

**INSPECTION UNDER SECTION 10 OF THE  
SCHOOL INSPECTIONS ACT 1996**

***GWYROSYDD JUNIOR SCHOOL  
PARKHILL TERRACE  
TREBOETH  
SWANSEA***

***School Number: 670-2029***

***Date of Inspection: 22–25 April 2002***

***by***

***MR STEPHEN DENNETT***

***Registered Inspector***

***Date: 13 June 2002***

Under Estyn Contract Number: CT267/01P

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## **CURRICULUM NOMENCLATURE AND KEY STAGES**

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

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

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

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

## **GRADE DESCRIPTIONS**

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

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

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## 1. CONTEXT

### The school and its priorities

Gwyrosydd Junior School is situated in the community of Treboeth on a sloping site surrounded by high-density housing. The majority of pupils come from Gwyrosydd Infants' School, which is situated on the same site. However an increasing number of pupils come from other infants' and primary schools in the area. More than half of the pupils attending the school come from the owner-occupied housing in the immediate vicinity of the school, although a significant minority come from local authority estates sited a little further away.

At the time of the inspection there were 247 pupils attending the school and the schools' roll has remained constant at around 250 for the past four years. The social and economic circumstances of pupils attending the school are broadly average, although a significant minority come from disadvantaged backgrounds. Approximately 36 per cent of pupils are entitled to free school meals. Although this figure is above the national average, it is currently falling and is less than at the time of the school's last inspection. Around 16 per cent of pupils get some additional support for their special educational needs (SEN), which is below average and lower than at the time of the last inspection. However, seven pupils have statements of SEN, which is above average and the same as at the time of the last inspection. All pupils speak English as their first language.

The school has a clear set of aims, which support the development of pupils' academic, social and personal education. The school specifically states that it encourages pupils to develop an attitude of life-long learning, an understanding of a broad and balanced curriculum and an appreciation of the spiritual, moral, social and cultural dimensions of life. The school has well focused plans for improvement, including further improving pupils' speaking and listening skills and increasing staff expertise in using computers as learning tools.

## 2. MAIN FINDINGS

### The main findings of the report

- This is a good school with a significant number of outstanding features. It has made good progress in addressing the issues raised by the last inspection. The leadership and management of the school by the headteacher, deputy headteacher and senior staff is very good overall. The governing body supports the school management very well.
- At the end of Key Stage 2 (KS2), pupils' standards of achievement in the different subjects of the National Curriculum (NC) and religious education are as follows:

English	Good
Welsh as a second language	Satisfactory
Mathematics	Good
Science	Good
Design and technology	Good
Information technology	Good
History	Good
Geography	Good
Art	Good
Music	Very Good
Physical education	Good

Religious education	Good
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- The standards achieved by pupils in the key skills of speaking, listening, reading and writing are good. Overall standards in literacy are good and pupils make effective use of their skills in all subjects of the curriculum. Standards of numeracy are good and pupils use their skills well in all subjects, especially science, design and technology and geography. Pupils' skills in information and communications technology (ICT) are satisfactory overall and sometimes good. However, insufficient use is made of ICT to support learning in subjects across the curriculum and practice varies between classes and subjects. Good practice is seen in mathematics, where pupils have good opportunities to construct graphs from data they have gathered, but opportunities are missed in art, music and design and technology.
- The school makes very good provision for pupils' spiritual, moral, social and cultural development overall and collective worship makes a good contribution to these aspects of their education. Provision for pupils' social and cultural development is particularly good. Pupils respond well to the opportunities provided and as a consequence are making good progress in their personal development.
- The quality of pupils' behaviour is good overall. They have positive attitudes to school and their work. As a result, they generally make good progress in their learning in all classes. Pupils generally make good progress in relation to their abilities. The school has good systems for ensuring good behaviour and for eliminating all forms of discrimination.
- Attendance is satisfactory overall, although there are a small number of pupils who are persistent non-attenders. Lessons generally start on time and most pupils are punctual.
- The quality of teaching is good overall. In lessons seen, teaching was very good in five per cent, good in 83 per cent and satisfactory in 12 per cent. No unsatisfactory teaching was seen. Good teaching is characterised by very effective planning for lessons and high expectations of behaviour and achievement. Where lessons were less successful, introductions were over-long and lacking in challenge for the most able pupils.
- The school procedures for assessment, recording and reporting pupils' progress are very good. Assessments are accurate and consistent. Information is used very well to promote higher standards and has been successful in raising standards in nearly all subjects. Reports to parents are good and provide them with useful information about their children's progress. Assessment information is analysed thoroughly and used effectively to ensure that all pupils have equal access to a broad and balanced curriculum.
- The curriculum provided by the school is broad, balanced and of a good quality. It is particularly rich in the arts and pupils are presented with many opportunities to learn from visiting artists, poets, designers and musicians. All subjects of the NC are covered well and good planning ensures that all pupils have access to the full range of activities offered. There is good range of extra-curricular activities, including sports, music and chess. These make a significant contribution to the standards achieved by pupils, especially in physical education. The arrangements for pupils' personal and social development are very good and contribute significantly to the standards achieved.
- Provision for pupils' support and guidance is good overall, with some very good features evident in the care, kindness and respect that adults show for all pupils. There are good procedures for ensuring pupils' health, safety and welfare. Arrangements for pupils' personal and educational guidance are particularly good. Procedures for child protection are good.

