

**Inspection under Section 28 of the  
Education Act 2005**

**A Report on the Quality of Education in**

**Llangyfelach Primary School  
Pengors Road  
Llangyfelach  
Swansea  
SA5 7JE**

**School Number: 6702157**

**Date of Inspection: 14/01/08**

**by**

**Michael T. Ridout  
78730**

**Date of Publication: 17/03/08**

**Under Estyn contract number: 1112507**

**© Queens Printer and Controller of HMSO 2008: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The copyright in the material must be acknowledged as aforementioned and the title of the report specified.**

Copies of this report are available from the school. Under the Education Act 2005, the school must provide copies of the report free of charge to certain categories of people. A charge not exceeding the cost of reproduction may be made to others requesting a copy of the report.

Llangyfelach Primary School was inspected as part of a national programme of school inspection. The purpose of inspection 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 information about the performance of their child's school.

The inspection of Llangyfelach Primary School took place between 14/01/08 and 16/01/08. An independent team of inspectors, led by Michael T. Ridout 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:

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

There are three types of inspection.

For **all** inspections, there is a written report on seven key questions.

For **short** inspections, there are no subject reports.

For **standard** inspections, there are also reports on six subjects.

For **full** inspections, there are also reports on all subjects.

**Estyn decides the kind of inspection that a school receives, mainly on the basis of its past performance. Most schools receive a standard inspection. All nursery schools, special schools, pupil referral units and any new or amalgamated schools receive a full inspection.**

This school received a **full** inspection.

## Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of 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 reach the age of 5 during the academic year. Year 1 refers to the year group of pupils who reach the age of 6 during the academic year and so on. Year 13 is the year group of students who reach the age of 18 during the academic year.

Primary phase:

Year	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
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

<b>Contents</b>	<b>Page</b>
<b>Context</b>	1
<b>Summary</b>	2
<b>Recommendations</b>	8
<b>Standards</b>	9
Key Question 1: How well do learners achieve?	9
<b>The quality of education and training</b>	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?	16
<b>Leadership and management</b>	19
Key Question 5: How effective are leadership and strategic management?	19
Key Question 6: How well do leaders and managers evaluate and improve quality and standards?	20
Key Question 7: How efficient are leaders and managers in using resources?	21
<b>Standards achieved in subjects and areas of learning</b>	23
Under fives	23
English	27
Welsh second language	28
Mathematics	29
Science	30
Information technology	31
Design and technology	32
History	33
Geography	34
Art	35
Music	36
Physical education	37
Religious education	38
<b>School's response to the inspection</b>	39
<b>Appendices</b>	40
1 Basic information about the school	40
2 School data and indicators	40
3 National Curriculum assessments results	41
4 Evidence base of the inspection	42
5 Composition and responsibilities of the inspection team	43

## **Context**

### **The nature of the provider**

1. Llangyfelach School is a community primary for boys and girls aged three to eleven years. There are eight classes: a nursery providing morning and afternoon sessions, a reception class and six single age groups classes. In total, there are 185 full-time equivalent (fte) pupils on roll. The average class size is 24.1 (not including the nursery). There are 9.2 (fte) teachers, including the head teacher and three part-time teachers. There are two full-time and two part-time qualified learning support assistants (LSAs).
2. The school is situated to the north of Swansea adjacent to the M4 motorway. Llangyfelach retains much of its village identity. The majority of housing is private with the smaller number of older original buildings being outnumbered by a large housing estate. There are a small number of rented properties. The school describes the area as generally neither prosperous nor economically disadvantaged but including a significant minority of relatively prosperous homes. About one third of pupils attending the school come from outside the local area. Around eight per cent of pupils are entitled to free school meals; this is well below national and local averages. Few pupils are from ethnic minorities. None comes from homes where Welsh is the first language. English is the predominant language spoken and the school teaches Welsh as a second language.
3. Baseline assessments indicate that children's attainment on entry to reception is above local averages. Subsequent assessments indicate a significant number have high attainments. Around nine per cent of pupils are identified as having SEN. This is a lower proportion than is found in most schools. No pupils have a statement of SEN.
4. The school was previously inspected in February 2002. Since that time, the number on roll has declined a little, the number and organisation of classes remains similar but there have been five staff changes in the last three years. The school building was remodelled in 2005/6 and significant changes in staff have occurred. The school holds the Basic Skills Quality Mark and Investors in People accreditation.

### **The school's priorities and targets**

5. The school's work is guided by a mission statement: 'Children First' and the following aspirations and aims: We value all children equally; each child is given the opportunity to reach their full potential; we will encourage positive and independent attitudes to learning; we want all children to believe in themselves; we expect all children to show respect for other people and their property; we will ensure that all children are made aware of and are proud of their heritage and culture.
6. The school development plan (SDP) identifies a very wide range of priorities, the most significant being to improve learning and teaching in order to raise standards, to develop a skills based curriculum and implement the Foundation Phase, to develop the role of governors and subject leaders and to monitor the effectiveness of provision.

## Summary

7. Llangyfelach Primary School provides a caring and supportive ethos; it successfully promotes good behaviour and pupils attain good standards in the core subjects by the age of eleven. However, there are important shortcomings in some aspects of provision that mean pupils, and the more able in particular, do not consistently achieve their potential.

### Table of grades awarded

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

8. In its self-evaluation report the school judged all of the key questions as Grade 1. In contrast, the inspection team differs markedly in the grades awarded. The evidence indicates good rather than outstanding features, and some important shortcomings.
9. In accordance with the Education Act 2005, I am of the opinion, and HMCI agrees, that this school is in need of significant improvement.

### Standards

10. In 39 lessons or parts of lessons observed standards of achievement were judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
18%	38%	41%	3%	-

11. In 56 per cent of lessons observed standards of achievement were good or better. This represents an improvement compared with the last inspection. The figures match the 2010 Welsh Assembly Government (WAG) target that the quality of learning should be Grade 3 or better in 98 per cent of lessons, but are overall below those published in Her Majesty's Chief Inspector's (HMCI) Annual Report 2005-2006, where standards in primary schools in Wales were reported to be Grade 2 in 65 per cent of lessons and Grade 1 in 12 per cent.

12. The first-hand evidence of the inspection indicates that there is a positive impact in the provision for the under fives and for older pupils in KS2. However, the evidence from discussions with pupils and scrutiny of their previous work reflects widely variable standards and reveals some important gaps in their prior knowledge and skills.
13. The quality of the educational provision for the under-fives, taken overall, is appropriate to their needs and children make very good progress towards the Desirable Outcomes for Children's learning.
14. The standards achieved in the areas of learning for the under-fives are judged as follows:

<b>Area of learning</b>	<b>Nursery</b>	<b>Reception</b>
Language, literacy and communication skills	Grade 1	Grade 1
Personal and social development	Grade 1	Grade 1
Mathematical development	Grade 1	Grade 1
Knowledge and understanding of the world	Grade 1	Grade 1
Physical development	Grade 1	Grade 1
Creative development	Grade 1	Grade 1

15. Children under-five make a very good start in acquiring basic and key skills in communication, numeracy and information and communications technology (ICT) and they acquire appropriate bilingual skills particularly well.
16. The standards achieved in subjects in both key stages were judged as follows:

<b>Inspection Area</b>	<b>Key stage 1</b>	<b>Key stage 2</b>
English	Grade 2	Grade 2
Welsh second language	Grade 2	Grade 2
Mathematics	Grade 2	Grade 2
Science	Grade 3	Grade 2
Information technology	Grade 2	Grade 2
Design and technology	Grade 4	Grade 4
History	Grade 3	Grade 3
Geography	Grade 4	Grade 4
Art	Grade 2	Grade 2
Music	Grade 4	Grade 4
Physical education	Grade 3	Grade 2
Religious education	Grade 4	Grade 4

17. Since the last inspection in 2002 standards in KS1 remain good in mathematics and Welsh as a second language. They have improved in English, information technology and art and remain similar in science and physical education but have fallen in design and technology, history, geography, music and religious education.
18. In KS2 standards have improved in English, Welsh as a second language, mathematics, science, information technology, art and physical education. They remain similar in history, but have fallen in design and technology, geography, music and religious education.

19. The standards evident in pupils' work do not consistently reflect the good standards indicated by NC performance indicators. This inspection reports important gaps in pupils' knowledge and skills in design and technology, geography, music and religious education.
20. Standards in speaking, listening, reading, writing and ICT are good, but use of these skills in cross-curricular contexts is seldom maximised, except in upper KS2. In numeracy pupils have good computational skills, but they lack sufficient competence in thinking mathematically. Standards in bilingual skills develop steadily across the school and in upper KS2 pupils demonstrate good levels of competence.
21. The results of the 2007 National Curriculum (NC) teacher assessments in KS1 indicate standards were above the national average in English, mathematics and science. In comparison with similar schools having more than eight per cent, but less than 16 per cent of pupils entitled to free school meals, standards were above average in mathematics and well above average in English and science.
22. In KS2 the 2007 results of NC teacher assessments indicate standards were above national figures in English, mathematics and science. In comparison with similar schools, standards were above average in English and mathematics and average in science.
23. Taking the school's 2001 NC results as a baseline there is an improving trend overall in both key stages. In KS2 results dipped in 2005 and 2006 and improved markedly in 2007.
24. Pupils with SEN make appropriate progress towards the targets set for them in individual education plans (IEPs). Pupils of average and above average ability make variable progress. Progress is limited where tasks are insufficiently challenging.
25. Pupils' behaviour and their attitudes to learning are good.
26. Levels of attendance are very good and pupils are usually punctual.
27. In most classes pupils have too few opportunities to develop their capacity to work and study independently.
28. Pupils' personal, social, moral and wider development is good. This is a strong feature of the school's provision.
29. Pupils have a good understanding of equal opportunities issues and they are prepared appropriately to take an active role in their community; their awareness of diversity develops well but their understanding of the work place is limited.

