

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

**Hendrefoilan Primary School
Dunvant Road
Killay
Swansea
SA2 7LF**

School Number: 2096/670

Date of Inspection: 21st – 24th February 2005

by

**Mr Eifion R Morgan
W087/16248**

Date: 28th April 2005

Under Estyn contract number:T/139/04P

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Hendrefoilan Primary School was inspected as part of a national programme of school inspection. The purpose is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents more information about their child's school. A copy of the summary is sent to every family with a child at the school. The full report can be obtained from the school.

The inspection of Hendrefoilan Primary School took place between 21st – 24th February 2005. An independent team of inspectors, led by Mr E R Morgan undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development.

The five-point scale used to represent all inspection judgements in this report is as follows:

Grade 1	good with outstanding features
Grade 2	good features and no important shortcomings
Grade 3	good features outweigh shortcomings
Grade 4	some good features, but shortcomings in important areas
Grade 5	many important shortcomings

Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and LEAs.

The term 'Reception' (R) refers to the year group of pupils in a primary school who attain the age of 5 during the academic year. Year 1 refers to the year group of pupils who attain the age of 6 during the academic year and so on. Year 13 is the year group of students who attain the age of 18 during the academic year.

Primary phase:

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

Secondary phase:

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

The national curriculum covers four key stages as follows:

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

Contents	Page
Context	1
Summary	2
Recommendations	7
Standards	8
Key question 1: How well do learners achieve?	8
The quality of education and training	12
Key question 2: How effective are teaching, training and assessment?	12
Key question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?	14
Key question 4: How well are learners cared for, guided and supported?	17
Leadership and management	20
Key question 5: How effective are leadership and strategic management?	20
Key question 6: How well do leaders and managers evaluate and improve quality and standards?	22
Key question 7: How efficient are leaders and managers in using resources?	24
Standards achieved in subjects and areas of learning	26
The under-fives	26
English	29
Mathematics	31
Information technology	32
History	33
Physical education	34
School's response to the inspection	35
Appendices	37
A Basic information about the school	37
B School data and indicators	38
C National Curriculum assessments results	39
D Evidence base of the inspection	41
E Composition and responsibilities of the inspection team	42

Context

The nature of the provider

1. Hendrefoilan primary school is in Killay – a western suburb of the city of Swansea. The school was built in 1976 and is of an open plan design. As the number of pupils on roll has increased, the school has been extended and modified and now provides pupils with a well resourced, attractive learning environment and is well provided for by outside hard surface and grassed play areas. It has a small nature reserve adjacent to the school. The houses around the school date from the 1950's but many are more recent. Houses are largely owner occupied with a few rented properties. The school reports that its intake represents the full range of ability.
2. There are 202 full time pupils on roll of whom eight pupils (4%) are registered as being entitled to receive free school meals. This is below the national average. A further 26 children attend the nursery class on a part time (mornings only) basis. Practically all these children have participated in pre-school education. At present, eight pupils (4%) are recognised by the school as having special educational needs, together with a further two pupils for whom a statement of educational needs has been made. Very little Welsh is spoken in the community and the predominant language spoken at home is English. A small percentage of children attending the school have parents working at the university and Singleton Hospital. A few of the children (about 5%) speak languages other than English in the home. Nine pupils receive support teaching in English as an additional language.
3. The school's aims include:
 - (i) ensuring that the school is a happy place where talents flourish and friendships are established;
 - (ii) fostering co-operation and understanding of the needs of others;
 - (iii) developing children who are tolerant and respectful of each other;
 - (iv) providing a curriculum which is stimulating and exciting so as to encourage children to have a positive attitude to learning;
 - (v) highlighting the importance of parents in children's learning and to develop a partnership which encourages easy communication between staff, children and parents.

The school's priorities and targets

4. The school's major priorities and targets for improvement include:-
 - further support and develop the role of curriculum co-ordinators, particularly where they have responsibility for more than one subject;
 - refine pupil tracking system and a system to replace SATs;
 - expand the school's role in the community and develop further the school's business links and pupils' entrepreneurial activities;
 - develop the role of lunch time supervisory staff;

- extend the role of Governors;
- build on ‘mind-mapping’ work, in order to enhance teachers’ learning skills and pupils’ perceptions of what they had learnt;
- improve some aspects of school buildings and grounds.

Summary

5. Hendrefoilan Primary is a very good school where high standards are successfully promoted and achieved. The good quality of education provided by the school has many outstanding features. Relationships are very good and pupils thrive within a caring, supportive community. The school is very well led and managed and benefits from a highly committed staff.
6. The school was last inspected in February 1999. It has made very good progress since then in addressing the key issues for action highlighted in the report.
7. The school’s self-evaluation report is based on the seven key questions identified by Estyn. (see below for details). The school judged its work to be good with outstanding features (Grade 1) in three of these areas, including how well learning experiences meet the needs and interests of pupils; care, guidance and support of pupils; and the efficient use of resources. The inspection team agreed with these judgements.
8. The school judged its work to be good and no important shortcomings (Grade 2) in the other four areas of its work. These included pupils’ achievement, the effectiveness of teaching and assessment, leadership and strategic management and how well leaders and managers evaluate and improve quality. The inspection team however judged there to be outstanding features in pupils’ achievement and in the school’s leadership and management, including the evaluation and improvement in quality – hence a Grade 1. In summary the inspection team judged the school’s work as follows:

Table of grades awarded

	Key question	Inspection grade
1	How well do learners achieve?	1
2	How effective are teaching, training and assessment?	2
3	How well do the learning experiences meet the needs and interests of learners and the wider community?	1
4	How well are learners cared for, guided and supported?	1
5	How effective are leadership and strategic management?	1
6	How well do leaders and managers evaluate and improve quality and standards?	1
7	How efficient are leaders and managers in using resources?	1

Standards

9. Pupils' standards of achievement in the areas of learning and subjects inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
34%	60%	6%	0%	0%

10. Standards of achievement in almost all lessons and areas of learning are at least good with no important shortcomings (Grade 2) and are good with outstanding features (Grade 1) in a third of all lessons. Pupils' standards of achievement in lessons are well above the Welsh Assembly Government all-Wales target of 50% of lessons to be grade 2 or better.
11. Baseline assessments and observations during the inspection indicate that children's attainment on entry is about average and the year groups represent the full range of ability. The overall quality of educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.
12. The standards of achievement of children under five are as follows:

Language, literacy and communication	Grade 2
Personal and social development	Grade 2
Mathematical development	Grade 2
Knowledge and understanding of the world	Grade 2
Creative development	Grade 2
Physical development	Grade 2

13. Children under five make good progress in acquiring key skills. Children in both nursery and reception classes listen very well to their teachers and other adults and are developing into confident speakers. Children in both classes enjoy stories and looking at books, and children in the reception class are beginning to recognise familiar words in their story books. Most children in the nursery recognise number and those in reception count reliably to ten and many beyond that number. They have good computer skills and are learning to access programs. Children's personal and social skills are developing well, they have a positive attitude towards their learning. Children in both classes co-operate well and work harmoniously in small groups. Children are learning to make decisions, such as during play activities, and this successfully raises their self-esteem. They are well prepared for the next stage of their education.
14. Standards of achievement in the five subjects inspected are as follows:

Subject	Key Stage 1	Key Stage 2
English	Grade 2	Grade 1
Mathematics	Grade 2	Grade 1
Information technology	Grade 2	Grade 1
History	Grade 2	Grade 1
Physical Education	Grade 2	Grade 1

15. All pupils, regardless of their background and including those identified as having special educational needs, are making very good progress and pupils in key stage 2 have a very good understanding of what they have learnt and what they need to do to improve.
16. Overall, pupils are making good progress in acquiring key skills. Pupils in both key stage 1 and 2 have very good speaking and listening skills. They are articulate, speak confidently and listen attentively to their teachers and to each other. Classroom discussions are often exciting and stimulating and this makes an outstanding contribution to pupils' learning. Pupils have excellent reading skills and pupils of all ages enjoy reading, both for pleasure and to find information. They have very good, and often outstanding writing skills, and the quality of pupils' writing across the curriculum is a major strength of the school. Pupils have a good Welsh vocabulary and occasionally the older pupils initiate conversations with visitors. Their Welsh written work is generally correct and some of the older, more able pupils have a good awareness of past and present tenses. Their pronunciation of Welsh words is generally good, both when they read and speak the language. In the main, however, pupils lack confidence to use the language purposefully during the day in classroom activities.
17. Pupils have very good numeracy skills as is apparent from their good and outstanding achievement in mathematics. Scrutiny of pupils' work shows that their numeracy skills are well used, such as to measure in science and design and technology and to illustrate their results graphically in geography. Pupils' well-developed information technology skills enable them to use computers confidently to find, process and present information very well. Pupils' basic skills, such as their creative and problem solving skills, are also well developed. Overall, pupils have good basic and key skills, however, the progressive development of these skills from class to class is less well developed.
18. At the end of key stage 1, attainment in 2004 National Curriculum subjects of English, mathematics and science as judged by teacher assessment, was above both National and Local Education Authority (LEA) expectations and above those of similar schools in Wales, based on the number of pupils entitled to receive free school meals.
19. At the end of key stage 2, the 2004 National Curriculum results in the three core subjects of English, mathematics and science were well above both National and LEA results. They were well above similar schools in Wales. Results over the last three years have remained consistently high and a notable feature in key stage 2 is the high proportion of pupils who achieve the higher level of attainment (level 5). There is no significant difference between the results achieved by boys and girls, although boys often marginally outperform girls.
20. Pupils' behaviour and their attitudes to learning are outstanding features of the school and contribute significantly to the quality of life at the school and to the standards pupils achieve. Pupils show respect and a genuine concern for others and older pupils are acquiring a very good understanding of moral and social issues. Overall, pupils' personal and social educational skills are very well developed and an outstanding feature of the school. The school functions

very well as a community where all pupils are valued and respected and it successfully prepares pupils to play an active role in their local community. Attendance rates are good, instances of unauthorised absences are minimal, and pupils arrive punctually at school.

