

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

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

**Parkland Primary School  
Sketty Park Drive  
Sketty  
Swansea  
SA2 8NG**

**School Number: 6702086**

**Date of Inspection: 22 October 2007**

**by**

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Parkland 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 Parkland Primary School took place between 22/10/07 and 25/10/07. An independent team of inspectors, led by Jean Laura Hannam 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 **short** 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

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## Context

### The nature of the provider

1. Parkland Primary School was opened in 1964. It is situated west of the city centre and serves the Sketty area of Swansea. The school caters for pupils with a very wide range of abilities including those that have been identified as More Able and Talented as well as those with learning difficulties. There is a Specialist Teaching Facility that provides full time education for up to nine pupils who have moderate to severe learning difficulties. Although only eight per cent of pupils are entitled to free school meals (which is much lower than the local and national average) a significant part of the catchment area figures highly in the Welsh Index of Deprivation (twenty six per cent). Fifteen per cent of pupils have support for learning English as an additional language (EAL). Although the local area is fairly affluent, forty-five per cent of placements are from outside the immediate catchment area. There are 14 pupils who have a statement of Special Educational Needs (three per cent) and 27 (six per cent) on the School Action Plus Register. This is below the national average of twenty per cent. One class in key stage 2 has over 30 children as a result of a late but successful appeal by a family outside the catchment area.
2. At the time of the inspection there were 472 pupils on roll aged between three and eleven years; 242 of whom are boys and 230 girls. They are organised into 17 classes. The school provides nursery facilities for 60 three and four year olds who attend school on a part-time basis. The admissions criteria for entry into the reception class follows the national and Local Education Authority (LEA) guidance. Children are admitted in the term following their third birthday providing places are available. On entry assessment indicates that children admitted into the Reception have levels of attainment above those of similar schools within the Local Education Authority (LEA). There is currently one asylum seeker and two "looked after" pupils registered with the school. At the present time there are three pupils attending with minor physical disabilities. The school roll has been stable for a number of years.
3. Eighty per cent of the school speak English as their first language; the remaining 20 per cent come from various ethnic groups. There are none who speak Welsh as a first language at home. The national curriculum is not modified for any pupil and none are disapplied.
4. The school was last inspected in December 2001. Since then improvements have been made to the playground and school grounds and structural work carried out inside the building, to facilitate the forthcoming Foundation Phase. The head teacher has been in post since 1995.
5. The school has been awarded the Basic Skills Quality Mark Award, the Gold Eco Award and has Investor in People status.

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

6. Extracts from the school's prospectus:  
"We aim to make our school a place where everyone is unique; caring, sharing and learning together. Where -
  - every individual is valued and respected;
  - all relationships are based on trust, respect and personal regard for others;
  - each child finds learning enjoyable and challenging and develops a real desire to learn;
  - each child develops a positive self image, is self disciplined and achieves their potential;
  - a sound curriculum is provided which displays breadth and balance and relevance and is differentiated to reflect individual needs and talents.
  
7. Targets and priorities identified in the School Development Plan for 2007-2008 include the following:
  - further develop Assessment for Learning Strategies;
  - further develop the school grounds to accommodate the forthcoming Foundation Phase;
  - continue to develop the Transition Plan;
  - continue to develop inclusion strategies within the Specialist Teaching Facility and the mainstream school;
  - extend the existing self-evaluation strategies and procedures;
  - introduce the Foundation Phase;
  - further manage the More Able and Talented.

## Summary

8. Parkland Primary School is a good school with some outstanding features. Good quality support and teaching ensures pupils make steady progress in the core and foundation subjects so that most pupils reach their set targets and goals. The school contributes effectively to the well-being of all the pupils in its care. The school's success is built around the good leadership of the head teacher and the commitment of the various staff teams including support staff. An outstanding feature of the school is the quality of personal care, guidance and support offered to learners.

9. 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?	3
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?	2
7 How efficient are leaders and managers in using resources?	2

10. Overall, standards of attainment are good. Pupils achieve good levels in their knowledge, skills and understanding regardless of their social, ethnic or linguistic background.

11. The overall quality of educational provision for the under-fives is appropriate to their needs and pupils are making good progress towards the Desirable Outcomes for Children's Learning and the principles of the forthcoming Foundation Phase.

12. Overall pupils in key stage 1 and key stage 2 make steady progress in the core and foundation subjects and most pupils reach their set targets and goals. They are well prepared to move on to the next stage of their learning. Most pupils know how they are progressing and what they need to do to improve. The more able and talented are provided with stimulating tasks, but these are not always sufficiently challenging to motivate pupils to achieve their full potential.

13. Pupils with additional needs, including those in the Special Teaching Facility and those learning English as an additional language (EAL) make good progress towards their set targets and achieve good standards relative to their age and abilities.

14. The under-fives make good progress and achieve good standards in using the key skills of early reading and writing, numeracy and problem solving. Their bi-lingual skills have good features that outweigh shortcomings. Their personal and social, creative, speaking and listening skills and those linked to information and communication technology (ICT) are very good and have outstanding features.
15. In key stage 1 and key stage 2 pupils' standards and progress in the key skills of listening, reading, writing, numeracy, information and communications technology (ICT) and problem solving across the curriculum are good. Their competence in bilingual skills has good features that outweigh shortcomings. Speaking and creative skills are good with outstanding features. All pupils make good progress in developing their awareness of the culture and heritage of Wales and the variety of beliefs and cultures that exist within our society
16. The results of the end of key stage 1 teacher assessments in 2007 show pupils exceeding the local and national level in English and science and broadly equal to the average score in mathematics. The core subject indicator (the number of pupils reaching level two and over in all three subjects) was above the local and national levels. When compared to similar schools across Wales based on the number of pupils receiving free school meals, the school is in the lower 50 per cent in English, mathematics and the core subject indicator and the top 25 per cent in science.
17. At key stage 1 rolling averages over the past three years indicate that, compared to similar schools, performance has shown an overall improvement in English, mathematics and science although results have varied according to individual cohorts.
18. The end of key stage 2 teacher assessments in 2007 indicates pupils attain a level lower than the national and local average in English, mathematics and science and the core subject indicator (the number of pupils reaching level 4 in all three subjects). This places the school in the lower 50 per cent of similar schools in Wales in English and science and the top 50 per cent for mathematics and the core subject indicator. However, these lower levels were predicted and appropriate action taken. Results vary considerably with each cohort.
19. Although individual cohorts vary considerably, on the whole, other than in English, key stage 2 results over the last three years have remained fairly static. Generally, standards have been maintained and the school has usually been in the upper 50 per cent when compared with similar schools.
20. Pupils have a good awareness of personal, social, moral and wider values. Behaviour is good overall as all pupils understand from a young age the clear, acceptable expectations. In some assemblies however, pupils do not always find it easy to listen and behave appropriately. Whatever their ability, background or gender pupils participate in all aspects of school life.

