

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

**Pengelli Primary School
Station Road
Grovesend
Swansea
SA4 4GY**

School Number: 6702172

Date of Inspection: 8th – 10th November 2004

by

**Eifion R Morgan
WO87/16248**

Date: November 2004

Under Estyn contract number: T/53/04P

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Pengelli 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 inspection of Pengelli Primary School took place between 8th and 10th November 2004. An independent team of inspectors, led by Eifion R Morgan undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development. 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	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. Pengelli Primary School is in the ex-mining village of Grovesend near Gorseinon. The school, which was built nearly 90 years ago, occupies a semi-rural location and is set in pleasant spacious grounds. The grounds comprise two large playgrounds, a sports field and a nature reserve.
2. There are 77 full-time pupils at the school and a further 11 nursery pupils attended on a part-time basis. This number increases throughout the year as the school accepts children following their third birthday. The school describes the catchment area as largely neither prosperous nor economically disadvantaged, but with a significant number (about 25%) of pupils coming from homes that are economically disadvantaged. Twelve pupils (15%) are identified as being entitled to receive free school meals. The school's intake comprises the full ability range and 15 pupils have been identified as having special educational needs. One pupil has a statement of special educational needs.
3. All pupils come from homes where English is the predominant language. This is the main medium of teaching and learning in the school, although all pupils learn Welsh as a second language.
4. The school's aims include:
 - to enable each child to develop to his/her full potential mentally, physically, emotionally and socially
 - to develop in each child the knowledge and skills necessary to adapt to a constantly changing world, and to develop an enquiring mind and the ability to observe, question and argue rationally
 - to give the child understanding of the society in which they live, to foster an attitude of care towards people and things around them, and to function in co-operative groups
 - to help the child communicate clearly and to react with confidence to any situation.

The school's priorities and targets

5. The school's major priorities and targets for improvement include:-
 - further developing pupils' thinking skills
 - extending the support for pupils with SEN
 - improve the monitoring arrangements for the foundation subjects
 - providing a greater range of after school clubs for pupils
 - improve the accommodation.
6. The school was last inspected in November 1998 and key issues highlighted in the report have been addressed.

Summary

7. Pengelli Primary School is a good school and is highly regarded by parents and the local community. The school is effective in developing pupils' personal and social skills. By the time they leave school pupils are well prepared for the next stage of their education. Pupils enjoy their school and the school provides them with a good quality of education.
8. The school was last inspected in November 1998. It has made good progress since then and the key issues for action highlighted in the report have been addressed.
9. The inspection team agreed with the overall judgement made by the school about the seven areas of its work.

Table of grades awarded

The inspection team judged the school's work as follows:

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

Standards

Pupils' standards of achievement in the lessons observed in the subjects inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
30%	55%	15%	0%	0%

10. Standards of achievement are, in the main, good with no important shortcomings and good with outstanding features at the end of key stage 2. Standards of achievement in lessons observed are well above the Welsh Assembly Government all-Wales targets.
11. The overall quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning. Pupils make very good progress in their personal and social development because of the emphasis given to this aspect of their education.

Subjects

In key stage 1 and key stage 2 in the subjects inspected, the standards of achievement are as follows:

Subject	Key Stage 1	Key Stage 2
Mathematics	Grade 3	Grade 2
Science	Grade 2	Grade 2
Welsh (second language)	Grade 2	Grade 2
Geography	Grade 3	Grade 1
Art	Grade 2	Grade 1
Physical Education	Grade 3	Grade 1