The quality of education and training

21. The quality of teaching observed in the areas of learning and subjects inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
36%	58%	6%	0%	0%

22. No lesson was seen where there were shortcomings in important areas and the majority of lessons were good and no important shortcomings (Grade 2). An exceptional aspect of the teaching is the high proportion of lessons that were good and with outstanding features (Grade 1). The quality of the teaching is well above the Welsh Assembly Government expectations and is a substantial improvement since the last inspection.
23. Relationships between pupils, teachers and support staff are invariably very good and often exemplary. This creates an outstandingly productive working environment that fosters learning. Outstanding features of good lessons include teachers' planning and the active engagement of all pupils. Teachers' critical marking of pupils' work also helps in that it provides pupils with knowledge of their own learning and how they can improve.
24. Assessment procedures have been much improved since the last inspection. Children's learning needs are assessed soon after they start school and pupils identified with special educational needs are well supported throughout the school. Pupils are regularly assessed and their progress evaluated. Pupils are fully involved in setting their own targets and understand the purpose of assessment. However, assessment procedures need to be further developed so that pupils' achievements are more frequently and objectively evaluated. This will enable pupils' progress towards set targets to be efficiently tracked and any lack of progress supported.
25. The provision for pupils with special and additional learning needs is good with outstanding features. Pupils with SEN are fully integrated into the life and work of the school and are very well supported by teaching assistants and the School Educational Needs Co-ordinator. Pupils having support teaching in English as an additional language receive very good support.
26. This is an inclusive school that actively and successfully promotes equality of opportunities for all and is free of any race or gender discrimination. It provides a broad and balanced curriculum that is very well enriched by visits to the locality and further afield, including residential experiences.
27. The school's provision for promoting pupils' personal and social development is good with outstanding features. The headteacher and staff, including non-teaching staff, are successful in creating an ethos of mutual respect within a

caring, supportive environment. Collective worship, class prayers and the teaching, such as of religious education, play an important part in pupils' growing spiritual awareness. The school encourages and promotes positive values and attitudes and these are invariably achieved. Pupils relate very well to each other offering mutual help in work and play.

28. The school has a strong Welsh ethos and the Cwricwlwm Cymreig is very well integrated in all the National Curriculum subjects. Pupils develop a very good understanding of the heritage and culture of Wales. A high priority is placed on developing an understanding and respect for other faiths and cultures.
29. The school has strong links with the community and parents are very supportive of the school. Parents are kept well informed of their children's progress and a useful home-school agreement is in place. Many parents and friends of the school make a valuable contribution to the life and work of the school.
30. The care, guidance and support given to pupils are a major strength of the school. Very good day-to-day procedures are in place to ensure the well being of all pupils and strong, trusting relationships exist between adults and pupils.

Leadership and management

31. The outstanding leadership of the headteacher provides the school with a clear sense of direction and is based on well-established targets for improvement that are fully understood by all. His influence pervades the whole school.
32. Fundamental to the school's aims and values is its commitment to ensure equality of opportunity for all and this is clearly reflected in the life of the school. It is very successful in creating an ethos where learning is nurtured and all pupils flourish.
33. Planning for development is comprehensive, thorough and incorporates the views of the governing body, staff, parents and pupils. Targets set for improvement are challenging but realistic and have set an excellent strategic direction for the school. This has resulted in substantial improvement in the educational provision and standards of achievement.
34. The school has sufficient experienced and well-qualified staff to enable the curriculum to be taught effectively to all pupils. The school is an attractive learning environment and the display of pupils' work is an outstanding feature of the school.
35. The governing body is well informed and very supportive of the school. Individual governor expertise is well used and it has been involved in producing the school's self-evaluation report. The report incorporates outstanding features and is based on firsthand evidence and provides opportunities for governors to be increasingly involved in overseeing the work of the school.
36. All statutory requirements are met and the school complies with all legal requirements. Resources are managed and deployed very effectively and

efficiently. New purchases are linked to the school's educational priorities and their use is carefully monitored.

37. Financial management is very good and spending is well matched to the school's priorities. The school provides very good value for money.

Recommendations

38. In order to maintain high standards and improve further, the school needs to:

R1. refine its assessment procedures so that;

- (a) pupils' achievements are periodically and objectively assessed against NC criteria;
- (b) challenging but achievable targets are set for pupils;
- (c) pupils' progress, including their progress in the acquisition of basic and key skills, is tracked, reviewed and where necessary supported

R2. develop a whole school scheme of work to ensure the progressive development of pupils' basic and key skills across the whole curriculum.

39. The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

Standards

Key question 1: How well do learners achieve?

Grade 1: Good with outstanding features

40. The findings of the inspection team differ from the school's self-evaluation. The school judged this key question as Grade 2 but the inspection team judged there to be outstanding features in pupils' achievements.
41. Pupils' standards of achievement in lessons observed in the subjects and areas of learning are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
34%	60%	6%	0%	0%

42. Standards of achievement in almost all lessons and areas of learning are at least good with no important shortcomings, and good with outstanding features in a third of all lessons. Pupils' standards of achievement in lessons are well above the Welsh Assembly Government's all-Wales target of 50% of lessons to be grade 2 or better.
43. Baseline assessments and observations during the inspection indicate that children's attainment on entry is about average and the year groups represent the full range of ability. The overall quality of educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.
44. The standards of achievement of children under five are as follows:

Language, literacy and communication	Grade 2
Personal and social development	Grade 2
Mathematical development	Grade 2
Knowledge and understanding of the world	Grade 2
Creative development	Grade 2
Physical development	Grade 2

45. Children under five make good progress in acquiring key skills. Children in both nursery and reception classes listen very well to their teachers and other adults and are developing into confident speakers. Children in both classes enjoy stories and looking at books, and children in the reception recognise familiar words in their story books. Most children in the nursery recognise number and those in the reception count reliably to 10 and many beyond that number. They have good computer skills and are learning to access programs. Children's personal and social skills are developing well; they have a positive attitude towards their learning. Children in both classes co-operate well and work harmoniously in small groups. Children are learning to make decisions, such as

during play activities and this successfully raises their self-esteem. They are well prepared for the next stage of their education.

46. Standards of achievement in the five subjects inspected are as follows:

Subject	Key Stage 1	Key Stage 2
English	Grade 2	Grade 1
Mathematics	Grade 2	Grade 1
Information Technology	Grade 2	Grade 1
History	Grade 2	Grade 1
Physical Education	Grade 2	Grade 1

47. Pupils, of all ages and abilities, whatever their background, make very good progress and achieve, and often exceed the agreed learning targets set by the school and agreed by the local education authority (LEA). By the end of key stage 2, standards in the five subjects inspected are good with outstanding features.
48. Pupils are making good progress in acquiring key skills. Pupils in all classes in key stage 1 and 2 have very good speaking and listening skills. They are articulate, speak confidently and listen attentively to their teachers and to each other. Classroom discussions are often exciting and stimulating and these make an outstanding contribution to pupils' learning. Pupils have excellent reading skills and pupils of all ages enjoy reading, both for pleasure and to find information. They have very good, and often outstanding writing skills and the quality of pupils' writing across the curriculum is a major strength of the school. Pupils have a good Welsh vocabulary and occasionally the older pupils initiate conversations with visitors. Their written work is generally correct and some of the older, more able pupils have a good awareness of past and present tenses. Their pronunciation of Welsh words is generally good, both when they read and speak the language. In the main, however, pupils lack confidence to use the language purposefully during the day in classroom activities, and this is a minor shortcoming in their bilingual competence.
49. Pupils have very good numeracy skills as is apparent from their good and outstanding achievement in mathematics. Scrutiny of pupils' work shows that their numeracy skills are well used, such as to measure in science and design and technology and to illustrate their results graphically in geography. Pupils' well-developed information technology skills enable them to use computers confidently to find, process and present information very well.
50. Discussion with pupils indicates that they have a good, and often a very good understanding of what they have learnt, and they are acquiring new knowledge and skills at a good rate. Pupils, particularly older pupils, have a very good understanding of what they need to do to improve their learning and overall, pupils are fulfilling their potential and are very well prepared for the next stage in education.
51. At the end of key stage 1, attainment in 2004 National Curriculum subjects of English, mathematics and science as judged by teacher assessment, was above both National and Local Education Authority (LEA) expectations and

above those of similar schools in Wales, based on the number of pupils entitled to receive free school meals.

52. At the end of key stage 2, the 2004 National Curriculum results in the three core subjects of English, mathematics and science were well above both National and local (LEA) results. They were well above similar schools in Wales. Results over the last three years have remained consistently high and a notable feature in key stage 2 is the high proportion of pupils who achieve the higher level. There is no significant difference between the results achieved by boys and girls, although boys often marginally outperform girls.
53. Pupils' behaviour and their attitudes towards learning are outstanding features of the school and contribute significantly to the standards pupils achieve and to the quality of life in the school. The headteacher and staff have high expectations of pupils' behaviour and pupils respond positively to their calm and consistent approach. Pupils behave well on all occasions; they are developing into responsible and mature individuals who show respect and courtesy towards all who are involved in the school community. Pupils' attitudes toward learning, the interest they show in their work and their ability to concentrate, often for extended periods, are outstanding features. Pupils work diligently in lessons and are keen to do their best. They display great enthusiasm towards their work and know their teachers appreciate their efforts.
54. Attendance rates are good and instances of unauthorised absence are minimal. Pupils are punctual and keen to attend school; registration sessions are conducted purposefully, lessons start promptly and pupils settle quickly to their tasks. The governing body is rightly concerned about the number of parents who take their children on holiday during term time. This has an adverse impact on the continuity of pupils' formal education and on overall rates of attendance for the school. The school complies with attendance requirements set out in the National Assembly for Wales Circular 3/99, Pupil Support and Social Inclusion.
55. Pupils' learning skills are well developed. Pupils, from an early age, show the capacity to work independently and for sustained periods of time. At other times, as for example when undertaking investigative work in science, pupils work co-operatively and display well-developed decision-making skills. They show respect for different points of view and plan and organise their work without intervention by their teacher. Pupils' creative skills are very well developed and this is reflected in the outstanding quality of the artwork displayed around the school. This includes exemplary examples of landscape paintings and in another instance pupils' still life drawings, following a visit to a local art gallery. Whilst, overall, pupils have a good understanding of basic and key skills their progressive development is less well developed as there is some unevenness in their development from class to class.
56. Pupils' personal and social education skills are very well developed. All pupils take an active part in the life and work of the school and are an integral part of the school community. In discussion with pupils, they express their views openly and honestly and listen to opinions that they may not share. Pupils are developing their personal values, and older pupils appreciate the views and values of others. Pupils show respect and a genuine concern for others, they

approach problems rationally and older pupils are acquiring a deep understanding of moral and social issues that affect current societies. Equality of opportunity for all is ingrained in all the school activities and the school is free of any tension; pupils, in discussion, spoke of their enjoyment of being at school. There was no evidence of bullying or any form of harassment at the school. Occasions such as collective worship and pastoral provision enable pupils to explore their feelings and to develop a sense of self-worth.