21. Pupils make good progress in their personal, social and learning skills. They work independently and very well in groups or as individuals. They form very good relationships with staff and peers and enjoy learning.
22. Pupils over time acquire a good range of skills, positive attitudes and values that are preparing them well for their participation within their community as well as the workplace. They have strong links with the local and wider community that help to develop a good sense of citizenship.
23. Attendance and punctuality is improving slowly and figures are generally a little better than in Swansea as a whole but lower than those in nearby schools. Some parents still repeatedly take extended holidays and occasional days during term time that has a detrimental affect on the pupil's learning.

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

### **Grades for teaching**

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
6%	85%	9%	0%	0%

24. Overall the teaching is good and has shown a continuous improvement since the last inspection.
25. In lessons with outstanding features in the quality of teaching, teachers display very good questioning techniques and conduct events at a swift pace. Good features include good use of plenary sessions allowing pupils to demonstrate their understanding of what they have learnt. They also reflect the excellent relationships between members of staff and pupils that ensure a purposeful and secure working atmosphere. However, where the quality of teaching has some shortcomings, tasks are not sufficiently differentiated or challenging enough for pupils' ages and abilities. Overlong lesson introductions and over-dependence on teacher-led activities provide few opportunities for pupils to work independently.
26. Overall, planning has good features which outweigh shortcomings. It offers good opportunities for the delivery of the key and basic skills. However, planning for differentiated is sometimes inconsistent between classes and across the key stages. Weekly plans are not always regularly and effectively evaluated in order to inform and adjust future teaching.
27. The school fully complies with the statutory requirements for assessment, recording and reporting. Overall assessment practices are good with no important shortcomings. Arrangements for reporting to interested parties are good and the system of pupil tracking and pupil self-assessment has outstanding features.
28. The school adequately plans for an increasing awareness of the Welsh culture and heritage through *Y Cwricwlwm Cymreig* but insufficient attention is given to the development of bilingual skills.

29. Provision for moral, social and cultural development of pupils is good and is well integrated into the school's daily life. Some aspects of spirituality are evident in assemblies and collective worship but there are limited opportunities provided for pupils to reflect on events, emotions or the wonders of the natural world. Planning for cultural development has outstanding features.
30. Provision to meet pupils' range of needs and abilities has good features that outweigh shortcomings. Pupil's learning experiences are extended and enhanced by a large range of extra-curricular activities and the curriculum is enriched by the outstanding partnerships with the local community. Relationships with parents are very positive. Links with the community and other schools and colleges are good. The school is developing its entrepreneurial programme and provides excellent education for sustainable development, social inclusion and equality of opportunity. Work related education is good.
31. There are many outstanding features in the way the school plans and manages its arrangements to care and support pupils equally. In particular the ways in which all pupils are included and involved in all the activities provided, together with the fair and equal treatment they get are both significant aspects of provision. The school fulfils its aims to provide a "happy, safe and stimulating environment". They make very good use of specialist services such as speech therapy and school health. The school ensures the healthy development, safety and wellbeing of all pupils; child protection, health and safety and first aid policies and procedures are all suitable, effective and well established.
32. The provision for pupils with additional learning needs in the mainstream school and the special class is good with no important shortcomings and fully meets the requirements of the Code of Practice for Wales. Arrangements for identification, assessment and provision are well managed by the SENCo.
33. The quality of provision for equal opportunities is outstanding. Exceptionally close account of pupils' backgrounds, home circumstances, ethnicity, disability and religion is taken.

### **Leadership and Management**

34. The head teacher has a very clear vision for the school. He uses his considerable experience to ensure that the school is capable of evaluating its performance in order to achieve improvements. His management of staff and pupils is good. Under his guidance the senior management team work together to implement effective management structures that have significant strengths. This makes the school a very purposeful community with shared values, aims, objectives and targets that are known and understood by all stakeholders.
35. All staff work very closely together to identify strengths and weaknesses. However, the role of the subject co-ordinator is an area that the school has

identified as priority for further development as the arrangements for classroom monitoring are not sufficiently rigorous.

36. The links between the governing body and the school are very strong. The governing body is fully supportive of the head teacher, staff, pupils and the aims and objectives of the school. The governors form a dedicated management team that is very knowledgeable about many aspects of the school life. They set the long term direction for the school in a structured and purposeful manner. All statutory requirements are met in full.
37. The process of self-evaluation is well established in the school. The consultation process is detailed and provides clear evidence from a range of stakeholders and other interested parties. In most aspects of school life the head teacher, senior managers and governors use information effectively to make improvements. The links between the processes of self-evaluation and planning for improvement in the School Development Plan are generally thorough. The school's procedures for monitoring subject areas and standards, based on clear evidence, are less refined and do not always inform future planning for improvement.
38. The quality of the self-evaluation report produced by the school prior to the inspection is good. It is detailed, targets areas for development and provides a clear overview of the school's current position. It identifies in detail those areas and aspects which are strengths within the school and those which require further attention. The judgements of the inspection team agree with the school's self-evaluation in four of the seven key questions.
39. The school has rigorously addressed the key issues noted in the last inspection report and significant improvements are evident in areas that had shortcomings. Overall the progress has been good.
40. There are sufficient numbers of well-qualified teachers who possess a good range of specialist knowledge to provide for the needs of pupils. Staff experience and expertise are used well for the benefit of pupils. Efficient use is made of available resources. Pupils have ready access to a range of good quality resources appropriate to their age and needs.
41. The accommodation is adequate for the number of pupils on roll and is kept clean and well maintained. The use made of the outside learning environment including the school grounds enriches pupils' experiences and is a very good feature of the school's provision.
42. Spending decisions relate directly to the school priorities as set out in the School Development Plan. Expenditure is monitored closely by the Governing Body. The school gives good value for money.

## Recommendations

43. In order to improve the school and raise standards, the staff and governing body need to:

R1 Improve pupils' bilingual competence by ensuring that their skills develop progressively as they move through the school.

R2 Continue to develop and implement a consistent and rigorous approach to planning throughout the whole school.

R3 Ensure tasks provided are carefully matched to the needs of individuals or groups of pupils to allow them to reach their potential.