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- Provision for pupils with SEN is very good. They are supported very well in classes and small groups, and all pupils with SEN have access to the full curriculum. As a consequence of the very good provision, pupils with SEN are generally making good progress in relation to their underlying abilities.
  - The school has a very good partnership with parents and the wider community and this is a particular strength of the school. Parents are provided with good quality information on a regular basis. Parents also make a good contribution to school life, including supporting pupils at home, assisting on school visits and providing equipment such as computers. The very good links the school has with local churches has a positive effect on pupils' spiritual, moral, social and cultural development. Other links with local artists, historians and musicians have positively influenced standards in art, history and music.
  - The school has good links with industry and this has had a positive impact on staff development and the standards pupils achieve. Standards in information technology have been improved as a result of the computer suite that has largely been funded by local business donations.
  - The school has good procedures for evaluating educational standards and the quality of its provision. The development plan is an extensive document, which has a number of well-conceived targets. However, it is in need of further refinement to reduce the number of targets to a more manageable number. School initiatives are monitored well and have led to a significant number of improvements in recent years. The school has particularly benefited from its participation in the Quality Mark programme, which has done much to sharpen the school's self-assessment procedures.
  - The headteacher provides very good leadership for the school and has ensured a clear educational direction for its work. This has resulted in significant improvements in standards over the past few years. The school has clear aims and objectives, which are worked out very well in practice. The deputy headteacher, the governors and all staff support the headteacher very well. They work together as a team and this results in consistency of practice throughout the school. All subject co-ordinators work hard and to very good effect, which has had a positive impact on standards. Good use is made of all resources, including money, time and staff. There are effective systems for establishing its budget, which is closely linked to the school's educational objectives. Spending decisions are evaluated well to ensure best value for money. The day-to-day administration of the school is very good and efficiently carried out by the school secretary.
  - The school is well staffed by suitably qualified teachers, who are deployed effectively. They are supported well by classroom and learning assistants. There are effective systems for staff appraisal and professional development, which has done much to raise staff expertise, especially in information technology. The school's accommodation is good and this has a positive impact on the standards achieved. The school is generally well resourced and this again has a good impact on the standards achieved by pupils.
  - The school has made good progress overall in addressing the key issues raised by its last inspection. Satisfactory progress has been made in refining the school's development plan (SDP) and targets are now well matched to educational objectives. Very good progress has been made in implementing the school's assessment policy and this area is now very good. The school has made efforts to address the issue of punctuality and during the week of the inspection, nearly all pupils arrived on time. Finally, the school has been successful in maintaining a broad range of educational experiences for pupils, whilst at the same

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time raising standards in core subjects at nearly twice the national rate. This is a significant achievement.

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

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

Standards of achievement were good in 81 per cent of lessons seen. They were satisfactory in 19 per cent of lessons.

- At the end of KS2, standards are good in English, mathematics, science, design and technology, information technology, history, geography, art, physical education and religious education.
- In the NC tests in 2001, the proportion of pupils achieving level 4 or above in English, mathematics and science was above the national average. In comparison with similar schools, standards were in the top 25 per cent in all three subjects. Overall, the school's results were above the local educational authority's (LEA) averages for primary schools. These test results are very close to teachers' assessments.
- Standards in Welsh as a second language are satisfactory throughout the school. There are many good opportunities for pupils to use Welsh incidentally as part of the learning process.
- In music, standards are very good. Pupils have many opportunities to perform and standards are of a very high standard in singing. Standards in composing are good and pupils use a good range of instruments to produce their own musical works.
- Pupils enter the school with levels of achievement that are close to average in reading and mathematics. Their achievements in writing is below average. Progress is very good in Year (Y) 3 and most reach the expected level in writing by the time they enter Y4. Pupils maintain good progress in Y4, Y5 and Y6. there have been rapid improvements in all three core subjects since the last inspection and standards have risen at nearly twice the national rate.

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

##### **Literacy (speaking, listening, reading and writing)**

Standards in key literacy skills are good overall.

- Pupils speak confidently and clearly. They make good use of the opportunities provided in many subjects to discuss and debate their views.
- Pupils listen well and show they have understood what they have heard by answering questions accurately.
- Reading is good throughout the school. Pupils enjoy books and can give several good reasons for why they have chosen the book they are reading. Most pupils can accurately recount a book they have read recently.
- Standards of writing are good overall, especially in Y5 and Y6. Pupils write in a wide variety of styles, including narrative and non-narrative writing. They are aware of a number of different audiences and master the skills of letter-writing well. Pupils use their writing skills effectively in most subjects of the curriculum.

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- Standards of spelling are generally good and pupils are often adventurous in their choice of words.
  - Pupils have a good grasp of basic grammar rules and use speech marks correctly to indicate direct speech.
  - Standards of handwriting improve as pupils move through the school and are generally good in Y5 and Y6.

### **Numeracy**

Standards of numeracy are good throughout the school.

- Pupils apply their well-developed arithmetical skills effectively in science, geography and history. They use their measuring skills well in design and technology and art.
- Pupils make good use of their understanding of data in collecting information in geography or, for example, analysing census information in history.

### **Information and Communications Technology**

Standards in ICT are satisfactory overall, but there is significant variation in the use of ICT to support learning in subjects across the curriculum.

- Pupils use their word processing skills appropriately in English, history and geography when producing brochures and descriptions.
- In several subjects, pupils use their data handling skills well to produce tables from spreadsheets and to generate graphs.
- Good use is made of digital cameras and scanners to record important events, as for example, a recent production of 'Jerusalem Joy'.
- There is insufficient use of ICT to support learning in art, music and design and technology. Some teachers' planning does not identify regular opportunities to use computers or other technology to support learning.
- Pupils understanding of modelling and programming are underdeveloped, as the current software does not work properly. This hampers pupils' learning in this aspect of ICT.

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

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

The school's provision for pupil's spiritual development is good. Their moral, social and cultural development is very good. Pupils respond to this provision very positively. The statutory requirements in providing religious education and a daily act of worship are fully met.

- Acts of collective worship and assemblies are based on Christian values and make a good contribution to pupils' spiritual, moral, social and cultural development. Pupils are given good opportunities to reflect on their own beliefs and the beliefs of others.
- Pupils' moral development is very good. Pupils know the rules and expectations set by the school and have a good awareness of the difference between right and wrong.

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- Pupils' social development is very good. Relationships throughout the school are very good. Pupils have good opportunities to exercise initiative and responsibility by undertaking prefect duties around the school during breaks and lunchtimes. Pupils are friendly and polite to each other, to teachers and to visitors. Staff are good role-models for pupils.
  - Provision for pupils' cultural development is very good. Pupils' multi-cultural understanding is very well developed through good opportunities to study the major religions in religious education. The contribution of the *Cwricwlwm Cymreig* within the school is very good. The cultural and inheritance of Wales are developed well across the curriculum.

## **4.2 Behaviour and Attitudes**

Standards of behaviour are good and pupils have positive attitudes towards the school and their work.

- All staff, including midday supervisors, work hard and consistently to promote positive behaviour.
- Pupils have good attitudes towards their school environment and are respectful of school property. Their success in raising money for charities is indicative of very positive values and attitudes.
- Pupils are very keen to learn, they listen very well, respond thoughtfully and want to please their teachers.
- The headteacher is crucial and very successful in his role in both dealing with isolated incidents and in monitoring overall standards of behaviour within the school. The school has also been active in seeking outside help from the behaviour support service when necessary.
- Pupils are friendly to and well mannered with visitors. They feel secure in the school, which has a very warm and comfortable atmosphere. Parents speak highly of behaviour in the school.
- The school's policy for ensuring that all pupils are treated equally and fairly is very evident in all it does. It actively ensures that discrimination of any kind is discouraged. The 'Heartstone' anti-racism project promoted the school aims very successfully and contributed to the high moral standards evident in most pupils.
- One pupil was temporarily excluded during the last year and has now left the school. No incidents of bullying were reported by pupils or observed by inspectors during the inspection.