57. The school functions very well as a community where all pupils are valued and respected. Close links also exist with the local community and with local organisations, businesses and the world of work. In discussion, pupils show that they are well aware of the diversity of beliefs, attitudes and cultural traditions in Britain's multicultural societies and respect the inherent differences.
58. The school successfully prepares pupils to play an active role within their local community, and good use is made of the locality as a learning resource. Educational visits and the expertise of members of the local community make a positive contribution to pupils' learning in many curriculum areas. Pupils regularly partake in community activities by supporting a range of civic, cultural, environmental and charitable projects.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

59. The findings of the inspection team match the judgement made by the school in the self-evaluation report.
60. In the areas of learning and lessons observed the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
36%	58%	6%	0%	0%

61. No lesson was seen where there were shortcomings in important areas and the substantial majority of lessons were good with no important shortcomings (Grade 2). An exceptional aspect of the teaching is the high proportion of lessons that were good with outstanding features (Grade 1). The quality of the teaching is well above the Welsh Assembly Government expectations and is a substantial improvement since the last inspection.
62. Teaching is well directed at meeting pupils' needs and fully meets the requirements of the National Curriculum (NC). In a third of the lessons observed, the teaching had outstanding features. These included:
- (i) very good and exemplary working relationships that effectively foster learning;
 - (ii) teachers' very good subject knowledge enabling them to bring the subject alive in the classroom and to challenge pupils;
 - (iii) very effective planning incorporating clear lesson objectives, very good use of questioning, good use of resources and tasks that are well matched to pupils' ability;
 - (iv) ensuring that all pupils, including those with SEN, are actively involved and well supported, ensuring equal opportunity for all;
 - (v) active encouragement of pupils to strive for high standards and teachers' very effective marking of pupils' work;
 - (vi) providing outstanding opportunities for personal and social development.
63. All classrooms have Welsh words and phrases prominently displayed, and teachers use everyday Welsh for some class activities, such as registration. However, opportunities for pupils to use the language are limited and this represents lost opportunities to fully develop their bilingual skills. Teachers' planning incorporates good opportunities to develop pupils' basic and key skills including problem solving skills, as in science investigations and pupils' creative skills, as in art. However, there is no whole school scheme of work in place to

underpin the teaching and to ensure the progressive development of pupils' key and basic skills from class to class.

64. The provision for pupils with special educational needs is good with outstanding features and their individual education plans (IEPs) are well matched to their needs and ability. Gifted and talented pupils are well supported through well-differentiated work and they achieve very well. The progress of pupils receiving support teaching in English as an additional language is closely monitored and they are making very good progress.
65. Assessment procedures have been much improved since the last inspection and now meet statutory requirements. Teachers' lesson plans include reference to assessment opportunities. Children in the early years are assessed against the baseline criteria and all pupils undertake the Middle Infant Screening Test during key stage 1. This enables any individual learning difficulties to be identified and addressed at an early stage of pupils' education. Pupils are regularly assessed and progress evaluated throughout both key stages and a systematic analysis of end of key stage tests are undertaken. As well as this, pupils' progress in reading is given priority. Teachers know their pupils well and the day-to-day marking of pupils' work enables teachers to be well aware of pupils' progress. Classroom tasks are well matched to pupils' abilities and, overall, pupils make very good progress as is evident from the standards pupils achieve by year 6. However, assessment procedures need to be further developed so that pupils' achievements are more frequently and objectively evaluated so that pupils' progress towards set targets can be effectively tracked and any lack of progress, including any weakness in pupils' acquisition of key and basic skills, can be supported. In discussion, pupils indicate that they understand the purpose of assessment and value teachers' comments on their work. Pupils are involved in setting their own targets and this enables them to be aware of their own learning.
66. Reports to parents are very detailed and itemise pupils' progress and achievements. Teachers' comments are informative and well understood by parents. Parents have ample opportunities to discuss their children's progress with teachers and to review their children's work.

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

Grade 1: Good with outstanding features
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67. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
68. The school is an exciting and innovative place to learn and this in turn stimulates pupils' enthusiasm. This is due to stimulating teaching and to the broad and well-balanced curriculum which incorporates activities that capture pupils' imaginations and makes them eager to learn. The curriculum fully meets pupils' needs and aspirations and is equally accessible to all.
69. The provision for children under five is appropriate to their needs and they make good progress towards the Desirable Outcomes for Children's Learning.
70. The taught curriculum is planned to incorporate the discrete nature of individual subjects whilst emphasising the links between them. This ensures a holistic curriculum that is coherent and progressive. The excellent cross-curricular links that are evident ensure that learning is a meaningful experience. The curriculum promotes high standards and, in taking note of different styles of learning, ensures that all groups of learners, whatever their background or ability, are able to achieve their full potential. Central to the school's provision of pupils' learning experiences is the development of pupils' personal, social and emotional skills, which also foster pupils' enjoyment of learning.
71. Provision for the development of pupils' basic and key skills is good overall. Teachers plan for their inclusion in most lessons but there is, however, no whole school scheme of work to ensure progression in the development of basic and key skills across the curriculum.
72. Curriculum provision and pupils' learning are enhanced by a very good range of extra-curricular activities, educational visits and visitors to the school. Older pupils also have the opportunity to experience residential visits that incorporate a very good range of outdoor activities. This successful programme contributes significantly to pupils' personal and social development and to the standards they achieve.
73. The school's provision for spiritual, moral, social and cultural development is good, with outstanding features. The headteacher, staff and governors are successful in creating an ethos where mutual respect and responsibility are reflected within a caring and supportive environment.
74. Collective worship, of a broadly Christian nature, class prayers and religious education play an important part in pupils' growing spiritual awareness; pupils are encouraged to reflect on their experiences and consider the values and beliefs of others. Throughout the school day, and in a number of subject areas, pupils are given the opportunity to reflect upon issues of spiritual awareness and

self-knowledge. This is particularly evident in pupils' concern for environmental and conservation issues.

75. The school aims to encourage and promote positive values and attitudes and these are invariably achieved. The quality of relationships throughout the school is very good. Staff work diligently to establish a climate where teachers and pupils exhibit mutual respect and where the uniqueness of the individual is valued and nurtured. Values such as honesty, fair play and kindness are being fostered, and teachers ensure pupils have a clear understanding of right from wrong.
76. Pupils relate very well to each other, consistently offering mutual help and support in work and play. They are given opportunities to use their initiative and work collaboratively with others in their learning. Pupils respond well to this; they act responsibly and maturely and display good social attitudes and self-discipline. Pupils are encouraged to be actively involved in decision-making within the school; the school council/eco committee is a very good forum where pupils' concerns, ideas and opinions are discussed.
77. The school has a strong Welsh ethos. The Cwricwlwm Cymreig is carefully planned across many subject areas and visits to places of interest help pupils develop a good understanding of the heritage and culture of Wales. The promotion of the Cwricwlwm Cymreig is an exceptionally strong feature of the school. A high priority is placed upon pupils developing an understanding, and respect for, other faiths and cultures. In discussion, older pupils showed a good understanding of the different social and cultural traditions within the Hindu, Islamic, Jewish and Christian faiths.
78. The school's partnerships with parents and the local community are outstanding features of the school. Parents are very supportive of the school and express high levels of satisfaction with the standards their children receive within a caring, secure and happy environment. Parents and friends of the school make a valuable contribution to the life and work of the school; many give freely of their time helping out in the classroom, accompanying pupils on educational visits and in fund-raising for the school. Parents are kept well informed through regular newsletters, an informative annual report of the governing body, a useful prospectus and by regular meetings with teachers to discuss their children's work and progress. A useful home/school contract has been drawn up and readily accepted by the substantial majority of parents.
79. Good pastoral, administrative and curricular links have been developed with the receiving secondary school. Regular liaison meetings, an exchange of information and ideas, teacher exchanges and work that spans year 6 and year 7 help to promote continuity of education for pupils. The school has established successful partnerships with several institutes of higher education and regularly provides training facilities for student teachers and students undertaking vocational qualifications. Students are well supported and mentored and they make a positive contribution to the life and work of the school.
80. The school's curriculum fully complies with legal requirements and prepares pupils well for the opportunities, experiences and responsibilities of adult life.

The policy for personal and social education (PSE) follows closely the recommendation of the Qualifications, Curriculum and Assessment Authority for Wales (ACCAC) and provides pupils with a wide range of appropriate learning opportunities. Issues such as sex education, substance misuse and emotional health are handled sensitively by all staff.

