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INSPECTION OF GWYROSYDD INFANTS SCHOOL

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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 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.

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1. CONTEXT

The school and its priorities

Gwytrosydd Infants school serves the old village of Treboeth and the modern housing estate of North Penlan. Approximately 12.6% of the children attend the school as a preferred placement. The school is situated with its partner junior school on a grassy campus to the north of the City and County of Swansea. It is housed in a large building which was opened in 1954. There is also one demountable which is used for support work with the children. It has attractive and extensive grounds, which have been developed to promote the use of the environment as an aid to learning. There are 226 pupils on roll including 55 part-time nursery age pupils. Thirty six pupils who have special educational needs (SEN) are on various stages of the Code of Practice. There are no pupils with a statutory statement of SEN.

The school describes its catchment area as neither prosperous nor economically disadvantaged and its intake as having the full range of ability. The majority of pupils speak English as a first language and no child comes from a Welsh speaking home. 0.5% of the children come from homes where English is an additional language. 29% of the pupils have free school meals.

The school aims to promote a caring and happy atmosphere where children are free to learn and reach their own academic potential. They also aim to cater for the social and emotional needs of each child. These statements are supported by a relevant set of aims and objectives.

The school has four main areas for focused development. These are:

- Curriculum, to include improving standards in reading, writing, mathematics, information technology and design and technology.
- Self-evaluation through the project on effective learning.
- Personal and social education and global education.
- Continuing professional development of staff.

Each of these areas is sub-divided into appropriate sections and targets which form the basis of the current school improvement plan (SIP).

The school was last inspected in July 1996.

2. MAIN FINDINGS

The main findings of the report

Gwyrosydd Infants is a school that has many strengths. The headteacher provides strong leadership and she gives a clear focus for school improvement. The school achieves the key aim of promoting a caring and happy atmosphere where children are free to learn and reach their own potential.

Standards of achievement

Language, literacy and communication	Good
Mathematical development	Good
Physical development	Very good
Knowledge and understanding	Good
Creative development	Good
Personal and social development	Very good

Subject	KS1
English	Good
Welsh	Satisfactory
Mathematics	Good
Science	Satisfactory
Design & technology	Satisfactory
Information technology	Satisfactory
History	Good
Geography	Satisfactory
Art	Good
Music	Satisfactory
Physical education	Good
Religious education	Good

- Standards of achievement are never less than satisfactory. They are satisfactory in 43% of lessons, good in 41% and very good in 16%. In the early years, very good standards are achieved in 42% of lessons and good standards are achieved in the remainder. In Key Stage 1 (KS1), standards are good or better in 34% of lessons and satisfactory in 66%.
- Pupils' attainment, at KS1, in the 2001 National Curriculum (NC) assessment tests and tasks, is above the national averages of level 2+ in reading and mathematics. It is below in writing and in science teacher assessment. 29.8% of pupils attained level three in reading and 25.4% in mathematics and science teacher assessment. Only 3.3% attained this level in writing.
- Pupils with SEN make progress that is commensurate with their age and ability. This progress is generally satisfactory and in the development of reading skills is often very good

- The overall quality of education provision for the under-fives is appropriate to their needs and children are making good progress towards the Desirable Outcomes for Children's Learning.
- The standards and progress made by children under five in the key skills are good. In KS1, satisfactory standards are achieved in speaking, writing, numeracy and information and communications technology (ICT). They are good in listening and reading.
- Overall, the quality of teaching was judged to be satisfactory or better in 95% of lessons or sessions observed, including 52% where it was good and 5% where it was very good.
- Teaching is good when lessons and teaching sessions are planned carefully, learning objectives are clearly identified in the written planning and are matched to the planned activities.
- The quality of pupils' spiritual, moral, social and cultural development is good. All staff provide positive role models for pupils by valuing them and their ideas and pupils respond well to this caring environment. Pupils are confident and have respectful relationships with staff and visitors to the school. They generally collaborate well with their peers and many take responsibility with ease.
- The school has successfully created an environment where pupils can enjoy their learning in a safe and secure environment. All staff know their pupils well and ensure they feel valued.
- Pupils are encouraged to acquire skills of independence and have respect for rules. The recent introduction of Global Education to the school's curriculum has further strengthened pupils' personal and social development.
- Schemes of work are in place for all subjects and religious education but have yet to be fully developed to include a suitable range of activities to support teaching.
- Pupils' wider cultural development is enhanced by celebrating the festivals and traditions of other cultures. Although they learn to appreciate their own cultural traditions by participating in St. David's Day celebrations, Gymanfa Ganu and exploring the work of a local artist, the Curriculum Cymreig is underdeveloped.
- The quality of provision for SEN is good.
- The quality of assessment, recording and reporting is good. Ongoing assessment takes the form of constructive oral feedback to pupils during or at the point of completion of a task and pupils benefit immediately. A comprehensive but manageable recording system enables staff to make accurate judgements on pupils' progress at points during or at the end of the year.
- The school meets the statutory requirement to provide a daily collective act of worship.
- Standards of behaviour throughout the school day are good.
- The school achieves satisfactory levels of attendance, which show a small improvement since the last inspection report.
- The special educational needs of the pupils are satisfactorily met during the morning sessions through the deployment of two additional teachers. Additional support is also provided through the provision of learning support assistants who are also used to assist in daily phonic and handwriting work.
- The curriculum is broad and balanced and meets the stated aims of the school. However, the organisation of the curriculum does not always promote the attainment of high standards in all subjects.