## **4.3 Attendance**

Attendance levels are broadly satisfactory across the school, with termly rates averaging just under 92 per cent. Many individual pupils have very good levels of attendance and since September 2001, over half of pupils have had an attendance rate over 95 per cent.

- Attendance registers are completed twice daily in every class and comply strictly and fully with statutory requirements.
- During the last inspection an unsatisfactory number of pupils arrived late for school and one of the four key issues then was to address punctuality. This the school has tackled

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successfully and with support from the education welfare service. Nearly all pupils now arrive on time. Lessons throughout the day start and end very promptly.

- The school records higher than average levels of unauthorised absence at 2.2 per cent. This is because of a very small minority of pupils who do not come to school regularly. Their attendance is closely monitored and efforts are made together with the support of outside agencies to encourage all families to send their children to school every day. The school secretary is efficient and effective in her role in the monitoring of attendance.
- A realistic whole-school target has been set for the school of 92 per cent. Full and improving attendance is rewarded both weekly, termly and at the end of the school year. The class with the best attendance during every week is praised during assembly.

## **5. QUALITY OF EDUCATION**

### **5.1 Teaching**

The quality of teaching is good overall. Teaching was very good in five per cent of lessons seen. It was good in 83 per cent and satisfactory in 12 per cent. No unsatisfactory teaching was seen.

- All teachers have a good understanding of KS2 of the NC and they use this effectively to develop pupils' knowledge, understanding and skills.
- Lessons are planned very well, with clear learning objectives and tasks that are well matched to the needs of pupils. Planning in English and mathematics is particularly effective and very good use is made of setting to ensure that pupils receive teaching that is well matched to their underlying abilities.
- Longer-term planning is also very good and ensures that there is a good level of continuity and progression in pupils' learning as they move from class to class.
- Teachers use a wide range of effective teaching techniques and classroom management is good. Lessons are interesting and good use is made of visual aids to help pupils understand concepts. The management of pupils' behaviour is very good, especially in Y6.
- Teachers have high expectations and this has a positive impact on standards, especially in Y6.
- Work is generally well matched to the needs of pupils, but teachers have not yet fully recognised the small number of gifted and talented pupils in the school. As a consequence, these most able pupils are not always given sufficiently challenging work.
- In some less successful lessons introductions were too long.

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

Overall procedures for assessment, recording and reporting are very good.

- The school complies with statutory requirements for NC assessment and for recording the progress of all pupils including those with SEN. The NC standard assessment tests results are analysed to identify strengths and weaknesses in performance. Assessment information is used very effectively to promote high standards.

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- There are very effective systems for recording pupils' achievements and progress. A range of commercially produced tests are used each year in reading, language and mathematics. Assessment information is used effectively to inform planning and to set targets for further improvement. The school has a very good tracking system in place which has had a positive impact on standards.
  - All teachers maintain very good weekly planners which relate well to NC requirements. Rigorous assessment and recording procedures are monitored effectively by the headteacher. Opportunities for assessment are identified in teachers' weekly planning.
  - Portfolios of exemplar material, showing a full range of annotated work in the core subject areas are updated and moderated regularly and monitored by the subject co-ordinators. The school's assessments are very accurate and consistent.
  - Staff keep accurate records of pupils' progress in all areas of the curriculum and each pupil has a record of achievement file which contains much useful information and is regularly updated.
  - The quality of marking is good and provides helpful comments to pupils to guide their future work.
  - Progress in reading is recorded well. Written comments are diagnostic and effectively support pupils' progress. Pupils also receive supportive ongoing feedback during lessons about the quality and extent of their work. Pupils are aware of their individual targets and have a good understanding of the rate of their progress.
  - There are good systems for assessing pupils with SEN and the information is used to set targets in the individual education plans (IEPs).
  - Written reports, which comply with statutory requirements, are sent to parents and carers at the end of the summer term. They give a good picture of progress across all subjects of the curriculum and provide detailed information of overall personal development, including attitudes such as perseverance and effort. Pupils are beginning to be involved in their own self-assessment. Reports point the next step forward clearly and this is helpful.
  - Three meetings are held each year for parents to discuss the progress of their children.

### **5.3 Curriculum**

The quality of the curriculum is good overall. It is broad, balanced and relevant to the needs of pupils.

- The curriculum is good and provides a wide range of experiences for pupils. All subjects of the NC are covered well.
- The school generally plans well for the coverage of key skills and common requirements. These are integrated well into most subjects. Special emphasis has been placed on developing writing, as this had been identified as an area for development. However, the use of ICT to support learning is variable and in some subjects opportunities for using computers or other technology are not identified sufficiently regularly.
- The curriculum is effective in providing pupils with a wide range of culturally rich experiences. For example, the biennial arts week provides pupils with excellent opportunities to work with local artists and designers. Homework is used effectively to support learning and prepare pupils for the next stage of their education. There is good support for the *Cwricwlwm Cymreig* in most subjects, especially in art, music, history and geography. Pupils have a good grasp of the Welsh cultural heritage as a result.

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- The school has very good arrangements for the development of pupils' personal and social development. There are many opportunities for them to act as monitors and prefects, which gives them a sense of responsibility. Teachers know their pupils well and this means that they can provide effective support to pupils when they need it.
  - The curriculum is greatly enriched through a range of well-organised visits both within the locality and further a field. Every year older pupils go to London and they speak of this visit with great delight. The 'Cymanfa Ganu' held every January is also well organised and pupils join in with enthusiasm. Pupils participate in a wide range of extra-curricular activities after school and during the dinner hour. Equal opportunities exist for all pupils to join the orchestra, the choir, the chess club, and a range of sporting activities and art clubs. Many do so and this good range contributes to their personal and social development very favourably.
  - The school programme of learning is inclusive and ensures equality of access for all pupils, including those with physical disabilities. Careful consideration has been given to equality of opportunity, especially those from deprived backgrounds.
  - The school has a very good programme for pupils' personal, social and health education, which follows national guidance. The scheme provides well-conceived opportunities for pupils to discuss important issues related to 'growing up'.

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

Provision for pupils' support and guidance is good overall with some very good features evident in the care, kindness and respect that adults show for all pupils.