81. Pupils' awareness and understanding of sustainable development and global citizenship are good and outstanding features of the school. Environmental awareness permeates the life and work of the school. The whole school community actively promotes sustainable development. Pupils are involved in re-cycling schemes and understand the problems of litter and pollution, and the necessity for water and energy conservation. Pupils are very proud of their school and local community and contribute to the care and development of their surroundings. The whole school community is justly proud of achieving a gold award for re-cycling and receiving the European Green Flag as recognition of its commitment to conservation and the environment.
82. Pupils take part in many competitions and workshops sponsored by industry and relevant agencies. They have many opportunities to develop their problem solving skills and contribute to decision making through their involvement in the School Council and Eco Committee. Older pupils run the school's healthy eating tuck shop including computerising the orders and finance. This gives them good insight into the running of a small, profitable business.
83. A notable feature of the school is the way in which pupils instigate change. This is made possible through their involvement in the School Council where their ideas are translated into practical solutions. This is particularly evident in their environmental and conservation work. Pupils are enterprising, adaptable and very aware of their own community and what is needed for its continued development so as to provide a happy place for all to live.

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

Grade 1: Good with outstanding features
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84. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
85. The planning and management of care, support and guidance are good with outstanding features and are a major strength of the school. Children are happy and secure in their learning, because the school is a caring community. Strong, trusting relationships exist between adults and pupils, and pupils feel confident to approach staff for help, as and when necessary. Pupils views are fully taken into account and acted on.
86. The warm, inclusive nature of the school means everyone feels cared for and supported, including pupils with behavioural difficulties. These pupils are treated with respect and kindness and they, in turn, react positively with the consequent improvement in behaviour.
87. Parents report that their children are happy at school and parents, in turn, express their satisfaction with the school. Parents work well with the school and are very supportive of their children's learning, making a good contribution through helping, for example, with homework. Parents, who do not speak English as a first language, are helped to understand more about their children's learning through good quality bilingual support.
88. At the heart of the school's philosophy is helping pupils to achieve their full potential. Staff have a very good knowledge of their pupils' ability and prior achievement and this enables them to plan well-structured support programmes that are carefully integrated into individual pupils' learning curriculum. This has successfully raised standards and includes pupils learning English as an additional language. The support service to help these pupils is highly effective. Very able pupils are also encouraged to fulfil their full potential by appropriately differentiated learning programmes both in and outside the school.
89. Induction procedures ensure that children are fully prepared for starting school and these children settle quickly into daily routines. They are already familiar with staff, who have visited their homes and talked with them and their parents about the school. The school has a well established 'buddy' system and older pupils are diligent in looking after the younger children. These children meet with their year 5 partners in the summer term so that relationships have been well established before they start school in September. Arrangements to induct pupils who start at the school when older are equally good.
90. The school provides excellent personal support and guidance for its pupils and the maturity of older pupils is due, in no small measure, to the effectiveness of the school's personal, social and health education programme. Each pupil is treated as an individual, but the need to work harmoniously together as part of

the school community, and to take responsibility for their own learning and behaviour is also stressed.

91. Pupils' behaviour, attendance and punctuality are monitored rigorously. The school's policies and procedures to promote good behaviour are very effective. Pupils whose behaviour is giving cause for concern are counselled, parents are involved and support is sought from external agencies and the LEA when necessary. The school is committed to providing good quality support for pupils experiencing behavioural difficulties and the school provides extra funding to ensure adequate support.
92. Very effective procedures are in place to encourage good attendance and punctuality and good procedures are in place to follow up absences and to ascertain reasons for absences. The school makes very good use of an efficient computerised registration system, which provides staff with comprehensive information about attendance and enables the school to identify patterns of absence for individual pupils. Regular and effective liaison takes place with the Education Welfare Officer (EWO).
93. The school is fully committed to the general well-being, health and safety of its pupils. It is very effective in developing a healthy lifestyle through strategies such as a healthy tuck shop and the 'walking bus' – a recently developed initiative where local pupils, accompanied by a teacher, walk to and from school. Pupils who are unwell are dealt with quickly and appropriately and pupils with physical disabilities are well catered for due to the many adaptations to the building. Drugs, anti-smoking and sex education are dealt with seriously so pupils are well prepared for a later stage in their lives.
94. The duty of care is fundamental to the school's philosophy and consequently child protection procedures are exemplary. It is successful because pupils are encouraged to talk knowing that they will be listened to. There is a designated member of staff with responsibility for child protection and effective procedures are in place should there be cause for concern. All staff, including non-teaching staff, are well aware of the school's procedures and are alert to signs or symptoms of abuse. Training of staff is regularly updated to check that all new teaching and non-teaching staff are equally familiar with procedures.
95. The provision for pupils with special educational needs is good with outstanding features. Individual learning needs are effectively diagnosed soon after the children commence school and appropriate arrangements made to meet their needs. These pupils are fully integrated into the life and work of the school. Teaching assistants work very well with teachers and the special needs co-ordinator (SENCO) to manage and guide these pupils towards better behaviour, new learning, and thereby, increased independence. They experience as rich a curriculum as their peers.
96. The special needs co-ordinator works tirelessly to ensure the best possible support for pupils who have SEN. The SENCo manages provision so well and has such good relationships with pupils, parents and outside agencies, that the school has had great success in moving pupils down and sometimes off the register. Assessments show that by the end of year 6 many pupils, initially

diagnosed with SEN, achieve as well as their peers. This applies equally to pupils whose behaviour impedes their learning.

97. This is an inclusive school that actively and successfully promotes good race and gender equality. All pupils, whatever their background or ability have full and equal access to the whole curriculum and extra-curricular activities. There are no significant differences in the achievement of boys or girls although, often, boys marginally out perform girls. (But the school, in spite of its best efforts, cannot account for this). The school celebrates diversity and several parents have been to the school to talk about their own cultures and traditions. Visits to places important to different faiths and cultures further enhance pupils' knowledge and understanding of diversity in society.
98. The school's racial equality policy is fully implemented and the school is very successful in eliminating all forms of oppressive behaviour and tension between pupils. Overall, the school is free from any form of discrimination and harassment and older pupils in particular display a caring and supportive attitude towards their fellow pupils.

Leadership and management

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

Grade 1: Good with outstanding features

99. The findings of the inspection team differ from the school's self-evaluation. The school judged this key question as Grade 2, but the inspection team judged that there are outstanding features in the way the school is being, and has been, led since the last inspection.
100. The very good leadership of the headteacher provides the school with a clear sense of direction based on well-established targets for improvement, which are fully understood by all those involved. His influence pervades the whole school and this is recognised by all staff, including non-teaching staff, governors and parents.
101. Fundamental to the school's aims and values is its commitment to ensuring equality of opportunity for all and this is clearly reflected in all aspects of school life. It applies equally to pupils and to all staff working in the school.
102. The school has responded imaginatively to national priorities, including the implementation of literacy and numeracy strategies that have resulted in measurable improvements in standards. The school is actively involved in local partnerships, such as in piloting materials for the teaching of Welsh across the transition stage to secondary education. A further notable and effective liaison is the Gower Consortium which has focus on training for deputy headteachers.
103. Staff appraisal is an integral part of the school's management procedures and has been very effective in raising the quality of teaching and learning since the last inspection, with the consequent improvement in standards of achievement. Staff appraisal incorporates both the individual members of staff's professional and personal development and has involved supporting both teaching and non-teaching staff on appropriate courses and training.
104. The school sets challenging but realistic targets for all its staff. Staff fully accept their responsibilities and work very effectively as a team. [Several members of staff, without prompting sought out the inspection team to express their satisfaction with the way the headteacher led and managed the school and the way all staff were actively involved in school development]. Staff appraisal is an integral part of the school's management structure and underpins the professional development of all staff, including non-teaching staff. This has resulted in measurable improvement in the quality of provision since the last inspection, such as in the quality of teaching.
105. The governing body fully meets its regulatory and legal requirements. Governors are fully supportive of the school and proud of its achievements. They are kept well informed of school developments at regular meetings.

Governors are well aware of the high quality of work undertaken at the school including its performance in the NC tests. The chair of the governing body is a frequent visitor to the school and works closely with the headteacher. Overall, governors and all school staff have an effective working relationship which is beneficial to the pupils. Governors are fully involved in the school's strategic planning and have had an active input into the school's self-evaluation report and this now provides further opportunities for them to be involved in overseeing its implementation. The governors also oversee the school's financial management. Finances are very well managed and the school operates principles of best value for money.

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

Grade 1: Good with outstanding features
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106. The findings of the inspection team differ from the school's self-evaluation. The school judged this key question to be Grade 2, but the inspection team judged that there are outstanding features in the way leaders and managers evaluate and improve quality and standards.
107. The school displays a positive, self-critical culture where the headteacher, staff and governors have worked hard to improve the quality of education and standards since the last inspection. Self-evaluation and planning for improvement are fully ingrained in all aspects of the school's work and a culture of high expectation is firmly established in all aspects of the school's work.
108. Curriculum leaders are well informed about standards in their areas of responsibility. They draw on first hand evidence, in their evaluation of standards pupils achieve, and the results are very well used to inform planning. In areas such as literacy, this has been particularly effective and the standard of pupils' written work across the curriculum is an outstanding feature of the school. This provides the school with a very good exemplar as teachers assume new roles of responsibility. Overall however, although staff often have several and varied responsibilities, the management of subject areas of learning and other responsibilities are very well undertaken.
109. The teaching is very well supported by clear schemes of work, and teachers' planning is meticulous. Planning incorporates opportunities to develop pupils' key skills, however, there is no whole school plan to ensure the progressive development of key skills across the whole age range, nor how pupils' acquisition of the key and basic skills are to be monitored. The school recognises this is an area for development.
110. The quality of teaching is very effectively monitored. The headteacher has established clear teaching guidelines incorporating effective teaching strategies and this has resulted in appreciable improvement in the quality of teaching and learning since the last inspection. Planning for and prioritising areas for development have been well established and this currently highlights the need to further refine the school's assessment procedures. The additional resources to support the teaching, such as the information and technology facilities, have also been a key factor in measurable improvements in pupils' performance.
111. Planning for improvement has been very effective since the last inspection. Clear priorities were identified and supported by good allocation of resources. This has resulted in measurable improvements, such as the quality of teaching and pupils' achievements, such as in ICT. All staff, including non-teaching staff, fully understand the school's well-ingrained self-evaluation process focused on ensuring equality of opportunity for all and to ensure that all pupils achieve their full potential. The views of learners and staff are an integral part of school

planning. Parents in the pre-inspection meeting and questionnaire were very supportive of the school and its 'open door' policy.