- The curriculum for the under-fives is broad and balanced and is carefully planned to ensure children's progress towards the desirable outcomes for learning.
- English and mathematics are taught daily each morning and are taught as discrete subjects. All other subjects and religious education are taught through year group themes with a number of curriculum areas represented in afternoon carousel work. This organisation does not provide a clear long term planning structure for the development and reinforcement of skills within some subjects and for continuity and progression.
- The school's work on self-evaluation is developing well. Several systems of self-evaluation have been used by the school and include work for a range of accredited processes. This work informs targets in the SIP and identifies what needs to be achieved in order to secure improvement in learning.
- Formal monitoring of standards and quality is undertaken by the headteacher. Curriculum leaders for the core subjects of English and mathematics monitor and evaluate their curriculum areas annually in order to raise standards and improve quality. This process is not as systematic and well established for other subjects.
- Overall, staffing, accommodation and learning resources are good.
- Day-to-day organisation and systems are good and routine administration in the school is effective and efficient. Financial management systems are effective and the school provides good value for money.
- The school's partnership with parents, the community, schools and other institutions is good and makes a good contribution to standards. Partnership with industry is satisfactory.
- Progress in the key issues identified in the last inspection report has been positive overall. Continuing refinement of this work is supported by the SIP.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards Achieved in Subjects and Areas of Learning

Standards of achievement are never less than satisfactory. They are satisfactory in 43% of lessons, good in 41% and very good in 16%. In the early years, very good standards are achieved in 42% of lessons and good standards are achieved in the remainder. In KS1, standards are good or better in 34% of lessons and satisfactory in 66%.

- Standards achieved by children under five years of age are very good in personal and social and physical development. They are good in language, literacy and communication skills, mathematical and creative development and in knowledge and understanding of the world.
- Pupils' attainment, at KS1, in the 2001 NC assessment tests and tasks, is above the national averages for the proportion of pupils gaining level 2 and above in reading and mathematics. It is below in writing and in science teacher assessment. In reading, 29.8% of pupils attained level three and 25.4% in mathematics and science teacher assessment. Only 3.3% attained this level in writing.
- Overall, standards in English are good. In reading they are very good. They are good in writing and in speaking and listening they are satisfactory.

- In mathematics, pupils achieve good standards.
- Standards are good in history, art, physical education and religious education.
- In science, Welsh second language, design and technology, information technology, geography, art and music standards are satisfactory.

3.2 Standards Achieved in Key Skills across the Curriculum

The standards and progress made by children under five across the curriculum are good. In KS1, satisfactory standards are achieved in speaking, writing, numeracy and ICT. They are good in listening and reading.

Good features

- Taking account of their age and ability, the under-fives make good progress in applying their key skills across the curriculum. The standards and progress made are good in speaking and listening, reading, writing, numeracy and ICT.
- In KS1, pupils listen attentively to teachers and other pupils. On occasions, they speak confidently about their recent learning experiences in specific subject areas.
- They are able to record information about their learning with appropriately developing skills, indicating increasing understanding of the process of writing.
- Pupils use their developing numeracy and ICT skills effectively to interpret and handle data.
- Taking account of age and ability, pupils with SEN are making satisfactory progress across all the key skills.

Shortcomings

- Pupils' speaking skills are insufficiently developed and this often inhibits discussion.
- There are insufficient opportunities for pupils to develop their speaking skills across the curriculum.
- Opportunities for extended writing across the curriculum are limited.
- The use of numeracy skills in practical subjects is underdeveloped.

4. ETHOS OF THE SCHOOL

4.1 Pupils' Spiritual, Moral, Social and Cultural Development

The quality of pupils' spiritual, moral, social and cultural development is good.

- The spiritual dimension is developed through many aspects of the life of the school. The staff provide positive role models for pupils by valuing them and their ideas and pupils respond well to this caring environment.
- Pupils begin to acquire self-knowledge by being encouraged to reflect on their own experience, the significance of special events in their lives or what makes them happy or sad, and are able to express their thoughts and feelings in a variety of ways.

- They gain awareness of the wonders of the natural world and creation myths, are given insight into the values and beliefs of other cultures and religions and develop an appreciation of the concepts of good and evil.
- The school meets the statutory requirement to provide a daily act of collective worship. While these occasions can lack a sense of reverence and formality, they do provide valuable opportunities for song, prayer and reflection as a community and pupils begin to learn fundamental truths about human and spiritual life through stories from Christianity and other faiths.
- Pupils' moral development is evident in their growing respect for others, their awareness of what is right and wrong and their knowledge of what is expected of them in terms of the principles of the school.
- Through participation in fund-raising for local and national charities, their global education and empathy with characters in stories, pupils learn to care for those less fortunate than themselves and develop a keen sense of justice.
- Good social development is displayed in pupils' confident but respectful relationships with staff and visitors to the school. They generally collaborate well with their peers and many take responsibility with ease, not needing the direct supervision of the teacher.
- Pupils' cultural development is enhanced by celebrating the festivals and traditions of other cultures, notably those of India and China, and undertaking curricular projects which increase their knowledge and understanding of life in such places as Antarctica and the Caribbean. Although they learn to appreciate their own cultural traditions by participating in St. David's Day celebrations, Gymanfa Ganu and exploring the work of a local artist, the Curriculum Cymreig is underdeveloped.
- Pupils enjoy a range of experiences brought by visitors to the school and have the opportunity to make many visits to places of interest in the local community and further afield in the course of their curricular studies.

4.2 Behaviour and Attitudes

Standards of behaviour throughout the school day are good.

- The school achieves a key aim in promoting a caring and happy atmosphere where children are free to learn and reach their own potential.
- In this orderly environment, pupils are polite and courteous, relating well to each other and all members of the school community.
- Attitudes to learning are almost consistently good in all classes, with pupils demonstrating appropriate powers of concentration and interest in their work. These attitudes make a strong contribution to standards of achievement.
- There are one or two pupils in most classes who find it difficult to concentrate on their work. In most instances this situation is well managed by class teachers using a range of strategies. However, where classroom management is inappropriately focused, the behaviour of these pupils adversely affects the learning of others.
- The school has a good behaviour policy and staff ensure that behaviour management does not endanger pupils' self-esteem, concentrating consistently on positive aspects of behaviour.

- For those pupils who display behavioural problems, IEPs are in place and the school makes good use of an advisory teacher in behaviour management and effective support from the educational psychologist.
- Rewards play an effective part in behaviour management.
- The school is successful in preventing incidences of bullying, within the guidelines of the new behaviour policy, through the care and attention that permeates the community.

4.3 Attendance

The school achieves satisfactory levels of attendance, which show a small improvement since the last inspection report.