### **The quality of education and training**

30. In 46 lessons or parts of lessons the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
20%	35%	41%	2%	2%

31. In 55 per cent of the lessons observed teaching was good or better. These figures are better than the last inspection but they are below the national picture as reported by HMCI in her annual report 2005 – 2006 and the WAG target for teaching to be grade 2 or better in 80 per cent of lessons by 2010. Nationally, the quality of teaching is reported to be good in 79 per cent of lessons, with 17 per cent having outstanding features.
32. The quality of teaching for the under fives is good with outstanding features. For the most part teaching in KS1 and in lower KS2 has good features that outweigh shortcomings and in upper KS2 teaching is generally good and on occasions it is outstanding.
33. Teachers and LSAs successfully establish good working relationships with pupils. This is a good feature of teaching. Where teaching is confident, rigorous and engaging, pupils are well motivated and achieve well. However, on occasions it is over-directed and the full range of learning skills is not fully developed.
34. There is a lack of consistency in lesson planning. In the best examples the learning objectives are clear, but where teaching has shortcomings the objectives are not developed sufficiently to ensure an appropriate range of learning experiences.
35. The effectiveness of lesson planning is widely variable. It is not always sufficiently precise and effective in taking account of day-to-day assessments and adapting tasks to enable pupils to build successfully on prior learning. This is particularly the case for more-able pupils and those with SEN.
36. There is good emphasis on developing English oracy skills and in general teachers successfully promote bilingual skills.
37. The recently developed system of assessment, beginning with an appropriate baseline assessment and subsequently using a range of standardised tests is comprehensive and rigorous. However, the data is not always used fully and effectively to shape learning in line with the needs of individual pupils.
38. The methods of day-to-day recording of individual pupils' progress lack consistency, resulting in a lack of rigour in the review and monitoring of progress.
39. Under the guidance of teachers, pupils in KS2 set their own personal targets in core subjects and in behaviour. Older ones learn to evaluate pieces of their own work and that of their peers. This is a good feature. However, in KS1 pupils' involvement in assessment strategies is at an early stage.
40. The school fails to meet the statutory requirements for reporting to parents in both key stages. This is because the annual reports do not adequately indicate progress in all subjects.
41. Good features outweigh shortcomings in the provision to meet pupils' learning needs. The provision for the under fives has outstanding features. Across both key stages the provision is broad and equally accessible, but it does not meet the needs of the range of pupils fully, in particular the more able.

42. The school has recently adopted a skills based curriculum delivered through a series of topics or themes. In upper KS2 this is generally effective in promoting exciting and challenging experiences for pupils.
43. However, the scrutiny of planning and pupils' previous work across the school shows that the programmes of study in design and technology, geography, music and religious education are not implemented fully. This is an important shortcoming as the statutory requirements are not met in full.
44. There is good emphasis in planning to develop pupils' basic skills in literacy and numeracy. The school is developing its planning to promote key skills in literacy, numeracy and ICT, although the effectiveness of implementation is widely variable.
45. The provision to enrich pupils' learning experiences, such as through educational visits is good. A good range of extra-curricular activities, including after school clubs is provided.
46. The provision to promote pupils' personal development, including spiritual, social, moral and cultural aspects, is good overall. However, provision does not always contribute well to pupils' spiritual development. The requirement to provide a daily act of collective worship is not always fulfilled.
47. The curriculum is enriched by effective partnerships with other providers. Good features outweigh shortcomings in the extent to which the curriculum promotes awareness of the workplace and develops links with the wider community. Insufficient opportunities are planned to develop pupils' early business and entrepreneurial skills. This aspect is underdeveloped.
48. The Cwricwlwm Cymreig is promoted appropriately and there is very good provision in promoting bilingual skills in the early years and in upper KS2.
49. The school's promotion of education for sustainable development and awareness of global citizenship is good overall.
50. The quality of pastoral care, support and guidance is good. There are well documented policies and procedures to ensure the safety and well being of everyone within the school.
51. The school successfully works in partnership with parents and carers. The vast majority are very supportive of the school. An appropriate home-school agreement is in place.
52. There are effective procedures to promote good behaviour, attendance and punctuality. The procedures to monitor pupils' academic performance have good features and some shortcomings.
53. The quality of provision for pupils with additional learning needs, including those with SEN, has both good features and shortcomings. The school is developing its provision in line with the recommendations of the SEN Code of Practice (CoP).
54. The overall quality of provision to promote equal opportunities is good and the school positively fosters race and disability equality and awareness of diversity.

## **Leadership and management**

55. The school's aims and values are reflected well in its supportive and purposeful ethos. Leadership provides clear direction, particularly in pastoral aspects.
56. Educational leadership has some good features although shortcomings are evident in strategic planning to bring about improvements. The impact in resolving the issues identified by the last inspection in 2002 is limited. However, recent changes in staffing, together with the revision of roles and responsibilities, are promoting good teamwork. This is most evident in the early years and upper KS2.
57. The governing body (GB) is well informed by the head teacher; it is strongly supportive of the school and is developing its role as a critical partner. However, it does not meet fully its statutory obligations for collective worship, reporting to parents and delivering the programmes of study in four subjects.
58. The role of teachers as curriculum leaders and managers is being developed. This issue was raised at the time of the last inspection.
59. The school has not established effective self-evaluation arrangements. The self-evaluation report identifies some areas for development, but the grades awarded indicate a lack of rigour in judging the quality of provision.
60. Although the school can demonstrate an improving trend in NC results, celebrate outstanding features in provision for the under fives and identify improvements in teaching, especially in upper KS2, the effectiveness of planning for improvement is limited, because some important and long standing shortcomings remain.
61. The school is well staffed and resourced and the accommodation provides a good setting for effective learning and teaching. In general, resources are matched appropriately to the school's needs.
62. The efficiency of day-to-day management systems has good features and shortcomings. The basic organisation of the school is appropriate, but the absence of effective procedures to assure the best use of lesson time and maximise the use of resources such as the hall and ICT sometimes reduces efficiency.
63. There are appropriate arrangements to provide teachers with time during the teaching day for planning, preparation and assessment tasks (PPA), but there are no formalised procedures to review the effectiveness of this provision on standards or monitor how the time is used.
64. Although overall standards on the basis of teacher assessments have improved well since the previous inspection, this inspection finds wide variations in pupils' achievements across the subjects of the curriculum. Furthermore, issues identified in previous inspections, relating to standards and strategic management, remain. As a consequence the school falls short in providing best value for money in some aspects of its work.

## Recommendations

The school and the GB, together with the support of appropriate agencies, including the Local Education Authority (LEA), should work to:

- R1 raise standards in design and technology, geography, music and religious education and raise standards further in other subjects where shortcomings are identified;
- R2 improve the progress and achievement of more able pupils;
- R3 improve the consistency and rigour in lesson planning and ensure the effective use of assessments to promote learning;
- R4 improve educational leadership and strategic planning;
- R5 establish effective self-evaluation and monitoring arrangements linked to the school's priorities;
- R6 promote consistently the development of study skills, including pupils' good capacity for independent learning;
- R7 consistently implement schemes of work;
- R8 ensure that all statutory requirements are met.

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 3: Good features outweigh shortcomings

65. The findings of the inspection team differ from the school's self-evaluation in that the school judged this key question Grade 1. The inspection team did not find sufficient evidence of outstanding features to support the grade awarded by the school and also identified some shortcomings. The standards evident in pupils' work do not consistently reflect the good standards indicated by NC performance indicators.

66. In 39 lessons or parts of lessons observed standards of achievement were judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
18%	38%	41%	3%	-

67. In 56 per cent of lessons observed standards of achievement were good or better. This represents an improvement compared with the last inspection. The figures match the 2010 WAG target that the quality of learning should be Grade 3 or better in 98 per cent of lessons, but overall they are below those published in HMCI's Annual Report 2005-2006, where standards in primary schools in Wales were reported to be Grade 2 in 65 per cent of lessons and Grade 1 in 12 per cent.

68. The first-hand evidence of the inspection indicates that there is a positive impact in the provision for the under fives and the older pupils in KS2. However, the evidence from discussions with pupils and scrutiny of their previous work reflects widely variable standards and reveals some important gaps in their prior knowledge and skills.

69. The quality of the educational provision for the under-fives, taken overall, is appropriate to their needs and the children make very good progress towards the Desirable Outcomes for Children's learning.

70. The standards achieved in the areas of learning for the under-fives are judged as follows:

Area of learning	Nursery	Reception
Language, literacy and communication skills	Grade 1	Grade 1
Personal and social development	Grade 1	Grade 1
Mathematical development	Grade 1	Grade 1
Knowledge and understanding of the world	Grade 1	Grade 1
Physical development	Grade 1	Grade 1
Creative development	Grade 1	Grade 1

71. Children under-five make a very good start in acquiring basic and key skills in communication, numeracy and ICT and they acquire appropriate bilingual skills particularly well.

72. The standards achieved in subjects in both key stages were judged as follows:

<b>Inspection Area</b>	<b>Key stage 1</b>	<b>Key stage 2</b>
English	Grade 2	Grade 2
Welsh second language	Grade 2	Grade 2
Mathematics	Grade 2	Grade 2
Science	Grade 3	Grade 2
Information technology	Grade 2	Grade 2
Design and technology	Grade 4	Grade 4
History	Grade 3	Grade 3
Geography	Grade 4	Grade 4
Art	Grade 2	Grade 2
Music	Grade 4	Grade 4
Physical education	Grade 3	Grade 2
Religious education	Grade 4	Grade 4

73. Since the last inspection in 2002 standards in KS1 remain good in mathematics and Welsh as a second language. They have improved in English, information technology and art, remain similar in science and physical education, but have fallen in design and technology, history, geography, music and religious education.
74. In KS2 standards have improved in English, Welsh as a second language, mathematics, science, information technology, art and physical education. They remain similar in history, but have fallen in design and technology, geography, music and religious education.
75. There are important gaps in pupils' knowledge and skills in design and technology, geography, music and religious education. Pupils' achievements are not always a true reflection of the good levels of attainment indicated in baseline assessments and the data from standardised tests.
76. Overall standards in speaking, listening, reading, writing and ICT are good but use of these skills in cross-curricular contexts is seldom maximised, except in upper KS2. In numeracy pupils have good computational skills, but they lack sufficient competence in thinking mathematically. Standards in bilingual skills develop steadily across the school and in upper KS2 pupils demonstrate good levels of competence.
77. Regardless of background pupils achieve similar levels of success at school.
78. The results of the 2007 NC teacher assessments in KS1 indicate standards were above the national average in English mathematics and science. In comparison with similar schools having more than eight per cent but less than 16 per cent of pupils entitled to free school meals standards were above average in mathematics and well above average in English and science.
79. In KS2 the 2007 results of NC teacher assessments indicate standards were above national figures in English, mathematics and science. In comparison with similar schools, standards were above average in English and mathematics and average in science.
80. Analysis of the results of teacher assessments in both key stages indicates that a greater proportion of pupils than is found nationally attain higher than expected levels at the end of both key stages. Furthermore, the proportion attaining at least

the expected level in English, mathematics and science, known as the core subject indicator, was in comparison with similar schools, well above average in KS1 and average in KS2 in 2007.