R4 Continue to develop the monitoring role of the Curriculum Co-ordinators.

**Note:** The school has already identified R1 and R4 in its own self-evaluation report and school development plan.

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

44. The findings of the inspection team differ from the judgement made by the school in its self-evaluation report. In the judgement of the inspection team, there were not enough outstanding features to merit a Grade 1.
45. The overall quality of educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning and the principles of the forthcoming Foundation Phase.
46. Overall pupils in key stage 1 and key stage 2 make steady progress in the core and foundation subjects and most pupils reach their set targets and goals. More able and talented pupils on occasions lack the motivation to achieve their full potential because tasks they are given sometimes lack challenge.
47. Overall, pupils and children with additional needs, including those in the Special Teaching Facility and those who are learning English as an additional language (EAL) make good progress towards the targets set for them in their individual education plans and achieve good standards relative to their age, need and ability.
48. On entry assessments indicate that the attainment of the children admitted to the nursery is good and baseline assessment in Reception places children well above the LEA average. In particular, they display very good personal and social skills. The children settle quickly into the routine of the nursery and readily take part in a wide range of activities. They acquire new knowledge and skills in all six areas of learning and develop a broad and balanced foundation to start their academic career at Parkland Primary School.
49. The results of the end of key stage 1 teacher assessments in 2007 show pupils exceeding the local and national level in English and science and broadly equal to the average score in mathematics. Pupils generally maintain the above average standards that they attain in their baseline assessments. The core subject indicator (the number of pupils reaching level two and over in all three subjects) is above the local and national levels. When compared to similar schools in Wales based on the number of pupils receiving free school meals, the school is in the lower 50 per cent in English, mathematics and the core subject indicator and in the top 25 per cent in science. Girls out perform the boys in all three subjects at key stage 1.
50. At key stage 1 rolling averages over the past three years indicate that, compared to similar schools, performance has shown an overall improvement in English, mathematics and science although results have varied according to

individual cohorts. However, comparatively large numbers of pupils, who are learning English as an additional language start school during key stage 1 and this affects overall results.

51. The percentage of key stage 1 pupils gaining a higher level three is above the local and national averages in English and mathematics and girls do better than boys.
52. The 2007 end of key stage 2 teacher assessments were below the national and local averages in English, mathematics, science and the core subject indicator (the number of pupils reaching level 4 in all three subjects). Rolling averages suggest these were against the trend and placed the school in the lower 50 per cent of similar schools in English and science and the top 50 per cent for mathematics and the core subject indicator. On the whole, other than in English, key stage 2 results over the last three years have remained fairly static. Generally, standards have been maintained and the school has usually been in the upper 50 per cent when compared with similar schools.
53. Rolling averages over the past three years indicate the percentage of key stage 2 pupils gaining the higher level 5 is above the national and local average in English, mathematics and science. Boys out perform the girls in science and mathematics at this level.
54. The school has analysed available data in great detail and taken suitable action to address issues such as under performance by girls in mathematics at key stage 2 where "setting" has been introduced. As a result standards have improved. The yearly variations in results are predicted well in advance by the school as part of the very effective pupil tracking system.
55. The under-fives make good progress and achieve good standards in using the key skills of early reading and writing, numeracy and problem solving during their activities in the six areas of learning. Their bilingual skills have good features that outweigh shortcomings. Their personal and social, creative, speaking and listening skills and those linked to information and communication technology (ICT) are outstanding and a strength of the early years unit.
56. Pupils in the Specialist Teaching Facility make good progress and standards of achievement are good in line with age and ability. They respond well to staff who all have a well developed understanding of their needs and clear expectations of their potential. They settle confidently into well structured classroom routines and make good progress in their personal and social skills. They have a good understanding of classroom rules and respond well to the reward systems in place. They persevere well in their learning and respond positively to the many opportunities to integrate with their peers in the mainstream school.
57. Pupils in the Specialist Teaching Facility make good progress in their literacy skills. When reading they decode accurately and the more able are developing a good understanding of what they read. Pupils make good

progress in developing and using their number skills. They are developing some good understanding of key vocabulary in Welsh and make competent use of basic skills on the computer. At times, opportunities are lost to use ICT skills more widely across the curriculum and develop competencies in other technologies.

58. In key stage 1 and key stage 2 pupils' standards and progress in the key skills of listening, reading, writing, numeracy and information and communications technology (ICT) across the curriculum are good. Their competence in bilingual skills has good features that outweigh shortcomings. Pupils' speaking skills are good with outstanding features.
59. Most pupils speak confidently about their learning experiences and ask and answer questions clearly using appropriate vocabulary. On occasions this is outstanding. Pupils throughout the school listen attentively to their teachers, other adults and each other. In key stage 1 pupils use writing skills with increasing confidence and enjoyment across a range of contexts. In their language sessions, all pupils in key stage 2 learn to plan, draft, discuss and edit their work. They readily develop their skills in using the library and the Internet for independent research across the curriculum.
60. Pupils use their numeracy skills well in key stage 1. Older key stage 2 pupils apply these skills competently across the curriculum. Throughout the school, pupils are becoming confident using ICT as a result of the good facilities now available in the computer suite and in the classrooms. This is a growing strength in the school and supports learning throughout the curriculum.
61. Throughout the school pupils' bilingual competence has good features that outweigh shortcomings. Their use of incidental Welsh is underdeveloped and the pupils lack the confidence to practice familiar speech patterns regularly. However, pupils are developing a good awareness of *Cwricwlwm Cymreig*.
62. Regardless of their social, ethnic or linguistic backgrounds, pupils make good progress in acquiring new knowledge and understanding and skills which they transfer successfully to all areas of the curriculum. Most pupils discuss their work sensibly with adults and over half review their strengths and weaknesses honestly as they make progress towards fulfilling their potential. The majority have a good understanding of how they are progressing and what they need to do to improve. Most ask for help when required and remain motivated throughout the learning sessions. They consistently apply thinking skills and persevere and concentrate for appropriate lengths of time. Overall pupils are well prepared and ready to move on to the next stage of their learning.
63. Behaviour is good. Pupils understand from a young age the clear expectations for behaviour. Despite the school's strenuous efforts to support individuals there were two exclusion in the year prior to the inspection. Pupils of all ages really enjoy the outside environment and appreciate and help look after their spacious school grounds. They get along together very well and older pupils willingly help make sure that everyone is happy during playtimes. Pupils are very polite, friendly and courteous towards visitors. Many state they

have fun learning and they look forward to the school day. In some assemblies however, pupils do not always find it easy to listen and behave appropriately.