- The Governing Body identifies attendance as a problem in the school and devote time and energy to improve on the current performance of just above 90%.
- Improved attendance and punctuality is a target in the current SIP.
- Although a large majority of pupils arrive on time, a few pupils are late and their lack of punctuality does interfere with the start of the school day.
- The school operates a computerised attendance system, well managed by the school secretary, with good management by the headteacher ensuring both accuracy and the correct categorisation of absence.
- Weekly and monthly reports are produced and patterns of absence diligently examined. Where pupils' attendance gives rise for concern, parental contact is made. Should this not meet with success the Educational Welfare Officer, who gives good support, is involved.
- Class teachers are efficient in registration procedures, and in obtaining notes authorising absence. The completion of registers meets the requirements of Circular 3/99.
- The school has not yet met its own challenging target for attendance which is currently set at 94%.

5. QUALITY OF EDUCATION

5.1 Teaching

Overall, the quality of teaching is satisfactory or better in 95% of lessons or sessions observed, including 52% where it is at good and 5% where it is very good.

- In the early years classes, the teaching is never less than satisfactory and is good in 91% of lessons or sessions. Support staff are very effective and play a valuable part in the education of the children. Relationships with the children are very good.
- In KS1, teaching is satisfactory or better in 91% of lessons observed with 26% being good and a small minority very good.

Where teaching has good features:

- lessons and teaching sessions are planned carefully, learning objectives are clearly identified in the written planning and are matched to the planned activities;
- there is purposeful whole class or group teaching and teachers' subject knowledge is secure;
- relationships between adults and pupils are good and adults use supportive and encouraging comments and praise to motivate pupils;
- clear explanations and instructions are given and adults promote good learning habits;
- a good balance of teaching styles and effective plenary sessions are used and teaching has an appropriate pace;
- where teaching is very good, there is imaginative use of activities which inspire and enthuse pupils.

Where teaching has shortcomings:

- activities lack direction and are not appropriately matched to pupils' abilities;
- learning objectives are unclear;
- learning is not suitably extended, there is a lack of challenge in activities and the pace of sessions is slow;
- there is insufficient direct teaching of new skills.

5.2 Assessment, Recording and Reporting

The quality of assessment, recording and reporting is good.

- The assessment policy offers clear guidance to staff on the regularity and nature of assessments to be made during the early years and in KS1. Teachers are generally consistent in their implementation of the policy.
- Much ongoing assessment takes the form of constructive oral feedback to pupils during or at the point of completion of a task so that pupils benefit immediately to improve the standard of their work. Marking of pupils' written work is conscientious and usually accompanied by an encouraging and helpful comment.
- Pupils are encouraged to reflect upon their performance as they receive feedback on work in progress and the school has initiated a more systematic procedure of personal target setting with pupils through use of a Target Book which promotes parental involvement in the process.
- A comprehensive but manageable recording system enables staff to make accurate summative judgements on pupils' progress during or at the end of the year. Recording proformas used in the core subjects, information technology and language and mathematical development in the early years are very detailed and appropriately linked to the knowledge, skills and understanding prescribed in the NC and the Desirable Outcomes for Children's Learning.
- Devices for recording achievement in other learning areas of the early years, in the foundation subjects and religious education are less well developed, taking the form of broad headings under which staff make a termly comment. There is no

system for recording achievement in speaking and listening.

- In English, moderation sessions and an extensive portfolio of assessed and annotated work, exemplifying standards from nursery through to Year 2, provide valuable aids to consistency in teacher assessment and a helpful guide to progression. This good practice is not extended to other subjects.
- Arrangements for assessment, recording and reporting on pupils with SEN comply with the requirements of the Code of Practice.
- The school fulfils statutory requirements for reporting to parents. Parents meet with staff formally twice a year to discuss their child's progress and a written report is issued at a timely point in the summer term to enable parents to respond. This report is very informative and useful to parents, not only detailing academic achievement but also indicating targets for improvement. Written responses from parents are very positive and reflect their appreciation of the teachers' detailed knowledge of the children.

Thorough analysis of end of key stage assessment data gives the school a clear indication of the performance of groups of pupils, thus helping to identify priorities in the SIP. This information enables the school to predict and set ambitious yet realistic targets for successive cohorts of pupils.

5.3 Curriculum

The quality of the curriculum is satisfactory overall.

- The curriculum is broad and balanced and meets the stated aims of the school. However, the organisation of the curriculum does not always promote the attainment of high standards in all subjects.
- The curriculum for the under-fives is broad and balanced and is carefully planned to ensure children's progress towards the Desirable Outcomes for Children's Learning.
- Regular homework is provided and makes a positive contribution to raising standards.
- The school has a co-ordinator for personal and social education and has recently developed a policy for this area. Discretionary time is used to promote pupils' personal and social development, with Circle Time being a key feature of delivery.
- The curriculum and day-to-day life of the school effectively encourage pupils' personal and social development. Pupils are encouraged to acquire independent skills and have respect for rules. The recent introduction of Global Education to the school's curriculum has further strengthened pupils' personal and social development.
- There are no extra-curricular activities.
- Schemes of work are in place for all subjects but these have yet to be fully developed to include a suitable range of activities to support teaching.
- English and mathematics are taught in the morning as discrete subjects. All other subjects are taught through year group themes with a number of curriculum areas represented in afternoon carousel work. This organisation does not provide a clear

long term planning structure for the development and reinforcement of skills within some subjects and for continuity and progression.

- The school sets pupils according to ability for English and mathematics using support teachers to work alongside class teachers to reduce the group sizes. These arrangements are flexible, with pupils moving groups as and when appropriate. On occasions, over large grouping of pupils with SEN has an adverse effect on learning.
- Specific planning to develop the key skills of speaking and listening, reading, writing, numeracy and ICT is under-developed.

5.4 Support, Guidance and Pupils' Welfare

The school makes good arrangements for the support and guidance of pupils.