- A thorough health and safety policy guides practice within the school. Consultations with many who work there, including the governing body have ensured that procedures and arrangements for health and safety are good.
- A number of first aiders are well trained and administer aid appropriately recording properly any incident. Good consideration is given to safety on the playground.
- Both members of staff and governors routinely carry out risk assessments. Outside visits are well organised and supervised to ensure pupils well-being is put first.
- The school has been active in ensuring that national guidelines for eliminating racial harassment are followed. It is fully aware of the need to have a policy in place shortly. The 'Heartstone' project is an excellent example of the school, working positively and successfully to teach pupils about cultural diversity.
- The headteacher is the named person for child protection and, he is experienced and fully trained. He ensures that every member of staff has guidance as appropriate. The school follows appropriately local guidelines and seeks advice and support when needed.
- The needs of the small number of 'looked after children' are properly monitored and addressed. Care plans, behaviour programmes, as well as personal education plans are in place and followed by teachers, and all pupils are well supported.
- Procedures for promoting good attendance are in place.

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

The quality of the provision for pupils with SEN is very good.

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- The school conforms fully to the requirements of the Code of Practice and is aware of the latest guidelines.
  - The school has a comprehensive policy for SEN provision and gives clear guidelines to all those involved. There is a named governor who is very familiar with SEN registration and statementing processes, providing good support to the headteacher and the SEN co-ordinator (SENCO) and overseeing the implementation of the policy and pupils' progress.
  - The SENCO administers the programme efficiently and effectively. She offers very good support to all staff. Learning support assistants (LSAs) work effectively with SEN pupils and make a significant contribution to the success of the provision for pupils with SEN. This has a positive effect enabling pupils to make appropriate progress.
  - The SENCO organises a programme of support that is based on some withdrawal for whole sessions and in-class support. Where pupils are withdrawn, they follow a structured programme and their progress is good.
  - The school has a very good provision for the support of pupils with SEN and they all have access to a broad and balanced curriculum. Teachers know their pupils well and ensure that work is well matched to their needs and they make progress commensurate with their abilities. Pupils are keen to respond in their lessons and their self-esteem is high.
  - Pupils with SEN work successfully alongside their peers in mainstream classes. They benefit from working in co-operation with other pupils, and tasks provided are appropriately differentiated to match needs and abilities.
  - Individual educational plans are of good quality and contain appropriate learning objectives and clear targets. They are monitored and reviewed regularly and used effectively as working documents. Detailed records are kept on pupils' attainment and progress and arrangements for discussion with parents are effective.
  - Resources to support pupils with SEN are of good quality and used well. Good liaison takes place between the headteacher, the co-ordinator and the various agencies of the LEA. The school receives good support from the LEA.
  - The school is in the early stages of recognising talented and gifted pupils and teachers do not yet always provide suitable extension work to challenge the most able sufficiently.

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

The school is exceptionally successful in establishing open, trusting and constructive relationships with parents and the community. Close partnerships exist also with many partner institutions and schools. Overall partnerships are good and a strength of the school and they contribute very much to standards, progress and achievement.

- Parents, grandparents and carers are very supportive of all aspects of the school's work. They speak very highly of the hard work and commitment of all staff and especially the headteacher. Parents' responses in the pre-inspection questionnaire were overwhelmingly good.
- All parents and carers receive a range of well-written documents from the headteacher and class teachers. Advance notices of planned events are regularly sent out. The school prospectus is comprehensive. Views and opinions of many are sought both informally and more formally through questionnaires. The well-worded home school agreement is tailor

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made for the school and is signed by nearly all parents and carers. The annual report from governors to parents is good.

- Parents are continually encouraged to get involved in school life and in learning at home with their children. Numeracy and literacy workshops have involved parents. It is reported that direct support from parents for the FROGS (Friends of Gwyrosydd School Association) is variable over the years. A small group of parents and friends works hard and events are usually very well attended. Money raised is used purposefully, for example, to help fund visits for the pupils.
- The school is well-known in its community. It participates very successfully in many community events and the community itself is in turn active in supporting the school.
- Very good friendships are developing with a large multi-ethnic school in London. Some pupils have visited the school and an exchange visit to Swansea is planned. Older pupils have pen friends and letters exchanged between the pupils are teaching them much about the richness of cultural diversity.
- Churches also have a well-established friendship with the school. Outside visitors, including parents and members of the clergy, participate in assemblies in planned and purposeful gatherings which link not only to school aims and values but also to the curriculum.
- Partnership agreements with universities and institutions exist and the school welcomes many students on placements for work experience and for teaching experience.
- There are good links with a nearby secondary school where pupils go when they leave. The school has established informal links with the adjoining infants' school.
- Links with a number of agencies for example from the fire and police services as well as support and advice from professional educational therapists are generally secure and effective.

## **5.7 Partnership with Industry**

Partnerships with industry, although limited in number, are purposeful and constructive and are good overall.

- The school has no written policy to formally guide partnerships. Nevertheless, it clearly recognises that partnerships with industry can bring benefits to the whole school community and can contribute to standards of achievement.
- Members of the governing body have also been active in securing sponsorship from industry, which has helped for example to finance the new computer room and resources for the school library.
- Pupils compete in competitions, for example in sporting tournaments, which are sponsored by industry. They also visit the locality and older pupils of the school take part in the 'Crucial Crew' programme, which receives funding from the 'world of work'.
- Recent initiatives, which are ongoing, involve a member of staff in after-school training sessions in specific curriculum areas for example in design and technology, which are organised through outside agencies and are sponsored by industry.
- The school has also benefited from support from a well-known sporting club for extra-curricular activities in, for example, rugby. Voluntary organisations also give practical assistance to other after-school clubs, for example chess.

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## **6. MANAGEMENT**

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

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

- The headteacher provides a positive lead, supported by the senior management team. Staff meet regularly to discuss pupils' learning and the quality of teaching across the curriculum. The school has a policy for self-evaluation and the headteacher ensures that staff are involved on a regular basis in setting targets and identifying priorities. Planning for the whole school is very good.
- Staff, governors and parents are involved in the self-evaluation process through a whole-school audit. Pupils are given opportunities, through the School Council to contribute. A positive self-critical culture has been established amongst staff and governors and they are aware of their strengths and weaknesses. The school self-evaluation report provides a clear and accurate analysis of standards and quality of educational provision.
- The SDP is a comprehensive document identifying priorities correctly, setting targets and success criteria and identifying responsibilities and training needs. It is costed and gives a clear foundation for further progress. However, it is an over-ambitious document in that it contains too many targets with an unrealistic time scale.
- Subject co-ordinators monitor their curriculum areas regularly and work closely with their colleagues. There is appropriate non-contact time made available to staff for this purpose in the core subjects.
- All staff have received relevant in-service training (INSET) to support their professional development. Good efforts have been made to link INSET with the needs of the school. All teachers have job descriptions setting out their duties and responsibilities.
- Much hard work has been undertaken to address issues in the last inspection report. The school has been awarded both the 'Investor in People' and 'Quality Mark' standards.