112. The school's very good self-evaluation process is well established and takes in the views of all staff, governors, pupils and parents. The resultant School Development Plan (SDP) is a comprehensive document that clearly identifies priorities, resources, individual responsibilities and time scales. Developments are monitored and financial spending closely linked to the priorities established. Overall, since the last inspection, the school has improved substantially and this is the result of effective planning and implementation of such plans.
113. The self-evaluation report produced by the school prior to the inspection is of good quality with outstanding features. It is a comprehensive document and is the result of an extensive self-evaluation process. It identifies the school's many strengths and the evidence base to support and justify the statements made. A notable feature of the self-evaluation report is its clarity in identifying areas for development.
114. The inspection team agreed in general with the school's self-evaluation but judged that the school, at times, had underestimated its success. In these instances the inspection team gave the school credit for the outstanding features in its work. These aspects are summarised below.
115. KQ1. The inspection team judged the progress and achievement of pupils to be outstanding – hence a Grade 1.
116. KQ5. The inspection team judged the effectiveness of leadership to be an outstanding feature notably in giving the school a clear direction and promoting standards since the last inspection – hence a Grade 1.
117. KQ6. The inspection team judged the way leaders and managers evaluate and improve quality and standards in particular since the last inspection to be an outstanding feature of the school – hence a Grade 1.

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

Grade 1: Good with outstanding features
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118. The findings of this inspection match the judgement of the school in its self-evaluation report.
119. The school has sufficient experienced and well-qualified staff to enable the curriculum to be taught effectively to all pupils. The school also benefits from appropriately skilled support staff to enable the teaching, administrative and day-to-day life of the school to function effectively. Classroom support assistants work closely with teachers in planning, supporting pupils and recording their progress.
120. The general quality and provision of learning resources throughout the school are very good. The improvement in the numbers of computers and related resources is already having a significant impact on developing pupils' knowledge and skills in this area, particularly in maximising the use of the Internet for learning. A new and very attractive reference library has been established and the books are already in daily use by the pupils for personal research work. Pupils are keen to point out that old and well used books have now been replaced with ones of a much better quality that are more interesting and relevant.
121. The school is extremely successful in embracing a wide variety of outside resources for the benefit of pupils' learning. Excellent use is made of the local area as a resource for pupils' learning, such as places of historical interest, museums, theatre, local sporting facilities, and places of work. Visitors to the school to talk to pupils all help to impact on standards of achievement.
122. The school provides an attractive learning environment. The very good quality of pupils' display work that fills the classrooms and corridors enhances the pupils learning environment considerably. Pupils are very keen and proud to show this to visitors. Many important improvements have been made in recent years, such as creating access for people with disabilities and an early years unit, which houses children who are under five in the nursery and reception classes.
123. The outside play areas, including that for children who are under five, have been developed to make them more amenable to pupils' play and the grounds have been planted with indigenous trees and plants for pupils to enjoy and study. Overall, the school makes very good use of all its accommodation, despite some teaching areas being somewhat cramped and not conducive to practical and investigative work. Overall, the school makes very good use of its facilities.
124. All resources are managed and deployed very effectively and efficiently, including staff resources. All new purchases are linked to the school's educational priorities and their use and effectiveness monitored carefully by the head and governing body to ensure the school gets best value for money from

them. The good deployment of teaching assistants to help pupils' learning is effective in raising these pupil's standards of achievement.

125. Through using measurable outcomes, such as performance data, including data for pupils with English as an additional language and those with special educational needs, the head and governing body keeps a close eye on the impact of spending decisions. They are proud of the fact that this has enabled them to raise standards of achievement over recent years. The roles of subject leaders are now very precise, enabling them to take more responsibility for their subjects. The school is successful in its aim to develop pupils as global citizens.
126. The school is moving forward with a sense of purpose and unity and pupils are becoming confident, eager learners. Overall, the school gives very good value for money.

Standards achieved in subjects and areas of learning

The under-fives

127. The overall quality of provision for the under-fives is appropriate to their needs, and they make good progress towards the Desirable Outcomes for Children's Learning. Children's attainment on entry is about average and each year group has the full range of ability. They attain good standards and make good progress in the six areas of learning. By the end of the reception phase virtually all children have achieved the desired standards.

Language, literacy and communication

Nursery	Grade 2:	Good features and no important shortcomings
Reception	Grade 2:	Good features and no important shortcomings

Good features

128. Nursery (3-4 year old) and reception (4-5 year old) children respond very well to teachers' questions and talk appropriately about things that are important to them. Staff are skilled at providing an exciting and stimulating range of activities for them to enjoy and talk about.
129. In the nursery children are treated sensitively, and as a consequence, their confidence grows and they talk confidently about their activities. In the reception class children are articulate speakers, talk at length and contribute well in class discussions. They use language well to clarify their thoughts in imaginative and creative role-play. Their bilingual skills are beginning to develop through regular and purposeful use of Welsh for everyday classroom activities.
130. Early and emergent writing experiences are varied and plentiful and children are encouraged to think of themselves as writers. By the end of the nursery, children hold pencils confidently, and many are starting to form clear letters and numbers. They use the materials to create lists, cards and letters. In the reception class many children are underwriting competently and handwriting is showing some fluency. Letters are well formed and correctly orientated and most can write their own names.
131. Children in the nursery are familiar with and enjoy stories, and listen with real interest. In the reception class, many children already have a small bank of familiar words and can talk readily about aspects of their stories and anticipate what will happen. They handle books appropriately and understand that their pictures and marks carry meaning. Phonic skills, although at an early stage, are developing well.

Shortcomings

132. There are no major shortcomings.

Personal and social development

Nursery	Grade 2:	Good features and no important shortcomings
Reception	Grade 2:	Good features and no important shortcomings

Good features

133. Very good relationships are evident throughout children's early years at school. Nursery children are happy and secure in their learning, cope very well with their daily routines and behave well. All groups of children play and work co-operatively together.
134. Children in the reception class work independently and take turns and share well. They show a high level of involvement in their activities. Behaviour is very good and children are very considerate of each other. They are polite to visitors. Children make appropriate choices of activity and persevere for long periods of time. They are good at tidying away at the end of lessons and do so promptly when asked.

Shortcomings

135. There are no major shortcomings

Mathematical development

Nursery	Grade 2:	Good features and no important shortcomings
Reception	Grade 2:	Good features and no important shortcomings

Good features

136. All children enjoy counting activities, and when singing number rhymes, show an awareness of basic mathematics. They act out the words of the number song in dance and actions.
137. In the nursery most children can identify numbers to 10 and correctly 'find' numbers that are hidden in the sand and can name and match them. They sort appropriately for shape, size and colour and can name a range of 2D shapes. These children use a simple shape-matching programme on the computer with confidence and understanding.
138. Reception children have a secure knowledge of numbers to 10 and beyond and many can order these numbers accurately. These children have a good understanding of numbers and concepts such as more than and less than. They tackle number problems confidently using pictures, everyday objects and body parts to work out the answers and can write numbers accurately.

Shortcomings

139. There are no major shortcomings.

Knowledge and understanding of the world

Nursery	Grade 2:	Good features and no important shortcomings
Reception	Grade 2:	Good features and no important shortcomings

Good features

140. Children in both classes have a good knowledge and understanding of the world around them. Visits to places such as to the school's nature reserve extend and enrich children's learning experiences of living things and an awareness of different times of the year. They study and draw wild life with a good degree of accuracy, and sort and select materials, such as tree bark, that they have collected logically.
141. On a visit to a local church reception children discuss with the vicar why people attend places of worship. They have a good understanding of why people go to church, such as to sing and pray, get married, and christened in church. They show in their drawings that they have good recall of artefacts that they have seen. These children find out about living things when they enthusiastically clean out the hutch of the class rabbit and appropriately feed both the rabbit and birds at their bird table.
142. Technological skills are developing well when children in both classes use a mouse independently to access a program and when they use the listening centres to access a range of song and story tapes.

Shortcomings

143. There are no major shortcomings

Creative development

Nursery	Grade 2:	Good features and no important shortcomings
Reception	Grade 2:	Good features and no important shortcomings

Good features

144. Children in both classes enjoy the rich variety of activities that are provided for them, exploring various media and materials when they paint, print and make models. They develop their skills, knowledge and understanding steadily and well through well-structured play activities.
145. Nursery children have good concentration skills and persist for a long time on their musical activities. All children play instruments and take an active part, exploring sounds confidently and competently. They show independence when choosing their instruments. These children are delighted to hear themselves on tape and are remarkably mature when evaluating their own performance. Observational skills are developing well when they draw artefacts that they have seen on a walk around the school

146. Reception children sing tunefully and enthusiastically with a good sense of rhythm in both English and Welsh. Following a visit to the locality children make detailed drawings of different types of houses they have seen on a walk out in the locality. Self-portraits are bold and interesting and collage work is vibrant.

Shortcomings

147. There are no major shortcomings.

Physical development

Nursery	Grade 2:	Good features and no important shortcomings
Reception	Grade 2:	Good features and no important shortcomings

Good features

148. Children in the nursery happily and confidently run, hop, jump, balance and climb on the equipment in the outdoor play area, showing a mature awareness of the needs of others around them. They respond well to the good range of activities that are available to help them develop and improve their physical co-ordination and control.
149. Outdoor play makes a significant impact on reception children's skills. They are beginning to negotiate pathways successfully on wheeled toys and experiment with different ways of moving. In the hall they show a growing awareness of space and balance as they try out more complex ways of moving with different body parts. As they change body positions they participate with confidence and enthusiasm and create movement well, in response to music. They enjoy using their collaborative skills to engage in imaginative role-play, based on their 'Wild Things' topic.

Shortcomings

150. There are no major shortcomings.

English

Key Stage 1	Grade 2:	Good features and no important shortcomings
Key Stage 2	Grade 1:	Good with outstanding features

Good and outstanding features

151. Pupils in both key stages have very good speaking and listening skills and, by the end of key stage 2, pupils display outstanding speaking and listening skills.
152. Pupils in key stage 1 are articulate, speak confidently and listen attentively to their teachers and to each other, and show a great deal of interest in their work.

