

Report by Mr Peter Mathias
Manselton Primary School– October, 2004

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

**MANSELTON PRIMARY SCHOOL
Manor Road
Manselton
Swansea
SA5 9PA**

School Number: 670/2037

Date of Inspection: 4th–8th October 2004

by

**Mr Peter Mathias
W203/78829**

Date: 6th December 2004

Under Estyn contract number:T/38/04P

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

The school was inspected under new arrangements which will be used for the inspection of all schools in Wales, from September 2004. The inspection arrangements included:

- The use of a new inspection framework;
- An emphasis on the school's own evaluation of its work';
- A representative from the school staff who worked with the inspection team as a nominee;
- The inspection of English, Welsh as a second language, science, information and communication technology, geography and physical education of the National Curriculum for pupils in Key Stage 1 and Key Stage 2.

Before the inspection, governors and staff produced a self-evaluation report that included their judgements on the work of the school. Inspectors used this report to choose areas to examine in order to confirm the accuracy of the school's judgements.

The inspection of Manselton Primary School took place between 4th – 8th October 2004. An independent team of inspectors, led by Mr Peter Mathias 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. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

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

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

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The national curriculum covers four key stages as follows:

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

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 this 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.

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Context

The nature of the provider

1. Manselton Primary School with 385 pupils on roll aged 3-11 years of age is situated on the north side of Swansea. The school serves the local residential area of Manselton and has a status of a Grade II listed building. The school was built in 1900. The school reports that pupils are mainly from homes which are neither prosperous nor disadvantaged.
2. Some 18% of pupils are considered eligible for free school meals. This is below the local authority's average of 20.9% and the all Wales average of 18.5% of pupils entitled to free school meals. Around 30% of pupils have some degree of special educational needs (SEN) of whom eight have statements of SEN. Almost all pupils have English as a first language. In the school about 3% of pupils have languages other than English as their first language. The school holds the Quality Mark for Basic Skills.
3. The entry of children into the nursery is controlled and administered by the City and County of Swansea Council (The Unitary Authority).
4. The school's aims are wide and inclusive and stress the school's commitment to equality of opportunity and to the all round development of pupils.
5. The school's major priorities for 2003/2005 include:
 - continuing to improve assessment procedures to judge pupils' progress over time;
 - strengthening teachers' planning and their subject policies and schemes of work;
 - raising standards in reading and monitoring the progress of boys;
 - the promotion of a healthy lifestyle.
6. The school was last inspected in 1998. Since then there has been a change of headteacher. The current headteacher has been in post for two years. The deputy headteacher has been absent due to long-term ill health. At the time of the inspection two of the permanent teaching staff were not at the school. Three supply teachers taught other classes.

Summary

7. Manselton is a good school, which has maintained good standards since the last inspection. The inspection team agrees with the judgements made by the school about the standards pupils achieve and with most of the school's judgements about other areas of its work. Where the inspection team disagrees with the school's self evaluation, this is because in the opinion of the inspection team the school has underestimated its effectiveness in the areas of care, guidance and support and in the leaders' and managers' effectiveness in improving quality and provision.

Table of grades awarded

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

Standards

8. Overall pupils' standards of achievement in the areas of learning and subjects inspected are as follows:

Pupils' standards of achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	5%	76%	19%	0%	0%

9. Pupils' standards of achievement in lessons are well above the Welsh Assembly Government's all-Wales targets for 95% of standards to be satisfactory and 50% to be good.
10. The overall quality of the education for children under five is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.

11. In Key Stage 1 (KS1) and Key Stage 2 (KS2) in the lessons inspected the standards of achievement are as follows:

Subject	KS1	KS2
English	3	2
Welsh second language	2	2
Science	2	2
IT	2	1
Geography	3	2
Physical education	2	2

12. Pupils with SEN make good progress and achieve the targets set for them.
13. Pupils' standards and progress in the key skills of speaking, listening, reading and writing are good in both key stages. In mathematical skills, standards and progress are good in both key stages. Standards of progress in pupils' personal and social skills are very good as are their standards and progress in using information and communication technology (ICT). Pupils make at least good use of these skills in all subjects. They use reference books and computers readily to find out information. Pupils use their skills in numeracy well for a variety of purposes and are able to calculate accurately.
14. In 2004, the overall standards achieved by pupils in the end of KS1 teacher assessments in English, mathematics and science were above the local and national averages and for schools considered broadly similar. The trend of improvement in the KS1 tests is however downwards and few pupils achieve the higher level (Level 3).
15. In 2004, results in the national tests for 11 year olds in English, mathematics and science were above the local average and well above the national average. The trend of improvement since 2000 in KS2 results is rising. While boys and girls perform about the same in the end of KS1 assessments, there is some evidence that in 2004 boys out-performed girls in these tests for 11 year olds.
16. Pupils' attitudes to their learning and their interests in their work are good. They behave well and work happily and constructively together. They respond positively to opportunities to work independently and are developing good work habits. A particular strength is the very good progress pupils make in their personal, social, moral and wider development. They are considerate and keen to please their teachers. Many older pupils discuss maturely with adults. They relate very well together and with adults. They show respect for people with other beliefs and of different social and cultural backgrounds. They celebrate their own cultures and those of others.

The quality of education and training

The quality of teaching in the subjects and areas of learning inspected	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	11%	63%	26%	0%	0%

17. The proportion of good and very good lessons is above the Welsh average and is higher now than it was at the time of the last inspection when 66% of lessons were good or very good.
18. In the best lessons, relationships between teachers and their pupils are very positive. Pupils are skilfully encouraged to give of their best. Teachers have high expectations of what their pupils are able to achieve. Work is well matched to the different abilities in the classes and pupils with SEN are well supported both by teachers and by their learning assistants. Lessons are brisk and purposeful because teachers explain the lessons' objectives clearly at the beginning of the lessons. Teachers regularly remind their pupils of what they need to do and the time available for the tasks to be completed. In the best lessons teachers plan carefully and review the progress pupils have made thoroughly. They have strong subject knowledge.
19. In some lessons where there are shortcomings, teachers' planning is not sufficiently detailed to enable the lessons to go forward purposefully. In some lessons teachers do not give sufficient emphasis to neat presentation or have high enough expectations of what the more able are able to achieve.
20. The school carefully analyses the progress of individual pupils and records this information in detail. Work is marked regularly and teachers' comments are nearly always helpful. There has been a comprehensive evaluation of the school's assessment procedures which has led to the establishment of a detailed whole school system for tracking the progress of pupils over time in English, mathematics and science. This is yet to be extended to all other subjects. There is insufficient information in samples of pupils' work in most subjects to indicate what standards pupils should be working towards and what teachers should expect of their pupils. Reports to parents meet statutory requirements.
21. The school provides well for all pupils to experience a very broad and balanced curriculum which is significantly enhanced by a good range of out of school activities and clubs. Good emphasis is placed on Y Cwricwlwm Cymreig. The school responds well to pupils' learning needs. All legal requirements are met and policies are in place. The school provides very well for pupils' personal development including their spiritual, moral, social and cultural development. The school's links with parents and its partnership with other schools and interested parties is very good.
22. The school provides very good standards of care, guidance and support. There is a very close working relationship between parents and the school. The school has highly effective procedures to identify any pupils who may have additional learning needs. Links between the special educational needs co-ordinator (SENCO) and staff are very effective and result in individual programmes of work which are carefully matched to the needs of individual pupils. Pupils, when they begin school are made to feel very welcome and settle into routines very well. Procedures to monitor pupils' attendance are very thorough and effective. Attendance rates are above the Welsh average.