- The school has successfully created an environment where pupils can enjoy their learning in a safe and secure environment. Staff know their pupils well and ensure they feel valued.
- There is a recently developed policy for personal and social education. The programme is effectively delivered through time-tabled lessons, curriculum subjects and focused activities.
- Child protection procedures are well managed by the headteacher, and meet the requirements of Circular 52/95. All members of the school staff are aware of their responsibilities and good contact is made with the relevant support agencies.
- The school has appropriate policies for promoting the well being and health and safety for all members of the school community. All the necessary safety checks are undertaken on a regular basis. Accidents are handled with care and attention with appropriate records kept.
- The policy on equal opportunities is reflected in practice in the sensitivity shown to the needs of all members of the community.
- Sex education, where the school has a draft policy, is delivered through the personal and social education programme. The school does not have a policy on drugs awareness, although this aspect is covered in science.

5.5 Provision for Pupils with SEN

The quality of provision for pupils with SEN is good.

- There are currently 37 pupils on the SEN register from the early years' classes and KS1. The majority of these pupils are on stages 1 and 2 of the Code of Practice. The school's register of concern demonstrates the school has identified behavioural difficulties and speech and language problems as being the main areas of concern with speech and language predominating overall.
- Pupils with SEN make progress that is commensurate with their age and ability. This progress is generally satisfactory and in the development of reading skills is often very good.
- Efficient and effective procedures are in place for the early identification and assessment of pupils with SEN.

- Approaches to learning are appropriately varied providing SEN pupils with personally rewarding tasks.

- All pupils on the register for concern have suitable individual action plans. The SENCO has worked effectively with staff over the last few months to ensure these plans are specific, manageable and action based and, wherever possible, are linked to homework targets. The school has developed a range of appropriate links with the SEN support services and other external agencies.
- The special educational needs of the pupils are satisfactorily met during the morning sessions through the deployment of two additional teachers. Additional support is provided through the provision of learning support assistants who are also deployed well to assist in daily phonic and handwriting work.
- When pupils with SEN work on the same curricular areas as other children, the matching of tasks to ability is underdeveloped and the use of ICT under-utilised to support the learning of SEN pupils.
- Monitoring of the progress of pupils with SEN is developing. The school has recently introduced a whole school pupil tracking system, which assists the school in this process.

5.6 Partnership with Parents and Community, Schools and Other Institutions

The school's partnership with parents, the community, schools and other institutions is good and makes a positive contribution to standards.

- Parents are appreciative of the support provided by the school, identifying the target books as effective in focusing on individuals' needs for learning and as a good communication channel between home and school.
- Parents are provided with good information by the school and are well appraised of curriculum matters, as well as school events. They find school reports useful.
- The school has an open door policy for parents and relationships between home and school are good. A home school contract is in place defining parental and school responsibilities and expectations. The Parent Teacher Association is no longer in existence and few parents assist in the day-to-day life of the school.
- Community partnerships are good, and include positive links with the church, chapel, the performing arts and hospital which support the curriculum. These links add new dimensions to pupils' learning. The Global Education Policy allows pupils to gain a perspective of the wider community.
- Transition is long established with the adjacent Junior School, it is carefully managed and provides a smooth progression for pupils.
- The school has a partnership agreement with Swansea Institute of Higher Education and the University of Wales, Swansea and provides training placements for students. These placements are well monitored, within the good policy which covers both student and school guidelines. Similar partnerships exist with local colleges for non-teaching students. These relationships bring educational benefits to the school and enrich pupils' learning.
- The school has a positive relationship with the Local Education Authority which provides good support to the school. It has developed a range of appropriate links with the SEN support services and other external agencies.

5.7 Partnership with Industry

Partnership with industry is satisfactory.

- The school does not have a policy on partnership with industry.
- Current links exist with a number of organisations which sponsor a range of activities enriching pupils' learning.
- Other relationships are in place with the emergency services, the RSPCA and the local rotary club; these links bring benefit to the educational programme.
- Work placements for staff are not currently undertaken as a part of the staff development programme.

6. MANAGEMENT

6.1 Quality of Self-Evaluation and Planning for Improvement

The school's work on self-evaluation is developing well.

- Documentation of very good quality has been produced by staff which evaluates attitudes and approaches to learning. This work has informed targets in the SIP and highlights what needs to be achieved in order to secure improvement in learning.
- The SIP contains an evaluation of the success of previous targets and also describes what needs to be further developed.
- Analysis of the assessment data collected from baseline and NC assessment tests and tasks is undertaken. This information is used to identify progress of pupils and to support the system for tracking the school has recently developed.
- Information gained from the assessment and data review is used well to inform school development planning which includes quantifiable targets.
- Formal monitoring of standards and quality is undertaken by the headteacher. The recently appointed deputy headteacher has also monitored the teaching of English in four classes. Curriculum leaders also monitor the core subjects on an annual basis and the foundation subjects when they feature in the SIP. This practice does not enable all curriculum leaders to develop an up-to-date knowledge of the standards and quality in their subjects.
- The SIP is a document containing many of the elements of a good plan. However, it does not give a long term overview of planned developments and only identifies targets for the current year.

6.2 Leadership and Efficiency

The strong leadership of the headteacher provides the school with a clear focus for school improvement.

- A clear set of aims and objectives is in place which helps to ensure the ethos of

the school is good. Pupils are happy to come to school and are taught in a safe and secure environment.

- The school's aims are considered when spending is planned and money is allocated to priorities in the SIP. The governing body refers regularly to these aims when reviewing and evaluating the targets.
- The governing body is very supportive of the school. They oversee financial matters, have a growing awareness of current educational developments and curriculum issues. Each governor has a subject link responsibility and liaison with curriculum leaders is developing.
- Finance, accommodation and resources for learning are managed well. The headteacher responds positively to requests for resources for learning and in-service training opportunities. The management and organisation of curriculum time for the core subject of science, foundation subjects and religious education is satisfactory overall.
- Curriculum leaders for the core subjects of English and mathematics monitor and evaluate their curriculum areas once a year in order to raise standards and improve quality. This process is not as systematic and well established for other subjects.
- Day-to-day organisation and systems are good and routine administration in the school is effective and efficient.
- The school complies with statutory requirements and takes note of the guidelines issued by the National Assembly for Wales.
- The auditors' letter states that the school has no major problems in its management of finances.
- The surplus in this year's budget has been well used to redecorate areas of the school, set up an additional classroom and refurbish other classes.
- Financial management systems are effective and the school provides good value for money.