81. Taking the school's 2001 NC results as a baseline there is an improving trend overall in both key stages. In KS2 results dipped in 2005 and 2006 and improved markedly in 2007. Although there is some fluctuation in the relative performance of boys and girls from year to year overall there are no significant differences.
82. Pupils with SEN make appropriate progress towards the targets set for them in IEPs. The majority of other pupils, being of average and above average ability, make variable progress in knowledge and skills, as the work undertaken is seldom challenging enough or developed sufficiently over time in some classes. However, pupils learn a great deal incidentally and achievement improves well in upper KS2.
83. In both key stages individual learning targets in the core subjects highlight what pupils need to do to improve. Pupils develop an appropriate awareness of how they are progressing and by the end of KS2 the majority make good progress towards fulfilling their potential and they are prepared appropriately for the next stage of learning.
84. Pupils' attitudes to learning are good and they are very well behaved overall. They are keen to learn, co-operate willingly and show good interest and the majority are well motivated, sustain concentration and apply themselves well in the tasks they are set. Their good behaviour reflects the strong emphasis the school places on consideration, courtesy and regard for all who are involved in the school community.
85. Attendance and punctuality are very good. Overall attendance for the past three terms averages 95 per cent. This represents a good improvement since the last inspection in 2002 and is above the WAG target of less than seven per cent absence annually. Incidences of unauthorised absence are low and pupils are usually punctual.
86. In most classes pupils have too few opportunities to develop their capacity to work and study independently. As a consequence they are over reliant upon teachers' direction. However, when given opportunity to use their initiative and make choices in the planning and organisation of their own work they develop study skills well.
87. Pupils' personal, social, moral and wider development is good. This is a strong feature of the school's provision. The supportive ethos of the school, the positive relationships between members of staff and the moral guidance provides pupils with a secure set of values to guide them.
88. Pupils have a good understanding of equal opportunities issues and they are prepared appropriately to take an active role in their community; their awareness of diversity develops well, but their understanding of the work place is limited.

## The quality of education and training

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

#### Grade 3: Good features outweigh shortcomings

89. The findings of the inspection team differ from the school's self-evaluation in that the school judged this key question Grade 1. The wide variation in learning and teaching reported in the inspection is contrary to the school's evaluation.

90. In 46 lessons or parts of lessons the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
20%	35%	41%	2%	2%

91. In 55 per cent of the lessons observed teaching was good or better. These figures are better than the last inspection but they are below the national picture as reported by HMCI in her annual report 2005 – 2006 and the WAG target for teaching to be grade 2 or better in 80 per cent of lessons by 2010. Nationally, the quality of teaching is reported to be good in 79 per cent of lessons, with 17 per cent having outstanding features.

92. At the time of the inspection three teachers were employed on a temporary basis.

93. The quality of teaching for the under fives is good with outstanding features. Teachers and LSAs work effectively to provide a vibrant and stimulating range of learning tasks. They engage the children well, demonstrate a very good understanding of how young children learn and successfully ensure learning is fun.

94. For the most part teaching in KS1 and in lower KS2 has good features that outweigh shortcomings and in upper KS2 teaching is generally good and on occasions it is outstanding.

95. Where teaching is confident, lively and engaging, pupils are well motivated and achieve well in relation to their prior learning. However, on occasions teaching is over-directed and opportunities to develop the full range of learning skills are not fully developed.

96. Teachers and LSAs successfully establish good working relationships with pupils that foster interest in learning. This is a good feature of teaching.

97. Taken overall teachers have good subject knowledge, such as in information technology and the early years. They have a sound knowledge of recent developments in primary education and this is having a positive impact, particularly in the early years and in upper KS2.

98. There is a lack of consistency in lesson planning. In the best examples, the learning objectives are clear and these are made known to pupils in terms that they understand during the lesson. The format of planning used provides appropriate details of content that identifies the key skills to be developed, including study skills in some cases, but the objectives are not always developed to ensure an appropriate range of learning experiences is provided.

99. Teaching is most successful where a variety of teaching approaches and learning styles are used. Where teaching is less effective, shortcomings include lengthy introductions, over-direction, insufficiently challenging tasks and a slow pace to learning, because pupils are not sufficiently engaged.
100. Teaching promotes equality of opportunity appropriately and successfully addresses issues of gender equality throughout the school's activities.
101. There is good emphasis on developing English oracy skills and in general teachers successfully promote bilingual skills, such as using incidental Welsh within day-to-day routines. Examples of good practice are evident in the nursery and upper KS2.
102. The effectiveness of planning in meeting pupils' individual needs is widely variable. Lesson planning is not always sufficiently precise and effective in taking account of day-to-day assessments and adapting tasks to enable pupils to build successfully on prior learning. This is particularly the case for more able pupils and those with SEN.
103. The rigour of assessment has good features and shortcomings. The recently developed system of assessment, beginning with an appropriate baseline assessment and subsequently using a range of standardised tests is comprehensive and rigorous. However, although the data is analysed, the information provided is not always used fully and effectively to shape learning in line with the needs of individual pupils.
104. The use of assessment for the under-fives is effective and is clearly linked to the Desirable Outcomes for Children's Learning. Baseline assessments are rigorously implemented and annual reports to parents give a clear, detailed picture of children's achievements in the six areas of learning.
105. The arrangements for end of key stage teacher assessments are appropriate. However, there is limited evidence of effective moderation of these assessments. Portfolios of work in English and information technology, assessed and annotated using NC criteria, are available. The former was produced in conjunction with other schools. Although teachers are developing portfolios in other subjects these are not related to NC levels and their usefulness in guiding teacher assessments is very limited.
106. The school fails to meet the statutory requirements for reporting to parents in both key stages. This is because the annual reports do not adequately indicate progress in all subjects.
107. Pupil progress is assessed on a regular basis, and an appropriate range of approaches is used to make judgements about pupils' attainment. These include teachers' assessments and results of standardised tests. Appropriate use is made of this data to set end of key stage targets and to track the progress of individuals and year group cohorts of pupils over time.
108. The methods of day-to-day recording of individual pupils' progress lack consistency, resulting in a lack of rigour in the review and monitoring of progress and in planning for their future development. Pupils' work is marked regularly, and, in general, teachers make positive comments on pieces of work. In a minority of cases teachers offer clear, written guidance to pupils on how they can improve. In the majority of

classes there is adequate oral feedback, resulting in pupils gaining a good understanding of the purpose of assessment and an awareness of some of their strengths and weaknesses. Under the guidance of teachers, pupils in KS2 set their own personal targets in core subjects and in behaviour. They use their 'Reflection Books' effectively to evaluate pieces of their own work and that of their peers. In KS1 targets are set for groups rather than for individuals and pupils' involvement in self-assessment strategies are at an early stage.

109. Parents state that they are happy with the school's 'open door' policy, enabling them to discuss their child's work informally and they value the system of visiting the school formally on consultation evenings to discuss their child's progress with teachers.

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

**Grade 4: Some good features, but shortcomings in important areas**

110. The findings of the inspection team differ from the school's self-evaluation in that the school judged this key question Grade 1. Most of the outstanding features identified by the school have good rather than outstanding features and most importantly the curriculum is not implemented fully in some subjects.
111. Good features outweigh shortcomings in the provision to meet pupils learning needs and provide them with a range of opportunities to achieve their potential. Children under five have access to a very good range of exciting indoor and outdoor learning experiences. This provision has outstanding features. Across both key stages the provision is equally accessible to all pupils, but it does not meet the needs of the range of pupils fully, in particular the more able.
112. Appropriate policies and detailed schemes of work provide a suitable basis to ensure appropriate breadth, balance and progression in learning across all subjects. The school has recently adopted a skills based curriculum delivered through a series of topics or themes. In upper KS2 this is generally effective in promoting exciting and challenging experiences for pupils. In current work there are good examples of effective cross-curricular planning linking elements of English, information technology, history and art. The provision of homework is generally appropriate.
113. The scrutiny of planning and pupils' previous work across the school shows that the programmes of study in design and technology, geography, music and religious education are not implemented fully. As a consequence there is a lack of coverage, coherence and progression in these subjects. This is an important shortcoming.
114. The statutory requirements of the NC in design and technology, geography and music and of the locally agreed syllabus in religious education are not met.
115. In other subjects good features outweigh shortcomings. The provision is good in English, mathematics, information technology, art and physical education. However, the curriculum does not consistently develop pupils' investigative skills in science and their study and enquiry skills in history.

116. There is good emphasis in planning to develop pupils' basic skills in literacy and numeracy. The school is developing its planning to promote key skills in literacy, numeracy and ICT, although the effectiveness of implementation is widely variable. In upper KS2 the provision is developing well, but in other classes opportunities are often missed to develop pupils' thinking and study skills, including writing, numeracy, ICT, creativity and problem solving. Planning for the acquisition of these skills is underdeveloped.
117. The provision to enrich pupils' learning experiences is good. A significant number of pupils benefit from instrumental tuition and learn to play the violin. Educational visits linked to study themes and the contribution of visitors with particular expertise makes a significant contribution. However, there is limited evidence in some classes to show that follow up tasks related to visits or presentations are used to develop pupils learning and skills effectively.
118. A good range of extra-curricular activities is provided. Clubs include chess, languages, ICT, fitness club, art and sports. The school provides appropriate opportunities for participation in competitive sports and older pupils benefit substantially from residential visits, including opportunities to engage in outdoor pursuits.
119. The provision to promote pupils' personal development, including spiritual, social, moral and cultural aspects, is good overall. Moral and social development is promoted well through activities in personal and social education (PSE) and frequent opportunities for pupils to help those less fortunate than themselves, for example, by raising money for charity. Members of staff foster values, such as justice and honesty, consistently and this has a positive impact.
120. The school actively promotes pupils' cultural development, for example by providing opportunities for them to work with authors and artists and to visit museums and art galleries. Good emphasis is placed on raising pupils' awareness of cultural diversity.
121. Daily assemblies offer valuable guidance to pupils on moral issues and celebrate individual achievements but this provision does not always contribute well to pupils' spiritual development. There is appropriate planning to ensure assemblies provide broadly Christian teaching and include an appropriate act of collective worship, such as through the regular contributions of a visiting Church worker. However, opportunities for guided reflection, including the elements of reverence, praise and prayer were not evident in all assemblies seen. As a consequence the requirement to provide a daily act of collective worship is not always fulfilled. However, in Y6 pupils reflect a sensitive appreciation of the music they study and their responses to images of the Second World War during an English lesson are outstanding.
122. The curriculum is enriched by effective partnerships with parents. Links with other primary schools and its partner secondary school are successful in promoting curricular initiatives. Furthermore, the school has effective partnerships with an initial teacher training university and close links with nearby further education colleges. It provides mutually beneficial placements for student teachers and a teacher has received training in mentoring skills. It also provides placements for childcare students and work experience opportunities for pupils attending the secondary school.