64. Attendance is improving slowly and figures are generally a little better than in Swansea as a whole but lower than those in nearby schools. It is a positive feature that due to the schools efforts the percentage of holidays taken last year was reduced and that the number of arrivals recorded late also dropped. However, some parents still repeatedly take extended holidays and occasional days during term time, which has a detrimental affect on the pupils' learning.
65. Key stage 1 and 2 pupils make good progress in their personal, social and learning skills. They work independently as they collect appropriate resources and make good use of time. They work very well in groups or as individuals. They form very good relationships with staff and peers and enjoy learning. They show care, respect and concern for others and develop good attitudes and values to life-long learning. They have a sincere regard for the views of others. They have a strong sense of what is right and wrong and reflect sensitively on a wide range of issues such as what makes them afraid or uncomfortable in their daily lives. Pupils are establishing good healthy living skills that include valuing their physical and emotional well-being and fostering good eating and drinking habits.
66. They enthusiastically solve problems such as during their investigations on bridges. They extend their decision making skills as they work collaboratively to research and complete group projects. The pupils' creative skills are outstanding and a strength of the school. This is particularly reflected in the areas of art and music. The school has an active orchestra that performs locally and the pupils' art work has won prizes in the local competitions.
67. Regardless of ability or background all pupils take an active part in the life of the school and all have a very positive attitude to and a great understanding of equal opportunities issues. All pupils display respect for diversity and the views of others. Boys and girls work and play together well and display no stereotypical attitudes this is an outstanding feature of the school. Relationships within the school community are enhanced though the numerous and varied off-site activities as well as the work of the school council, the Eco Committee and the "Parkland Peacemakers".
68. Over time, pupils acquire a good range of skills, positive attitudes and values which are preparing them well for their participation within their community as well as the workplace. Pupils' have a good understanding of the world of work. They are beginning to act as good citizens and recognise the role the community plays in their well-being.

## The quality of education and training

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

#### Grade 2: Good features and no important shortcomings

69. The findings of the inspection team agree with the judgement made by the school in its self-evaluation report.

70. During the inspection the quality of teaching was judged as follows.

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
6%	85%	9%	0%	0%

71. Overall the quality of teaching is good and shows significant improvement from the last inspection. These figures compare well with the national figures noted in Her Majesty's Chief Inspector of Wales' Annual Report for 2005-06 when the quality of teaching was good or better in 79 per cent of lessons.

72. Outstanding features in the quality of teaching include:

- Very good questioning techniques that promote and extend pupils' understanding and knowledge.
- Lessons that progress at a lively pace which keep the pupils on task and enthusiastic to learn.

73. Other good features include:

- Effective support given in lessons and the use of consistent praise and encouragement.
- Purposeful use of resources.
- Good use of plenary sessions allowing pupils to demonstrate their understanding of what they have learnt.
- Excellent relationships between members of staff and pupils that ensure a purposeful and secure working atmosphere.

74. Shortcomings in teaching include:

- Tasks provided not being sufficiently differentiated or challenging for pupils' ages and abilities.
- Overlong lesson introductions and over-dependence on teacher-led activities that provide too few opportunities for pupils to work independently.

75. Overall, the quality of teaching enables teachers to stimulate and motivate pupils. Teachers have good subject knowledge and benefit from a range of opportunities to update their knowledge of the curriculum and the latest developments in education.

76. The good quality of teaching in the early years provides children with a wide range of learning experiences that successfully capture and sustain children's

interest. These experiences encourage children to make appropriate choices and to become independent learners. Homework is set regularly and effectively supports work done in the classroom.

77. Overall, lesson planning has good features which outweigh shortcomings. Lessons have clear aims and objectives that are shared and discussed with pupils at the start and end of each lesson. However, the planning of differentiated tasks to meet the ability range of pupils is inconsistent across the key stages. Overall teachers in parallel classes carefully plan work together. However, in some instances, this is not always reflected in actual lesson activities. Weekly plans are not always regularly and effectively evaluated in order to inform and adjust future teaching. The relationships between teachers, support staff and pupils are excellent. There is a high level of respect between staff and learners which helps pupils to develop positive self-esteem and further their personal and social skills. This is an outstanding feature of the school. Overall appropriate support is provided for pupils with additional learning needs and for those pupils for whom English is an additional language. All members of staff are fully committed to the provision of equal opportunity. All pupils are treated fairly and with respect. Advantage is taken of any opportunity to promote pupils' awareness of different languages and cultures.
78. Teachers' promotion of bilingualism is under developed. Whilst the use of incidental Welsh is a positive feature in some classrooms, its use and continuity throughout the school is inconsistent. Adults do not sufficiently encourage pupils' bilingual skills in subjects across the curriculum. The School Development Plan acknowledges this as an area for further development.
79. The quality of assessment, recording and reporting is good with no important shortcomings. The school fully complies with all statutory requirements for assessing and reporting on the National Curriculum results.
80. As a result of a thorough tracking system, teachers retain extremely comprehensive records of pupils' achievements, including very detailed information of pupils' performances in national, standardised and internal assessments in all subjects. Data is analysed methodically to set realistic targets for pupils. This gathering of assessment information is a strength of the school. However, on occasions it is not consistently used across key stages as part of the lesson planning process in a formal manner. The progress of pupils with additional learning needs and English as an additional language is carefully monitored, consistently examined and regularly reviewed. Any child whose progress raises concern is quickly identified and additional support is allocated.
81. Examples of levelled work in all core and foundation subjects form part of the assessment process and are useful in identifying standards of attainment throughout the school.