Leadership and management

23. The quality of leadership shown by the headteacher is very good. The senior management team and school improvement group work constructively and successfully with the headteacher and staff. There is a strong sense of team work and commitment from all staff to raise standards further. Staff work happily and enthusiastically in pursuit of initiatives to make teaching and learning more effective. They have high aspirations for themselves and for their pupils. A particular strength is the progress being made to address national priorities and to evaluate and improve ways of planning and teaching. There have already been notable improvements, for example in writing and in ICT. However, the roles of co-ordinators are in the main still under-developed.
24. Governors play a very effective role in the school and work closely with the headteacher and staff, for example in accurately assessing the school's strengths and weaknesses. They are working closely in a well-informed way to help the school achieve its longer term priorities and ambitions. There are well-established procedures for the governing body to manage the school's finances and to establish best value in its spending decisions. The school has made good progress in addressing the key issues of the previous inspection report.
25. The overall provision of staffing, accommodation and resources is good. Pupils are very well supported by a well-deployed, experienced and capable staff. Resources are generally of a very good quality and quantity. They are well used. Decisions over spending are clearly linked to the school's priorities for improvement. Overall the school gives good value for money.

Recommendations

26. In order to improve the school in the areas inspected, the staff and governing body need to.
1. raise standards in English and geography in KS1 and have higher expectations of what the more able pupils in KS1 should achieve;
 2. improve the quality of handwriting and the presentation of pupils' work across the school, which the school is beginning to address;
 3. continue to refine assessment procedures to enable teachers to judge speedily and efficiently the progress of pupils in all subjects;
 4. continue to develop the roles of co-ordinators so that they are able to evaluate at first hand and on a planned basis, the success of initiatives they are pursuing and the quality of teaching and learning in their subjects;
 5. address the shortcomings indicated in the report in respect of the school prospectus and the governor's annual report to parents.
27. 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 2: Good features and no important shortcomings

28. Overall the findings of the inspection team matched the judgements made by the school in the self-evaluation report.

Pupils' standards of achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	5%	76%	19%	0%	0%

29. The overall quality of the education provision for the children under five is appropriate to their needs and children are making good progress towards the Desirable Outcomes for Children's Learning. In KS1 and KS2 in the subjects inspected, the standards achieved are as follows:

Subject	KS1	KS2
English	3	2
Welsh second language	2	2
Science	2	2
ICT	2	1
Geography	3	2
Physical education	2	2

30. Children under five make good progress in key skills. Children aged three are attentive and listen to instructions carefully demonstrating good language and numeracy skills. They can count to five in English and Welsh and are beginning to recognise letter sounds and symbols. Children's numeracy skills are good, the large majority of children being able to count to ten and recognise numerals to five. Children's language and literacy skills are good. They speak confidently, recognise some letters of the alphabet and are beginning to write independently. All children are familiar with using computers and the majority use ICT with very good control.
31. Children under five make very good progress in personal, social and learning skills. Children aged three know the daily routine well and relate very well to adults and each other. They take part in activities eagerly and show a very good disposition to learning. Children aged four take turns fairly, listen to others and respect each other's views.
32. In KS1 and KS2 pupils' standards and progress in the key skills of speaking and listening, reading and writing are good. In mathematical skills standards and progress are good in both key stages. Standards and progress in pupils' personal and social skills are very good as are their skills and progress in using ICT across the school. Pupils make at least good use of these skills in all subjects. They use

reference books and computers readily to find out information. Pupils use their skills in numeracy well for a range of purposes and are able to calculate accurately.

33. At the end of KS1 in 2004, pupils' attainment in the national assessments in English, mathematics and science were above the local and national averages and above schools considered to be broadly similar. The trend of improvement since 2000 in KS1 results is however downward and few pupils achieve the higher level (Level 3). There is no evidence of any significant variation in the performance of boys and girls in these assessments.
34. In KS2 in 2004, pupils' attainment in the National Curriculum subjects of English, mathematics and science were above the local average and well above the national average. The trend of improvement since 2000 in KS2 results is rising. There is some evidence to suggest that recently boys out-perform girls in these test.
35. Pupils' attitudes to learning, interest in their work and ability to sustain concentration are good. Pupils are keen to work in lessons, reply, ask questions and work with enthusiasm.
36. Pupils are well behaved in and around the school. Good behaviour and positive attitudes and relationships are particularly evident during break times and lunchtimes. The teaching staff have good relationships with pupils as do the non-teaching staff. Pupils are friendly and courteous to each other, and to visitors contributing positively to the work of the school as a community.
37. The school has a good anti-bullying policy together with a reward system for good behaviour and general attitudes to learning in school. The school council actively plays an important part in school life.
38. In their response to the pre inspection questionnaire, 97% of the parents agree or strongly agree the school achieves high standards of good behaviour and that the school's values and attitude have a positive effect on their children.
39. During the last year one pupil was excluded.
40. The average level of attendance for the three terms prior to the inspection was 92%. Most pupils attend school regularly and are punctual at the start of the day. Patterns of absence are systematically monitored as data is computerised. The school has a close working relationship with the Education Welfare Officer (EWO).
41. The school registration procedures are good and fully comply with NAW Circular 3/99.
42. The school works hard to help pupils to develop the ability to work independently and make pupils see themselves as part of a community, supporting one another as they move through the key stages of the school.
43. Throughout the school, pupils understanding of equal opportunities issues is developing well. They are gaining an understanding and respect for the diversity of beliefs, attitudes to cultural traditions in society for example, a large number of

visitors to the school for example, from the local church and community, as well as, visits by the pupils to the local churches, places of interest and sports events helps to broaden pupils' understanding of their own community and the workplace. Links with industry are under-developed. Currently there are no links with the Education Business Partnership (EBP).