12. Overall pupils throughout key stage 1 and key stage 2 make good progress.
13. Children under five make good progress in developing their key skills. They listen well and are developing into confident speakers. The children enjoy looking at books and having stories read to them. Older pupils recognise number and can count reliably to five.
14. Pupils' standards and progress in the key skills of speaking and listening are good overall. As pupils mature they become better listeners and develop a good vocabulary. Pupils enjoy reading and read well, their written work, in both English and Welsh, shows increasing maturity and attention to detail.
15. Pupils' numerical skills are good overall, a small minority of pupils in key stage 1 make basic errors in calculations but by the time pupils reach key stage 2 they measure accurately, have good calculating skills and represent their findings graphically. Pupils' information and technology skills are good overall and pupils use these skills with increasing confidence and this is particularly noticeable in Years 5 and 6 where they use their ICT skills very well in their research and to display their work.
16. Pupils generally have good bilingual skills the older pupils have a good vocabulary and they use the language spontaneously as when greeting a visitor to their class.
17. The school is giving considerable emphasis to developing pupils' key skills and, in some lessons such as in Years 5 and 6, pupils' individual learning skills are very well used to extend pupils' knowledge and understanding, for example to develop the concept of fair testing in science. However, pupils' key skills are not developed sufficiently progressively and logically so that they build on previously acquired skills.
18. At the end of key stage 1, pupils' attainment in the 2004 National Curriculum subjects of English, mathematics and science as judged by teacher assessment were above local and National expectations. The results were in line those for similar schools based on the number of pupils entitled to receive free school meals.

19. In key stage 2, the 2004 National Curriculum results in the three core subjects were above both local and National averages and in line with similar schools in Wales. Overall however at key stage 2, girls consistently outperform boys in mathematics. Lower attaining pupils, and boys in particular, do not have sufficient additional help to enable them to overcome the difficulties they encounter with their mathematics work. Overall, however, whilst results fluctuate year to year due to the small numbers involved, the school has consistently maintained an above average standard of achievement.
20. Pupils have very good attitudes to learning. They work hard in lessons and show interest in their work. Pupils' understanding of what they are doing is good but they are not sufficiently aware of what they need to do to improve.
21. All pupils are very well behaved and the older pupils are developing into mature individuals. This responsible attitude and pupils' very good behaviour has a positive impact on the school ethos and pupils' learning. Pupils relate very well to each other and to adults.
22. The strong community links and studies of other faiths and societies ensure that pupils have very good respect for the diversity of beliefs, attitudes and cultures within other societies.

The quality of education and training

In the lessons observed the quality of teaching in the subjects inspection was as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
35%	50%	15%	0%	0%

23. No lesson was seen where shortcomings outweigh good features and in the substantial majority (85%) lessons are good with no important shortcomings. In a third (35%) of lessons there were outstanding features. This is well above the Welsh Assembly Government all Wales targets.
24. The very good relationships evident in all classrooms encourage pupils to take an active part in lessons. Questioning is well used to challenge pupils and to ensure that all pupils, whatever their ability, are fully involved. In the main the school responds well to most pupils' needs and pupils are well motivated and interested in the work. There is very good provision for pupils' personal and social education.
25. Pupils' bilingual skills are well developed and the use of everyday Welsh by the teachers is beneficial to pupils' learning. Overall, however, whilst teachers' lesson planning incorporate opportunities to develop and use pupils' key learning skills, the school has not sufficiently planned for the progressive development of key skills across the whole age range so that pupils have opportunities to build on previously acquired skills.

26. Teachers' medium and short term planning is good and based on well-structured schemes of work. Lessons proceed at a good pace and this effectively maintains pupils' interest and enthusiasm.
27. The recently updated school assessment procedures enable pupils' achievement and progress to be well tracked, particularly in English and mathematics. Assessment procedures however need to be further refined so that pupils' progress is assessed more frequently and at appropriate times enabling pupils' individual learning needs to be quickly identified, supported and targets set for improvement. This will enable pupils of all ages to know what they need to do to improve.
28. Pupils identified as having special educational needs are well supported in the classroom and are withdrawn for short periods of intensive language teaching. This is effective in that these pupils are making good progress. However, pupils are withdrawn from lessons sometimes at crucial times and the additional help is not extended to support pupils having difficulties in other subjects.
29. Pupils' spiritual, moral, social and cultural development is very good and successfully promoted through the provision of a wide range of learning opportunities. Pupils have a clear sense of right and wrong and act accordingly. They take responsibility for their own actions and take initiatives in organising events.
30. Pupils enjoy equal access to school activities and a substantial number of pupils take part. There are very effective measures in place to overcome bullying, harassment of any kind, and race discrimination. During the inspection the school exuded a calm, supportive ethos free of any tension. Collective worship is an integral part of the school day and makes a good contribution to pupils' understanding of moral issues reinforcing the concepts of truth and justice.
31. The quality of the partnership with parents, the local community and other schools and colleges is very good. Parents are very well informed about the life and work of the school and their appreciation was shown through the positive comments made in the pre-inspection meeting and questionnaires.
32. The care, guidance and support provided by the school for its pupils are good with many outstanding features. Teachers and non-teaching staff know their children well and parents are right to place their trust and confidence in the school.