82. The way in which pupils are given regular opportunities to be involved in evaluating their own learning is an outstanding aspect of assessment. They play an active role in setting their own targets. These are clearly displayed in a number of imaginative ways in classrooms or noted in pupils' books. The weekly "Reflection Books" and pupils' self and peer evaluations following completed tasks or units of work are detailed and constructive. This is beginning to empower pupils to understand the purpose of assessment.
83. Baseline assessments in the reception classes are used well to inform teachers' planning and to record children's progress over time. The informative reception year report to parents, "My Learning" contains examples of levelled work and of the child's progress across the six areas for Desirable Outcomes for Children's Learning. This is a notable feature of the provision.
84. Annual reports to parents meet statutory regulations. Parents are provided with formal and informal opportunities 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 3: Good features outweigh shortcomings**

85. The findings of the inspection team differ from the school's judgement of grade 1 in its self-evaluation report. Although there are some outstanding features in the school's provision, the inspection team identified shortcomings with regard to this key question.
86. The overall quality of the educational provision for the under-fives is appropriate to their needs and pupils make good progress towards the Desirable Outcomes for Children's Learning. The curriculum is interesting, motivating and involves whole class, group and individual activities.
87. The curriculum for children under five is well-planned and coherent. It provides a wide range of good, relevant and stimulating experiences for children both within and outside the classroom. These reflect an awareness of the implications of the impending Foundation Phase. In the early years, planning for the development of children's key skills is good.
88. The school's curriculum complies with statutory arrangements including the provision for personal, social and health education and the Agreed Syllabus for religious education. Overall the curriculum provides a broad range of interesting experiences that are equally accessible to both boys and girls,
89. The planning of the curriculum has good features that outweigh shortcomings. Schemes of work and policies for all subjects are regularly reviewed and updated and generally show progression and continuity. Termly plans are slowly developing a consistency and uniformity of progression throughout the school. However, this is not yet fully developed in all year groups.

90. The school has been awarded the Basic Skills Quality Mark on two occasions. Opportunities for the development of pupils' key skills are carefully noted on the key skills ladder and are identified within schemes of work and teachers' daily planning. Planning for the incidental use of the Welsh language is less well defined.
91. Pupils participate in a wide range of extra curricular sporting and cultural activities such as the Urdd in which the school has enjoyed considerable success at local, county and national levels. After-school sporting clubs, including those organised by professional coaches, promote the learning of new skills and are well attended. They effectively support the school's commitment to the importance of healthy living.
92. Provision for moral, social and cultural development of pupils is good overall and is well integrated into the school's daily life. Some aspects of spirituality are evident in assemblies and collective worship but there are limited opportunities provided for pupils to reflect on events, emotions or the wonders of the natural world .
93. Personal and social education is carefully incorporated into the curriculum through the provision of structured opportunities for discussion of moral and sensitive issues. Many opportunities are provided for pupils to take responsibility and show initiative. This is further developed by pupil efforts to raise money for good causes both locally and internationally. There are good opportunities for pupils to become school council members and playground "Peacemakers". In addition, group work in lessons effectively develops their social relationships and reinforces the school's shared values of the importance of co-operation, care and concern for others.
94. The school actively promotes pupils' cultural development; this is a strength of the school. Pupils are aware of and appreciate the many characteristics of Wales as a nation and this is reflected in much of their work on display around the school. The promotion of diversity in society is a high priority and, in recent years, has helped the school to successfully integrate many pupils from a number of different countries. This is a strength of the school. This makes a very good contribution to the school community's awareness of the diversity of other cultures. The recent whole school celebration of the Eid Festival, organised by parents, contributed significantly and positively to pupils' understanding of other cultures and of the importance of living as part of a multi-cultural, multi-faith society.
95. The curriculum is enriched by the outstanding partnerships with the local community. Relationships with parents are very positive; they in turn are very supportive. Parents are kept regularly informed of all aspects of school life through bulletins, newsletters and outlines of each term's work. Parent volunteers make a very good contribution to the school through their regular support of pupils' learning. Parents also assist in fund-raising events and for specific activities and visits. Workshops are provided by the school for parents such as the ICT course delivered weekly by a member of staff to develop parental ICT knowledge in order to support their children's learning.

This is an outstanding feature of the provision and fully appreciated by the school community.

96. Visitors from the local community such as local clergy and senior citizens impact effectively on pupils' learning and provide a range of valuable experiences from the outside world. This is an outstanding feature of the school. An example of this is when pupils worked with members of Swansea Male Voice choir to establish a link between the school and Beijing.
97. The contribution of visitors and volunteers from the wider Swansea community who support pupils' learning is greatly valued. Partnerships with outside agencies provide excellent support for pupils' learning.
98. The links with other local primary schools, the Gower Consortium and the transition links with Olchfa Comprehensive School are outstanding. These very good relationships with the neighbouring primary schools have enabled the regular sharing of ideas, good practice and INSET sessions for staff. The establishment of a Transition Steering Group between feeder primary schools and the local comprehensive school is also outstanding. A grant obtained from the Better Schools Funding has allowed the appointment of a teacher to oversee innovative projects such as "CAME" to promote continuity of teaching and learning across the transition stages.
99. The school has excellent partnerships with local teacher training colleges and Institutions. The school's teacher mentors are frequently invited to become members of steering groups to further develop aspects of student training and placements.
100. The school is steadily developing its capacity to promote pupils' bilingual skills. Although pupils show a slowly expanding knowledge of the language there are insufficient opportunities provided to develop their Welsh language skills across the curriculum. This impacts on the level of Welsh spoken throughout the school.
101. Links with employers are good and have improved since the previous inspection. Planned visits for pupils to Swansea and further away enrich the curriculum for all ages. Many visitors are also welcomed into the school throughout the year. Links are used to support staff development for example with Careers Wales for environmental courses. Links with a local supermarket has had a good impact on the work being done to support healthy lifestyles and healthy eating which is also a strong feature of the curriculum.
102. Equality of access and opportunities given to ensure that all pupils benefit equally from the general provision is outstanding and at the heart of what the school aims to achieve.
103. The very well established programme to promote an understanding of sustainability and global citizenship among pupils is outstanding. The school goes the extra mile in not only putting in place initiatives to teach pupils about global issues and their responsibilities to look after their environment but then

in ensuring that the momentum is maintained to keep pupils keen and interested. Pupils articulate very clearly their excellent understanding of sustainability and recycling. Work in this area is supporting issues of healthy living. The school has justifiably received many awards for its work to promote Education for Sustainable Development and Global Citizenship within the City of Swansea.

104. Pupils have good opportunities to develop entrepreneurial skills when they enter competitions and help sell fruit during playtimes. Skills such as problem solving and decision making are being promoted well during school council meetings which give pupils a chance to share ideas, speak and listen and then plan what to do.
105. National priorities, for example in supporting pupils when they move into secondary school (Transition Plan), are well considered and acted upon. For a number of years the school has been involved in the Healthy Schools Initiative, the Eco Scheme and the Fun Fitness Project. Pupils constantly work with adults on projects and in turn see adults as life-long learners.