6.3 Staffing, Accommodation and Learning Resources

Overall, staffing, accommodation and learning resources are good.

- There is a sufficient number of well-qualified, and experienced staff within the school to deliver the curriculum for the ages of pupils taught. With the exception of the deputy headteacher all class teachers have a co-ordinator role.
- Teachers work hard displaying a high level of commitment to their pupils, and take seriously their professional development in order to improve provision for pupils.
- All teaching staff have a good understanding of the range of educational, social and emotional needs of their pupils and a number have additional qualifications in teaching pupils with SEN.
- Nursery nurses and support staff contribute positively to pupils' learning. They show commitment and interest in on-going development and are an asset to the school.
- Mid-day supervisors, the school secretary and care-taking staff give good support to the school.
- Induction procedures are well managed by the headteacher. New staff are well

supported and mentored by a member of staff of the same year group. The school is working towards performance management but does not undertake performance appraisals.

- The accommodation is adequate and supports the efficient delivery of the curriculum. The school has recognised the need for some internal refurbishment and is currently exploring available options.
- There are good examples of displays of pupils' work throughout the school. The exterior of the building is satisfactory.
- Learning resources are good overall.
- The school has an adequate number of computers and these are generally used effectively in each classroom.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

Provision for the under-fives

- The overall quality of educational provision for the under-fives is appropriate to their needs and children are making good progress towards the Desirable Outcomes for Children's Learning.
- Standards achieved by the children in personal and social development and in physical development are very good. They are good in language, literacy and communication skills, mathematical development, creative development and in knowledge and understanding of the world.
- Baseline assessments are undertaken in both the nursery and reception classes and this information is used to inform the teaching and learning process.
- All work in the early years classes is based on relevant and appropriate first-hand and practical experiences and this enhances children's understanding.

Language, literacy and communication skills

Good features

- Children in all the early years classes are attentive and eager to contribute to the learning situations offered. They approach these opportunities with confidence and know the systems and routines of the school.
- Most children communicate using appropriate vocabulary and most are willing to discuss their work and experiences. In play situations, children are able to talk about themselves and the task they are undertaking. They listen attentively to stories and participate in the telling process.
- Children handle books carefully and are able to tell their own stories from the illustrations. In the reception classes, children show a keen interest and enjoyment in books and recognise that print has meaning. Many able children are beginning to use books confidently and with enjoyment. Older children are able to match words and sequence a story and understand that the author wrote the story. They show empathy with characters in a story and can describe how they think others are feeling.
- Writing skills are developing systematically across nursery and reception classes

and children are beginning to use these skills in such work as patterns on art works.

- In all classes, children are becoming aware of the Welsh language and are beginning to respond to simple greetings and phrases.

Mathematical development

Good features

- The development of early mathematical skills and concepts is good across all early years classes. Children in the nursery class are gaining mathematical understanding through the good quality play experiences they have.
- They sort, match and count and are beginning to explore measures through their play with sand and water. Children in the reception classes are able to count beyond twenty and can confidently recognise numbers to ten.
- In practical situations they are beginning to demonstrate the concepts of addition and subtraction. Children are able to describe more and less in their work. They are also beginning to understand the concept of fewer.
- They are learning the language of mathematics through the structured opportunities presented in classroom activities. They can follow and copy a pattern and are beginning to understand sequences.
- Many children know and can name two-dimensional shapes. They use mathematical apparatus to make shapes with elastic bands and can identify that it is impossible to make a circle in this way.

Knowledge and understanding of the world

Good features

- Knowledge and understanding of the world is promoted through thematic work in all early years classes. Children in the nursery are able to describe the materials used in different homes and houses through their familiarity with popular stories and they can also sequence the events in the stories they hear.
- They are beginning to understand about plants and have used the first-hand experience of a visit to enhance this knowledge.
- A small minority of children know the names of the days of the week and months. They are able to describe in sequence, the journey of the bear hunt and are able to talk about the different stages they go through to find the bear.
- They use both the computers and are able to demonstrate increasing control over the mouse. Children confidently use drawing programs to make pictures. They use listening centres and listen well to story tapes linked to the work of the week.

Creative development

Good features

- Children use a range of media to make artefacts. They make choices and are able to make pleasing pictures and masks relating to the story of the week.

- Painting and drawing is also available in each class and children produce paintings and pictures which are matched to their ability and experiences. They can also make models of houses and moving toys.
- Children in reception classes make cards to celebrate festivals. They are able to work independently, make choices and produce very attractive cards. All children are given many opportunities to work with malleable materials. They use these opportunities to promote aesthetic awareness and to develop creativity. Children confidently use clay to make lamps to celebrate the Hindu festival of light.
- Musical instruments are available in each classroom and children use these, with confidence, to make music. Children are able to sing hymns and know a number of rhymes and songs.

Physical development

Good features

- Very good progress is made in physical development. Outdoor play opportunities are available each day to all children in a safe and secure environment and they demonstrate good skills in gross motor development.
- They move with increasing control and co-ordination, can pedal a range of bikes and throw and kick a ball.
- Fine motor skills are successfully developed through opportunities provided for children to use a range of equipment such as pencils, art materials and manipulative toys.
- Children make good use of scissors and demonstrate a growing dexterity in their use of both bulky and fine materials. They are able to draw, paint and use construction toys at a level commensurate with their age and ability.

Personal and social development

Good features

- Children make very good progress in their personal and social development. Skills are encouraged through the good adult role models. Relationships are good.
- Younger children play alongside each other and are working at an appropriate level matched to their age and ability. They co-operate well during activities and are aware of the expectations of the adults.
- Children are attentive, caring and kind to each other and share resources when working collaboratively.
- They are eager to join in with class and group discussions and older children are able to take turns. Their approach to tasks is keen, enthusiastic and confident.
- Opportunities are regularly provided for children to work independently of adults and they demonstrate appropriate confidence in all learning situations.