Leadership and management

33. The school is well led and managed. The headteacher provides the school with a clear sense of direction and his influence pervades the whole school. There is a strong emphasis throughout on promoting equality of opportunity and to give pupils a secure foundation for their learning.

34. The governing body is fully supportive of the school and proud of its achievements. Governors are well aware of the strengths of the school, particularly the quality of education provided by the school, and have been kept informed of recent curricular developments.
35. The recently developed school self-evaluation report is comprehensive and based on first hand evidence. The school's self-evaluation process involved all interested personnel and was fully discussed by staff and governors. This report forms a good basis for future planning and together with the recommendations included in the inspection report will form a good basis for school development.
36. The school has sufficient well-qualified and experienced teachers to meet the requirements of the National Curriculum. It is well provided with skilled support staff. Accommodation is satisfactory overall and through good displays of pupils' work provides pupils with an attractive learning environment. The site manager keeps the school spotlessly clean. There are areas of concern – notably caused by dampness in the walls that need immediate attention.
37. The school manages its resources efficiently. Decisions about spending are well matched to the school's priorities as identified in the School Development Plan. Overall the school provides good value for money.

Recommendations

In order to improve, the school needs to:

- R1 Extend the provision for pupils identified as having special educational needs so as to include support in other curricular areas particularly mathematics.
- R2 Refine the current assessment procedures so that individual pupils' progress can be more rigorously tracked and measurable targets set for improvement.
- R3 Make every effort to improve the accommodation for the pupils.

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.

- 38. The findings of the inspection team match the judgement made by the school in the self-evaluation report.
- 39. Pupils' standards of achievement in lessons observed in the subjects inspected are as follows:-

Pupils' standards of achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	30%	55%	15%	0%	0%

- 40. Standards of achievement are, in the main, good with no important shortcomings and good with outstanding features towards the end of key stage 2. This is well above the Welsh Assembly Government all-Wales targets.
- 41. Baseline assessments and lesson observations indicate that pupils' attainment on entry is below average. The overall quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning. These children make very good progress in their personal and social development because of the emphasis given to this aspect of their education.
- 42. In key stage 1 and key stage 2, in the subjects inspected, the standards of achievement are as follows:-

Subjects	Key Stage 1	Key Stage 2
Mathematics	Good features outweigh shortcomings	Good features with no important shortcomings
Science	Good features with no important shortcomings	Good features with no important shortcomings
Welsh (second language)	Good features with no important shortcomings	Good features with no important shortcomings
Geography	Good features outweigh shortcomings	Good with outstanding features
Art	Good features with no important shortcomings	Good with outstanding features
Physical Education	Good features outweigh shortcomings	Good with outstanding features

- 43. In the main, pupils in both key stages make good progress and achieve individual learning targets set by the school and agreed by the local education authority. By the end of Year 6, standards of achievement are good overall with some outstanding features and most pupils, including the less able, are

well prepared for the next stage of learning. Pupils with special educational needs make good progress in the acquisition of language but less good progress in mathematics.