The quality of education and training

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

Grade 2: Good features and no important shortcomings

44. Overall, the findings of the inspection team match the judgements made by the school in its self-evaluation.
45. In the lessons observed the quality of teaching was judged as follows:

The quality of teaching in the subjects and areas of learning inspected	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	11%	63%	26%	0%	0%

46. The quality of relationships in the classrooms is very good. There is nearly always a busy, purposeful atmosphere in which pupils are encouraged enthusiastically by their teachers to give of their best. Teachers have high expectations of their pupils and give their pupils confidence to try hard when they are uncertain. In the very best lessons, the teachers skilfully catch the interest of their pupils so that they are able to identify with people in different situations from their own and to reason difficult answers to moral questions. Work is well matched to the range of abilities within the classrooms and pupils with SEN play a full part in what goes on. They are well supported by their teachers and learning assistants. Lessons are purposeful and the pace of learning is often brisk because the teachers make the objectives of the lessons clear at their start. These objectives are referred to regularly as the lessons move on. As a result, all pupils know what is expected of them and strive hard to complete their work in the time set. The teachers review pupils' progress thoroughly at the end of the lessons so that pupils know if they have achieved well. In the best lessons, teachers reviewed this progress systematically and identified clearly to pupils where there was a need to revisit a particular aspect of the lesson. The teachers foster discussion between pupils well; giving encouragement and reassurance in a supportive and business like way so that pupils nearly always work together willingly and constructively.
47. Across the school pupils are eager to please their teachers. From an early age, pupils are encouraged, very successfully by their teachers and adult helpers to work independently. For example, in ICT pupils are regularly reminded of how to save and retrieve their own work from their own files.
48. A particular strength in the teaching is the knowledge and expertise shown by teachers, for example in the way that writing is taught in English. Many teachers have a thorough understanding of the strategies to use to encourage pupils to write in a range of styles for different purposes. Similarly when teaching ICT

many teachers set a good example to their pupils in the confident way they use the hardware and software. They demonstrate a thorough mastery of the skills they wish their pupils to learn. When pupils try for themselves, teachers are very mindful to ensure that boys and girls have equal access to resources and take turns fairly. Across the school, teachers take opportunities well to use incidental Welsh in their lessons in order to reinforce pupils' skills in the language.

49. Where the teaching has some shortcomings, teachers' planning is not sufficiently well organised to ensure that lessons have a real sense of purpose. The pace of learning is too slow. In some lessons the skills of developing a neat, legible style of handwriting are under emphasised and in these lessons teachers are too ready to accept second best.
50. Throughout the school the progress of individual pupils is recorded purposefully in the pupils' 'profile' books. Work is marked regularly to give pupils comments on their achievements. In the best examples, the comments explain to pupils how they can improve their work. A good system has been introduced for pupils to evaluate their own work, set targets for improvement with their teacher and review their progress.
51. The school has undertaken a comprehensive evaluation of its assessment system as a result of which a new assessment policy has been developed to support improvements. Analysis of information from national and standardised tests has been used effectively to promote higher standards in English, mathematics and science. Subject portfolios for English, mathematics and science contain useful examples of assessed work to indicate the levels that should be achieved. In other subjects this is yet to be completed.
52. Annual reports to parents meet statutory requirements and also provide an opportunity for parents to make written comments on their child's progress and achievements. When evaluating improvements in standards in English, mathematics and science insufficient comparison is made with the standards reached in other schools. Except in English, mathematics and science, collections of pupils' work to identify the standards the school expects do not contain sufficient information.

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

Grade 2: Good features and no important shortcomings.

53. Overall, the findings of the inspection team match the judgement made by the school in the self-evaluation report.
54. The school responds well to pupils' learning needs. It provides good opportunities for all pupils to experience a very broad and balanced curriculum. All legal requirements are met. The quality of teachers' long and medium term planning and subsequent written evaluation is very good in all the subjects inspected. This is a strength in the school curriculum. However, the school needs to ensure that short-term lesson planning is addressed with equal rigour in all subjects.

55. As pupils move through the school, the curriculum builds systematically on existing knowledge, understanding and skills. Teachers make good provision for children under five and ensure that their learning experiences lead naturally into the National Curriculum programmes of study. There is a very effective system for tracking pupil progress across the core subjects of English, mathematics and science. Pupils with additional needs are supported very well either in class or through an effective system of withdrawal. Lessons in the special needs area parallel the work being done in class. Teachers group pupils appropriately in lessons, to enable successful, differentiation of work. However the school has correctly identified a need to ensure that the most able pupils are being challenged. Pupils from minority ethnic backgrounds settle very well into the school and receive valuable support from the Ethnic Minority Learning and Achievement Service (EMLAS).
56. The school has been awarded the Quality Mark for Basic Skills for a second time and monitors the key skills in different subjects through its long and medium term planning. ICT skills and personal and social skills in particular are very good across the curriculum. Short-term lesson planning for key skills across the curriculum, however, is underdeveloped.
57. In the nursery and reception classes very good provision is made for children's personal and social development. Children are encouraged to relate well to others, develop independence and caring attitudes.
58. Pupils' learning experiences are broadened and enriched by a wide range of well-attended extra-curricular activities including sports and ICT clubs, Urdd connections, and arts and craft competitions. All pupils have equal access to these. Class work is reinforced by educational visits. For example, childrens' understanding and appreciation of their culture and heritage is enhanced by visits to museums, galleries and places of historic interest. Older children in KS2 have gained valuable experiences on residential fieldwork courses at Dan-y-Coed, Borfa and Port Eynon. The computer suite, Intranet and Internet have added a wider dimension to childrens' learning. There are very good links with the local community especially the churches whose visiting ministers frequently conduct assemblies. The richness and variety of provision make a real contribution to standards of achievement and pupils' personal development. Despite the fact that the school has not been able to progress with its personal and social education policy (PSE) due to staff illness, pupils benefit from effective behaviour and achievement reward systems. There is good use of discussion lessons and an established school council to encourage pupils to be aware of their social responsibility.
59. The school promotes pupils' spiritual, moral, social, and cultural development very well. The headteacher, staff and governors are successful in creating a caring ethos built on consideration and respect for others. School assemblies are happy occasions, which offer guidance in spiritual and moral issues and promote a strong sense of community, especially in the celebration of pupils' achievements. There is a climate of positive behaviour, with teachers providing good role models.
60. Pupils relate very well to each other, consistently offering mutual help and support in work and play. They readily volunteer for, and accept, responsibility and carry out duties such as Helpwr y Dydd sensibly and cheerfully. Pupils understand the

need to help other less fortunate than themselves and regular support is given to a number of local and national charities.