### **6.2 Leadership and Efficiency**

The governing body, headteacher, deputy headteacher and senior staff provide very good leadership for the school. There is a very positive ethos and a real sense of purpose to all the school's activities.

- The headteacher provides a very clear educational direction to the work of the school. He has consistently promoted high standards of care and academic achievement.
- The values expressed in the school's prospectus are translated very well into real action. The school provides a genuine caring environment, which demonstrates a commitment to equality of opportunity and a strong Christian ethos. The school is very supportive of all its members, especially those who face difficulties and challenges.
- Subject co-ordinators carry out their duties very well. Schemes of work are thorough and provide teachers with good guidance for their planning. The monitoring of English, mathematics and science is very good and co-ordinators have many good opportunities to monitor teaching, learning and standards. In foundation subjects, monitoring is less well developed, but co-ordinators have a good grasp of standards in their subjects.

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- Resources are managed well, including finances. The school has had some difficulty producing a balanced budget, as it has had to fund recent salary increases from its own resources. However, governors are well aware of the difficulties and have effective plans to deal with the current situation.
  - The SDP is linked well to the budget. Priorities are effectively costed and reflect the school's main educational activities well.
  - The school has effective systems in place for evaluating the effects of major spending decisions. For example, the benefit of employing two part-time teachers to take English and mathematics sets has had a very positive impact on standards in these subjects, demonstrating best value for money.
  - The day-to-day administration of the school is very good and is efficiently carried out by the secretary, who acts as the school's bursar.

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

Provision for staffing, accommodation and learning resources is good.

- The school is staffed with mainly experienced teachers, some of whom have undertaken further professional qualifications. Staff have the necessary knowledge and experience to teach the full requirements of the NC and religious education.
- Teachers work well together as a team and all show a strong commitment to the school. All teachers have responsibilities for the curriculum and for assessment and these are carried out diligently. The five LSAs work effectively alongside the teachers and give good support to pupils. Good support is given by the visiting peripatetic teachers.
- Staff have undertaken a range of courses in recent years. In-service training is clearly and appropriately linked to priorities for school development. Every member of staff has a detailed job description that notes their responsibilities and duties. The system of appraisal and continuing professional development is having a positive impact on raising standards. Good provision is made for the induction of newly qualified teachers.
- The secretary, canteen staff, midday supervisors, cleaning staff and the caretaker perform their duties effectively and efficiently. The school is kept very clean.
- Classrooms are well arranged with colourful displays, which provide a stimulating environment and are conducive to learning. The accommodation is adequate for the number of pupils and the curriculum provided. The space available for teaching and learning is fully exploited.
- Teaching areas are welcoming and well organised. There is an attractive library which is used for a variety of purposes. The play areas are purposefully marked for recreation.
- Teaching resources are generally good to meet the needs of the NC and they are well utilised. The school has recently established a computer suite.
- Good use is made of the community, visitors, playing fields and educational visits.
- The site has a good sports field and the quality of the external building and surrounding areas is good.

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## 7. SUBJECTS AND AREAS OF LEARNING

### Standards achieved by pupils

#### English

Standards of achievement in English are good.

#### Good features

- National Curriculum test results show a steady improvement since 1997. In 2001, the proportion of pupils achieving level 4 and above was above the national average. The results were also above the LEA's average. In comparison with similar schools, the school's results in national tests were in the top 25 per cent.
- Pupils speak clearly and confidently. They communicate information effectively. Pupils listen attentively in lessons and ask appropriate questions and respond correctly to instructions. Pupils are good at communicating their own ideas and feelings. They use well-developed vocabulary and are aware of their audience. Pupils in Y4 are able to define persuasive texts and arguments. Pupils in Y6 can explain the difference between fact, opinion and exaggeration.
- Pupils read with increasing confidence as they progress through the school. Reading is generally accurate, fluent and with appropriate expression. Pupils are taught a wide range of strategies for reading unknown words and they apply these consistently and effectively. They also read a wide range of fiction and non-fiction books, both in guided reading sessions and on their own. Texts are usually well matched to the pupil's level of reading. Pupils study a wide range of myths and traditional tales from Wales, Britain and world cultures.
- Pupils have well developed comprehension skills, especially in Y5 and Y6. They can extract the principal meaning from text and explain these in their own writing. Many pupils show higher order reasoning skills. They use a book's contents page and index to find information and know how a library system works. Many are members of the local public library.
- Pupils write for a wide range of purposes and standards are generally good. They produce poems, letters, leaflets, instructions and stories. They can write at considerable length, making imaginative use of a wide and varied vocabulary. Pupils are aware of different styles of communication, writing effective reports in science, for example, or extended historical accounts. They make effective notes and write concise evaluations of their work in design and technology, for example.
- Standards of spelling, grammar and handwriting are generally good and improve as pupils move through the school. By the end of Y4, almost all pupils can write neatly and legibly in paragraphs, using appropriate capital letters, full stops and other relevant punctuation. Standards of presentation are generally good.

#### Shortcomings

- There are no significant shortcomings.

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## **Mathematics**

Standards of achievement are good.

### **Good features**

- Younger pupils display a developing recall of number facts and, by the end of the key stage, pupils use number skills well to derive accurate answers using a range of mental strategies. Older pupils recognise place value to a million and calculate accurately to two decimal places.
- Pupils' recall of multiplication facts is good and they solve division problems competently in number, decimals and money. Pupils know that multiplication is repeated addition and that division is sharing. Pupils make good progress in applying their knowledge and understanding in solving real-life problems.
- Pupils show growing confidence in tackling problems in mental mathematics. They respond well to challenging questioning and readily examine different strategies by which they can arrive at a reasonable solution. Most pupils tell the time confidently in five minute intervals and have a reasonable understanding of analogue and digital clock time.
- Pupils have a good understanding of fractions and they can calculate these in a practical manner by dividing shapes into equal parts. By the end of the key stage, they understand more complex fractions and they can express them accurately in a number of ways. They show a good knowledge of concepts such as halves, doubles and quarters. They understand clearly the relationship between fractions, decimals and percentages.
- Pupils identify a variety of two and three-dimensional shapes. Pupils make real progress in their understanding of the properties of these shapes, including lines of symmetry. They know how to find the area and perimeter of shapes.
- Older pupils in the key stage show a good understanding of angles and properties of irregular shapes. They can name and measure a variety of angles with confidence. They understand and use the language associated with angles including obtuse, acute and reflex.
- In understanding and using measures, pupils generally make sensible estimates and develop an understanding of reading scale, using an increasing degree of accuracy when weighing.
- Pupils show good understanding when interpreting data using pictographs and bar graphs. They plot and analyse graphs and pie charts of progressive difficulty. Good use is made of ICT.