44. Children under five make good progress in developing their key skills. They listen well and are developing into confident speakers. The children enjoy looking at books and having stories read to them. Older pupils recognise number and can count reliably to five.
45. Standards and progress of pupils in key stage 1 and 2, in the key skills of speaking and listening, are good and make a significant contribution to the very good classroom ethos and pupils' learning. As pupils mature they become better listeners and develop a good vocabulary that enables them to converse freely in both English and Welsh. Pupils' reading and writing skills are good in both languages, pupils' work is well presented and generally free of errors of spelling or punctuation. Pupils read a good range of both fiction and non-fiction and many older pupils recall vividly what they have read. Pupils' language skills are well used across the curriculum.
46. Pupils' numerical skills are good overall, however, a small minority of pupils in key stage 1 make basic errors in their calculations but by the end of key stage 2 pupils have good and occasionally show very good numerical skills. They measure accurately and have good calculating skills, as for example when making a scale representation of the cross-section of a river in their geography project. Pupils' information and communication technology skills are good overall and they use these skills with increasing confidence and this is particularly noticeable in Years 5 and 6 where they use their ICT skills very well in their research and to display their work.
47. The school gives considerable emphasis to developing pupils' key learning skills. However these skills are not developed sufficiently progressively across the whole age range so that pupils can build on previously developed skills.
48. Pupils have good bilingual skills. The use of everyday Welsh throughout the school enhances pupils' confidence to use the language naturally. For example, when greeting visitors to their classroom. Teachers' use of Welsh during the school day also ensures that pupils perceive Welsh as a living language.
49. Pupils make good progress in their learning and this is facilitated by the school's holistic approach to learning emphasising cross-curricular links and making maximum use of pupils' extra-curricular experiences. Pupils are well motivated and older pupils in particular are increasingly taking responsibility for their own learning. Discussion with pupils indicated clearly that they understand what they are doing but not what they need to do to improve their work and to make further progress. The school has recently begun to set individual pupil targets for improvement but these are largely language based and rather general in nature.

50. At the end of key stage 1, pupils' attainment in the 2004 National Curriculum subjects of English, mathematics and science when judged by teacher assessment (SAT's) were above local and National expectations. The results were above those for similar schools based on the number of pupils entitled to receive free school meals.
51. In key stage 2, the 2004 National Curriculum results in the three core subjects were above both local and National averages and in line with similar schools. Overall however at key stage 2 girls consistently outperform boys in mathematics. Lower attaining pupils, and boys in particular, do not have sufficient additional help to enable them to overcome the difficulties they encounter with their mathematics work. Whilst results fluctuate year to year due to the small numbers involved, however, the school has consistently maintained above average standards.
52. The school successfully promotes pupils' personal, social and learning skills. The school is a good learning environment in which pupils' self-esteem is very well developed. Pupils have a very good attitude to learning and all pupils are very well motivated and show interest in their work. Older pupils in particular make very good use of time and work productively. These pupils show the capacity to work independently, to work in pairs and in small groups. This contributes very well to their personal and social development. Attendance is satisfactory, pupils arrive punctually and little time is wasted during the school day. The school's procedures for recording pupils' attendance are in line with Welsh Assembly Government guidelines.
53. A strong feature of the school is its commitment to equality of opportunity for all. Pupils respect each other's views and ideas very highly. This is apparent in the way they listen and respond to each other in class and the interest they show in other pupils' ideas. In discussion, pupils in both key stages speak of the wide range of activities that they had taken part in during the school year and the very good encouragement they were given by the staff. The very good community links and studies of other societies ensure that they have respect for the diversity of beliefs, attitudes and cultures within societies. In addition visitors to the school including persons from the locality help older pupils understand how they can help their community either through work or voluntary activities.
54. Standards of behaviour are very good and all pupils show a high degree of respect for each other and for their school. The school is free from any degree of tension and no instances of bullying or harassment were seen during the inspection.

The quality of education and training

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

Grade 2: Good features and no important shortcomings.

55. The findings of the inspection team match the judgement made by the school in the self-evaluation report.

56. In the lessons observed, the quality of teaching was judged as follows:-

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
35%	50%	15%	0%	0%

57. No lesson was seen where shortcomings outweigh good features and the majority of lessons were good with no important shortcomings. A third of lessons were good with outstanding features. This is above the Welsh Assembly Government all-Wales targets.

58. Teachers have a good knowledge and understanding of the subjects they teach. They are well aware of current developments and these are incorporated well into their teaching. Suitable teaching strategies and good use of resources ensures the active engagement of learners, as for example in the teaching of Welsh in Years 3 and 4 based on pupils responding to questions following on a short video presentation.

59. Teachers use questioning well, particularly to challenge pupils. Questions are well directed to ensure that pupils of all abilities have opportunities to contribute. Teachers value pupils' responses and this helps to develop pupils' self-esteem and their willingness to take part in classroom discussions. Overall there is equality of opportunity for everyone. In discussion with pupils they confirmed the active part all pupils undertake in lessons such as practical investigations in science and fieldwork in geography.