In small group situations, these pupils converse quietly and interact positively. Pupils in key stage 2 engage in exciting and stimulating discussion and this makes an outstanding contribution to pupils' learning. Pupils are articulate and can adjust their speech to encompass a variety of situations. They speak confidently and with enjoyment in groups and in pairs in classes across the school. These older pupils benefit from a wide range of exciting and stimulating experiences they have to talk about.

153. Pupils' reading is a strength in the school and they have very good attitudes to reading. Pupils of all ages enjoy books and read for pleasure, as well as for finding out information. Phonic skills and other strategies for word building and punctuation are very well developed and year 1 pupils read accurately and edit a simple piece of writing. Most pupils can tackle new words with ease and confidence and read accurately and fluently. Pupils' reading competence also benefits from the help they receive from parents as part of their homework tasks.
154. Pupils continue to make good progress in the early years of key stage 2 and, as their skills develop, their progress begins to accelerate so that by year 6 pupils' standards of achievement are very good with many pupils displaying excellent reading skills. Their reading and subsequent discussions involve comparing and contrasting the work of different poets and the destruction of the environment.
155. Pupils' writing skills are very well established in the early years and successfully developed throughout the school. Pupils' writing skills are well developed throughout key stage 1 and, by the end of year 2, their standards of writing are good. These pupils' writing is well organised, words, phrases and sentences are sequenced appropriately and logically. The basic grammatical structure of sentences is usually correct, handwriting is joined and legible and punctuation used correctly. Pupils in year 2 write for different purposes, such as when responding to a letter from a character in their story, and their responses show an appreciation of the reader.
156. By the end of year 6 pupils' writing is often outstanding. It is varied and interesting with a wide, well-chosen and imaginative vocabulary, and sustains the reader's interest. Sentence patterns and style are very well adapted so as to convey meaning and to create effect. Writing is invariably well-organised into paragraphs and spelling and punctuation used appropriately. Writing skills are very well used across the curriculum as, for example when pupils in year 6 write about life down a mine from the perspective of a child; this gives life to some learning in history. They apply their literacy skills effectively when word-processing stories and poems. In these instances the quality of their writing is outstanding.

Shortcomings

157. There are no major shortcomings.

Mathematics

Key Stage 1 Grade 2: Good features and no important shortcomings
Key Stage 2 Grade 1: Good with outstanding features.

Good and outstanding features

158. Pupils in key stage 1 have good number skills, count reliably and understand place value to 100 and many to beyond this number. Most of the pupils in year 2 recognise negative numbers as when finding the difference between two numbers and the more able pupils add and subtract 10 to two figure numbers. Pupils' mental ability is good and most solve problems involving two figure numbers accurately and quickly.
159. By the end of key stage 2 most pupils have very good mental skills and use all four mathematical operations in their calculations, including decimals to two places. Pupils calculate fractional and percentage of quantities and measurements and understand the relationship between fractions, percentages and ratio. These pupils, in discussion, show a very good ability to estimate and are able to check their answers using inverse operations or by approximation.
160. Pupils in year 2 have good measuring skills and estimate and compare, for example volumes, with a good degree of accuracy. They are familiar with both regular and irregular measuring units. These pupils have a good understanding of the properties of common two and three-dimensional shapes and sort objects into groups, based on their properties and lines of symmetry.
161. Pupils in year 6 have a very good understanding of shape. These pupils find areas and volumes of regular shapes and fully explain the methods they use. These pupils know the names of angles of different dimensions and can measure them to the nearest degree.
162. Pupils in year 6 have good estimating skills and this enables them to recognise when there are errors in their calculations.
163. Pupils have very good problem solving skills, and the older and more able pupils develop appropriate strategies to solve mathematical problems. Pupils in key stage 1 organise their work well and measure accurately. They display their results graphically. Pupils in key stage 2 identify and seek the necessary information they need to solve problems. By year 6, pupils draw relevant conclusions to problems based on the available evidence. Overall, pupils' developing mathematical skills are well used across the curriculum.
164. By the end of key stage 2, pupils handle data competently. Pupils in year 6 have very good recording skills and their work shows that they are well aware of how data can be displayed graphically in equal class intervals. Pupils have very good graphical skills and their conclusions are based on available evidence.

165. Very good use is made of pupils' ICT skills to support their learning. Pupils, at appropriate times during lessons, test their numeracy skills using suitable programs and this gives both them and their teachers a good indication of how they are progressing.

Shortcomings

166. There are no major shortcomings.

Information Technology

- Key Stage 1** Grade 2: Good features and no important shortcomings
Key Stage 2 Grade 1: Good with outstanding features.

Good and outstanding features

167. Pupils in key stage 1 have good word processing skills and are able to insert appropriate punctuation on text. Pupils, with some support, store their data.
168. Pupils in key stage 1 have good keyboard skills and are familiar with an appropriate range of keys. They use a good range of tools as for example, in their artwork when they use different brush sizes and colour in their work.
169. Pupils in year 2 have used their computers to collect, save and illustrate graphically some of the personal details of pupils in the class, such as hair colour and birthdays. Most pupils can extrapolate information from their database. Pupils in year 2 issue instructions for a programmable toy. More able pupils make and test their predictions. Overall, pupils in year 2 have good computer skills.
170. By the end of key stage 2 pupils have very good word-processing skills, pupils are very confident and competent users of the technology and refine and redraft their work to achieve high standards. Their presentation shows variety in language design and layout and demonstrates a clear sense of purpose.
171. Pupils in key stage 2 are very proficient at data handling. These pupils prepare databases and collect and enter relevant data. Older pupils check the plausibility of their data, and correct errors. Pupils in years 5 and 6 interrogate their databases and their conclusions are based on the available evidence. Pupils are well versed in the use of spreadsheets and use them purposefully to maintain records of the school tuck shop.
172. Pupils in year 6 use sensors appropriately to monitor external events, such as to investigate the effectiveness of different sunglasses. Results are illustrated graphically and pupils are well aware of the need for fair testing. Their conclusions are consistent with their results.

173. Pupils in year 6 have very good programming skills as for example, when altering shapes on the computer screen and in simulation exercises to predict and test different outcomes.
174. Pupils in year 6, in discussion, discussed their use of web-sites to find information and they are selective in the information they collect. Pupils use CD Roms in their investigations. The use of a computer microscope had also substantially enhanced pupils' knowledge and understanding of microscopic life and materials.
175. Pupils in both key stages use their well-developed computer skills to support their learning across the curriculum. This includes testing and reinforcing their learning, as in mathematics, and for research, such as their appreciation of the importance of Lyell's work to the understanding and acceptance of Darwin's theory of evolution.

Shortcomings

176. There are no major shortcomings.

History

- Key Stage 1** Grade 2: Good features and no important shortcomings
Key Stage 2 Grade 1: Good with outstanding features

Good and outstanding features

177. All pupils are very enthusiastic about their historical study and have very good first-hand experiences of using primary and other sources to find out about the past. This brings the subject to life for them, and fully engages and interests them.
178. The good use of timelines across the school is helpful in developing their sense of chronology. Pupils in year 2 use appropriate words and phrases well in relation to the passage of time and most pupils can sequence events that have taken place some time ago with a good degree of accuracy. By year 6, pupils divide the past into different periods of time and have a very good understanding of the differences between periods in the past and the present time.
179. Very good use is made of visits to enable pupils to appreciate and learn about life in the past. On one such visit, by pupils in key stage 1, it enabled them to acquire a very good understanding of Victorian washing days, through active participation in a range of activities. This enabled them to understand how different utensils were used and what has replaced them in the present day. Such visits bring history alive for these pupils and enable them to have a very good understanding of the concept of change.
180. By year 6, pupils have a very good knowledge and understanding of Welsh life in the past. They use a broad historical vocabulary to talk about their own

interpretations of life at that time. After a trip down a coal mine they write with great empathy from the perspective of the life of a child down the mine. More able pupils also understand that historical events can be represented in different ways, depending on the perspective of the writer.

181. Pupils in year 6 use techniques created in Victorian Wales to develop their own photograms and pinhole photographs and enthusiastically describe the methods in great detail. Experiences such as this fuel their imagination and interest and when they record these experiences their written work is outstanding. Pupils' interest in the subject was further enhanced when they realised that much of the work was done by Dilwyn Llewellyn who was born in the locality. Pupils have very good knowledge and understanding of the history of Wales and in particular, their own local area.
182. Pupils, in discussion, were eager to show visitors other historical work they have done from different periods, which is well displayed around the school. They demonstrate very good knowledge of these periods, such as the Egyptian period. An outstanding feature of the work is the museum of World War 2 artefacts that they had put together.
183. Pupils in key stage 2 use a wide range of resources including CD-ROMS, Internet, books and artefacts in their historical studies and this very effectively contribute to their acquisition of lifelong learning skills.

Shortcomings

184. There are no major shortcomings.

Physical Education

- Key Stage 1** Grade 2: Good features and no important shortcomings.
Key Stage 2 Grade 1: Good with outstanding features.

Good and outstanding features

185. In both key stages, pupils are well aware of the need to exercise safely. Pupils use space efficiently and co-operate well when working in pairs and in small group activities. A notable feature is the care and support older pupils show towards each other when working on apparatus in gymnastic activities.
186. Pupils in year 2 exercise confidently, repeating simple patterns of movements so as to improve their performance and techniques. They show good control and basic actions are linked together well to produce a sequence of activities.
187. Pupils in year 2 respond well to music and display a good sense of rhythm in their actions. More able pupils refine their body shapes to illustrate more accurately what they are attempting to illustrate.