### **Shortcomings**

- There are no significant shortcomings.

## **Science**

Standards of achievement are good.

### **Good features**

- Pupils throughout the school age generally engage well in activities that involve the process of predicting, testing, recording and evaluating. Good progress is made in the development of investigative skills and pupils record their findings in a systematic manner.

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- Pupils are developing an understanding of the need for a ‘fair test’ and how to conduct this. With teacher support, they are beginning to plan and carry out investigations, make predictions, record their findings and draw conclusions from their work. All due attention is given to matters of safety.
  - Pupils in Y3, in their study of ‘forces’ and ‘motion’, show a good understanding of magnetism. They make predictions about whether materials are magnetic or not and understand that magnets can move an object by attraction. Pupils in Y4 investigated the properties of conductors of electricity by exploring simple circuits involving batteries, bulbs, wires, switches and other components. Pupils confidently discuss concepts relating to materials. They know that some materials are good conductors of electricity whilst others are effective insulators.
  - Pupils in Y5 and Y6 show good understanding of aspects of ‘life processes’ and ‘living things’. They are beginning to understand the functions of different parts of a flower such as the purpose of the roots, petals and leaves based on previous knowledge.

### **Shortcomings**

- There are no significant shortcomings.

### **Welsh second language**

Standards of achievement are satisfactory with good features, especially in speaking and listening.

#### **Good features**

- The teaching emphasis is mainly on the spoken language. Pupils ask and answer questions about their interests and activities. They successfully take part in mini-dialogues, role-play and sing songs to build up knowledge and understanding of the language. Their listening skills are put to effective use when involved in these lessons. When engaged in the role-play activities most pupils show growing confidence in using the language. Pupils’ ability to pronounce Welsh words is developing well and are gaining in confidence when reading out aloud words and phrases as a class, in pairs and individually.
- Most pupils are becoming familiar with sentence patterns and are acquiring a range of vocabulary covering topics such as sports and themselves. Oral work is reinforced by appropriate attention to reading and writing.
- By the end of the key stage progress is made in pupils’ writing. They use familiar sentence patterns and basic vocabulary correctly when writing about things that are within their experience. There is appropriate use of ICT to amend and edit their writing.
- Older pupils are beginning to develop as independent readers and read familiar passages clearly and with a degree of expression. Good use is made of ‘Big Books’ on various topics and of dictionaries.
- Good use is made of video programmes to reinforce sentence patterns and to stimulate interest in the language. Pupils work in pairs and in groups and enjoy involving themselves in mini-dialogues based on the programmes.
- There is good use of incidental Welsh by the teachers. Pupils use incidental Welsh during registration periods, recite Welsh prayers, and sing Welsh hymns and songs with an intelligible level of pronunciation. Pupils derive much pleasure from being ‘Helpwr y Dydd’ during registration, lunchtime and end of school day.



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### **Shortcomings**

- Pupils sometimes speak hesitantly and are unsure of sentence patterns.
- Pupils practise their Welsh in a narrow range of contexts and this inhibits their contact with the language and their oral fluency.

### **Design and technology**

Standards in design and technology are good throughout the school.

#### **Good features**

- Standards at the end of Y6 are above those expected nationally. Pupils have a good grasp of design principles and know how to adapt their designs to different purposes.
- Younger pupils talk about their choice of materials and use effective methods to cut, shape and join them. Their final products are similar to their designs and pupils can give good reasons for the changes they have made. Pupils evaluate their work well and identify ways in which they can improve their products.
- When designing and making, older pupils are able to gather information independently and use this information to generate designs. They use good quality sketches and diagrams to illustrate their ideas and can suggest suitable alternatives. For example, pupils in Y5 were able to give good explanations of how they could make their buggies go faster.
- Pupils evaluate their products well, giving detailed explanations of improvements made to their designs. They are accurate in their analysis of what worked well and what they needed to do to improve. Pupils make suitable choices of materials, tools and equipment and are well aware of basic health and safety issues. The finish of products is generally good.

### **Shortcomings**

- Pupils make insufficient use of ICT to support learning in the subject, especially in the area of control technology.

### **Information technology**

Standards in information technology are good overall, especially in Y6.

#### **Good features**

- From Y3, pupils develop their word processing skills well. They use a range of fonts and type sizes effectively, adapting their texts to a number of different audiences.
- Older pupils enter and retrieve data from spreadsheets and databases well. They make good use of this information to illustrate their work in science and geography, for example. Some good use is made of pupils' Welsh language skills, by providing a database project in Welsh.
- Most pupils have good basic information technology skills and can save their work, either to floppy disk or the hard drive on the school's server. Almost all can print off their work on the printer. Nearly all pupils know when questioned, the use of the mouse, keyboard and basic 'Windows' operating environment.
- Pupils can use technology to communicate effectively, including the Internet and e-mail.

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- Pupils have made good use of a digital camera to take pictures, which they have then placed into a wide range of word-processed reports and brochures. Pupils in Y6 have produced good quality reports of their visit to the 'Big Pit', for example.
  - Pupils create programs in LOGO, which make different patterns. These patterns are then 'cut' and 'pasted' into a graphics program, where they are made into attractive designs.

### **Shortcomings**

- Some software is old and does not function correctly on the school's computers. This inhibits pupils' development of their modelling skills.
- Pupils make insufficient use of their ICT skills to support learning in other subjects.

### **History**

Standards of achievement are good.

#### **Good features**

- Pupils' chronological awareness is developing well and good use is made of timelines. Vocabulary relating to the passage of time also shows good progress. Pupils are able to sequence the periods of history which they have studied.
- The direct experiences pupils have gained by visiting places of interest such as visits to various places of interest, such as Llancaiach Fawr, have made a good contribution to their understanding and awareness of history.
- Pupils have secure levels of factual knowledge and can recall historical information accurately. They are aware of differences between past and present.
- Pupils in Y5 and Y6 have a good understanding of the characteristic features of life at different times in the past. In their study of the Victorian age, pupils in Y6 compare life in a Victorian school and schools of today, using photographic evidence. They are able to identify the differences and similarities between lives of the rich and poor in Victorian times, the school routines of children in the Victorian Age, and their own experiences in the present. Sound emphasis is placed on individual research with pupils using books, photographs and the Internet to support learning.
- Pupils' use of primary and secondary sources of evidence is good, particularly in their topic on the Victorians. Pupils have good levels of background knowledge and can ask interesting questions about the past. They show a good sense of empathy with the lives people lived in the past. They begin to understand that evidence can be interpreted in different ways.
- Pupils have very good understanding of the way in which change occurs over time as is evident in their discussion on schools in Wales during the Victorian period, comparing clothes, classrooms and the environment. They begin to recognise the significance of the operation of a greater number of factors leading to change. This enables them to adopt a more critical approach to their investigations.
- Pupils' observation skills are well developed and they approach historical problems with energy and enjoyment showing high levels of interest.
- Pupils' written work is of a good standard. Good displays of pupils' work throughout the school support and enhance pupils' learning. The work is well linked to other subjects particularly English, geography and art.