60. A notable feature of all lessons is the very good relationships in the classroom which encourages pupils to take an active part in lessons and makes a significant contribution to pupils' learning. Where possible teachers use everyday Welsh words and phrases and this helps to develop pupils' communications skills in Welsh and emphasises the relevance of the language.

61. Generally the school responds well to pupils' learning needs particularly in language development. All pupils have equal access to a broad and balanced curriculum although a few pupils would benefit from additional support in some instances. Pupils benefit from opportunities to participate in a wide range of extra-curricular activities.

62. Teachers' medium and short-term planning is good and based on well-structured schemes of work. Lessons proceed at a lively pace and this effectively maintains pupils' interest and enthusiasm.
63. Planning for children under five is good. During the inspection this class was taught by a temporary teacher due to the unavoidable absence of the normal teacher. However, the very good contribution of the Nursery Nurse (NNEB) and the competence of the temporary teacher ensured that the disruption to children's learning was kept to the minimum. Children were well supported and actively involved in their activities.
64. Teachers, in this small school, know their pupils well and the recently updated whole school assessment procedures enable pupils' achievement and progress to be tracked well, particularly in English and mathematics. The procedures however need to be further refined. Pupils' progress across the curriculum needs to be assessed more frequently and at appropriate times so that individual learning needs can be quickly identified and supported through differentiated tasks, and to enable targets to be set for improvement. Pupils' work is marked regularly but it is not consistently matched to National Curriculum Levels of Achievement, neither are there portfolios of pupils' work to show levels pupils achieve at different stages. Whilst pupils are becoming increasingly involved in individual target setting this is currently largely limited to language development. Overall assessment information is not sufficiently detailed to underpin the day to day planning of lessons.
65. Pupils identified as having special educational needs are well supported in the classroom and are withdrawn for short periods of intensive language teaching. This is effective and these pupils are making good progress in their acquisition of language. However, it does mean that pupils are withdrawn from lessons at crucial times, such as from mathematics lessons. Additional help is not extended to support pupils who have difficulties in other subjects.
66. Parents and carers are regularly informed about the progress made by their children. Annual written reports to parents are of good quality and meet statutory requirements. They celebrate pupils' achievements and give parents helpful guidance in assisting their children to improve their work at home.

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

Grade 1: Good features with outstanding features.
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67. The findings of the inspection team match the judgement made by the school in the self-evaluation report.
68. All pupils have equal access to a broad and balanced curriculum that meets statutory requirements. Throughout the Early Years and both key stages, pupils enjoy a very good range of experiences and learning opportunities that are well matched to their stage of development and learning needs. Pupils'

learning is further enhanced by visits to places of interest in the locality and further afield and by visitors from the locality. This further extends their interest in the work and makes a very good contribution to pupils' learning.

69. The overall quality of the 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. Children's progress in their personal and social development is very good because of the emphasis given to this aspect of their education.
70. Whole school policies and schemes of work are of a very good standard and underpin the teaching of all the NC subjects, religious education and areas of learning. These provide outline guidance for teachers and help to ensure progression and continuity in pupils' learning. The school's provision fully meets legal requirements.
71. The school has recently given a great deal of emphasis to developing pupils' key skills. There is a very good emphasis on language and literacy, which forms the basis of a great deal of the school's work. Particular emphasis is given to the development of language skills for SEN pupils, and these additional learning needs are well met within an ethos of inclusion. Such support does not incorporate other subjects, notably mathematics. In other lessons such as in Years 5 and 6, pupils have very good opportunities to develop their investigative, enquiry and research skills. However, the development of pupils' key skills is not consistent across the school.
72. A very broad range of sporting and musical activities enriches the curriculum and contributes very well to the development of pupils' social and cultural development. All pupils are encouraged to take part, and the activities are pleasurable occasions that add a very valuable dimension to their learning. Educational visits, charity events, the choir, visiting artists and speakers all provide an important and very good link with the community which extends the curriculum and contributes to the educational standards achieved.
73. Pupils' spiritual, moral, social and cultural development is very good and successfully promoted through the provision of a wide range of learning opportunities. Pupils know the difference between right and wrong and act accordingly. They take responsibility for their actions and take the initiative; for example, pupils are involved in organising their own fund raising events to support the RSPCA. The school council provides a very valuable opportunity for pupils to become involved in promoting the values of the school through encouraging a sense of ownership and responsibility for local environment. Collective worship is an integral part of the school day and makes a very good contribution to pupils' understanding of moral issues reinforcing the concepts of truth and justice.
74. The quality of partnership with parents, the local community and other schools and colleges is very good. Parents are very well informed about the life and work of the school and their appreciation is shown through the positive comments made in the pre-inspection meeting and parents' questionnaires.