123. Good features outweigh shortcomings in the extent to which the curriculum promotes awareness of the workplace and develops links with the wider community. Pupils' awareness of local community history is promoted for example, through links with the Penllergaer Trust. There are some connections with local businesses, for example supermarkets, and visitors, including the Community Policeman, talk to pupils about their work. The school identifies improving links with employers and the community as areas for development. However, the current shortcomings show that the key issue 'to improve links with industry,' identified by the last inspection has not been resolved.
124. The routine use of incidental Welsh to promote pupils' bilingual skills is generally well established. There is very good practice in promoting pupils' responses in the early years and in upper KS2. Pupils acquire appropriate knowledge and understanding of the heritage of Wales through educational visits and celebrate the Welsh dimension through literature, the arts and humanities.
125. Although social disadvantage is not a significant factor in the area from which the school draws its pupils, it seeks to raise pupils' awareness of differences in peoples' lifestyles. Teachers challenge any form of stereotyping and promote equality of opportunity for all appropriately across the curriculum and all aspects of school life. Pupils report that they are treated fairly and equally.
126. The school's promotion of education for sustainable development is good overall enabling it to achieve the Swansea Schools Gold Award for the second time. Pupils are involved in extensive recycling initiatives and understand the significant threat that pollution poses to the future of the World. They develop good awareness of the responsibilities of global citizenship.
127. Insufficient opportunities are planned to develop pupils' early business and entrepreneurial skills. This aspect is underdeveloped. A few opportunities for problem solving and decision making are promoted through the contribution of outside providers but pupils do not sufficiently develop the skills of accounting for example, linked to fund raising initiatives.
128. Through participation in an initiative to improve the impact of learning and teaching on pupils' learning skills, the school is developing its provision to promote lifelong learning skills. This is particularly evident in Y6. Older pupils also confirm that through the School Council they have some input into helping to improve the school.

#### **Key Question 4: How well are learners cared for, guided and supported?**

<b>Grade 2: Good features and no important shortcomings</b>
-------------------------------------------------------------

129. The findings of the inspection team differ from the school's self-evaluation in that the school judged this key question Grade 1. The outstanding features identified by the school are good rather than outstanding.
130. The school manages care arrangements and the contribution of support services appropriately in meeting pupils' needs. The quality of pastoral care, support and guidance is good and pupils confirm that they feel safe and secure in school. Good relationships between pupils and all members of staff reflect well the warm and caring ethos of the school.

131. The school successfully works in partnership with parents and carers. The views expressed in the pre-inspection meeting and through a questionnaire are very positive. The vast majority of parents are very supportive of the school. They enthusiastically praise the care and guidance provided for their children. They state that they are fully informed about the care arrangements and praise the 'open door' policy of the school as it encourages them to express views and to discuss any concerns. The general consensus is that parents feel confident in approaching the school with any concerns and consider that these will be dealt with promptly and sensitively.
132. The school has well organised induction arrangements for children entering the school; these include explanatory booklets, visits and meeting members of staff. Pupils who join the school at a later stage are warmly welcomed.
133. The quality of personal support and guidance provided is good. This is evident in the promotion of values, such as respect and kindness, and the ethos of helping others is apparent, for example in the way older pupils help younger ones. An appropriate PSE programme is implemented so that pupils grow in confidence and self-esteem through discussing relevant issues with their peers. They also benefit from the input of professionals from the community, including the police and a nurse/health visitor.
134. The school council is well established and provides a suitable forum for pupils to express their views and to effect small but important changes in school routines that impact on the quality of school life. Members of the school council take their responsibilities seriously and are effective in expressing pupils' views, although opportunities to develop citizenship skills and to take greater responsibility within the school are yet to be developed fully.
135. There are effective procedures to monitor pupils' behaviour and to promote good behaviour. The procedures to ensure regular attendance and punctuality are good. Improved levels of attendance since the last inspection, success in meeting targets for attendance and the impact of incentives through the school's rewards systems exemplify this well. Registers are completed correctly at the start of the morning and afternoon sessions taking appropriate account of the requirements of WAG Circular 3/99. Although there is no first day response system in place to contact parents where reasons for absence are not immediately made known to the school, parents on most occasions contact the school stating the reason their child is unable to attend.
136. The procedures to monitor pupils' academic performance have good features and some shortcomings. The school tracks pupils' attainments on the basis of test results very well, but the monitoring of their personal and academic achievements lacks consistency.
137. There are well documented policies and procedures to ensure the safety and well being of everyone within the school. This includes appropriate arrangements for first aid, the administration of medicines, the recording of accidents and the arrangement of regular fire drills. Where appropriate, both within the school and for educational visits, risk assessments are undertaken.
138. The school promotes the benefits of a healthy diet and lifestyle. It provides fruit for mid-morning snacks, at a nominal charge, and the provision of school meals includes

healthy options. A number of extra curricular sports clubs positively encourage healthy exercise.

139. There is an appropriate policy for child protection. The GB has adopted procedures; all members of staff have undertaken appropriate training and are aware of their responsibilities in this area. The head teacher is the nominated child protection officer and there is a designated governor with a good understanding of child protection issues.
140. The quality of provision for pupils with additional learning needs, including those with SEN, has both good features and shortcomings. The school has good arrangements in place, through a range of standardised assessments, to diagnose individual learning needs. However, systems to link teacher assessments, the information provided by assessment data and the input of supporting professionals are insufficiently formalised. At present the school makes no specific provision to ensure that learning opportunities are enriched in line with the needs of the most capable pupils.
141. There is a designated governor for SEN and the recently appointed SENCo is attending training to guide him in developing provision appropriately. Sixteen pupils are identified at the school action stage of the SEN Code of Practice (CoP). Pupils have appropriate individual education plans (IEPs) that provide appropriate targets for learning, mainly in literacy. The IEPs were implemented and reviewed during the Autumn Term. The arrangements to inform and involve parents are appropriate, but there is little evidence to show that IEP targets are built upon in a focused way during lessons.
142. A register of pupils with SEN, as recommended by the SEN CoP, has recently been established.
143. The school provides a good level of support for pupils whose behaviour impedes their progress and that of others. One child has an individual behaviour plan (IBP). This is consistently implemented and the school benefits from advice and guidance provided by specialists in behaviour management.
144. The overall quality of provision to promote equal opportunities is good. Irrespective of their social, ethnic, linguistic or educational background the school supports and guides pupils appropriately.
145. Learning activities promote gender equality and teaching is generally proactive in challenging stereotypes in pupils' choices and expectations. This is clearly evident through the PSE programme, especially with older pupils.
146. The school promotes good race relations in its life and work; it has appropriate policies to promote race and disability equality and to minimise incidents of oppressive behaviour that may result in bullying or discrimination.
147. There is a suitable accessibility plan that takes account of the school's site and buildings, should there be pupils, employees and service users with physical disabilities in the school. A lift and ramps have been incorporated into the building during rebuilding works. The GB meets its statutory obligations with regard to disability access and has agreed a disability equality scheme.

148. The school recognises and actively promotes respect for diversity. It fosters greater understanding of diversity through the curriculum and has put in place appropriate action plans to promote equality and racial harmony.

## **Leadership and management**

### **Key Question 5: How effective are leadership and strategic management?**

#### **Grade 3: Good features outweigh shortcomings**

149. The findings of the inspection team differ from the school's self-evaluation in that the school judged this key question Grade 1. The inspection team did not find sufficient evidence to demonstrate outstanding features and reported some shortcomings.
150. Leadership has some good features, although shortcomings remain in strategic planning to bring about improvements. The head teacher provides clear direction, particularly in pastoral aspects. The school's aims and values are reflected well in its supportive and purposeful ethos.
151. Recent changes in staffing, together with the revision of roles and responsibilities, are promoting good teamwork. This is most evident in the early years and upper KS2. Day-to-day managerial arrangements are securely established and well understood within the school. However, despite the provision of SDPs and training opportunities for teachers, the impact of educational leadership in resolving the issues identified by the last inspection in 2002 is limited.
152. There is strong commitment to promoting equality of opportunity and enabling pupils to achieve their potential. However, some inconsistencies remain in the quality of provision. This in part results from a lack of sufficiently detailed strategic planning to help ensure whole school targets are clearly identified, corporately promoted and consistently implemented.
153. The school takes appropriate account of national and local priorities. There is a clear focus on raising standards of performance, for example through its links with partner schools, the LEA and participation in initiatives to improve learning and teaching. The school is alert to the need to continue to raise standards in line with pupils' capabilities.
154. Based on a good range of assessment information, the school sets suitably challenging targets for pupils' attainments at the end of KS2. It is generally successful in meeting these targets. However, it is less successful in meeting its goals in other areas identified in the post-inspection action plan and subsequent SDPs.
155. The arrangements for teachers' performance management are in line with statutory requirements. In addition, through discussions, the head teacher appraises the professional needs of the staff and uses the information gathered to help shape provision to promote their professional development. However, the overall effectiveness of professional development in improving the quality of provision is mixed.

156. The school has successfully implemented workforce remodelling in line with national guidelines. However, senior managers have not yet put effective strategies in place to monitor the impact of these arrangements on standards.
157. Discussion with governors, and documentary evidence, indicates that the GB is over reliant on information provided by the school. Its role as a critical partner in setting the school's strategic direction is at an early stage of development.
158. The GB is well informed by the head teacher and is strongly supportive of the school. Governors discuss key documents including the SDP, the budget and the self-evaluation report. The small number of recommendations made by the most recent audit report has been acted upon. The link role of governors assists them in monitoring areas for development identified in the SDP.
159. The GB is generally successful in meeting its statutory obligations. However, provision does not comply with statutory requirements for collective worship, reporting to parents and delivering the programmes of study in four subjects.