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

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

106. The findings of the inspection team agree the judgement of grade 1 made by the school in its self-evaluation report. The team identified a considerable number of outstanding features in the personal, guidance and support offered to pupils at Parkland Primary School.
107. There are many outstanding features in the way the school plans and manages its arrangements to care and support pupils equally. In particular the ways in which all pupils are included and involved in all the activities provided, together with the fair and equal treatment they get are both significant aspects of provision. The school fulfils its aims to provide a “happy, safe and stimulating environment”. Relationships are very positive and pupils see their teachers and teaching assistants as being very kind and supportive. Under the watchful and vigilant eye of the head teacher, adults provide very good role models for pupils and support and care for them exceptionally well.
108. Support services are very well used to provide high quality care and guidance for the most vulnerable pupils, and those who need extra help, for instance those learning English as an additional language receive very good support. Pupils and parents continually express their confidence in the school that it provides outstanding quality of care, support and guidance.
109. Parents’ views are sought and acted upon when planning any extra support. Very secure communication is established when home visits are made to every family prior to starting in the nursery. This is a strength of the school. Together with taster visits before joining the Reception class, comprehensive arrangements mean children settle very quickly into the routine of school life.

Parents are reassured by this and appreciate the school's commitment to ensuring a happy start to their child's school days. Home school agreements inform pupils and parents about their responsibilities and how the school aims to support and care for pupils.

110. Systems for closely monitoring punctuality and attendance are good overall. Individual teachers also play their part in promoting and encouraging good attendance and punctuality following accepted good practice. Procedures and arrangements to promote good behaviour are very good and used consistently across all age groups. This is a strength of the school. The head teacher himself deals with any concerns pupils may raise in "The Bully Box" making sure that their worries are always listened to, followed up and resolved. Pupils themselves also play a good part in sorting out problems and are very effective as "Peacemakers" in helping to keep standards of behaviour good throughout the day. Pupils as well as staff play an important role in monitoring behaviour and taking appropriate action where necessary.
111. Progress is carefully tracked in academic subjects and less formally in personal and social development; as yet formal monitoring is underdeveloped overall. Staff know pupils well and in some cases exceptionally well ensuring a high standard of individual support. Teaching assistants work very closely as part of the team and over the years their training and development has also been a significant feature of provision.
112. All pupils, including those with additional learning needs and English as an additional language have access to a very good quality programme of personal and social education which is implemented throughout the school. This impacts strongly on the standards of achievement. In some instances the support network has outstanding features for example the music tuition, the specialist service for the additional learning needs pupils and the personal care shown by the staff to individual pupils in times of need. The healthy development and safety of pupils is always considered and promoted and many arrangements to support healthy living are now fully embedded in school practice. School dinners are tasty and nourishing but some children still opt to bring in chocolate and crisps for lunch.
113. Risk Assessments are helpful in maintaining high standards in many areas of school life. Appropriate arrangements are in place to ensure pupils well being.
114. Effective procedures and policies have been implemented for Child Protection to protect and safeguard pupils throughout the school day. Staff, along with members of the governing body, receive regular training and ensure that latest recommendations for safeguarding pupils are in place. The general complaints procedure is available but is rarely used by parents. Most have confidence in the school and the way it cares for all pupils and if there is ever any difficulty this is usually taken to the head teacher; who through listening and discussion resolves any concerns.
115. The school has a well established and effective school council that is consulted on medium term strategic plans such as the re-designing the school

playground. Meetings are well recorded and actions are reviewed for the impact they have on school life.

116. The quality of provision for equal opportunities is outstanding. Many families choose this school because of its reputation in meeting a wide range of needs. Exceptionally close account of pupils' backgrounds, home circumstances, ethnicity and religion is taken. Health and medical requirements are key when planning provision to meet needs equally. Very effective policy and practice also promote gender equality.
117. The provision for pupils with additional learning needs in the mainstream school and the special class is good with no important shortcomings and fully meets the requirements of the Code of Practice for Wales.
118. In the mainstream school, pupils' individual needs are identified early and an informal but effective system for non-teaching support is provided promptly by the school in the early years. The school carefully monitors pupils identified with additional needs as they progress through the school. All staff work very effectively to include pupils with a wide range of needs into the daily life of the school. The school has made a start at identifying the academically more able and talented pupils but as yet the processes for supporting their needs are not fully developed.
119. Links with a number of relevant support services are very well developed. The contribution of the speech therapist, the speech and language teacher and the visually impaired service are particularly effective in raising standards in learning and helping pupils access the curriculum. The links with health have been very well developed to positively support medical and behaviour needs. The school works hard to develop links with parents and involve them in their child's Individual Education Plans.
120. Pupils generally make good progress towards the targets set for them in their Individual Education Plans. Overall the individual plans provided are good useful documents, with the targets set that are generally well linked to need. At times however, these targets are not always sufficiently specific and measurable. On occasions, reading materials for pupils identified as being in need of literacy support are insufficiently well matched to the pupils' reading levels.
121. One of the strengths of the provision is good quality support provided by non-teaching staff for a wide range of needs. In particular effective support is provided for pupils with statements, with support staff demonstrating a very good awareness of their learning needs.
122. Pupils in the Specialist Teaching Facility are carefully assessed and monitored with full and useful records being kept by both teaching and support staff. Pupils have access to a well planned and appropriate curriculum which is well differentiated to meet their needs. Individual Education Plans are well used as working documents with much effective work undertaken to achieve the targets set. When pupils are included in lessons such as PE or music they

make good progress and often achieve in line with their mainstream peers. Opportunities to include pupils in lessons in the core subjects are underdeveloped.

123. The school and the Specialist Teaching Facility have very well developed strategies to deal with a number of pupils whose behaviour impedes their progress. Staff in the Specialist Teaching Facility, are developing high levels of proficiency in managing behaviour. Recent training in particular has had a very good impact on standards of achievement in this classroom. The mainstream school also benefits from sharing this expertise which contributes very positively to the school's ability to manage the behaviour in the classroom. When support is available from the Behaviour Support Team it is effective.
124. Governors have made it a priority to talk about racial issues and through a specific committee they actively monitor the policy for racial equality in the school every term. Very good race relations are promoted. This is a strength of the school community.
125. Racial discrimination is not tolerated and should there be any incidents they are always talked through with all concerned, including the families, and so pupils fully understand the meaning of racial tolerance. Bullying and harassment is not accepted in any form at the school. This is a strength of the school. Pupils in the Special Teaching Facility are very kindly supported by their friends and take an equally active part in school life.
126. As the building is on more than one level, there are obviously challenges in meeting the needs of physically disabled pupils. A Disability Action Plan has been drawn up and strategies for accessibility are continually being evaluated and developed. School grounds are accessible and well maintained and very much enhance the quality of provision for all pupils.