188. By the end of key stage 2, pupils have a very good understanding of the value of exercise as a component of a healthy life style. In discussion, pupils in year 6 related the value of rigorous exercise in maintaining a healthy cardio-vascular system and were well aware of body changes during exercise. These pupils have a very good understanding of the value of warm-up and cool-down activities before and after undertaking rigorous exercise.
189. Pupils in year 6 demonstrate outstanding knowledge, skills and understanding of gymnastic activities. A notable feature of the work is pupils' very good decision making skills in selecting appropriate strategies for their exercises. They show very good sensitivity when collaborating with others, and this is very effective in raising standards.
190. Pupils in year 6 have very good analytical skills that they use when evaluating their own and other pupils' performances. Pupils, in turn, practice to refine their performances and are eager to take part and demonstrate their activities.
191. The school provides opportunities for all pupils to learn to swim and, in discussion, pupils indicated that by key stage 2 virtually all are proficient swimmers and many take part in life-saving coaching.
192. The school also provides pupils with good opportunities to participate in extra-curricular and competitive activities. Such activities, including gymnastics for key stage 1 pupils, are very well supported and suitably extend pupils' competence and help to develop further their self-esteem and spirit of fair play.
193. Residential experiences for pupils in years 5 and 6 extend their experiences and include such activities as orienteering and canoeing.

Shortcomings

194. There are no major shortcomings.

School's response to the inspection

195. The Headteacher, Staff and Governors would like to thank the Inspection Team led by Mr. Eifion Morgan, for the professionalism and courtesy with which they carried out the inspection.
196. This outstanding inspection report has been really well received by the staff and governors at our school. We are all delighted that the report recognises that ours is a very good school with many outstanding features.
197. We were also pleased to note that the school has made very good progress since our last report in 1999 and that ours is a school that has a curriculum which fully meets pupils' aspirations and is equally accessible to all.

198. It was pleasing to note that the inspectors recognised the role of the pupils in instigating change. The children are rightly praised throughout this report – we remain very proud of them all.
199. The role of the governors as a fully supportive body is both recognised and praised.
200. An outstanding aspect noted in the inspection was the high proportion of lessons that were good with outstanding features. This reflects the dedication, commitment and quality of the teaching and support staff at our school.
201. The inspection praised the care and support that is given to pupils – we consider this to be a key to our school and are pleased to see the positive comments concerning the school's overall ethos.
202. We take seriously the recommendations for improvement. They build on areas already highlighted in our self-evaluation processes. The staff and governors will address the recommendations before the end of the school year and make provision for them within the school's Action Plan for Improvement. The Governors' Annual Report to Parents will describe the progress that we are making.

Appendix A

Basic information about the school

Name of school	Hendrefoilan Primary
School type	Community
Age-range of pupils	3-11
Address of school	Dunvant Road Killay Swansea
Post-code	SA2 7LF
Telephone number	01792 297952

Headteacher	Mr George Thomas
Date of appointment	September 1994
Chair of governors/ Appropriate authority	Mrs Anna Smith
Registered inspector	Mr Eifion Morgan
Dates of inspection	21 st – 24 th February 2005.

Appendix B

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	13	28	30	29	29	27	30	30	216

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	9	1	9.5

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	21.5:1
Pupil: adult (fte) ratio in nursery classes	1:13
Pupil: adult (fte) ratio in special classes	NA
Average class size, excluding nursery and special classes	29
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection				
Term	R	KS1	KS2	Whole School
Spring 2004	94.8	95.2	95.2	95.3
Summer 04	94.4	92.5	93.6	93.5
Autumn 04	91.4	94.7	95.0	94.5

Percentage of pupils entitled to free school meals	4%
Number of pupils excluded during 12 months prior to inspection	0

Appendix C

National Curriculum Assessment Results End of Key Stage 1:

National Curriculum Assessment KS1 Results 2004			Number of pupils in Y2:					30
Percentage of pupils at each level								
			D	W	1	2	3	4
English:	Teacher Assessment	School	0	4	0	70	26	
		National	0	4	14	63	20	
En: reading	Teacher Assessment	School	0	0	0	85	15	
		National						
En: writing	Teacher Assessment	School	0	0	0	69	31	
		National						
En: speaking and listening	Teacher Assessment	School	0	0	0	73	27	
		National						
Mathematics	Teacher Assessment	School		4	0	52	44	
		National		2	11	63	24	
Science	Teacher Assessment	School		4	0	48	48	
		National		2	10	66	22	

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	96%	In Wales	79%

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

**National Curriculum Assessment Results
End of Key Stage 2:**

National Curriculum Assessment KS2 Results 2004							Number of pupils in Y6			30		
Percentage of pupils at each level												
			D	A	F	W	1	2	3	4	5	6
English	Teacher assessment	School				0	0	0	10	37	53	
		National				0	1	6	16	45	31	
	Test/Task	School				0	0	0	10	37	53	
		National				0	0	5	12	38	40	
Mathematics	Teacher assessment	School				0	0	0	0	33	60	
		National				0	0	4	19	46	30	
	Test/Task	School				0	0	0	7	23	67	
		National				0		4	18	42	33	
Science	Teacher assessment	School				0	0	0	7	23	70	
		National				0	0	2	13	49	35	
	Test/Task	School				0	0	0	0	23	70	
		National				0	0	1	9	48	39	

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	87%	In the school	90%
In Wales	71%	In Wales	70%

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

Appendix D

Evidence base of the inspection

- The inspection was conducted by a team of three inspectors who were present at the school for 10 inspector days.
- Pre-inspection meetings were held with parents and the governing body to discuss the life and work of the school.
- 75 questionnaires were completed by parents and carefully analysed.
- Discussions were held with the head and staff.
- School documentation and samples of pupils' work were examined.
- 35 lessons or part lessons were observed.
- A sample of pupils' work was examined from across the ability range in each year group.
- Inspectors listened to a sample of pupils reading.
- Discussions were held with pupils about their work.
- Pupils' behaviour was observed during break periods, at lunchtimes and at the beginning and end of the school sessions.
- Inspectors attended assemblies and observed extra-curricular activities.
- Post inspection meetings were held with the staff and the governing body.

Appendix E

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Eifion Morgan Registered Inspector	Context Summary and Recommendations Contributions to: Key Question 1-7 Mathematics Information Technology Physical Education.
Mrs Kay Andrews Team Inspector	Contributions to Key Question 2 Key Question 3 Key Question 5 Key Question 7 Early Years English History Special Educational Needs.
Mrs Janet Warr Lay Inspector	Contributions to: Key Question 1 Key Question 3 Key Question 4 Key Question 7

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Acknowledgement

The inspection team would like to thank the governors, headteacher, staff and pupils, for their co-operation and courtesy throughout the inspection.

Summary Report for Parents

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

**Hendrefoilan Primary School
Dunvant Road
Killay
Swansea
SA2 7LF**

School Number: 2096/670

Date of Inspection: 21st – 24th February 2005

by

**Mr Eifion R Morgan
W087/16248**

Date: 28th April 2005

Under Estyn contract number:T/139/04P

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Hendrefoilan Primary School was inspected as part of a national programme of school inspection. The purpose is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents more information about their child's school. A copy of the summary is sent to every family with a child at the school. The full report can be obtained from the school.

The inspection of Hendrefoilan Primary School took place between 21st – 24th February 2005. An independent team of inspectors, led by Mr E R Morgan undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development.

The five-point scale used to represent all inspection judgements in this report is as follows:

Grade 1	good with outstanding features
Grade 2	good features and no important shortcomings
Grade 3	good features outweigh shortcomings
Grade 4	some good features, but shortcomings in important areas
Grade 5	many important shortcomings

Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and LEAs.

The term 'Reception' (R) refers to the year group of pupils in a primary school who attain the age of 5 during the academic year. Year 1 refers to the year group of pupils who attain the age of 6 during the academic year and so on. Year 13 is the year group of students who attain the age of 18 during the academic year.

Primary phase:

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

Secondary phase:

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

The national curriculum covers four key stages as follows:

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

Context

The nature of the provider

Hendrefoilan primary school is in Killay – a western suburb of the city of Swansea. The school was built in 1976 and is of an open plan design. As the number of pupils on roll has increased, the school has been extended and modified and now provides pupils with a well resourced, attractive learning environment and is well provided for by outside hard surface and grassed play areas. It has a small nature reserve adjacent to the school. The houses around the school date from the 1950's but many are more recent. Houses are largely owner occupied with a few rented properties. The school reports that its intake represents the full range of ability.

There are 202 full time pupils on roll of whom eight pupils (4%) are registered as being entitled to receive free school meals. This is below the national average. A further 26 children attend the nursery class on a part time (mornings only) basis. Practically all these children have participated in pre-school education. At present, eight pupils (4%) are recognised by the school as having special educational needs, together with a further two pupils for whom a statement of educational needs has been made. Very little Welsh is spoken in the community and the predominant language spoken at home is English. A small percentage of children attending the school have parents working at the university and Singleton Hospital. A few of the children (about 5%) speak languages other than English in the home. Nine pupils receive support teaching in English as an additional language.

The school's aims include:

- (i) ensuring that the school is a happy place where talents flourish and friendships are established;
- (ii) fostering co-operation and understanding of the needs of others;
- (iii) developing children who are tolerant and respectful of each other;
- (iv) providing a curriculum which is stimulating and exciting so as to encourage children to have a positive attitude to learning;
- (v) highlighting the importance of parents in children's learning and to develop a partnership which encourages easy communication between staff, children and parents.

The school's priorities and targets

The school's major priorities and targets for improvement include:-

- further support and develop the role of curriculum co-ordinators, particularly where they have responsibility for more than one subject;
- refine pupil tracking system and a system to replace SATs;
- expand the school's role in the community and develop further the school's business links and pupils' entrepreneurial activities;
- develop the role of lunch time supervisory staff;
- extend the role of Governors;

- build on ‘mind-mapping’ work, in order to enhance teachers’ learning skills and pupils’ perceptions of what they had learnt;
- improve some aspects of school buildings and grounds.

Summary

Hendrefoilan Primary is a very good school where high standards are successfully promoted and achieved. The good quality of education provided by the school has many outstanding features. Relationships are very good and pupils thrive within a caring, supportive community. The school is very well led and managed and benefits from a highly committed staff.