75. The school has developed very good partnerships and links with a range of local and community organisations including the local College, the local cluster group of schools, businesses and training centres. The school's involvement in national and local initiatives is good and help to raise pupils' awareness of the world of work and strengthen the school's links with the community. The contribution made to the new Early Years Outdoor area is an example of this community involvement.
76. Over many years, through the vision and leadership of the headteacher, the school has established a reputation for being truly inclusive. Staff treat pupils equally and fairly and always encourage everyone to do their best, to recognise their skills and talents and to care. Equality of access is assured.
77. Valuable skills of speaking and listening in English and Welsh are always promoted. An understanding of the process of democracy is also being developed during school council meetings. This group now has an active part within the school development plan so that the impact of their involvement can be more easily tracked and monitored. Older pupils speak with great interest about the involvement of the council and say they would like to meet a little more often. Pupils have been actively involved in collection for local and National charities.
78. The local environment is very well used for geography, science and art activities. The school very actively promotes education for sustainable development through recycling schemes. Pupils are also involved in local environmental issues, for example the pupils busily campaigned during recent discussion on the health and safety implications of a nearby tip. Through their geographical studies of developing countries and trade links, pupils are made aware of the interdependence of countries and societies and are increasingly aware of the concept of global citizenship.
79. Work related education is provided for students from the nearby college when they undertake placements in the school. Staff themselves have less opportunity to benefit from placements out of school in industry. However, through visits the school keeps itself abreast of changes and developments within the locality.

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

Grade 1: Good with outstanding features.

80. The school's success in establishing high levels of care and support stems from the desire to meet all of pupils' needs properly and promptly. Outside agencies offer good and timely advice and guidance when necessary. Health and safety procedures are well established. Training in many important areas of pupil welfare such as child protection and first aid are routinely undertaken by staff. In addition policies and procedures are reviewed and updated so that staff know and understand their roles and responsibilities. Routines are well established and systems in place to not only maintain but to constantly

improve care and welfare arrangements. But it is the openness of communication and the sensible attitude to sort out problems as they arise which impact very positively on provision. Overall there are many outstanding features evident in this aspect of the school's work. Parents are right to place their trust and confidence in the school.

81. The staff have worked at the school for many years and know the children and their families well. Parents showed their unanimous support for the school when they responded extremely positively to the pre-inspection questionnaire and when they met with inspectors. They value most of all the very high standards of care, the very good relationships and the very good attention given to each individual child's wellbeing. There was also very high praise for the dedication and commitment of the headteacher. The inspection team fully endorses these views.
82. Induction arrangements are flexible and very well managed so that children as young as three years of age settle into school happily. Occasionally pupils join higher up the school and they too soon appreciate the caring ethos and the friendly nature of the other children. School contracts are also used to help families understand their rights and responsibilities when they become part of the school community.
83. In such a small school the headteacher is quickly aware if a pupil is absent. Parents however telephone the school themselves if a child is away and if they do not then the administrative officer rings home to check on the pupil's whereabouts. Attendance data is properly recorded and reported and very well monitored on a regular basis. The headteacher is himself able to monitor and promote the very good standards of behaviour because he is actively involved in classrooms on a regular basis.
84. The school has effective systems to identify any additional learning support that pupils require to improve their progress in language. The Special Educational Needs Co-ordinator (SENCO) takes responsibility for the procedures and support programmes. Teachers and support staff liaise effectively with the SENCO to draw up and implement the Individual Educational Plans (IEPs).
85. Support for pupils identified as having special educational needs consists of good in-class help and short withdrawal sessions. Record keeping and assessment of pupils' progress is well managed and they make good progress towards their objectives. This support is specifically for literacy with a particular emphasis on the development of spelling skills and has undoubtedly contributed to the increase in the overall standards achieved for language. Support for numeracy is under-developed and the school recognises this need. Pupils who need extra support with their behaviour have well thought out IEPs; all staff are sensitive to their needs and collaborate effectively to reinforce the good ethos of the school. Pupils with medical needs or physical disabilities receive very good support both in and outside the classroom. The school's policy and procedures are in line with the SEN code of practice.