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### **Shortcomings**

- There are no significant shortcomings.

### **Geography**

Standards of achievement are good.

#### **Good features**

- Pupils in Y3 made good use of the computer suite to develop their geographical skills using plans, four figure co-ordinates, symbols and keys. They are beginning to extract information from maps and use symbols.
- In their study of a less economically developed country, pupils in Y5 have been comparing life in their own area with life in Chembakolli, India. They show good knowledge and geographical skills in using secondary sources to obtain information and they confidently discuss and identify the similarities and differences between the two locations. They work co-operatively in pairs, classify information under geographical features and record their answers in a table. They use ICT skills to record and compare temperatures in Bangalore and London.
- Pupils' knowledge and understanding of geographic knowledge is enhanced by a visit to Oxwich Bay. The ability to apply what they have learned in the classroom to field work is good. Pupils in the key stage build progressively on their mapping skills. Older pupils make a good start on studying a contrasting area of the Swansea Valley. The majority of pupils in Y6, for example, are able to use co-ordinates confidently and accurately to locate places on a map and they understand the notion of scale. Their mapping skills are good and they are able to identify features on an Ordnance Survey map using six figure co-ordinates.
- As part of a local area study pupils gained first-hand knowledge of geography and develop their geographical enquiry skills by completing a survey of the area around the school. They have also visited the 'Big Pit' and 'Pentre Pitside', Brynhyfryd. Older pupils are beginning to show a good understanding of the relationship between people and the environment in the study of environmental change.
- Pupils show, at appropriate levels, a good knowledge and understanding of the character and identity of Wales and its relationship with other people and places.
- Pupils use correct geographical terminology. There are good displays throughout the school. Cross-curricular links enrich pupils' understanding of the subject.

### **Shortcomings**

- There are no significant shortcomings.

### **Art**

Standards of achievement in art are good.

#### **Good features**

- Standards of drawing are good and this enhances the presentation of pupils work in other areas of the curriculum, for example, their drawings of Victorian schools. Pupils produce drawings from observation, memory and their imagination.

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- Pupils are confident in their use of a range of tools and materials, including pencil, chalk, paint and collage. Many good examples of pupils' work are seen on display around the school, for example, well-executed paintings of miners, based on a visit to the 'Big Pit'.
  - Pupils have a good understanding of colour and are subtle in their use of it. They produce well-executed paintings of local landmarks, using a limited palette of greens and browns effectively. Pupils have also produced a range of expressive painting based on the work of Josef Herman, a local artist.
  - Standards in art have been appreciably raised as a result of pupils working with local artists. For example, in the biennial arts festival, pupils throughout the schools worked to produce a highly effective mural depicting local crafts, history and events.
  - Standards in three-dimensional work are also good. Pupils have produced a wide range of small and large scale sculptures, many of them showing considerable design skill.

### **Shortcomings**

- Pupils make insufficient use of ICT to develop their designing skills.

## **Music**

Standards of achievement in music are very good.

### **Good features**

- Pupils are given a good range of opportunities in exploring sound sources by active whole-class participation. For example, pupils in Y6 use percussion instruments well to compose music to go with a poem they have read. They experiment with percussion instruments very well and can improvise and create imaginative compositions.
- Pupils work well with each other and show great enthusiasm for the subject. They are confident using unpitched instruments and many progress to using keyboards and can maintain an instrumental part in a group piece.
- A good number of pupils play individual instruments, including brass and woodwind. They are taught well by two peripatetic music teachers. The school orchestra is very good and shows that many pupils can read standard notation well. The quality of pupils' playing is very good and they harmonise well.
- The standard of singing is exceptional. Pupils sing confidently, in tune and in time. There is a school choir that performs in assemblies, concerts and festivals. Standards in the subject are significantly enhanced by these performances, which show that pupils are confident and competent when using their voices.

### **Shortcomings**

- Pupils do not use computer software sufficiently to support learning in the subject.

## **Physical Education**

Standards of achievement are good overall.

### **Good features**

- Good body control is shown in gymnastics. Most can perform an effective series of movements and maintain balance and shape when working on mats or on a bench. Pupils perform the basic skills of balancing, jumping, landing and rolling with good control.

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- Pupils' display good skills in games when passing, bouncing or receiving a ball. Most show good hand and eye co-ordination. Pupils understand the basic rules of competitive games and the need for co-operation between players.
  - In dance, pupils perform movements and patterns associated with Welsh folk dancing. Pupils respond readily to instructions and make good use of space. They were generally able to skip in time with the music and modify the length of their steps. They work well with a partner and as members of a group.
  - Pupils work energetically on a series of activities and apply their skills effectively to cope with various demands. They understand how important exercise is and the effect of activity on the heart. Appropriate attention is given to warm-up sessions and the importance of cooling down after vigorous activity.
  - There is a wide range of extra-curricular activities including, netball, rugby and cross-country which are open to girls and boys. Pupils take part in matches with other schools and this makes a good impact upon their attitudes to competitive games. They are developing a competitive edge to add to their skills alongside a good sense of sportsmanship. The school's links with local sporting personalities and teams help to increase interest and greater participation by pupils.

### **Shortcomings**

- There are no significant shortcomings.

### **Religious Education**

Standards of achievement are good.

#### **Good features**

- Pupils pray together, developing a good awareness of others and themselves and there is a strong sense of belonging to the school family. Pupils have a good awareness of the importance of rules in the lives of individuals and communities. They can link these to religious observances and to their own lives and experiences.
- Good displays of artefacts and symbols are arranged around the school, and this enhances pupils' understanding of different faiths. Pupils sing Christian hymns during assemblies and collective worship. They know about Jesus and talk with understanding about His life and influence.
- Pupils have good experiences and understanding of the differences and purpose of religious buildings such as local churches and chapels, synagogue and a mosque gained through visits out into the community. They demonstrate a good understanding of Christian festivals.
- Pupils have a good level of knowledge and understanding of the basic beliefs and practices of Judaism. Visits to the synagogue enhances learning about forms of worship and the special significance of the Bible to both Jews and Christians.
- Pupils learn about tolerance, kindness, respect for others and caring and sharing during daily acts of collective worship.
- Pupils in Y5 have a good knowledge and understanding of the beliefs and practices of Islam. They are highly respectful in handling the Qu'ran and have a great deal of very good background knowledge about Islam. They explain the significance to Moslems of prayer, pilgrimage and Mecca. They know that Moslem Prayer beads represent the 99

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names of Allah. They are aware that the Qu’ran contains rules for living in the same way as the Bible does and they understand why Moslems venerate the book so greatly.