The school was last inspected in February 1999. It has made very good progress since then in addressing the key issues for action highlighted in the report.

The school’s self-evaluation report is based on the seven key questions identified by Estyn. (see below for details). The school judged its work to be good with outstanding features (Grade 1) in three of these areas, including how well learning experiences meet the needs and interests of pupils; care, guidance and support of pupils; and the efficient use of resources. The inspection team agreed with these judgements.

The school judged its work to be good and no important shortcomings (Grade 2) in the other four areas of its work. These included pupils’ achievement, the effectiveness of teaching and assessment, leadership and strategic management and how well leaders and managers evaluate and improve quality. The inspection team however judged there to be outstanding features in pupils’ achievement and in the school’s leadership and management, including the evaluation and improvement in quality – hence a Grade 1. In summary the inspection team judged the school’s work as follows:

Table of grades awarded

	Key question	Inspection grade
1	How well do learners achieve?	1
2	How effective are teaching, training and assessment?	2
3	How well do the learning experiences meet the needs and interests of learners and the wider community?	1
4	How well are learners cared for, guided and supported?	1
5	How effective are leadership and strategic management?	1
6	How well do leaders and managers evaluate and improve quality and standards?	1
7	How efficient are leaders and managers in using resources?	1

Standards

Pupils' standards of achievement in the areas of learning and subjects inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
34%	60%	6%	0%	0%

Standards of achievement in almost all lessons and areas of learning are at least good with no important shortcomings (Grade 2) and are good with outstanding features (Grade 1) in a third of all lessons. Pupils' standards of achievement in lessons are well above the Welsh Assembly Government all-Wales target of 50% of lessons to be grade 2 or better.

Baseline assessments and observations during the inspection indicate that children's attainment on entry is about average and the year groups represent the full range of ability. The overall quality of educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.

The standards of achievement of children under five are as follows:

Language, literacy and communication	Grade 2
Personal and social development	Grade 2
Mathematical development	Grade 2
Knowledge and understanding of the world	Grade 2
Creative development	Grade 2
Physical development	Grade 2

Children under five make good progress in acquiring key skills. Children in both nursery and reception classes listen very well to their teachers and other adults and are developing into confident speakers. Children in both classes enjoy stories and looking at books, and children in the reception class are beginning to recognise familiar words in their story books. Most children in the nursery recognise number and those in reception count reliably to ten and many beyond that number. They have good computer skills and are learning to access programs. Children's personal and social skills are developing well, they have a positive attitude towards their learning. Children in both classes co-operate well and work harmoniously in small groups. Children are learning to make decisions, such as during play activities, and this successfully raises their self-esteem. They are well prepared for the next stage of their education.

Standards of achievement in the five subjects inspected are as follows:

Subject	Key Stage 1	Key Stage 2
English	Grade 2	Grade 1
Mathematics	Grade 2	Grade 1
Information technology	Grade 2	Grade 1
History	Grade 2	Grade 1
Physical Education	Grade 2	Grade 1

All pupils, regardless of their background and including those identified as having special educational needs, are making very good progress and pupils in key stage 2 have a very good understanding of what they have learnt and what they need to do to improve.

Overall, pupils are making good progress in acquiring key skills. Pupils in both key stage 1 and 2 have very good speaking and listening skills. They are articulate, speak confidently and listen attentively to their teachers and to each other. Classroom discussions are often exciting and stimulating and this makes an outstanding contribution to pupils' learning. Pupils have excellent reading skills and pupils of all ages enjoy reading, both for pleasure and to find information. They have very good, and often outstanding writing skills, and the quality of pupils' writing across the curriculum is a major strength of the school. Pupils have a good Welsh vocabulary and occasionally the older pupils initiate conversations with visitors. Their Welsh written work is generally correct and some of the older, more able pupils have a good awareness of past and present tenses. Their pronunciation of Welsh words is generally good, both when they read and speak the language. In the main, however, pupils lack confidence to use the language purposefully during the day in classroom activities.

Pupils have very good numeracy skills as is apparent from their good and outstanding achievement in mathematics. Scrutiny of pupils' work shows that their numeracy skills are well used, such as to measure in science and design and technology and to illustrate their results graphically in geography. Pupils' well-developed information technology skills enable them to use computers confidently to find, process and present information very well. Pupils' basic skills, such as their creative and problem solving skills, are also well developed. Overall, pupils have good basic and key skills, however, the progressive development of these skills from class to class is less well developed.

At the end of key stage 1, attainment in 2004 National Curriculum subjects of English, mathematics and science as judged by teacher assessment, was above both National and Local Education Authority (LEA) expectations and above those of similar schools in Wales, based on the number of pupils entitled to receive free school meals.

At the end of key stage 2, the 2004 National Curriculum results in the three core subjects of English, mathematics and science were well above both National and LEA results. They were well above similar schools in Wales. Results over the last three years have remained consistently high and a notable feature in key stage 2 is the high proportion of pupils who achieve the higher level of attainment (level 5). There is no significant difference between the results achieved by boys and girls, although boys often marginally outperform girls.

Pupils' behaviour and their attitudes to learning are outstanding features of the school and contribute significantly to the quality of life at the school and to the standards pupils achieve. Pupils show respect and a genuine concern for others and older pupils are acquiring a very good understanding of moral and social issues. Overall, pupils' personal and social educational skills are very well developed and an outstanding feature of the school. The school functions very well as a community

where all pupils are valued and respected and it successfully prepares pupils to play an active role in their local community. Attendance rates are good, instances of unauthorised absences are minimal, and pupils arrive punctually at school.

The quality of education and training

The quality of teaching observed in the areas of learning and subjects inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
36%	58%	6%	0%	0%

No lesson was seen where there were shortcomings in important areas and the majority of lessons were good and no important shortcomings (Grade 2). An exceptional aspect of the teaching is the high proportion of lessons that were good and with outstanding features (Grade 1). The quality of the teaching is well above the Welsh Assembly Government expectations and is a substantial improvement since the last inspection.

Relationships between pupils, teachers and support staff are invariably very good and often exemplary. This creates an outstandingly productive working environment that fosters learning. Outstanding features of good lessons include teachers' planning and the active engagement of all pupils. Teachers' critical marking of pupils' work also helps in that it provides pupils with knowledge of their own learning and how they can improve.

Assessment procedures have been much improved since the last inspection. Children's learning needs are assessed soon after they start school and pupils identified with special educational needs are well supported throughout the school. Pupils are regularly assessed and their progress evaluated. Pupils are fully involved in setting their own targets and understand the purpose of assessment. However, assessment procedures need to be further developed so that pupils' achievements are more frequently and objectively evaluated. This will enable pupils' progress towards set targets to be efficiently tracked and any lack of progress supported.

The provision for pupils with special and additional learning needs is good with outstanding features. Pupils with SEN are fully integrated into the life and work of the school and are very well supported by teaching assistants and the School Educational Needs Co-ordinator. Pupils having support teaching in English as an additional language receive very good support.

This is an inclusive school that actively and successfully promotes equality of opportunities for all and is free of any race or gender discrimination. It provides a broad and balanced curriculum that is very well enriched by visits to the locality and further afield, including residential experiences.

The school's provision for promoting pupils' personal and social development is good with outstanding features. The headteacher and staff, including non-teaching staff, are successful in creating an ethos of mutual respect within a caring, supportive environment. Collective worship, class prayers and the teaching, such as of religious education, play an important part in pupils' growing spiritual

awareness. The school encourages and promotes positive values and attitudes and these are invariably achieved. Pupils relate very well to each other offering mutual help in work and play.

The school has a strong Welsh ethos and the Cwricwlwm Cymreig is very well integrated in all the National Curriculum subjects. Pupils develop a very good understanding of the heritage and culture of Wales. A high priority is placed on developing an understanding and respect for other faiths and cultures.

The school has strong links with the community and parents are very supportive of the school. Parents are kept well informed of their children's progress and a useful home-school agreement is in place. Many parents and friends of the school make a valuable contribution to the life and work of the school.

The care, guidance and support given to pupils are a major strength of the school. Very good day-to-day procedures are in place to ensure the well being of all pupils and strong, trusting relationships exist between adults and pupils.

Leadership and management

The outstanding leadership of the headteacher provides the school with a clear sense of direction and is based on well-established targets for improvement that are fully understood by all. His influence pervades the whole school.

Fundamental to the school's aims and values is its commitment to ensure equality of opportunity for all and this is clearly reflected in the life of the school. It is very successful in creating an ethos where learning is nurtured and all pupils flourish.

Planning for development is comprehensive, thorough and incorporates the views of the governing body, staff, parents and pupils. Targets set for improvement are challenging but realistic and have set an excellent strategic direction for the school. This has resulted in substantial improvement in the educational provision and standards of achievement.

The school has sufficient experienced and well-qualified staff to enable the curriculum to be taught effectively to all pupils. The school is an attractive learning environment and the display of pupils' work is an outstanding feature of the school.

The governing body is well informed and very supportive of the school. Individual governor expertise is well used and it has been involved in producing the school's self-evaluation report. The report incorporates outstanding features and is based on firsthand evidence and provides opportunities for governors to be increasingly involved in overseeing the work of the school.

All statutory requirements are met and the school complies with all legal requirements. Resources are managed and deployed very effectively and efficiently. New purchases are linked to the school's educational priorities and their use is carefully monitored.

Financial management is very good and spending is well matched to the school's priorities. The school provides very good value for money.

Recommendations

In order to maintain high standards and improve further, the school needs to:

R1. refine its assessment procedures so that;

- (a) pupils' achievements are periodically and objectively assessed against NC criteria;
- (b) challenging but achievable targets are set for pupils;
- (c) pupils' progress, including their progress in the acquisition of basic and key skills, is tracked, reviewed and where necessary supported.

R2. develop a whole school scheme of work to ensure the progressive development of pupils' basic and key skills across the whole curriculum.

The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

Acknowledgement

The inspection team would like to thank the governors, headteacher, staff and pupils, for their co-operation and courtesy throughout the inspection.