61. The school's provision for promoting bilingual skills and Y Cwricwlwm Cymreig ensures that pupils are given opportunities to acquire good knowledge and understanding of the traditions and cultures and history of Wales.
62. The school's links with parents, its partnership with other schools and colleges and with the broader community are very good. Parents are very supportive of the school. They value the ready access they have to the headteacher and staff. In the pre-inspection meetings with parents and in the questionnaires returned to the inspection team, parents were very happy with the standards of work and progress.
63. Parents are kept well informed through regular newsletters, an informative prospectus, the annual report of the governing body and by informal daily contact with staff. Many parents attend family learning programmes, curriculum workshops and consultation meeting with teachers to discuss their children's work and progress. A good partnership is developed with parents from an early stage. Early Years staff work diligently to provide parents with information and opportunities to become involved in their children's education.
64. A number of parents give freely of their time, helping out in classrooms, accompanying pupils on educational visits and in fund-raising for the school. The Parent Teacher Association (PTA) organises social and fund raising events, which enhance the local community and provide the school with a valuable source of additional income. Good pastoral and administrative links have been developed with the local secondary school to which pupils transfer. The effective partnerships the school enjoys enrich and deepen the learning experience.
65. Currently there are no links with employers to support staff training and development through teacher placement.
66. The school has as one of its strengths the successful development of the Welsh language and bilingual competence in its pupils. Displays in the classrooms and in the school throughout are reflective of the culture and society of Wales. The requirements for Y Cwricwlwm Cymreig are met.
67. The school promotes equal opportunities for all pupils to take part in sports clubs, the school choir, after school clubs and all other aspects of school life. These clubs and activities help develop pupils' personal skills and foster good relationships with one another.
68. The school has drawn up an Eco- Project, regarding energy savings, litter and waste disposal. This is helping pupils to have a good understanding of ownership, global citizenship, the environment around them and the care it needs.
69. The school takes full part in many local events for example, The John Charles Memorial Service, marking the association he had with the school, and in Carol Concerts at Christmas and other related activities.

70. The school has a very good relationship with the parents. There is a strong and supportive Parent Teacher Association (PTA), which raises funds for the school for equipment. Regular newsletters are produced for parents.

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

Grade 1: Good features with outstanding features

71. Overall, the findings of the inspection team do not match the judgement made by the school in the self-evaluation report.
72. Learners are well cared for, guided and supported. Support programmes are carefully integrated into the school's work so that they meet the needs of learners and ensure equality of opportunity. All statutory requirements are met.
73. The provision for learners with SEN is very good. The school provides highly effective early identification, assessment and monitoring of individual needs which contributes significantly to raising pupils' achievements. In particular, an outstanding feature is the arrangements for delivering support by individual and group withdrawal into specialist areas or by in-class support have been well-planned and organised so that all pupils have access to the full curriculum. Pupils with SEN have been very well supported by dedicated and effective staff.
74. The systems organised by the SENCO are very secure. Lesson observation revealed good teaching by the new curriculum support teacher and pupil support staff. The new curriculum support teacher has introduced an extra-curricular 'Live and Active' club for pupils with developmental and co-ordination difficulties. Progress has been made across a whole range of learning skills.
75. Class teachers and the SENCO work closely together to ensure that individual programmes closely match the needs of pupils. Parents have the opportunity to contribute to target setting and pupils are encouraged to evaluate their own performance. In KS2, all pupils are encouraged to set themselves learning targets and there are some interesting developments in helping pupils learn how to learn. Individual provision is appropriately differentiated throughout the school though this is more effective in English, mathematics and science than other subjects. The school has correctly identified a need to develop an individual tracking system to ensure that more able pupils are sufficiently stretched.
76. Pupil behaviour is very good and reinforced through effective reward systems such as "Golden Time" and the acquisition of 'shell currency' in the Manselton Primary Awards Scheme. In addition to specific lessons on personal, social and health related topics, pupils receive good levels of support and guidance during discussion lessons. In individual lessons, there are many opportunities provided for all pupils to develop self-esteem and self-worth. The headteacher manages the school's behaviour policy very effectively. When necessary, however, additional support through individual programmes has been given to pupils whose behaviour impedes their own progress and that of others.
77. The school's mission statement states that it "values the individuality of all children irrespective of ethnicity, attainment, age, disability, gender or

background.” To this end, the school provides clear effective documentation on inclusion, equal opportunities, multicultural education, English as an additional language and disability discrimination. The school also seeks to identify barriers to learning and to provide appropriately to meet a diversity of needs. In practice, it is very successful in ensuring all pupils have a common curriculum experiences and do achieve a high degree of educational inclusion across race, ability and gender. The school has also gone some way towards analysing assessment results for groups of children to inform teacher planning.

78. In particular, the school has approached the question of disability discrimination very well by auditing current provision and producing an action plan. Opportunities to make alterations to assist movement around the school are, in practice limited the school is on three storeys with narrow stairs. There is a disabled toilet at ground level and some wide doorways. There is a small room set aside for medical inspections. The nursery unit has pushchair ramps.

Leadership and management

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

Grade 2: Good features and no important shortcomings

79. Overall, the findings of the inspection match the judgement made by the school in the self-evaluation report.
80. The quality of leadership shown by the headteacher is very good. There is a strong sense of purpose and direction to the work of the school which emanates from the frank and straightforward way in which the headteacher discharges his responsibilities. All staff have been successfully encouraged to think critically of their own ways of planning and working. They have carried out a careful and accurate audit of the school’s strengths and areas for development and work hard together to achieve their objectives, for example in raising standards in English and mathematics.
81. The school has also recently put in place a series of initiatives to track pupils’ progress and to analyse carefully where pupils need additional help. These also include well-established procedures to compare the performance of different groups of pupils including the relative performance of boys and girls. These initiatives are very closely linked to national priorities for example, in raising standards in literacy and numeracy, in developing a wider curriculum and in strengthening pupils’ skills in ICT.
82. The headteacher’s expectations of teachers and pupils are high and realistic. Teachers and parents, as well as governors, have been closely involved in deciding what the longer-term priorities for the school should be and in working towards their achievement. Standards in English, mathematics and science at the end of KS2 have been improved in comparison to those in 2000, reflecting the school’s increased commitment to analysing carefully assessment information in these subjects and in planning new schemes of work and ways of teaching. These initiatives are still to have a similar impact on standards in KS1 which the school has identified as a priority.

83. The headteacher has successfully put into effect new initiatives to enable curriculum co-ordinators to begin to evaluate in more detail the strengths and areas of development in their subjects. Good opportunities have been well taken for co-ordinators to judge the quality of work in their subjects by looking critically at samples of pupils' work and then in discussing perceptions of that work with other teachers. The school is in the process of providing teachers with the necessary skills to observe other teachers in their work. This activity is currently performed only by the headteacher, who is well informed about how effectively pupils are taught. This information is already being well used to help to strengthen teachers' expertise.
84. Governors are well informed and provide a clear overview of the school's needs. They give a good sense of direction for the future. Many governors are regular visitors to the school and know at first hand the progress of current initiatives. Relationships between the governing body and the staff are warm and constructive. Governors are fully involved in looking at the progress of the school for example in raising standards in literacy, numeracy and ICT. The Governing Body meets its legal requirements in almost every respect. It is suitably involved in the school's self evaluation process and in the construction of the school's development plan. There are however some minor omissions in the Governing Body's annual Report to Parents, of which the Governing Body is now aware.