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

<b>Grade 3: Good features outweigh shortcomings</b>
-----------------------------------------------------

160. The findings of the inspection team differ from the school's self-evaluation in that the school judged this key question Grade 1. The inspection team found that self-evaluation and planning for improvement are not as effective as the school's self-evaluation report states.
161. The head teacher takes a key role in analysing assessment data. This information is collated, presented clearly and provides a detailed picture of levels of attainment for each cohort of pupils. Most teachers do not make sufficient use of this data in planning learning. However, the deputy head has used it well to help plan adjustments in learning and teaching for pupils in Y6. This provides a model of good practice.
162. The role of teachers as curriculum leaders and managers is being developed. This issue was raised at the time of the last inspection. Subject leaders audit provision in the subjects for which they are responsible and subject evaluations were undertaken prior to this inspection. However, it is difficult to identify links between subject evaluations, the SDP and the self-evaluation report.
163. The school has not established self-evaluation arrangements that are comprehensive, systematic and based on first hand evidence. Some information contained in the school's self-evaluation report reflects areas for development identified in the SDP but the lack of first-hand evidence reduces its accuracy. The grades awarded indicate a lack of rigour in judging the quality of provision. The judgements of the inspection team differ markedly from those agreed by the school. The grade awarded by the inspection team is lower in every key question and, except for key question four, by two or three grades lower.

164. The school seeks the views of parents and pupils through questionnaires. The responses of parents have been analysed and, whilst the views expressed are very positive, the evaluation of comments has resulted in a successful mathematics workshop for parents and the provision of more after school clubs. At the time of the inspection the analysis of pupil responses was incomplete.
165. The arrangements for self-evaluation are at an early stage of development. A good feature that promotes both involvement and understanding of the process is that subject leaders are now building up profiles of work to exemplify achievement in most subjects. The head teacher monitors lessons, but these observations are not specifically linked to planned improvements. Some subject leaders observe learning and review pupils' work, but their subject evaluations are based largely on consultations with members of staff. Whilst this is a useful source of evidence, too little account is taken of pupils' work and teachers' planning.
166. Following the last inspection the school implemented an appropriate action plan and it compiles a SDP annually. This planning provides a sound basis to promote improvement. However, although the current SDP identifies actions, resources, goals and success criteria, it does not provide sufficiently clear and prioritised targets to move practice forward in the school. Furthermore, there is an absence of monitoring arrangements to assure improvement.
167. The appointment of new members of staff provides opportunity for further improvement. This is already evident in some subjects, such as information technology, where careful audit of quality and standards results in a clear action plan for the subject. Action plans in other subjects are at differing stages of development. Furthermore, the head and deputy are developing detailed planning to provide direction and move the school forward. However, this planning has yet to impact on standards and quality across the school.
168. The school ensures that adequate resources are allocated to support improvements, for example to update ICT. Some details of planned expenditure are included in the SDP but spending plans, such as in subject areas, are not formally linked to whole school priorities.
169. Although the school can demonstrate an improving trend in NC results, celebrate outstanding features in provision for the under fives and identify improvements in teaching, especially in upper KS2, this inspection confirms that some important and long standing shortcomings remain. Therefore the effectiveness of planning for improvement is limited.

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

<b>Grade 3: Good features outweigh shortcomings</b>
-----------------------------------------------------

170. The findings of the inspection team differ from the school's self-evaluation in that the school judged this key question Grade 1. Whilst there are some good features in the use of resources, there are some shortcomings that reduce efficiency and limit standards.
171. There are sufficient appropriately qualified and experienced teachers and LSAs to provide well for pupils' learning. Both full and part-time teachers undertake subject

leadership roles and LSAs make a significant contribution to pupils' learning, particularly the under-fives.

172. Administrative, supervisory and catering staff who ensure that day-to-day routines run smoothly, and cleaning staff who keep the school spotlessly clean provide effective support. However, the absence of a permanent caretaker impacts adversely on the head teacher's time to undertake his professional duties.
173. The school has an appropriate range of resources that are easily accessible to pupils. Although there is no school library, there is a good range of books made available to pupils in their classes. Effective use is made of the local Education Library Resources Service. The organisation of book boxes to match the topics studied is a good feature in some classrooms.
174. The accommodation provides a suitable setting for effective learning and teaching with appropriate attention to site security. The computer suite is well equipped and all classes have access to digital cameras and listening centres. All classrooms have two computers and an interactive whiteboard providing access to the internet. This provision offers good opportunities to vary teaching strategies and better match pupils' different learning styles. This resource is used to good effect in upper KS2, for example.
175. The recent remodelling of the building provides good quality accommodation throughout. The building is considerably enhanced by bright and attractive displays that celebrate pupils' achievements. The outdoor environment is being developed. There are plans to provide more fully for outdoor learning, despite the terraced nature of the site, although the absence of regular access to a sports field is a constraint.
176. The basic organisation of the school in terms of classes, the deployment of staff and the availability of resources is appropriate. However, the absence of effective systems to ensure that there is the best use of lesson time and an appropriate balance of time for different activities, that subject programmes of study are delivered effectively and that the use of resources, such as the hall and ICT, are maximised, sometimes reduces efficiency.
177. Although teachers and LSAs receive appropriate training opportunities there are shortcomings in managing their work to help ensure, for example, that the recently adopted skills based planning is effective and that strategies adopted from training are consistently implemented.
178. There are appropriate arrangements to provide teachers with PPA time during the teaching day. In the last academic year qualified teachers provided the necessary teaching cover. From last September the arrangements changed. In the main PPA time is now provided by the LSA supervising lessons after the class teacher has introduced the work. In some cases two classes are amalgamated, for example for physical education, and additionally teachers have non-contact time during the Monday morning assembly.
179. Whilst teachers state they are happy with these arrangements the time for PPA is fragmented and there are no formalised procedures to review the effectiveness of this provision on standards or monitor how the time is used.

180. In general, resources are matched appropriately to the school's needs. This is evident in recent improvements, such as further investment in ICT and the purchase of a published scheme of work for mathematics. However, the absence of detailed funding arrangements in relation to priorities in the SDP makes it difficult for the school to demonstrate its strategy in planning spending decisions.
181. Although overall standards on the basis of teacher assessments have improved well since the previous inspection, this inspection finds wide variations in pupils' achievements across the subjects of the curriculum. Furthermore, issues identified in previous inspections, relating to standards and strategic management, remain. As a consequence the school falls short in providing best value for money in some aspects of its work.

## **Standards achieved in subjects and areas of learning**

### **Under fives**

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

#### **Nursery: Grade 1: Good with outstanding features**

#### **Reception: Grade 1: Good with outstanding features**

### **Outstanding features**

182. Nursery children make rapid progress in speaking skills. They use a developing vocabulary in an outstanding way to express their thoughts, for example through role play in the 'castle'. They display excellent knowledge of the names and sounds of several letters, and handle books exceptionally well.
183. An outstanding feature of language development in the reception class is the confidence children display when speaking, for example, when retelling traditional tales heard on the listening station. Their letter recognition is excellent, and more able children write simple sentences independently.

### **Good features**

184. Nursery children have good listening skills, and respond with enthusiasm to comments, stories and questions. They understand and follow Welsh and English instructions well. They use emergent writing skills effectively in various situations.
185. Reception children listen attentively and ask sensible questions. They respond well to Welsh commands and greetings. They make good attempts at predicting stories, and sequence correctly when retelling tales. They underwrite and overwrite correctly, with good letter formation, and make effective use of the 'letter wall' when writing independently.

### **Shortcomings**

186. There are no important shortcomings.

**Personal and social development**

**Nursery: Grade 1: Good with outstanding features**

**Reception: Grade 1: Good with outstanding features**

**Outstanding features**

187. Outstanding features in the nursery include children's independence and their excellent relationships with other children. This is very well illustrated in the way in which they collaborate to construct a den, for example. Furthermore, they show a notable sensitivity to the needs and feelings of others.
188. Reception children have a very clear understanding of the importance of classroom rules. They concentrate on their tasks in an outstanding way and are not afraid to ask for help when necessary. Another outstanding feature of their development is the way in which they form good relationships with adults and with each other.

**Good features**

189. Nursery children work well in groups and are willing to wait their turn when playing games or using resources. They have a good awareness of the importance of hygiene.
190. Reception children are polite and respectful, and are confident when making decisions about which activities to pursue. They are curious and eager to solve problems in practical activities.

**Shortcomings**

191. There are no important shortcomings.

**Mathematical development**

**Nursery: Grade 1: Good with outstanding features**

**Reception: Grade 1: Good with outstanding features**

**Outstanding features**

192. The ability of nursery children to use mathematical language across the areas of learning is outstanding. They have excellent recall of number songs, rhymes, stories and counting games.
193. Reception children's understanding of the properties of two and three-dimensional shapes is outstanding. When discussing their work, their use of mathematical terms is excellent.

**Good features**

194. In the nursery children count successfully to ten and some beyond and they recognise numbers well. They match shapes and colours effectively and copy and create patterns confidently. They begin to gain a good understanding of mathematical concepts, such as 'less than' and 'more than,' for example through cooking activities.
195. In the reception class children recognise a good range of numbers and count successfully to twenty and some beyond. They use number lines effectively to add numbers correctly. Their understanding of the function of money develops well.

### **Shortcomings**

196. There are no important shortcomings.

<b>Knowledge and understanding of the world</b>
-------------------------------------------------

<b>Nursery: Grade 1: Good with outstanding features</b>
---------------------------------------------------------

<b>Reception: Grade 1: Good with outstanding features</b>
-----------------------------------------------------------

### **Outstanding features**

197. The understanding of children in the nursery class of the work of the builder and the work of the postman is outstanding. Their confidence in handling the digital camera to film each other participating in various activities is excellent.
198. In the reception class an outstanding feature is the way in which children compare ways of greeting people in different parts of the world. Their scientific knowledge is very good indeed; they talk about objects that sink or float in water and confidently recall other investigations with enthusiasm.

### **Good features**

199. Nursery children know the names of days of the week and the colours of the rainbow. Their understanding of the purposes of some features of the local area is good. They understand that the weather can change daily and that they must dress accordingly. They have a good awareness of some things that can be done with the computer.
200. Reception children have a very good understanding of the characteristics of different seasons and a good awareness of several differences between today and long ago. Through role play their understanding of the different jobs people do develops well. They realise that all living things need to be treated with respect and when making cakes they know what equipment is needed and use words like 'ingredients' and 'recipe' appropriately.