## Leadership and management

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

#### Grade 2: Good features and no important shortcomings

127. The findings of the inspection team agree with the judgement of grade 2 made by the school in its self-evaluation report.
128. The head teacher has a very clear vision for the school. His management of staff and pupils is good. He is a pro-active member of the governing body and has a very positive relationship with parents. He provides good opportunities for teaching and non-teaching staff to develop their professional expertise. There are detailed and effective arrangements to support newly qualified teachers and teachers who are new to the school. Under his guidance the senior management team work together to implement effective management structures that have significant strengths. This makes the school a very purposeful community with shared values, aims, objectives and targets that are known and understood by all stakeholders.
129. The general organisation of the school is good. Overall, policy documents are clear and policies and practices actively promote equality of opportunity. This is reflected in the life and work of the school. Pupils are valued as individuals in a caring, inclusive ethos and this has a positive effect on pupils' behaviour and attitudes.
130. The school takes very careful account of national priorities and local partnerships. For example, the school council and eco council are very active and a whole school approach to food and nutrition to develop pupils understanding of a healthy lifestyle has been adopted. Preparation for the introduction of the Foundation Phase is underway and is being systematically managed by the head teacher and governing body. Arrangements to provide teachers with time during the school week to plan, prepare and assess are effective and very well managed.
131. The school has been awarded the Basic Skills Quality Mark, the Gold Eco Award and Investor in People Accreditation.
132. There are very effective arrangements in place for the head teacher to review the progress of initiatives that the school is pursuing. The school collects National Curriculum assessment data and detailed analyses of these are undertaken. End of key stage targets are set on the basis of pupils' performance and these are amended annually. Consequently the school is able to plan ahead for year groups with differing levels of ability.
133. Performance Management is well established and job descriptions note in detail the specific roles and tasks of senior and middle managers. The head teacher has agreed objectives that are reviewed annually. Support and training are very thorough for all teachers and the governing body based on

priorities identified in the School Development Plan. An effective and well established appraisal system for support staff identifies professional development needs. The positive impact of such training is evident in various aspects of school life. For example the vast increase in the use of whiteboards and other ICT equipment in the classroom over the past year as a result of released funding. This, combined with extended staff training, has helped to improve standards.

134. The links between the governing body and the school are very strong. The governing body is fully supportive of the head teacher, staff, pupils and the aims and objectives of the school. The governors form a dedicated management team. All meetings are well documented; many are attended by staff members who regularly update the governing body in their areas of expertise.
135. Governors are very knowledgeable about many aspects of the school life and fully understand their roles and responsibilities. Their contribution to the school's strategic planning is good. The governors are very well informed regarding the school's self-evaluation process. Appropriate and effective sub committees are established to review subject areas and resources such as additional learning needs and inclusion.
136. Procedures for financial management are very thorough and finances are very carefully managed. The outcomes of spending decisions are rigorously reviewed. Governors successfully hold the professional leadership to account.
137. The governing body meets all their statutory duties in full.

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

**Grade 2: Good features and no important shortcomings**

138. The findings of the inspection team differ from the judgement made by the school in its self-evaluation report. The inspection team did not identify sufficient outstanding features to corroborate the school's judgement of a grade 1.
139. The school has achieved the LEA's Bronze Award for self-evaluation. The process of self-evaluation is well established in the school. In most aspects of school life the head teacher, senior managers and governors use this information effectively to make improvements. The school uses performance data very effectively to inform judgements and evaluate specific trends over time. Staff work very closely together to identify strengths and weaknesses. However, the role of the subject co-ordinator is an area that the school has identified as priority for further development. This is because the arrangements for classroom monitoring are not sufficiently rigorous in order to consistently inform planning for future improvement.

140. The school's self-evaluation is based on first-hand evidence and the school co-operates effectively with the LEA to target areas for improvement. The views of pupils, parents, staff, the governing body and the wider community are sought to inform its self-evaluation. This reflects good practice and is a strength of the school. The consultation process is detailed and provides clear evidence from a range of stakeholders and other interested parties.
141. The school council is a forum that allows pupils' views to be heard constructively and questionnaires sent to parents as part of the school's self-evaluation process highlight areas of satisfaction or concern. The school has addressed these concerns in detail, to great effect.
142. Performance Management is well established and job descriptions note in detail the specific roles and tasks of senior and middle managers.
143. The quality of the self-evaluation report produced by the school prior to the inspection is good. It is detailed, targets areas for development and provides a clear overview of the school's current position. It identifies in detail those areas and aspects which are strengths within the school and those which require further attention. The judgements of the inspection team agree with the school's self-evaluation in four of the seven key questions.
144. The school has good, well maintained resources and ensures that their purchase is prioritised according to the needs of all the pupils on roll. It is imaginative in its use of additional funding and uses staff and resources effectively to fulfil the requirements of grant and funding regulations.
145. The school sets clear priorities for improvement which inform the school development plan. This document drives the school forward by allocating appropriate time scales, staff responsibilities, resources and costs to identified priorities.
146. The school makes good efforts to evaluate its performance. It uses national and local data to target areas that have shortcomings, for example underachievement of girls in mathematics in Key Stage 2 and takes appropriate action. It works with the LEA to allocate resources and expertise to raise standards.
147. The actions of the school in establishing outdoor classroom areas have resulted in measurable improvements in curricular provision for younger children. This is a strength of the school.
148. The school has rigorously addressed the key issues noted in the last inspection report and significant improvements are evident in areas that had shortcomings. Overall the progress has been good.

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

### **Grade 2: Good features and no important shortcomings**

149. The findings of the inspection team agree with the judgement made by the school in its self-evaluation report.
150. The adequacy, suitability and use made of staffing, learning resources and accommodation is good.
151. There are sufficient numbers of well-qualified teachers who possess a good range of specialist knowledge to provide for the needs of pupils, including those with additional learning needs and those under five years of age. Teaching assistants successfully support teachers and pupils throughout the school day and are valued members of the school community.
152. Efficient use is made of available resources. Pupils have ready access to a range of good quality resources appropriate to their age and needs. Considerable investment has been made in ICT resources. The computer suite and interactive whiteboards are well used to support pupils' learning. The library areas are in the process of being re-developed to accommodate the requirements of the pupils presently on roll.
153. The use made of the outside learning environment including the school grounds enriches pupils' experiences and is a very good feature of the school's provision.
154. The accommodation is adequate for the number of pupils on roll and is kept clean and well maintained. The head teacher and staff make imaginative use of the building to provide a welcoming and secure environment for all pupils. The quality of display throughout the school is used well to celebrate pupils' achievements and as an aid to learning.
155. Staff experience and expertise are used well for the benefit of pupils. Appropriate appraisal and staff development programmes enable teachers to keep up to date with current educational initiatives and new ideas in their areas of responsibility. Teachers also make good use of their planning, preparation and assessment time to develop work for their own classes and for their subject responsibilities. Teaching assistants are managed and developed very effectively and make a very good contribution to school life.
156. The school's administrative staff ensures the efficient day-to-day running of the school. Other support staff such as the caretaker, mid-day supervisors, canteen staff and cleaners make a valuable contribution to the life of the school
157. Spending decisions relate directly to the school priorities as set out in the School Development Plan. Expenditure is monitored closely by the Governing Body. The school gives good value for money.