Shortcomings

- There are insufficient planned and structured opportunities to develop progression

- across the curriculum for reception age children during free choice times.
- Able children are not always sufficiently challenged.

English

Standards in English are good overall. In speaking and listening, standards are satisfactory. Standards are very good in reading and good in writing.

Good features

- Results in end of key stage assessments are improving year on year and, in 2001, are close to the national average. The number of pupils attaining level 3 is also increasing. Greater gains have been made in standards in reading though those in writing also show steady improvement. The school has been successful in limiting the differential between girls' and boys' attainment to the norm for Wales despite the fact that successive cohorts of pupils have had significantly greater numbers of boys.
- Pupils generally listen attentively to teachers' explanations and instructions and can become absorbed when listening to stories read aloud or taped. They respond eagerly to questioning and communicate willingly in informal situations with their peers, staff and visitors to the school. Many pupils collaborate well in small groups and older, more able pupils are developing mature turn-taking skills.
- All pupils, including those pupils with SEN, make very good progress in reading. Phonic knowledge is systematically taught and pupils make intelligent use of that knowledge to assist them in making sense of print. They also develop a good sight vocabulary which enables them to acquire fluency and accuracy in their reading. Any errors made are quickly self-corrected. Most pupils of all abilities read aloud with a degree of expression which suggests sound understanding of the text. They have very good recall of stories read and can empathise with great sensitivity with character and situation. Older pupils can identify author, title and publisher, express a point of view on what they have read and are acquiring the skills of inference and prediction.
- The good progress pupils make in writing is clearly evident in their books and files, from the emergent writing of the early years to the extended outcomes of Year 2. They write in an appropriate range of imaginative and factual forms. They are taught to use their knowledge of sounds to spell simple and regular polysyllabic words correctly and to take pride in their letter formation. Many pupils are secure in their grasp of basic punctuation and more able pupils have begun to master more sophisticated devices like the question and exclamation mark.

Shortcomings

- Pupils can become inattentive if whole-class sessions become prolonged or if they are required to listen to the contributions of too many of their peers.
- Few pupils make an extended response in discussion as closed questions are often employed simply to check understanding or recall.
- The use of structured dramatic activities to develop speech and confidence is underdeveloped in the English curriculum.

Mathematics

Standards in mathematics are good.

Good features

- Pupils confidently use correct mathematical language to describe their work. They use a range of appropriate mental strategies in their calculations and are generally able to explain how they arrive at their answers.
- Younger pupils identify number bonds to ten and are using a variety of structured apparatus to consolidate this learning.
- At the end of the key stage, able pupils can add and subtract numbers both mentally and in the written form. They are able to work with tens and units and successfully add numbers in mental teaching sessions.
- They have a good understanding of place value and can name simple fractions and are able to halve whole numbers.
- They recognise coins, can match equivalent sets of coins up to £1 and are able to calculate how much money is left after they have made purchases.
- Pupils use a range of non-standard and standard measures in their practical work and have a developing understanding of simple measures. They know there are 100 centimetres in one metre and are able to use their skills to carry out simple measurements.
- The most able can use an analogue clock, and understand the time of the day and sequence events. They can construct graphs and understand and interpret basic information from these.
- Pupils use their own styles to record their work and represent their work in a range of appropriate ways.
- Pupils with SEN are generally making good progress in their knowledge and understanding of mathematical concepts appropriate to their age and ability. They can use non-standard units to measure length and can accurately describe their work. They demonstrate a sound knowledge of numbers to ten and are able to count to twenty.

Shortcomings

There are no major shortcomings.

Science

Standards of achievement are satisfactory.

Good features

- Pupils respond appropriately to scientific ideas and are able to talk about their work in simple terms. Older and abler pupils are developing an appropriate scientific vocabulary to describe their work.

- Year 1 pupils understand that sounds are made by a variety of different sources and in different ways. They know how some musical instruments make sounds.
- Pupils understand that objects can be moved by pushes and pulls and that the air can also move objects.
- Year 2 pupils know and name a number of sources of light and identify the sun as the strongest source of light. They also talk confidently about the dangers of looking directly at the sun.
- Pupils confidently identify the jobs that electrical appliances can do and group them into appliances that provide light. They understand how lighting circuits are made from batteries, bulbs and wire and how a bulb will not light if the circuit is not complete. They are able to make simple circuits successfully and represent their work in drawings which are labelled appropriately.

Shortcomings

- The knowledge, skills and understanding of scientific enquiry are underdeveloped.
- Pupils' recall and understanding of previous work studied is limited.

Welsh second language

Overall, standards of achievement are satisfactory.

Good features

- Pupils show understanding of simple words and phrases and on occasions respond by means of short oral phrases.
- The majority of Year 1 pupils name the colours in Welsh and some words associated with the toy shop.
- When prompted, Year 2 pupils answer questions about their likes and dislikes relating to food.
- Pupils in Year 1, with support, are beginning to read simple words in their own work.
- Year 2 pupils read words and phrases with the class teacher. Abler pupils read simple phrases from their "Welsh" board to support their oracy work.
- Pupils generally copy simple words and phrases accurately for inclusion in class books and topic books. Older and abler pupils write simple familiar phrases from memory.

Shortcomings

- Pupils lack confidence in using Welsh and are prone to error.
- Writing and reading skills are underdeveloped.
- The use of ICT to support, extend and improve pupils' oracy skills, reading and writing skills is limited.

Design and technology

Overall, standards of achievement are satisfactory.

No lessons observations were made during the inspection. Evidence is, therefore, drawn from scrutiny of photographic evidence, current work and discussions with pupils and the curriculum leader.

Good features

- Pupils use a variety of materials to produce basic constructions and talk in simple terms about what they like about their products.
- They use simple tools effectively to develop practical skills.
- Year 1 pupils mark and cut felt to make leaf pictures. They cut and join card to boxes to make cars and use split pins to add features. With support they attach wheels and axles to their cars.
- Year 2 pupils use construction kits to solve the problem of how to make Rangoli welcome mats. They understand the importance of applying an appropriate finish to their Diva lamps.