### **Shortcomings**

201. There are no important shortcomings.

<b>Physical development</b>
-----------------------------

<b>Nursery: Grade 1: Good with outstanding features</b>
---------------------------------------------------------

<b>Reception: Grade 1: Good with outstanding features</b>
-----------------------------------------------------------

### **Outstanding features**

202. When moving in the hall in a 'Write Dance' session, nursery children display a very good awareness of the whole body. When participating in practical activities, for example cooking and gluing, they have excellent hand and eye co-ordination.
203. Reception children show an outstanding awareness of parts of the body, as well as very good control and co-ordination when moving to music in the hall. The quality of their movement is exceptionally good as seen when they change speed and levels.

### **Good features**

204. Nursery children handle small equipment, such as building blocks, crayons and the computer mouse, with increasing control. They handle table top activities such as card games well. Their awareness of space during movement sessions in the hall is good.
205. Reception children demonstrate good fine motor skills when handling equipment such as scissors and paintbrushes. They move the cursor across the screen appropriately and have good control over the computer mouse. They have a good awareness of safety factors when moving in the hall.

### **Shortcomings**

206. There are no important shortcomings.

<b>Creative development</b>
-----------------------------

<b>Nursery: Grade 1: Good with outstanding features</b>
---------------------------------------------------------

<b>Reception: Grade 1: Good with outstanding features</b>
-----------------------------------------------------------

### **Outstanding features**

207. Nursery children engage in role play very effectively and show a lively imagination when acting fairy tales. They clap rhythms and produce different sounds using a variety of instruments in an outstanding way.
208. Reception children create vibrant, large-scale artwork, which is outstanding in quality, when working with a visiting artist. They respond with much sensitivity to music and compose simple pieces, for example music for a party, in an outstanding way.

### **Good features**

209. In the nursery class, children use a good range of materials and techniques to produce lively paintings and collages. They choose paint colours, coloured paper and sequins confidently when making their pictures. They enunciate clearly when singing.
210. In the reception class, children mix paints confidently and produce clay models of a good standard. Their artwork shows good observation skills. They sing well and use a range of percussion instruments capably.

### **Shortcomings**

211. There are no important shortcomings.

<b>English</b>
----------------

<b>Key stage 1: Grade 2: Good features and no important shortcomings</b>
--------------------------------------------------------------------------

<b>Key stage 2: Grade 2: Good features and no important shortcomings</b>
--------------------------------------------------------------------------

### **Good features**

212. Pupils develop the skills of speaking and listening well in a variety of contexts, such as recalling their learning and presenting ideas to the class. Pupils listen attentively and enthusiastically respond to questions. They express themselves confidently and extend their vocabulary well when discussing their work.
213. Standards in reading are good throughout the school. Pupils build up good levels of competence through reading an appropriate range of texts. In KS1, they read from 'Big Books' with their teacher. They gain confidence and skills in reading and learn about spelling patterns and punctuation, as well as identifying the features of books and distinguishing between fiction and non-fiction.
214. In KS1 pupils make good progress in reading and enjoy talking about the books they read. In Y2 they recall key events and characters from stories such as 'Willy the dreamer.' They confidently tackle new words when reading, making good use of picture cues and letter sounds to help them read 'new' words.
215. In KS2 appropriate progress is maintained in reading and pupils learn about libraries and how to locate information by using the contents and index. Many pupils discuss books that they have read and confidently express preferences. In Y6 they demonstrate a good knowledge of books and distinguish between different genres. They enhance their skills well through regular reading sessions and develop a sound knowledge of library and reference skills.
216. Most pupils in KS2 are familiar with fiction and non-fiction texts and distinguish between stories, reports and instructions; those with SEN who have targets in reading and writing make appropriate progress.

217. Writing skills are suitably developed across the school. In KS1 pupils describe accurately the events and characters from stories that have been read to them. They write in interesting sentences that show growing confidence in the use of a good range of vocabulary and the correct use of appropriate punctuation.
218. On occasions, across KS2, pupils draft and re-draft their work well. For example, pupils in Y4 and Y6 write poems of a high standard in response to experiences related to work in history. Older pupils interpret imagery very well indeed.
219. When extended pieces of written work are produced, the writing is generally well structured; pupils use good imagination and a wide range of vocabulary to convey interesting stories, to recount their experiences and to express their opinions. Older pupils write very well independently and discuss and analyse each other's work perceptively.
220. The scrutiny of previous work reveals that the standard of handwriting and spelling is generally good and in upper KS2 pupils' work reflects good progress in different styles of writing. Older ones produce a variety of very well structured writing.

### **Shortcomings**

221. There are no important shortcomings in pupils' overall achievements. However, in KS1 and in lower KS2 they seldom develop their writing skills sufficiently.

<b>Welsh second language</b>
------------------------------

<b>Key stage 1: Grade 2: Good features and no important shortcomings</b>
--------------------------------------------------------------------------

<b>Key stage 2: Grade 2: Good features and no important shortcomings</b>
--------------------------------------------------------------------------

### **Good features**

222. Across the school pupils' attitudes to learning Welsh are positive and their understanding of the language is good. For example, they respond quickly and appropriately to greetings and commands by teachers and to comments by support staff at lunchtime and they join in Welsh songs enthusiastically.
223. In KS1 pupils listen attentively and have a good understanding of questions and answers about the weather. They confidently count to ten in Welsh during mathematics lessons, name colours correctly and participate confidently in language games.
224. In KS2 pupils make good progress with their reading skills, showing appropriate understanding of text. They read their own work well with good expression and enunciate correctly when reading dialogue scripts.
225. Pupils in KS1 write simple sentences about the weather, compose letters to Father Christmas and write Welsh greetings on Christmas cards. They make effective use of pictures in order to build sentences.

226. Pupils in KS2 listen well and respond with enthusiasm during question and answer sessions. In Y3 they use the language confidently to ask and answer questions about the weather, using the present and imperfect tenses of the verb effectively. In Y4 and Y5 they display good progression in language patterns learnt at an earlier stage and in Y6 they use conjunctions well to extend sentences when describing their hobbies and the games they enjoy playing.
227. In KS2 pupils read familiar and unfamiliar texts with a good measure of understanding, for example, when reading from the interactive whiteboard or when reading their own work to the rest of the class.
228. Across KS2 pupils reinforce their oral work successfully in an appropriate range of written work. In Y3 they successfully build sentences about the weather; in Y4 they create lively dialogues about television programmes and in Y5 and Y6 pupils use a wide range of sentence patterns well. For example, they use the present and past tenses of the verb correctly when writing paragraphs about themselves.
229. Pupils in Y6 make particularly effective use of connectives to extend sentences and demonstrate a good ability to transfer patterns learnt in one context to another.

### **Shortcomings**

230. There are no important shortcomings. However, pupils in both key stages do not use a wide enough variety of forms to produce extended pieces of original writing.

<b>Mathematics</b>
--------------------

<b>Key stage 1: Grade 2: Good features and no important shortcomings</b>
--------------------------------------------------------------------------

<b>Key stage 2: Grade 2: Good features and no important shortcomings</b>
--------------------------------------------------------------------------

### **Good features**

231. In KS1 younger pupils confidently count to ten and some beyond. They sort everyday items using appropriate criteria and record their findings pictorially, such as in pictograms, bar charts and block graphs. They interpret these representations accurately.
232. Older pupils in KS1 quickly recall number bonds to ten and some demonstrate a secure understanding of addition and subtraction.
233. Previous work indicates that pupils in Y2 have a good knowledge of the names of many common two-dimensional shapes and have appropriate knowledge of units of length. They demonstrate their increasing understanding of place value by partitioning two-digit numbers in the context of money.
234. In lower KS2 pupils identify a range of two dimensional shapes and use the correct mathematical terms to describe and classify them. Older pupils demonstrate a secure knowledge and understanding of place value of three digit numbers,

partitioning accurately and identifying the value of each digit. They confidently extend number sequences by identifying the pattern.

235. Previous work shows that by Y4 pupils develop good skills in written computation using the methods of addition, subtraction, multiplication and division, sometimes in combination when solving number based questions. They demonstrate a good understanding that multiplication is the inverse of division when consolidating their multiplication facts. They add two two-digit numbers accurately and understand the place value of each digit.
236. In upper KS2 pupils identify a wide range of three dimensional shapes, describing their geometrical properties and using this information to classify them. In discussion, they show that they are able to visualise and describe shapes accurately.
237. Previous work demonstrates that by Y6 pupils' knowledge of place value, including decimals is secure. Through practical applications, such as costing package holidays, they show the effective application of numeracy skills. They understand that multiplication is the inverse of division and competently work with division and multiplication when converting units of length and units of time from analogue to digital representation and vice versa. They collect mathematical information, such as in a survey, and present the data collected in a variety of tables, graphs and diagrams that they interpret well.

### **Shortcomings**

238. There are no important shortcomings. However, although skills in written computation are good, many pupils lack sufficient competence in thinking mathematically, explaining the methods used and recognising alternatives.

<b>Science</b>
----------------

<b>Key stage 1: Grade 3: Good features outweigh shortcomings</b>
------------------------------------------------------------------

<b>Key stage 2: Grade 2: Good features and no important shortcomings</b>
--------------------------------------------------------------------------

### **Good features**

239. In KS1, based on first hand experience, pupils have a good knowledge of the names and properties of a range of materials. They use appropriate scientific vocabulary related to texture and appearance well, when describing the properties of everyday materials, including textiles, metals and plastics. They know that materials are chosen for their suitability based on these properties. They identify many materials used in a range of everyday objects and confidently sort and compare materials practically, recording their findings through pictures and tables.
240. Pupils in Y1 and Y2 understand how electricity is beneficial and they identify everyday items that work using electricity. Through practical tasks they make observations and simple predictions about what they think will happen, for example when substances are mixed.

241. Previous work shows that by Y2 pupils recognise and name the external parts of the human body. They identify the stages of the human life cycle and know the five human senses. They make observations and record them appropriately, for example charts relating to a class eye colour survey.
242. In lower KS2 previous work indicates that pupils have a secure understanding that light travels in straight lines and they accurately annotate diagrams to illustrate how we see things. When grouping materials they display a good range of vocabulary to describe the properties associated with different materials.
243. In Y4 pupils understand the supportive and protective purposes of the human skeleton. They exhibit first hand their understanding of the need for a varied and balanced diet and the effect of various food groups on the human body.
244. In upper KS2 pupils demonstrate through practical work, that the sun, earth and moon are approximately spherical and indicate a good understanding of their relative positions to one another.
245. In Y5 and Y6 previous work indicates that pupils accurately classify materials using criteria such as solids, liquids and gases and justify their decisions using appropriate scientific language related to their properties. They understand processes, such as evaporation and condensation and apply these processes in their work about the water cycle.
246. Pupils in Y6 develop appropriate investigational skills. They understand the principles of a fair test; they make reasoned predictions and identify variables. In practical work, they demonstrate accuracy in measurement and use the information they have collected to draw conclusions well. They represent their findings clearly in a wide range of forms, such as posters, diagrams and graphs.