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

Grade 1: Good with outstanding features

85. Overall, the findings of the inspection team do not match the judgements made by the school in its self-evaluation report, where the school underestimated the opportunities of this area of its work.
86. An outstanding feature is that the headteacher, teachers and governors have undertaken a very thorough audit of the school's strengths and areas for development. This has been conducted in a frank and open way in which those involved in the process have been able to share their perceptions of the school and the priorities for improvement.
87. The school's self evaluation document is thorough and well supported by evidence. However, in two instances the school has under estimated its effectiveness. These are in respect of the quality of care, guidance and support available to pupils and in the success of leaders and managers in evaluating and improving quality and standards.
88. The headteacher, governors and staff are very committed to raising standards. Much has been achieved in putting into place systems to evaluate pupils' progress in English, mathematics and science and to take steps to overcome weaknesses. However, this process has yet to be completed for all subjects. Plans are in place for this to happen. The roles of co-ordinators have been strengthened and many give a very positive and constructive lead to other staff, for example in the implementation of the school's well put together plans for the development of ICT.

89. An outstanding feature is the way that two groups of teachers work in very committed ways to help in the smooth management and leadership of the school. The school improvement group, which has recently begun its work is ambitious and eager to put into effect a range of new ideas to continue to raise standards further. Staff work together well and are mutually supportive of each other. The headteacher is very effective in setting and maintaining this purposeful tone to the school.
90. The school has made good progress since the last inspection. The key issues have been well addressed.

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

Grade 2: Good features and no important shortcomings

91. Overall, the findings of the inspection team match the judgements made by the school in the self-evaluation report.
92. All classes are staffed by suitably qualified and experienced teachers and classroom support staff. Teachers take responsibility for class teaching and for co-ordinating their specialist subjects. Staff have appropriate job descriptions and opportunities for professional development. Two qualified nursery nurses are attached to the nursery and reception classes and eleven part-time support staff are deployed effectively to support teachers and pupils in KS1 and 2. The headteacher is assisted in the smooth running of the school by one full-time and one part-time administrator. A full time teacher provides appropriate specialist SEN teaching, assisted by two part-time learning support assistants. Support staff play a full role in planning, teaching and recording children's progress. The school is maintained to a high standard of cleanliness by a supervisor and three cleaning staff.
93. Most subjects and areas of learning are well provided with good quality resources for teaching and learning, some of which are accessible in shared teaching areas, in addition to supplies in classrooms. ICT facilities are managed well to ensure access for all pupils. Field trips and educational visits also enable pupils to benefit from valuable first hand learning experiences.
94. The school occupies a spacious three storey Grade II listed building that is over a hundred years old. Access to teaching rooms is via a series of staircases that are colourfully painted for easy identification. Central halls on two floors are used for assemblies, school meals and physical education, while the third floor hall has been adapted to accommodate a well-stocked KS2 library and a computer suite which benefits the whole school. ICT facilities in the shared teaching areas between classrooms are used effectively to support teaching and learning. The walls of classrooms and some of the public areas of the school are enhanced by attractive displays of children's work. Good use is made of spare classrooms to house an after school club for local children.
95. The outdoor play area is safe, secure and provides good opportunities to play games that have been marked out on the playground. A small garden area provides effective learning opportunities linked with curriculum subjects such as science.

96. As there is no grassed area around the school pupils have to travel to sports facilities outside the school for games.
97. The school is well-staffed and resourced overall to teach the curriculum effectively although the recent absence through sickness of senior members of staff has led to some delays in putting into effect curriculum initiatives.
98. The school uses its mix of experienced and youthful teachers very well. The headteacher, senior management team and school improvement team work together closely to ensure that all teachers have responsibilities which match their experience, interest and expertise. Long-term supply staff are supported well.
99. The school has effective systems for performance management and for identifying and meeting the training needs of staff. It plans to raise standards further by reviewing job descriptions and extending the professional development of all staff through achieving the Investors in People Standard
100. Spending decisions are very well matched to the school's priorities as identified in the school development plan. Effective investment in ICT resources, for example, has facilitated the very high standards being achieved by pupils in this subject. Through sound management of finances, the school has acquired large reserves, which form part of a planned scheme of expenditure on premises, staffing, and specific curriculum and teaching resources.
101. Resources are reviewed regularly and systematically by the subject coordinators, the senior management team and by the Governing Body. The school uses its budget allocation and physical resources to good effect in providing high quality education; standards are good. The school provides good value for money.

Standards achieved in subjects and areas of learning

English

KS1 – Grade 3: Good features outweigh some shortcomings

KS2 – Grade 2: Good features and no important shortcomings

Good and outstanding features

102. Across the school pupils have positive attitudes to the subject. They speak confidently when they are questioned or when discussing their work with others. They are able to appreciate that when they take on a role they should use language and expression, which reflects that character. In the best examples, particularly in KS2, pupils discuss confidently and articulately the 'dilemma facing Macbeth.' They act this out well empathising with the moral questions facing him. They know that language has changed over time and that some words are now obsolete.

103. Pupils listen well and maintain high levels of concentration, for example when learning how to write persuasively or when developing a class poem about autumn. They take turns to talk and listen well so that each pupil has a good opportunity to present a point of view and for that point of view to be heard, for example when discussing the relevance of school rules.
104. In KS2 pupils write confidently for a range of purposes. They know how to structure their writing logically using 'writing frames' well in this process. They plan and draft their work well and are able to improve their work subsequently, for example by using a thesaurus confidently to "find a better word." They are able to abbreviate a lengthy statement so that it is more effective. Within KS2 pupils write good poetry in different styles and forms and are able to balance an argument. They complete "dialogues" when writing plays, so that characters speak in lively and dramatic ways.
105. In reading in KS1, pupils are beginning to learn how to build the sounds that letters make in order to read unfamiliar words. They read books which match their reading abilities appropriately. They talk confidently about their favourite characters and are able to recall some major events in well-known stories they have heard. In KS2 pupils read well both as individuals and in groups, or when sharing a text with their teacher. Some read confidently with expression and a sense of drama. Many have sensible views of why they prefer one author to another and are able to relate to individual writers and explain why they like to read them. For example, following a visit to a writing workshop, older pupils in KS2 had a clear insight into how a writer constructed his stories. Nearly all pupils in KS2 are able to read for information and have a good understanding of how to use reference materials. They are confident users of the Internet to find out information for topics they are studying.

Shortcomings

106. In KS1, standards in handwriting are too variable between classes of a similar age and too many pupils do not know how to write fluently and neatly with a joined hand.
107. Standards in reading in KS1 are not high enough and pupils in KS1 generally lack expression when reading aloud.

Welsh 2nd language

KS1 - Grade 2: Good features and no important shortcomings

KS2 - Grade 2: Good features and no important shortcomings

Good features

108. In both key stages, pupils enjoy everyday conversational Welsh. They are beginning to develop a feel for the language.

