills that are satisfactory;
- make provision for outdoor play activities for children under five;
- develop and implement a scheme of work for personal and social education;
- improve further the quality of teaching and learning by:
 - identifying and sharing good practice in teaching and learning throughout the school;
 - implementing a common approach to curriculum planning to ensure continuity and progression within and between year groups;
 - ensuring that key skills are systematically planned and developed across the curriculum;
 - making consistently good use of assessment information to challenge pupils' learning;
 - reducing the reliance on, and over-use of, worksheets;
 - developing subject leaders' monitoring role;

- ensure that the school's management and organisation for pupils with special educational needs meet fully the requirements of the Code of Practice.
- address the statutory requirements identified in the report (relating to the prospectus, the governors' annual report, reports to parents, and the treatment of people with disabilities).

APPENDIX

A. Basic information about the school

Name of School	Gurnos County Primary
School type	Community
Age -range of pupils	3 to 11 years
Address of school	School Road Lower Cwmtwrch Swansea
Post-Code	SA9 1EQ
Telephone Number	01639 842437

Headteacher	Mr T W Griffiths
Date of appointment	Acting Headteacher from September 2000 Permanent Headteacher from March 2002
Chair of Governors/ Appropriate Authority	Mr Brian Price
Registered Inspector	Dr Michael Best
Dates of inspection	4 th – 6 th May 2004

B. School data and indicators

<i>Number of pupils in each year group</i>									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	6	6	5	3	13	7	8	12	60

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	3	2	4

<i>Staffing information</i>	
Pupil:teacher (fte) ratio (excluding nursery and special classes)	15:1
Pupil:adult (fte) ratio in nursery classes	3:1
Pupil:adult (fte) ratio in special classes	N/a
Average class size, excluding nursery and special classes	18
Teacher (fte) : class ratio	1.33:1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
	R	KS1	KS2	Whole School
Spring Term 2004	84.9	91.8	95.6	93.2
Autumn Term 2003	91.5	92.5	95.4	94.1
Summer Term 2003	87.8	94.9	95.2	94.2

Percentage of pupils entitled to free school meals	34
Number of pupils excluded during 12 months prior to inspection	0

C. Results of National Curriculum assessments and public examinations

END OF KEY STAGE 1: 2003

National Curriculum Assessment KS1 Results: 2003			Number of pupils in Y2: 14					
Percentage of pupils at each level								
			D	W	1	2	3	4
ENGLISH:	Teacher Assessment	School	0	7	7	57	29	0
		National	0	4	14	63	20	0
EN: Reading	Teacher Assessment	School	0	7	7	57	29	0
		National	0	4	14	55	27	0
EN: Writing	Teacher Assessment	School	0	7	7	71	15	0
		National	0	5	14	69	11	0
EN: Speaking and listening	Teacher Assessment	School	0	0	7	64	29	0
		National	0	3	12	63	22	0
MATHEMATICS	Teacher Assessment	School	0	7	7	64	21	0
		National	0	2	11	63	24	0
SCIENCE	Teacher Assessment	School	0	7	7	64	21	0
		National	0	2	10	66	22	0

Percentage of pupils attaining at least level 2 in mathematics, science and English according to teacher assessment			
In the school:	79	In Wales:	79

D Pupils who have been disapplied from the statutory arrangements
W Pupils who are working towards level 1

END OF KEY STAGE 2: 2003

National Curriculum Assessment KS 2 Results: 2003							Number of pupils in Y6: 10					
Percentage of pupils at each level												
			D	A	F	W	1	2	3	4	5	6
English	Teacher Assessment	School	0	0	0	0	0	0	20	70	10	0
		National	0	0	0	0	1	6	16	45	31	0
	Test/Task	School	0	0	0	0	0	5	12	41	38	0
		National	0	2	1	0	0	5	12	38	40	0
Mathematics	Teacher Assessment	School	0	0	0	0	0	0	20	60	20	0
		National	0	0	0	0	0	4	19	46	30	0
	Test/Task	School	0	0	0	0	0	0	10	60	30	0
		National	0	2	1	0	0	4	18	42	33	0
Science	Teacher Assessment	School	0	0	0	0	0	0	10	60	30	0
		National	0	0	0	0	0	2	13	49	35	0
	Test/Task	School	0	0	0	0	0	0	10	80	10	0
		National	0	2	0	0	0	1	9	48	39	0

0

Percentage of pupils attaining at least level 4 in mathematics, science, and either English			
by Teacher Assessment		by Test	
In the school:	80	In the school:	80
In Wales:	70	In Wales:	71

- D Pupils who are exempted under statutory arrangements from part or all of the National Curriculum
 A Pupils who have failed to register a level because of absence
 F Pupils who have failed to register a level for reasons other than absence
 W Pupils who are working towards level 1

D. Evidence base of the inspection

Three inspectors spent a total of six inspection days in the school. Nineteen lessons were observed in whole or in part.

- Pre-inspection discussions about the life and work of the school were held with the headteacher and staff, the governing body and parents.
- Responses to the questionnaire for parents distributed before the inspection were analysed.
- During the inspection, discussions were held with the headteacher, staff and pupils in the school.
- Policy documents, schemes of work and other documentation were read, analysed and discussed with the headteacher and staff.
- A range of pupils' past and present work was examined.
- Post inspection meetings were held with the governors, headteacher and staff.

E. Composition and responsibilities of the inspection team

Inspector	Type	Aspect Responsibilities	Subject Responsibilities
Michael Best	RgI	Context; Main findings; Standards achieved; Attendance; Teaching; Curriculum; Leadership and efficiency; Progress since the last inspection; Key issues	Early Years; English; Design Technology; History; Geography; Art; Religious education
Gail Rofe	Lay	Behaviour and attitudes; Links with parents; Links with industry	
John Davies	Team	Key skills; Spiritual, moral, social and cultural development; Assessment, recording and reporting; Support and guidance; Special Educational Needs; Self-evaluation; Staffing, accommodation and learning resources	Welsh second language; Mathematics; Science; Information Technology; Music; Physical education;

The visiting inspectors wish to thank the governors, headteacher, staff and pupils for their co-operation and courtesy before and during the inspection.