### **Shortcomings**

247. In KS1 pupils do not develop fully the skills of scientific investigation and do not learn how to record scientific information in a variety of forms.
248. In KS1 pupils' knowledge and understanding of life processes, including the relationship between plants, animals and the environment, is underdeveloped. Furthermore, their understanding of forces, motion, light and sound is very limited.

<b>Information technology</b>
-------------------------------

<b>Key stage 1: Grade 2: Good features and no important shortcomings</b>
--------------------------------------------------------------------------

<b>Key stage 2: Grade 2: Good features and no important shortcomings</b>
--------------------------------------------------------------------------

### **Good features**

249. In KS1, pupils confidently use the mouse and keyboard to control events on the computer screen. They 'drag and drop' graphics and click on appropriate icons, in order to create particular effects, when using on screen tools to draw and paint.

250. In Y2 pupils demonstrate well developed skills when using a graphics program. They skilfully select the paint brush, change brush size, select colour, adjust the thickness of line and alter the colour fill effects.
251. Previous work indicates that pupils in KS1 develop appropriate competence in word processing. They amend their work and save and print the results with help. They enter information on a simple database and generate appropriate pictograms and successfully experiment with graphics and simulation programs.
252. In KS2 pupils make good overall progress. In Y5 and Y6 they achieve good levels of competence and use a range of ICT skills well.
253. In Y5 pupils use a limited colour palette to good effect. They select on screen tools and change effects with ease when creating landscapes in response to prints. In Y6 they carefully follow instructions to set up, send and receive e-mails and demonstrate good skills when researching selected websites to compare the costs of holidays.
254. A portfolio of previous work indicates that pupils in KS2 acquire appropriate editing skills in word processing; they use a range of tools to good effect when operating graphics packages and they have opportunities to develop skills in using simulations, multimedia and databases.

### **Shortcomings**

255. There are no important shortcomings. However, pupils in KS1 and lower KS2 seldom communicate their ideas using ICT in a wide enough range of contexts.

<b>Design and technology</b>
------------------------------

<b>KS1: Grade 4: Some good features, but shortcomings in important areas</b>
------------------------------------------------------------------------------

<b>KS2: Grade 4: Some good features, but shortcomings in important areas</b>
------------------------------------------------------------------------------

### **Good features**

256. Pupils in KS1 follow recipes accurately to produce bread and biscuits. When making Christmas stockings they demonstrate simple sewing skills to join materials and recorded evidence indicates that they acquire a basic understanding of control technology through inputting instructions to guide the movement of a programmable robot.
257. In Y2 pupils use junk materials successfully to make a selection of musical instruments. They evaluate their instruments at a simple level when using them to accompany a story.
258. In lower KS2 pupils use construction kits, demonstrating appropriate fine manipulative skills, to build castles with a working drawbridge.
259. In upper KS2 pupils develop their own designs for toys with moving parts after observing products on the market.

### **Shortcomings**

260. In KS1 pupils' skills in designing and making are underdeveloped. They are over-reliant on teacher direction when making simple products.
261. Pupils in KS1 do not develop sufficiently the skills of investigation and evaluation in a range of contexts. The aspects of planning, following instructions, selecting materials and producing original designs and products are underdeveloped.
262. In KS2, pupils' knowledge of materials, including textiles, and of the designing and making process, developing designs, making prototypes and using evaluations to assess fitness for purpose are undeveloped. They seldom produce original designs.
263. Pupils in both key stages have very little understanding of the place of design and technology in meeting the needs of society and their skills in using control technology are at an early stage of development.

## History

### Key stage 1: Grade 3: Good features outweigh shortcomings

### Key stage 2: Grade 3: Good features outweigh shortcomings

#### Good features

264. In KS1 pupils develop an initial understanding of change over time through considering their own development and the memories of older people. They distinguish between old and new buildings in the village and based on first hand experiences, including a visit to the Museum of Welsh Life, they identify differences between life now and in past. For instance, they identify differences in homes and schools.
265. In Y3 pupils' previous work indicates that they have studied the features of a Celtic Roundhouse. They know the features that would have been inside and outside these houses and realise that the village would have been a busy place.
266. In Y4 pupils have some knowledge of the features of Kidwelly Castle and they have observed artefacts associated with life in the castle.
267. Pupils in Y5 develop insights into the life of a miner and his family. They benefit from first hand experiences during a visit to The Rhondda Heritage Park and this enables them to begin to appreciate the rigours of life down the mine.
268. In Y6 pupils study the Second World War and have a good understanding of what it meant to be an evacuee. They have heard about the Anderson shelter that people built in their gardens to protect them from the bombs and they know that people had ID cards and sometimes wore gas masks and that foods, such as meat, cheese, tea and sugar, were rationed.

#### Shortcomings

269. Across the school pupils have a limited understanding of important historical events and of the chronology of key periods that shaped society in Wales and Modern Britain. They seldom study historical topics in sufficient depth and do not produce well-researched written, illustrated and oral accounts.
270. Pupils make insufficient use of historical sources and artefacts, so their understanding of primary and secondary evidence and how these can be interpreted in different ways is underdeveloped.

## **Geography**

**KS1: Grade 4: Some good features, but shortcomings in important areas**

**KS2: Grade 4: Some good features, but shortcomings in important areas**

### **Good features**

271. When studying the locality pupils in Y1 identify familiar landmarks and the jobs people do at points along their route to school. They record these features using their own symbols on printed maps.
272. In Y2 pupils identify the different types of houses people live in and use appropriate terms such as 'detached.' They draw simple maps of the locality to record their observations and use printed maps to give directions using appropriate language such as left and right. They successfully identify familiar landmarks on a scale map of their local area.
273. Pupils in Y3 confidently identify features and amenities in their local area. They express what they like and dislike about it and give reasons to justify their choices.
274. In Y4 pupils understand the purpose of plans and demonstrate that they can both make and use simple plans, such as ones of their classroom.
275. Pupils in Y5 begin to develop geographical enquiry skills when considering features in the environment around the school and in Y6 they draw on their knowledge of the processes of evaporation and condensation when explaining weather phenomena.

### **Shortcomings**

276. In KS1 pupils' knowledge of physical and human features is limited. They acquire too little knowledge of places beyond Llangyfelach and Swansea and although they acquire some knowledge of maps, their skills in using them are underdeveloped.
277. Across KS2 pupils' knowledge of physical features and processes is limited; their knowledge of different localities in Wales and further afield is underdeveloped and their ability to identify geographical patterns and appreciate the importance of location are minimal.
278. Pupils in both key stages do not sufficiently develop the skills of geographical enquiry and seldom develop their studies in sufficient depth to enable them to make comparisons and draw conclusions.

279. Pupils in both key stages lack sufficient experience of gathering evidence from a variety of sources, including ICT, forming conclusions and answering geographical questions in sufficient depth. Their knowledge of appropriate geographical terms is limited.

<b>Art</b>
------------

<b>Key stage 1: Grade 2: Good features and no important shortcomings</b>
--------------------------------------------------------------------------

<b>Key stage 2: Grade 2: Good features and no important shortcomings</b>
--------------------------------------------------------------------------

### **Good features**

280. Pupils across the school use appropriate art terminology well to describe their own work and that of well known artists, such as Van Gogh, and to evaluate displays of artwork around the school.

281. Across the school pupils make effective use of graphics programs to further their skills in drawing and painting. For example, in Y5 they successfully use a grey palette to create strong images in the style of Sir Kyffin Williams.

282. Pupils in KS1 handle materials and equipment confidently to create imaginative drawings, paintings and collages. They show good awareness of texture and colour in their work. They have a good understanding of the significance of primary, secondary and tertiary colours and they mix paints effectively to create interesting shades, as seen, for example, in their images of workers' cottages.

283. In KS1 pupils explore ideas and create interesting shapes in a good variety of media and show effective use of line, tone and colour in their self-portraits, for example. Their pencil sketches of the school buildings show that their observational skills develop well. Furthermore, they produce exciting objects and artefacts in three dimensions, using an appropriate range of tools and techniques, when rolling and shaping clay, for example.

284. In KS2 pupils produce imaginative and lively work using a variety of media; for example, in Y5 pupils use pencil shavings imaginatively to create exciting images. They experiment successfully with texture, colour and pattern and their three dimensional work, as seen in a model of St. Teilo's Church, is of a high standard.

285. Through visits to art galleries, pupils in KS2 develop good observation and evaluation skills. They discuss the work of Welsh artists with good understanding, referring to both style and effect. In Y5 they use the techniques of Josef Herman to good effect in their charcoal drawings of miners, which form a firm basis for their impressive ink and wash work. In Y4 they very well use the horizontal strokes, characteristic of the work of Evan Walters in their sketches. The watercolours and pastel work, based on Will Evans' portrayal of the Blitz in Swansea, produced by pupils in Y6, are of a high quality.

### **Shortcomings**

286. There are no important shortcomings. However, when creating large scale work younger pupils sometimes rely too much on support and direction from adults, thus limiting their creative skills.

<b>Music</b>
--------------

<b>KS1: Grade 4: Some good features, but shortcomings in important areas</b>
------------------------------------------------------------------------------

<b>KS2: Grade 4: Some good features, but shortcomings in important areas</b>
------------------------------------------------------------------------------

### **Good features**

287. Pupils in both key stages sing an appropriate range of songs, including Welsh folk songs, in a disciplined way.
288. In KS1 pupils identify different ways in which some musical instruments make sounds. They use a range of untuned instruments appropriately to illustrate a story and distinguish well between loud and quiet sounds. They realise the value of having a conductor when performing music and watch her carefully when playing simple pieces.
289. In KS2 pupils have some understanding of graphic scores through using a composing program on the computer.
290. Pupils in Y6 listen critically to music; they voice their opinions effectively and give sensible reasons for their preferences. They succeed in focusing well on specific musical elements when making their evaluations.
291. In KS2 a significant minority of pupils receive violin lessons; they make good progress and achieve good standards. They handle instruments and bows effectively, confidently read music and perform well as a group.