109. At KS1, pupils read aloud basic phrases and sentences clearly and with enthusiasm. They use those same phrases in simple arranged conversational exchanges.
110. Younger pupils in KS2 widen their vocabulary and extend their understanding of new language patterns using videos effectively to do this. They use simple words and phrases to write information and descriptions in their personal diaries.
111. Older pupils in KS2 are developing confidence and accuracy in speaking and offering responses. They write short basic sentences in a paragraph expressing simple factual and personal information. Pupils write conversations using positive and negative statements and are developing the use of past, present and futures tenses.
112. The consistent application of the 'helpwr y dydd' policy, the effective input of the 'Athrawes Fro', the opportunities provided in the Urdd club and a variety of community learning experiences have all had a good impact on the development of language. As a result, pupils' work demonstrates good progress across the key stages. Pupils have a growing sense of their Welsh heritage and culture.

Shortcomings

113. There are no important shortcomings.

Science

KS1 and 2 - Grade 2: Good features and no important shortcomings

Good features

114. In KS1 younger pupils begin to make predictions before carrying out practical comparisons. When distinguishing between tastes that are sweet, salty or sour they use relevant vocabulary to describe their observations and record their findings systematically in a simple pictorial or written format.
115. In KS1 older pupils show a good understanding of the properties of different materials and begin to gain awareness of friction. Through testing they learn which materials are best for a particular purpose, recognising the importance of making a test fair by keeping key factors the same each time. The majority of pupils know how to record their findings in a tabulated form.
116. In KS2 pupils continue to develop a methodical approach in their investigations. When making and testing their own models for air resistance they draw on previous knowledge of the subject, take into account the requirements for fair testing and make sensible suggestions for improving performance.
117. Small groups of older pupils work well together when investigating sound, using ICT confidently to support their enquiry. By the end of the key stage pupils use measuring equipment carefully and accurately in experiments to discover how substances dissolve. They recall previous work well, using scientific terms confidently to express their answers.

118. In both key stages pupils' scientific knowledge and understanding is extended through visits to centres such as Techniquest and XL Wales.

Shortcomings

119. There are no important shortcomings.

Information Technology

KS1 – Grade 2: Good features no important shortcomings

KS2 – Grade 1: Good with outstanding features

Good and outstanding features

120. Pupils apply their knowledge and understanding of IT confidently. They are enthusiastic and show maturity in the way they regard and use the hardware and software available to them.
121. In KS1 they are able to use passwords, open and close files and save their finished work very well. They use their skills to communicate and handle information very well. They are able to use specific programmes such as “Splosh” to draw and paint, using the toolbars accurately to draw and shade with increasing control and definition.
122. In KS1 pupils programme a computer-generated image of a toy to make it move between pre-determined places. They understand that computers are valued tools in every day life and discuss and explore in small groups ways of expressing themselves, for example by adding text to pictures.
123. In KS2 pupils build successfully on what they have learnt previously. They open files containing their previous work purposefully and confidently.
124. An outstanding feature is that pupils are well used to producing work of a high standard which is a product of a combination of skills such as incorporating text, pictures and graphs to make a presentation about their work, for example in design and technology (DT).
125. In Year 6 pupils successfully produce an interactive newspaper of very high quality. They use digital cameras to record events and visits and reproduce these images in other settings.
126. Older pupils in KS2 use sensors to measure light, sound and temperature. They know how to use the power of a computer for it to function as an electronic microscope. They are able to interpret data and use appropriate programmes to illustrate their findings in different ways. Pupils in KS2 use the Internet confidently and very well to obtain information and to utilise that information in their own work, for example when creating very attractive advertisements.

Shortcomings

127. There are no important shortcomings.

Geography

KS1 – Grade 3: Good features outweigh some shortcomings

KS2 – Grade 2: Good features and no important shortcomings

Good features

128. In KS1 younger pupils are able to identify buildings in the local area, they understand the purposes of some of the buildings and the occupations of the people who work in them. Pupils express their likes or dislikes when talking about particular features of the local environment, showing awareness of what makes a place attractive. Older pupils can use relevant vocabulary to describe different types of houses. They can locate places on a grid using simple co-ordinates.
129. In KS2 the youngest pupils know about work patterns in the locality and how people travel to work. Most of them can locate the school on a map, and follow directions to places in the area.
130. Older pupils can find Swansea on the map, identify some of the surrounding villages, and suggest routes by which they could travel from one place to another. When reading maps pupils demonstrate sound knowledge of using grid references and symbols.
131. Pupils build on their earlier awareness of environmental issues in order to identify changes that would benefit the local area. They use ICT confidently to record evidence from a traffic survey when planning specific changes that would make the roads around the school safer. Human and physical factors are considered carefully when making their decisions.
132. By the end of KS2 pupils use books and the internet well to find information when studying mountain environments. They demonstrate knowledge of other countries and can identify some of the major mountain ranges in different parts of the world.
133. Throughout the school pupils show awareness of environmental issues. In KS1 pupils understand the importance of keeping the environment clean and attractive. In KS2 pupils develop knowledge and understanding of recycling waste, saving water and energy. They gain awareness of global issues when studying rainforests.
134. As part of the ECO schools project pupils in both key stages contribute to decisions about improving the environment of the school and the wider area.

Shortcomings

135. In KS1 pupils' knowledge of other places is not developing well enough. In KS1 pupils are unsure of the meanings of geographical terms.

Physical education

KS1 and 2 - Grade 2: Good features and no important shortcomings

Good features

136. In both key stages, pupils have a secure and developing knowledge of the benefits of regular exercise and can explain clearly the effect it has on their bodies. They appreciate the social aspects of participating in sports activities and recognise the need for rules and safety procedures.
137. At KS1, pupils perform basic skills in travelling, being still, finding space and using it safely, both on the floor and using apparatus. Pupils are developing their range of skills and actions well. They create and perform short, linked sequences that show a clear beginning, middle and end and have contrasts in direction, level and speed.
138. KS2 pupils participate enthusiastically in a range of varied games activities. They use skills and tactics in attacking and defending. Their use of space, pace and change of direction to beat an opponent is developing well. Pupils' hand and eye-coordination skills in throwing, catching and directing balls at one another are good. Pupils apply and adapt skills effectively in a variety of contexts to cope with the varying physical demands of each activity. Pupils work well with others to organise and keep games going.
139. Regular and effective swimming lessons ensure that pupils develop stamina, confidence and ability in the water. They swim confidently.
140. Older pupils skills are improved with training and support from a variety of agencies such as Dragon Sports, Swansea City Community Football FA, Swansea Rugby Club, and the South Wales Constabulary.
141. Equal opportunities are given to both boys and girls to participate in a number of sporting activities and tournaments, and to participate in outdoor and adventurous activities through valuable residential experiences.

Shortcomings

142. There are no important shortcomings.

School's response to the inspection

143. The Headteacher, staff and governors appreciated the professionalism in which the inspection was carried out. All staff appreciated the opportunity for constructive dialogue with members of the inspection team.
144. The schools established process of self-evaluation was acknowledged and the initial audit undertaken by the headteacher, teachers and governors was considered a strength of the process. The judgements and observations of the inspection team in the main agree with the school's self-evaluation. The school will continue to refine the process and ensure that subject teachers are given the opportunity to become a more integral part of the process in accordance with the recommendations of the team. The report clearly highlights the schools achievements and recognition is given to the high standards achieved by pupils and staff in many aspects of school life.
145. The headteacher, staff and governors are delighted by the outcome of the inspection. The report clearly acknowledges the high standards of learning and teaching, the successful team work, which facilitates learning, and the breadth of activities, which are provided for the children of Manselton Primary School.
146. Recommendations for further development highlighted by the inspection team will be addressed and acted upon by the school.