Shortcomings

- There is limited continuity and progression in the development of designing and making skills.
- In general, pupils do not make full and consistent use of their language skills to evaluate what they have produced, using the criteria relevant to the design specification.

Information technology

No lessons specifically dedicated to information technology were seen during the inspection. Through observations in classrooms, speaking to pupils, the curriculum leader and teachers and reviewing samples of previous work, standards of achievement are judged to be satisfactory overall.

- Able pupils can load, retrieve and print their work and understand how to save work in files.
- Pupils use a graphic programme successfully to create imaginative pictures and to illustrate class work. They are beginning to use a range of drawing tools to create simple pictures. A few pupils use the range of drawing tools confidently.
- They understand how they can use the computer to find out what happens if they make changes and make choices.
- Pupils are beginning to learn how to successfully enter information onto a data base from cards using relevant keys on the computer key board.
- Most pupils are able to use with confidence a computer software programme for spelling reinforcement during literacy sessions.

Shortcomings

- Pupils do not always have regular, timetabled access to computers. Consequently, some pupils make less progress than others in basic computing skills.
- A number of pupils have developed good skills in working with home computers. Class work does not always provide sufficient challenge for these pupils.

History

Standards in history are good overall.

Good features

- Pupils show an awareness of chronology and an understanding of appropriate events in the past.
- They confidently use different sources, such as photographic evidence, to identify then and now.
- They can recognise and talk about artefacts from the past and can compare them to contemporary equivalents. They have a good understanding about how peoples' lives differed from our lives today.
- This understanding is further enhanced by use of visits in the locality and beyond.
- Older pupils design questionnaires and use these to access information from parents and grandparents.

Shortcomings

- There are no significant shortcomings.

Geography

One geography lesson was observed during the inspection. From this observation, an examination of pupils' previous work and questioning of pupils, standards in geography are judged to be satisfactory.

Good features

- Pupils are beginning to identify simple features of their own locality and can use basic geographical terms to describe them.
- They develop a good sense of the language of directionality.
- Some pupils have acquired basic mapping skills, drawing routes from home to school with notation of features; they can collect data from their field studies of local housing types which they represent graphically.
- Pupils use available resources such as atlases and globes to find out about contrasting places elsewhere in the world.
- They are knowledgeable about Antarctica, its weather and wildlife, and are developing a broader awareness of the world.

Shortcomings

- Pupils are unsure of the type of locality they live in, whether rural or built up, and how it compares to others of similar size.
- Their recall of previous learning is limited.
- On occasions, pupils find new geographical terminology difficult to grasp.

Art

Standards in art are good overall.

Good features

- Pupils use a range of drawing media successfully to record from direct observations. They are able to copy pictures and control their work with increasing skill.
- They use a good range of techniques to produce art works. They produce good quality collages and represent features in their work using different textures.
- Good work using charcoal and chalk for drawings has been produced.
- They are able to choose and mix colours to produce works which show a range of different tones.
- They study the textures of different materials and successfully weave a range of materials.
- Pupils confidently select materials to make masks and produce collages.
- They are confidently using increasing skills of ICT to produce computer drawings and pictures.

Shortcomings

- Insufficient opportunities are provided for pupils to use the skills they gain from studying the work of others in an imaginative and personal way.

Music

Standards in music are satisfactory.

Good features

- Pupils sing with enthusiasm and clear diction, showing good control of pace and pitch.
- They listen carefully to classical and modern music and music from other cultures.
- Pupils express their thoughts and feelings well in response to hearing music in a variety of mediums such as writing, drawing and movement.
- Pupils are able to explore a variety of sound sources from the environment and from musical instruments.
- They match an appropriate sound to a range of stimuli, from pictures to poems, to

stories and shapes.

Shortcomings

- Pupils are not confident in their knowledge or use of musical instruments. Composition is mechanistic as pupils are simply instructed to provide a sound at an appropriate time rather than to experiment and improvise to create melodic patterns.
- Pupils are limited in their ability to appraise their own music and to explain why they have chosen a particular sound in response to the given stimulus.
- They can become restless when listening to the work of others if the activity lacks pace and challenge.

Physical education

Standards are good in physical education. Lessons were observed in the disciplines of gymnastics and dance.

Good features

- Pupils have a good sense of spatial awareness. They run and move with increasing confidence and skill in a variety of ways using different levels.
- They realise that they need to prepare for movement and to warm up at the beginning of lessons and cool down at the end.
- They are aware of safety and dress appropriately for lessons.
- Pupils are able to get out large apparatus confidently and safely for gymnastic lessons. They then demonstrate a good awareness of gymnastic skills using this apparatus.
- They carefully move over and around a range of equipment and land with increasing skill and confidence.
- They are beginning to discuss their own work critically and the work of others, are able to offer support to the group and ideas for improvement.
- Working individually and in a small group, they move with confidence and can build a sequence of dance movements.
- As a starting point for the development of a dance which links to the study of another culture, pupils recall previous work and use this to improve movements.

Shortcomings

There are no significant shortcomings.

Religious education

Standards in religious education are good.

Good features

- Pupils demonstrate knowledge and understanding of Christian and Hindu celebrations. They are aware of the importance of special places, ceremonies and artefacts to the practice of worship in these different religions. Older pupils are able, with prompting, to draw parallels between Christian and Hindu festivals, such as the significance of light and underpinning concepts of good versus evil.
- They use basic religious vocabulary when explaining or describing religious events.
- Pupils can recall Christian stories and those from other faiths and can talk about the themes of jealousy, kindness and forgiveness which they convey.
- They show an awareness of the importance of prayer and reflection, whether as an individual or as a community, and help compose class prayers of thanksgiving in prose and poetry.
- Many pupils are knowledgeable about the lifestyles of varied communities, religious or secular, and can describe the particular customs, food or clothing which characterise different groups of people.
- Pupils have a growing awareness of the value of self, the family and friendship and express their thoughts and feelings on issues such as bullying, caring and relationships in a variety of mediums.