- Pupils know a number of the Bible’s main events. They can recall, in some detail some of the stories and the important events in the New Testament. They know the parable of the Good Samaritan and its significance to us today. They learn about kindness, caring and sharing and respect for others in their study of the work of William Booth.

#### **Shortcomings**

- There are no significant shortcomings.

## **8. SCHOOL IMPROVEMENT**

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

The school has made good progress in addressing the key issues raised by the last report. It has also been successful in raising standard in English, mathematics and science, design and technology, information technology, history, geography, art, music and physical education.

- In the last report, the school was required to refine its development plan and improve the monitoring of the curriculum. This key issue has been addressed satisfactorily, although the number and range of targets identified in the development plan still need to be reduced further. The monitoring of the curriculum is now good.
- The school was required to improve assessment procedures. This issue has been addressed very well. There are comprehensive and effective systems in place and the information gathered is used very effectively to set targets for further improvement.
- The third key issue raised by the last report was to improve prompt attendance. Satisfactory progress has been made in addressing this issue.
- The final issue raised by the last inspection was to maintain the broad range of educational experiences offered by the school. This issue has been addressed well and pupils receive a broad and culturally rich curriculum.

### **8.2 Key Issues for Action**

In order to further improve the quality of education provided by the school and raise standards, the governing body, headteacher and staff should:

1. further raise standards in Welsh as a second language from satisfactory to good;
2. improve the use of ICT to support learning across the curriculum as planned;
3. continue to maintain the high standards that have been achieved.

## APPENDIX

### A. Basic Information About the School

Name of School	Gwyrosydd Junior School
School type	Community
Age-range of pupils	7 to 11
Address of school	Parkhill Terrace Treboeth Swansea
Post-Code	SA5 7DJ
Telephone Number	01792 771125

Headteacher	Mr Geraint Williams
Date of appointment	1 January 1984
Chair of Governors	Cllr Mrs Ceinwen Thomas
Registered Inspector	Mr Stephen Dennett
Dates of inspection	22–25 April 2002

### B. School Data and Indicators

<i>Number of pupils in each year group</i>					
Year group	Y3	Y4	Y5	Y6	Total
Number of pupils	61	54	60	72	247

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	10	2	11.25

<i>Staffing information</i>	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	22.5 :1
Average class size, excluding nursery and special classes	31
Teacher (fte) : class ratio	1.4 :1

<i>Percentage attendance for three complete terms prior to the inspection</i>		
	KS2	Whole school
Spring 2001	90.33	90.33
Summer 2001	90.13	90.13
Autumn 2001	93.18	93.18

<i>Number of pupils excluded during 12 months prior to inspection</i>	1
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## C. Results of National Curriculum Assessments and Public Examinations

### NATIONAL CURRICULUM ASSESSMENT RESULTS END OF KEY STAGE 2: 2001

National Curriculum Assessment KS2 Results: 2001			Number of pupils in Y6: 72									
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	3	19	57	21	0
		National	0	0	0	1	1	6	19	48	25	0
	Test/Task	School	0	0	0			2	18	62	18	0
		National	0	2	1			5	14	47	30	0
Mathematics	Teacher assessment	School	0	0	0	0	0	2	22	44	32	0
		National	0	0	0	0	1	4	20	47	28	0
	Test/Task assessment	School	0	2	0			2	18	49	30	0
		National	0	2	1			4	18	42	32	0
Science	Teacher assessment	School	0	0	0	0	0	0	8	51	41	0
		National	1	0	0	0	0	3	15	52	29	0
	Test/Task	School	0	0	0			0	8	56	37	0
		National	0	2	0			2	13	51	31	0

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by Teacher Assessment		by Test	
In the school:	74.6	In the school:	76.2
In Wales:	68	In Wales:	68

- D Pupils who have been disapplied under sections 364 and 365 of the Education Act 1996.  
A Pupils who have failed to register a level because of absence  
F Pupils who have failed to register a level for reasons other than absence  
W Pupils who are "working towards" level 1, but have not yet achieved the standards needed for level 1.

## D. The Evidence Base of the Inspection

The inspection was carried out by a team of three inspectors who, over a period of four days completed a total of 10 inspection days in school.

For the majority of time in school, the inspectors visited classes, talked to individual groups of pupils, and evaluated their work. A total of 58 lesson observations were made for a total of 30 hours. A range of work from a representative sample of pupils from each year group was examined, together with their records and reports. A representative sample from each year group was heard to read and interviewed. Approximately 30 hours were spent on these activities.

In addition:

- interviews were held with the headteacher, deputy headteacher, subject co-ordinators, the chair of governors and representative parents;
- informal discussions took place with members of the non-teaching staff;
- informal discussions took place with many pupils as part of lesson observations;

- the documentation provided by the school, including teachers' planning, was carefully analysed;
- the school's attendance registers were examined;
- playground and dining arrangements, registration periods and collective worship were observed;
- budget figures were reviewed.

Twenty-four adults attended a parents' meeting and completed questionnaires were received from 47 parents. In addition, seven parents submitted written comments. The issues raised helped inform the inspection process.

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

<b>Inspector</b>	<b>Type</b>	<b>Aspect Responsibilities</b>	<b>Subject Responsibilities</b>
Stephen Dennett	Rgl	3.1 Standards of achievement 3.2 Key skills 5.1 Teaching 5.3 Curriculum 6.2 Leadership and efficiency 8.1 Progress since the last inspection Equal opportunities	English design and technology information technology art music
Charlotte Roberson	Lay	4.2 Pupils' attitudes, behaviour and personal development 4.3 Attendance 5.4 Support, guidance and pupils' welfare 5.6 Links with parents and the community 5.7 Links with industry	
Mervyn Lewis	Team	4.1 Pupils' spiritual, moral, social and cultural development 5.2 Assessment, recording and reporting 5.5 Provision for pupils with SEN 6.1 Quality for self-evaluation and planning for improvement 6.3 Staffing, accommodation and learning resources	Welsh as a second language mathematics science history geography physical education religious education

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