Appendix A

Basic information about the school

Name of school	Manselton Primary School
School type	Community
Age-range of pupils	3 - 11
Address of school	Manor Road Manselton Swansea
Post-code	SA5 9PA
Telephone number	01792 652977

Headteacher	Mr J A E Jones
Date of appointment	September 2002
Chair of governors/ Appropriate authority	Mr Christopher Holley
Registered inspector	Mr Peter Mathias
Dates of inspection	4 th – 8 th October 2004

Appendix B

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	245	49	36	47	58	55	43	58	370.5

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	16	-	16

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	26
Pupil: adult (fte) ratio in nursery classes	12
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	26
Teacher (fte): class ratio	26

Percentage attendance for three complete terms prior to inspection				
Term	R	KS1	KS2	Whole School
Autumn '03	90.19	91.72	94.11	92.97
Spring '04	91.15	90.59	94.25	92.82
Summer '04	90/71	92.32	92.79	92.48

Percentage of pupils entitled to free school meals	18
Number of pupils excluded during 12 months prior to inspection	0

Appendix C

National Curriculum Assessment Results End of KS1:

National Curriculum Assessment KS1 Results 2004			Number of pupils in Y2:					59
Percentage of pupils at each level								
			D	W	1	2	3	4
English:	Teacher Assessment	School		34	11.9	79.7	5.1	
		National	0.3	3.5	13.3	63.0	19.9	0
En: reading	Teacher Assessment	School		3	10	61	25	
		National	0.3	2.5	11.2	62.9	23.0	0
En: writing	Teacher Assessment	School		3	15	76	5	
		National	0.3	5.1	14.4	68.8	11.3	0
En: speaking and listening	Teacher Assessment	School			19	81		
		National	0.3	3.8	14.0	55.3	26.3	0.1
Mathematics	Teacher Assessment	School		34	1.7	78	16.9	
		National	0.3	2.2	10.5	62.5	24.0	0
Science	Teacher Assessment	School		1.7	8.5	78.0	11.9	
		National	0.3	1.6	9.5	65.2	23.4	0

End of KS2:

National Curriculum Assessment KS2 Results 2004							Number of pupils in Y6					51
Percentage of pupils at each level												
			D	A	F	W	1	2	3	4	5	6
English	Teacher assessment	School						3.9	7.8	43.1	41.2	
		National					1	6	16	45	31	
	Test/Task	School						2	5.9	51.0	35.3	
		National		2				5	12	38	40	
Mathematics	Teacher assessment	School						2	59	49	43.1	
		National						4	19	46	30	
	Test/Task	School						2	3.9	49	39.2	
		National		2				4	18	42	33	
Science	Teacher assessment	School							9.8	54.9	33.3	
		National						2	13	49	35	
	Test/Task	School								68.6	29.4	
		National						1	9	48	39	

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)

by Teacher Assessment		by Test	
In the school	86.3	In the school	84.3
In Wales	71	In Wales	70

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

Appendix D

Evidence base of the inspection

- A team of four inspectors who were present at the school for 16 inspector days carried out the inspection.
- Pre-inspection meetings were held with parents and the governing body to discuss the life and work of the school.
- 123 questionnaires were completed by parents and carefully analysed discussions were held with the head and staff with responsibilities and support staff.
- School documentation and samples of pupils' work were examined.
- 63 lessons or sessions were observed.
- A sample of pupils' work from across the ability range in each year group was examined.
- Inspectors listened to a sample of pupils from each year group reading.
- Discussions were held with pupils about their work and about the life of the school.
- Pupils' behaviour was observed during break periods, at lunchtime and at the end and beginning of the school sessions.
- Inspectors attended assemblies and observed extra-curricular activities.
- Post inspection meetings were held with the staff and the governing body.

Appendix E

Composition and responsibilities of the inspection team

Team member	Responsibilities	Subjects
Mr P Mathias Registered Inspector	Context Summary and recommendations Key Question 1 Key Question 2 Key Question 5 Key Question 6	English Information technology
Mrs S Hammond	Contributions to key questions 5, 1,3 and 4	
Mrs M Hanney	Contributions to key questions 2 and 7	Science Geography
Dr J Hewitt	Contributions to key questions 3, 4 and 7	Welsh as second language Physical education

Acknowledgement

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

Report by Mr Peter Mathias.
School Manselton Primary – October, 2004

Inspection under Section 10 of the Schools Inspections Act 1996

**MANSELTON PRIMARY SCHOOL
Manor Road
Manselton
Swansea
SA5 9PA**

A SUMMARY REPORT FOR PARENTS

Date of Inspection: 4th–8th October 2004

by

**Mr Peter Mathias
W203/78829**

Date: 6th December 2004

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

The school was inspected under new arrangements which will be used for the inspection of all schools in Wales, from September 2004. The inspection arrangements included:

The use of a new inspection framework;

- An emphasis on the school's own evaluation of its work';
- A representative from the school staff who worked with the inspection team as a nominee; and
- The inspection of English, Welsh as a second language, science, information and communication technology, geography and physical education of the National Curriculum for pupils in Key Stage 1 and Key Stage 2.

Before the inspection, governors and staff produced a self-evaluation report that included their judgements on the work of the school. Inspectors used this report to choose areas to examine in order to confirm the accuracy of the school's judgements.

The inspection of Manselton Primary School took place between 4th – 8th October 2004. An independent team of inspectors, led by Mr Peter Mathias 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. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

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

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

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The national curriculum covers four key stages as follows:

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

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 this 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.

Context

The nature of the provider

Manselton Primary School with 385 pupils on roll aged 3-11 years of age is situated on the north side of Swansea. The school serves the local residential area of Manselton and has a status of a Grade II listed building. The school was built in 1900. The school reports that pupils are mainly from homes which are neither prosperous nor disadvantaged.

Some 18% of pupils are considered eligible for free school meals. This is below the local authority's average of 20.9% and the all Wales average of 18.5% of pupils entitled to free school meals. Around 30% of pupils have some degree of special educational needs (SEN) of whom eight have statements of SEN. Almost all pupils have English as a first language. In the school about 3% of pupils have languages other than English as their first language. The school holds the Quality Mark for Basic Skills.

The entry of children into the nursery is controlled and administered by the City and County of Swansea Council (The Unitary Authority).

The school's aims are wide and inclusive and stress the school's commitment to equality of opportunity and to the all round development of pupils.

The school's major priorities for 2003/2005 include:

- continuing to improve assessment procedures to judge pupils' progress over time;
- strengthening teachers' planning and their subject policies and schemes of work;
- raising standards in reading and monitoring the progress of boys;
- the promotion of a healthy lifestyle.