### **Shortcomings**

292. The limited musical knowledge, skills and understanding of the elements of music by the majority of pupils across the school is a major shortcoming.
293. Pupils in both key stages do not explore a sufficient range of sounds from which they can select, combine and arrange, in order to compose pieces of music effectively.
294. Pupils across the school do not improvise and create compositions in response to various stimuli. They seldom produce musical work that achieves good standards of performance; their knowledge of instruments, composers and musical styles is undeveloped.
295. The majority of pupils do not appraise their own and others' music perceptively nor do they evaluate music from a sufficient range of styles, cultures and traditions.

<b>Physical education</b>
---------------------------

<b>Key stage 1: Grade 3: Good features outweigh shortcomings</b>
------------------------------------------------------------------

<b>Key stage 2: Grade 2: Good features and no important shortcomings</b>
--------------------------------------------------------------------------

### **Good features**

296. Pupils of all ages understand the importance of a warm-up and cool-down routine before and after energetic physical exercise. They wear appropriate clothing and footwear for physical education lessons and observe safe routines.
297. Pupils in KS1 clearly describe the effect of exercise on their bodies and in KS2 they are well aware of the benefit of regular exercise and its contribution to a healthy lifestyle.
298. In Y1 pupils demonstrate appropriate control of a range of movements. They change direction and speed when walking and running and make good use of the floor space to avoid others. They practise the skills of sending and retrieving a ball appropriately and when working individually to form body shapes, some show good balance and control of wrist, hand and arm movements.
299. In Y2 pupils enthusiastically create sequences of dance movements in response to music and some work diligently to practise and refine their movements.
300. In Y4 pupils have good control and balance when performing a variety of simple gymnastic movements. They perform stretching, walking and jogging movements to warm-up and enthusiastically perform a range of moves, including 'angry cat,' 'star' and 'scorpion.'
301. In Y6 pupils demonstrate appreciation of traditional Welsh folk dancing and most perform and refine whole dances with increased control. They show clarity of body shape and a good sense of rhythm and many acquire new skills quickly. Many use appropriate vocabulary when evaluating their own work and that of others.
302. A range of secondary evidence indicates that pupils achieve sound standards in all aspects of physical education. The majority learn to swim at least 25 metres by the age of 11 and participation in club activities and competitive games raises standards. The school's provision is enhanced by outside agencies and this has a positive impact on the standards achieved.

### **Shortcomings**

303. In KS1 pupils do not sufficiently develop the quality of their movement and games skills and do not develop fully the skills of evaluation.

<b>Religious education</b>
----------------------------

<b>KS1: Grade 4: Some good features, but shortcomings in important areas</b>
------------------------------------------------------------------------------

<b>KS2: Grade 4: Some good features, but shortcomings in important areas</b>
------------------------------------------------------------------------------

### **Good features**

304. Pupils in Y1 accurately recall the Christmas story using words and through sequencing pictures.
305. In Y2 pupils begin to identify objects and symbols associated with religious faiths, for example they learn about the rituals of prayer in the Muslim and Jewish traditions.
306. In Y3 pupils identify key figures in the Hindu religion, as shown in a portfolio of previous work, and further their experiences through a visit to a Hindu temple.
307. In Y4 pupils further their knowledge of Judaism through a visit to a synagogue and increase their understanding of Christian worship through visiting Llangyfelach Church. They demonstrate an early understanding of religious symbols and the celebration of festivals within Jewish and Christian worship.
308. In Y5 pupils identify how groups with a religious foundation, such as The Salvation Army, support disadvantaged people within the community.
309. Pupils in Y6 can name the special books associated with the Christian, Muslim and Jewish faiths. They know that these books are treated with reverence and have a developing understanding of some religious signs and symbols.

### **Shortcomings**

310. In KS1 pupils' knowledge of religious beliefs and customs, including those from the Christian tradition, is underdeveloped.
311. In KS2 pupils have limited understanding of the importance of religious belief and customs in the lives of families and insufficient opportunities to reflect upon the value of relationships and to consider their position as an individual in the worldwide family.
312. Across the school pupils' sense of enquiry and curiosity is not sufficiently encouraged, in order for them to ask a wide enough range of questions about religious beliefs, practices and customs. Their sense of awe and wonder in response to the natural world and the achievements of religious figures, both in Wales and beyond, are undeveloped. Furthermore, they do not study different religions in sufficient depth to enable them to make informed comparisons.

## School's response to the inspection

313. The staff and governors have carefully considered the outcomes of our inspection and make the following response:

314. We are especially pleased that the inspection report recognises that:

- The school provides a caring and supportive ethos and successfully promotes good behaviour and attitudes;
- By the end of KS2 the majority of pupils make good progress towards fulfilling their potential;
- The proportion of pupils attaining expected levels in English, mathematics and science, known as the core indicator, was in comparison with similar schools, well above average in KS1 and average in KS2 in 2007;
- The improving trend in NC results since the last inspection;
- The standards of achievement and teaching observed represent an improvement compared with the last inspection;
- The school is well staffed and resourced and the accommodation provides a good setting for effective learning and teaching;
- In general, resources are matched appropriately to the school's needs.

315. The school accepts the report's findings that there are shortcomings that need to be addressed. An action plan will be put into place to implement the recommendations outlined in the report.

316. A new SDP will reflect the findings of the inspection report. The governors and staff are confident that procedures already in place, along with effective planning for improvement and continued support from the LEA, will ensure that the school moves forward appropriately.

317. The school would like to thank Mr. Ridout and his team for their courtesy and sensitivity during the inspection.

## Appendix 1

### Basic information about the school

Name of school	Llangyfelach Primary School
School type	Community Nursery and Primary
Age-range of pupils	3 – 11 years
Address of school	Pengors Road Llangyfelach Swansea
Postcode	SA5 7JE
Telephone number	01792 771497

Head teacher	Mr Michael Flynn
Date of appointment	01/09/01
Chair of governors/ Appropriate authority	Mr Robert Harwood
Registered inspector	Mr Michael T. Ridout
Dates of inspection	14/01/08 – 16/01/08

## Appendix 2

### 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	16	21	27	24	24	29	20	24	185

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	7	3	9.2

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	19.4 : 1
Pupil: adult (fte) ratio in nursery classes	6 : 1
Pupil: adult (fte) ratio in special classes	n/a
Average class size, excluding nursery and special classes	24.1
Teacher (fte): class ratio	1.15 : 1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Spring 2007	87.0	93.8	95.0
Summer 2007	87.0	92.9	93.7
Autumn 2007	91.8	98.8	95.3

Percentage of pupils entitled to free school meals	8
Number of pupils excluded during 12 months prior to inspection	0

### Appendix 3

#### National Curriculum Assessment Results End of Key Stage 1:

National Curriculum Assessment KS1 Results 2007				Number of pupils in Y2:		23	
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher Assessment	School	0	0	4	30	65
		National	0	3	14	63	20
En: reading	Teacher Assessment	School	0	0	4	17	78
		National	0	4	15	55	26
En: writing	Teacher Assessment	School	0	0	4	43	52
		National	0	5	16	68	11
En: speaking and listening	Teacher Assessment	School	0	0	0	26	74
		National	0	2	11	64	23
Mathematics	Teacher Assessment	School	0	0	4	30	65
		National	0	2	11	65	22
Science	Teacher Assessment	School	0	0	0	17	83
		National	0	1	9	66	24

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	95.7	In Wales	80.1

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 2007				Number of pupils in Y6		29				
Percentage of pupils at each level										
			D	A	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	0	14	41	45
		National	0	0	0	1	4	16	50	29
Mathematics	Teacher assessment	School	0	0	0	0	0	14	41	45
		National	0	0	0	1	3	15	50	30
Science	Teacher assessment	School	0	0	0	0	0	14	45	41
		National	0	0	0	0	2	12	53	32

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by Teacher Assessment			
In the school	86.2	In Wales	74.1

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 4

### Evidence base of the inspection

- The inspection team consisted of four inspectors who worked for nine inspector days (over three days) gathering first-hand evidence. In total, 46 lessons or parts of lessons were observed, in which standards and teaching were graded. Inspectors also evaluated the pupils' work.
- The head teacher took the role of nominee, ensuring effective communication with the inspection team. The nominee attended meetings with inspectors and contributed fully to the discussion of inspection evidence.
- Inspectors observed registration sessions, school assemblies and break-times. All teachers present were observed teaching. Discussions were held with members of the teaching and non-teaching staff, representatives of the GB, parents and others, both during the initial inspection visit and during the inspection.
- All the available work and records of a representative sample of pupils from all year groups were scrutinised. Inspectors sought the views of a number of pupils in discussions with them.
- A large amount of documentation provided by the school was analysed both before and during the inspection.
- Few lessons in design and technology, history and art were planned during the period of the inspection. Judgements are based on a range of evidence including discussions with pupils and the scrutiny of previous work.
- The registered inspector held a meeting attended by nineteen parents before the inspection and considered 72 parents' responses to a questionnaire. More than 95 per cent of responses to the questionnaire were positive.
- At the end of the inspection, the main findings were discussed with the head teacher. A short time after the inspection, meetings were held with the head teacher and deputy head teacher, members of staff, and the governors, to report the findings of the inspection. Two officers of the LEA attended the latter meeting.

## Appendix 5

### Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr. Michael T. Ridout Registered Inspector	Context Summary Recommendations Key question 1: How well do learners achieve? Key question 2: How effective are teaching, training and assessment? Key question 5: How effective are leadership and strategic management? Additional learning needs aspect of KQ4; Efficiency aspect of KQ7. English, information technology, history and physical education.
Mrs. Zorah Evans Team inspector	Assessment aspect of KQ2. Key question 3: How well do the learning experiences meet the needs and interests of learners and the wider community? Key question 4: How well are learners cared for, guided and supported? Under-fives, Welsh second language, design and technology, art and music.
Mr. Martin Price Team inspector	Key question 6: How well do leaders and managers evaluate and improve quality and standards? Key question 7: How efficient are leaders and managers in using resources? Mathematics, science, geography and religious education.
Mr. Ivor Petherick Lay inspector	Aspects of Key Questions: 1, 3 and 4.
Mr. Michael Flynn Head teacher and nominee	Liaison with inspectors, contributions to team discussions and the school's response.

#### Acknowledgement:

The inspectors wish to thank the governing body, staff, parents and pupils of the school for their co-operation, assistance and courtesy before and during the inspection.

#### The Contractor :

E.L.L.I.S. (Cymru) Limited.  
Willastones  
13, Heol Pentre'r Felin  
Llantwit Major  
CF61 2XS