Shortcomings

There are no significant shortcomings.

8. SCHOOL IMPROVEMENT

8.1 Progress Since the Last Inspection

Preceding the key issues for action in the last inspection report is the following very positive comment.

The school is to be commended on its achievements to date. Every effort should be made to ensure that the school's very good current programme of development and review continues by sustaining the development of management systems and curriculum development through:

1. consolidation of the very good practices in the early years and to disseminate the skills involved in the high standard of classroom management and organisation to other classes where appropriate;
 - This issue has been dealt with and is supported by such policies as teaching and learning and assessment. There is some continuity evident in the classroom organisation which the school has adopted.
2. implementation of changes identified within the school's monitoring document and extension of these to all NC subjects and religious education so that all lessons are equally effective;

- Although much work has been carried out to address this issue, subjects are not all monitored on a frequent and systematic basis. The monitoring of the core subjects of English and mathematics is in place but monitoring of all other subjects occurs only when there is a match with the SIP.
3. modification of schemes of work to ensure full coverage of NC attainment targets and programmes of study and to show the progressive development of subject skills, and time allocation to curriculum areas;
 - There are schemes of work in place for all subjects, and religious education, but they are not all sufficiently detailed to support teaching and learning. Other planning relates to the proposed learning intentions for each area of learning and each subject of the NC and religious education. The school has prepared a statement relating to time allocation.
 4. to improve pupils' attendance record and to continue to target follow up action on absenteeism and lateness of pupils and to ensure attendance registers are marked correctly;
 - Attendance is now satisfactory overall, although there was a dip to just below 90% in the Summer term. The school has taken several steps to improve punctuality but a few pupils are still late arriving at school. The school now uses an electronic system to mark registers. Teachers mark these quickly and efficiently.
 5. involvement of the governing body in planning, monitoring and evaluation of the SDP.
 - The governing body is very supportive of the work of the school and is now increasingly involved in curriculum matters and in monitoring progress through the SIP. Governors are actively involved in school work and also support a range of sub-committees.

8.2 Key Issues for Action

In order to build on the good standards achieved by pupils and the many strengths of the school, the governing body, headteacher and staff need to:

- raise the satisfactory to good in those areas of the curriculum where some shortcomings have been identified;
- continue to develop the roles of all curriculum leaders to include regular and systematic monitoring which focuses on standards of achievement;
- further improve the curriculum, organisation and planning structure to secure:
 - i) a range of activities in schemes of work which fully meet individual learning needs;
 - ii) the development and reinforcement of skills;
 - iii) continuity and progression across the school.

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

APPENDIX

A. Basic Information About the School

Name of School	Gwrysydd Infants
School type	County
Age -range of pupils	3-7
Address of school	Parkhill Terrace Treboeth Swansea
Post-Code	SA5 7DJ
Telephone Number	01792 798663

Headteacher	Mrs. M.P. Jones
Date of appointment	1 September 1990
Chair of Governors/ Appropriate Authority	Mr. J. Dempster/ City and County of Swansea
Registered Inspector	Mrs. L. Webster W077/16523
Dates of inspection	19th November 2001 to 21st November 2001

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	27.5	66	52	53					226

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	10	0.5	10.5

<i>Staffing information</i>	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	18:1
Pupil : adult (fte) ratio in nursery classes	9.6:1 am 13:1 pm
Pupil : adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	24.43
Teacher (fte) : class ratio	1:1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
	R	KS1	KS2	Whole school
Term 1	89.02	90.34		89.68
Term 2	94.31	91.83		93.07
Term 3	89.52	89.05		89.28

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 KS 1 Results: 2001			Number of pupils in Y2: 61					
Percentage of pupils at each level			D	W	1	2	3	4
ENGLISH:	Teacher Assessment	School		7	16	51	26	0
		National		4	13	62	21	0
EN: Reading	Teacher Assessment	School		7	13	51	30	0
		National		4	13	54	29	0
	Task/Test	School		7	5	69	20	0
		National	1	3	13	53	30	0
EN: Writing	Teacher Assessment	School		11	23	56	10	0
		National		5	13	70	12	
	Task/Test	School		13	15	69	3	0
		National		5	10	75	9	
EN: Speaking and listening	Teacher Assessment	School		3	16	38	43	0
		National		3	11	63	23	
MATHEMATICS	Teacher Assessment	School		2	18	48	33	0
		National		2	9	60	29	
	Task/Test	School			10	64	26	0
		National		2	6	56	36	
SCIENCE	Teacher Assessment	School		3	23	49	25	0
		National		2	10	67	21	

D. The Evidence Base of the Inspection

- Three inspectors were at the school for three days each and one inspector for two days. Approximately 56 lessons, or parts of lessons, were observed. During the lessons, and at other appropriate times, inspectors took the opportunity to talk to pupils and to discuss their work. Inspectors attended assembly on each of the three days and had lunch with the pupils on the two occasions. Inspectors discussed a range of whole subject and subject specific issues with curriculum leaders and inspected teachers' planning and assessment records. A wide range of pupils' work was examined from each class and pupils were heard reading. Discussions were held with the headteacher. The minutes of meetings and documents relating to financial management of the school were carefully examined. Registers were scrutinised. Pre-inspection meetings were held with parents and the governing body. Parents returned 46 questionnaires which were closely analysed.

E. Composition and Responsibilities of the Inspection Team

Inspector	Type	Subject Responsibilities	Aspect Responsibilities
Mrs. L. Webster	Rgl	Under-fives Mathematics History Art Physical Education	Standards of achievement Standards in Key Skills Teaching Quality of self-evaluation Leadership and management Progress since last inspection
Mrs. B. Jenkins	Team	Science Welsh Second Language Design and Technology Information Technology	Curriculum Special Educational Needs
Mrs. S. Pellard	Team	English Geography Music Religious Education	Pupils' spiritual, moral, social and cultural development Assessment, recording and reporting
Mr. R. Pexton	Lay		Behaviour and attitudes Attendance Support and guidance Partnership with parents and the community Partnership with industry Resources and their management.