The school was last inspected in 1998. Since then there has been a change of headteacher. The current headteacher has been in post for two years. The deputy headteacher has been absent due to long-term ill health. At the time of the inspection two of the permanent teaching staff were not at the school. Three supply teachers taught other classes.

Summary

Manselton is a good school, which has maintained good standards since the last inspection. The inspection team agrees with the judgements made by the school about the standards pupils achieve and with most of the school's judgements about other areas of its work. Where the inspection team disagrees with the school's self evaluation, this is because in the opinion of the inspection team the school has underestimated its effectiveness in the areas of care, guidance and support and in the leaders' and managers' effectiveness in improving quality and provision.

Table of grades awarded

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

Standards

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

Pupils' standards of achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	5%	76%	19%	0%	0%

Pupils' standards of achievement in lessons are well above the Welsh Assembly Government's all-Wales targets for 95% of standards to be satisfactory and 50% to be good.

The overall quality of the education for children under five is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.

In Key Stage 1 (KS1) and Key Stage 2 (KS2) in the lessons inspected the standards of achievement are as follows:

Subject	KS1	KS2
English	3	2
Welsh second language	2	2
Science	2	2
IT	2	1
Geography	3	2
Physical education	2	2

Pupils with SEN make good progress and achieve the targets set for them.

Pupils' standards and progress in the key skills of speaking, listening, reading and writing are good in both key stages. In mathematical skills, standards and progress are good in both key stages. Standards of progress in pupils' personal and social skills are very good as are their standards and progress in using information and communication technology (ICT). Pupils make at least good use of these skills in all subjects. They use reference books and computers readily to find out information. Pupils use their skills in numeracy well for a variety of purposes and are able to calculate accurately.

In 2004, the overall standards achieved by pupils in the end of KS1 teacher assessments in English, mathematics and science were above the local and national averages and for schools considered broadly similar. The trend of improvement in the KS1 tests is however downwards and few pupils achieve the higher level (Level 3).

In 2004, results in the national tests for 11 year olds in English, mathematics and science were above the local average and well above the national average. The trend of improvement since 2000 in KS2 results is rising. While boys and girls perform about the same in the end of KS1 assessments, there is some evidence that in 2004 boys out-performed girls in these tests for 11 year olds.

Pupils' attitudes to their learning and their interests in their work are good. They behave well and work happily and constructively together. They respond positively to opportunities to work independently and are developing good work habits. A particular strength is the very good progress pupils make in their personal, social, moral and wider development. They are considerate and keen to please their teachers. Many older pupils discuss maturely with adults. They relate very well together and with adults. They show respect for people with other beliefs and of different social and cultural backgrounds. They celebrate their own cultures and those of others.

The quality of education and training

The quality of teaching in the subjects and areas of learning inspected	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	11%	63%	26%	0%	0%

The proportion of good and very good lessons is above the Welsh average and is higher now than it was at the time of the last inspection when 66% of lessons were good or very good.

In the best lessons, relationships between teachers and their pupils are very positive. Pupils are skilfully encouraged to give of their best. Teachers have high expectations of what their pupils are able to achieve. Work is well matched to the different abilities in the classes and pupils with SEN are well supported both by teachers and by their learning assistants. Lessons are brisk and purposeful because teachers explain the lessons' objectives clearly at the beginning of the lessons. Teachers regularly remind their pupils of what they need to do and the time available for the tasks to be completed. In the best lessons teachers plan carefully and review the progress pupils have made thoroughly. They have strong subject knowledge.

In some lessons where there are shortcomings, teachers' planning is not sufficiently detailed to enable the lessons to go forward purposefully. In some lessons teachers do not give sufficient emphasis to neat presentation or have high enough expectations of what the more able are able to achieve.

The school carefully analyses the progress of individual pupils and records this information in detail. Work is marked regularly and teachers' comments are nearly always helpful. There has been a comprehensive evaluation of the school's assessment procedures which has led to the establishment of a detailed whole school system for tracking the progress of pupils over time in English, mathematics and science. This is yet to be extended to all other subjects. There is insufficient information in samples of pupils' work in most subjects to indicate what standards pupils should be working towards and what teachers should expect of their pupils. Reports to parents meet statutory requirements.

The school provides well for all pupils to experience a very broad and balanced curriculum which is significantly enhanced by a good range of out of school activities and clubs. Good emphasis is placed on Y Cwricwlwm Cymreig. The school responds well to pupils' learning needs. All legal requirements are met and policies are in place. The school provides very well for pupils' personal development including their spiritual, moral, social and cultural development. The school's links with parents and its partnership with other schools and interested parties is very good.

The school provides very good standards of care, guidance and support. There is a very close working relationship between parents and the school. The school has highly effective procedures to identify any pupils who may have additional learning needs. Links between the special educational needs co-ordinator (SENCO) and staff are very effective and result in individual programmes of work which are carefully matched to the needs of individual pupils. Pupils, when they begin school are made to feel very welcome and settle into routines very well. Procedures to monitor pupils' attendance are very thorough and effective. Attendance rates are above the Welsh average.

Leadership and management

The quality of leadership shown by the headteacher is very good. The senior management team and school improvement group work constructively and successfully with the headteacher and staff. There is a strong sense of team work and commitment from all staff to raise standards further. Staff work happily and enthusiastically in pursuit of initiatives to make teaching and learning more effective. They have high aspirations for themselves and for their pupils. A particular strength is the progress being made to address national priorities and to evaluate and improve ways of planning and teaching. There have already been notable improvements, for example in writing and in ICT. However, the roles of co-ordinators are in the main still under-developed.

Governors play a very effective role in the school and work closely with the headteacher and staff, for example in accurately assessing the school's strengths and weaknesses. They are working closely in a well-informed way to help the school achieve its longer term priorities and ambitions. There are well-established procedures for the governing body to manage the school's finances and to establish best value in its spending decisions. The school has made good progress in addressing the key issues of the previous inspection report.

The overall provision of staffing, accommodation and resources is good. Pupils are very well supported by a well-deployed, experienced and capable staff. Resources are generally of a very good quality and quantity. They are well used. Decisions over spending are clearly linked to the school's priorities for improvement. Overall the school gives good value for money.

Recommendations

In order to improve the school in the areas inspected, the staff and governing body need to.

1. raise standards in English and geography in KS1 and have higher expectations of what the more able pupils in KS1 should achieve;
2. improve the quality of handwriting and the presentation of pupils' work across the school, which the school is beginning to address;
3. continue to refine assessment procedures to enable teachers to judge speedily and efficiently the progress of pupils in all subjects;
4. continue to develop the roles of co-ordinators so that they are able to evaluate at first hand and on a planned basis, the success of initiatives they are pursuing and the quality of teaching and learning in their subjects;
5. address the shortcomings indicated in the report in respect of the school prospectus and the governor's annual report to parents.

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.