## School's response to the inspection

The staff and governors are very pleased that our inspection report portrays such a positive picture of our school. We are particularly encouraged with the Report's opening comment which states that "Parkland Primary School is a good school with some outstanding features". We are all proud of the fact that "the quality of personal care, guidance and support offered to learners" has been recognised as an outstanding feature of our school.

In a multi-cultural school such as ours, with children of such a wide range of ability, we are delighted that the quality of provision for equal opportunities is recognised as "outstanding".

The "good progress" made since the last inspection could not have been achieved without the commitment and consistent hard work of all concerned with our school. The inspection report recognises that "we are developing our capacity to promote pupils' bilingual skills". This is an area in which staff and pupils have made considerable efforts and we are committed to promoting and using the Welsh language.

While the report is overwhelmingly positive, it does indicate areas for improvement, two of which had already been identified by the school. The recommendations will be addressed in detail in our School Development Plan and we will provide a summary for parents. The Governors' Annual Report to Parents and regular newsletters will include updates with regard to the progress we are making on the Inspection recommendations.

We will continue to strive to maintain, and build upon, the good practice evident at Parkland.

In conclusion, the governors and staff would like to thank the Inspection Team for the courteous and professional way in which the inspection was conducted.

## Appendix 1

### Basic information about the school

Name of school	Parkland Primary School
School type	Nursery and Primary
Age-range of pupils	3-11 years
Address of school	Sketty Park Drive, Sketty, Swansea.
Postcode	SA2 8NG
Telephone number	01792205462

Head teacher	Mervyn Christopher
Date of appointment	1/1/1995
Chair of governors/ Appropriate authority	Reverend Richard Hall
Registered inspector	Jean Laura Hannam
Dates of inspection	22/10/07-25/10/07

## 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	30	49	59	58	63	59	60	64	442

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	18	3	19.5

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	24:1
Pupil: adult (fte) ratio in nursery classes	10:1
Pupil: adult (fte) ratio in special classes	3:1
Average class size, excluding nursery and special classes	29:1
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Autumn 06	91.3%	95.15%	94.5%
Spring 07	86.3%	93.4%	91.57%
Summer 07	87.3%	92.2%	93.1%

Percentage of pupils entitled to free school meals	8%
Number of pupils excluded during 12 months prior to inspection	2

## Appendix 3

### National Curriculum Assessment Results End of key stage 1:

National Curriculum Assessment KS1 Results 2007			Number of pupils in Y2:					60
Percentage of pupils at each level								
			D	W	1	2	3	
English:	Teacher Assessment	School	0	0	7	67	27	
		National	0	3	13	63	20	
En: reading	Teacher Assessment	School	0	0	20	45	35	
		National	0.	4	14	55	27	
En: writing	Teacher Assessment	School	0	0	8	80	12	
		National	0	5	14	68	12	
En: speaking and listening	Teacher Assessment	School	0	0	8	62	30	
		National	0	2	10	63	24	
Mathematics	Teacher Assessment	School	0	0	13	55	32	
		National	0	2	10	64	23	
Science	Teacher Assessment	School	0	0	5	62	33	
		National	0	2	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	83.33	In Wales	80.60

- 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:**

<b>National Curriculum Assessment KS2 Results 2006/7</b>							Number of pupils in Y6		60			
Percentage of pupils at each level												
			D	A	F	W	1	2	3	4	5	
English	Teacher assessment	School	0	0	0	2	3	0	20	58	16	
		National	0	0	0	1	1	4	16	48	30	
Welsh	Teacher assessment	School	0	0	0	0	0	0	0	0	0	
		National	0	0	0	0	0	0	0	0	0	
Mathematics	Teacher assessment	School	0	0	0	2	3	0	16	53	25	
		National	0	0	0	1	1	3	14	48	33	
Science	Teacher assessment	School	0	0	0	2	3	0	23	59	11	
		National	0	0	0	1	0	2	12	52	34	

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	65.63	In the school	N/A
In Wales	74.20	In Wales	N/A

- 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 4

### Evidence base of the inspection

1. Five inspectors spent a total of twelve inspector-days in the school and met as a team before the inspection.
2. The head teacher was the nominee and played a supporting role throughout the inspection.
3. These inspectors visited:
  - 34 sessions or part sessions;
  - all classes and withdrawal groups;
  - acts of collective worship;
  - a range of activities;
  - extra-curricular activities.
4. Members of the inspection team had meetings with:
  - staff, governors and parents before and after the inspection;
  - senior managers, LEA officers, teachers, support and administrative staff, community members and groups of pupils during the inspection.
5. The team also considered:
  - the school's self evaluation report;
  - 115 responses to parents' questionnaires;
  - comprehensive documentation provided by the school before and during inspection;
  - a wide range of pupils' past and current work from across the complete age-range.
6. The inspection team also:
  - listened to pupils and observed their behaviour throughout the day;
  - held discussions with pupils about their work and play.

## Appendix 5

### Composition and responsibilities of the inspection team

<b>Team member</b>	<b>Responsibilities</b>
Jean Hannam Registered Inspector	Context, Summary, Recommendations, Appendices. Key Questions 1 and 4. Contributions to Key Question 5
Eleri Honour Team Inspector	Key Questions 2 and 3. Contributions to Key Questions 1.
Nick Jones Team Inspector	Key Questions 5, 6 and 7. Contributions to key Questions 1 and 3.
Delyth Parris Team Inspector	Contributions to Key Question 4.
Charlotte Roberson Lay Inspector	Supporting Key Questions 1, 3 and 4.
Mervyn Christopher Nominee	Supporting all Key Questions.

### **Contractor**

Evenlode Education  
Little Garth  
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CH5 3QJ

### **Acknowledgements**

The inspection team would like to thank the governing body, head teacher, staff, parents and children for their courtesy and co-operation throughout the inspection.