86. Visits and visitors to the school help pupils to learn how to keep safe as well as healthy. The personal and social education (PSE) programme itself is very well established in the school and pupils have very good opportunities in class and in small group sessions during the last two years in the school when they can develop their knowledge and understanding and to discuss sensitive issues such as drug issues, sex education and other personal topics.
87. There are very effective measures in place to overcome bullying, harassment of any kind and racial discrimination. During the inspection the school exuded a calm, supportive ethos free of any tension. Collective worship is very well used to challenge pupils' understanding of racial awareness and peoples' perception of different groups in society. Pupils are taught that everyone has something to offer and that all people are equal. Over time pupils themselves develop into open minded and very interested citizens, keen to take on responsibilities and to help each other.
88. Pupils enjoy equal access to all school activities and a substantial number of pupils take part. Improvements to the grounds have included a ramp so that wheelchair access is not an issue. A pupil with a visual impairment was well provided for. The school is always keen to accommodate any pupil whatever their specific need.

Leadership and management

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

Grade 2: Good features and no important shortcomings.

89. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
90. The school is well led and managed. The headteacher provides the school with a clear sense of direction and his influence pervades the whole school. The aims and values of the school are known and accepted by the staff, governors, pupils and parents. There is a strong emphasis throughout on promoting equality of opportunity and to giving pupils a secure foundation for their learning as well as to ensure their social and moral development.
91. Good account has been taken of National and local initiatives and the school is currently involved in a local project that involves other primary and the secondary school, to track pupils' mathematical progress. The school is well focused on maintaining good personal and academic standards and has successfully maintained such standards over recent years.
92. A good feature of the school is the close working relationship between teachers and this impacts well on the quality of the education provided.
93. The school successfully implements performance management procedures in line with statutory requirements. Targets are identified for individual staff who receive appropriate support and training to meet them. In the best practice, training and support is evaluated to determine the impact on standards achieved by pupils. The school has good procedures in place for the induction of newly qualified teachers.
94. The governing body is well informed and very supportive of the school and proud of its achievements. Governors are well aware of the strengths of the school and have been kept informed of recent curricular developments.
95. The governing body fully meets its legal requirements and statutory duties. Regular visits to the school ensure that several governors are well aware of the quality of education provided and in particular pupils' personal and social development. Governors have been actively involved in the school's self-evaluation report and this will enable them to become increasingly involved in the school's developmental planning and monitoring process.

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

Grade: 2: Good features and no important shortcomings.

96. The findings of the inspection team match the judgements made by the school in the self-evaluation report.
97. The headteacher, staff and governors are committed to maintaining, and where possible, improving the quality of education provided by the school. In this small school, teachers and other staff know their pupils well and are sensitive to their needs. Particular emphasis is placed on developing the whole child and this is evident from the time children start school following their third birthday.
98. The recently developed school self-evaluation report is comprehensive and based on first-hand evidence. The school's self-evaluation process involved all interested personnel and the report was discussed by the staff and governors who had opportunities to influence change. This was well done and resulted in a self-evaluation report of good quality. It is a good basis for future development planning.
99. The school development plan (SDP) is a good working document. Targets are clearly stated, success criteria identified and the action to be taken is included. Personal responsibility is highlighted and actions are costed. The evaluation of previous actions indicate that improvements have taken place, such as improving the outdoor facilities for children under five. The school works closely with parents and the community and their views have been sought and incorporated in the school's development plans.
100. Teachers have many and varied responsibilities in this small school but good working relationships, stability of staff and good schemes of work ensure a good quality of education. However, regular monitoring of the curriculum is not sufficiently planned to ensure progression and continuity.
101. Teachers know their pupils well and good arrangements are in place for assessing pupils' achievements usually at the end of the academic year. However, the system is insufficiently rigorous and needs to be refined to enable teachers to track in detail pupils' progress and then identify areas for improvement.

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

Grade 2: Good features and no important shortcomings.

102. The school has sufficient well-qualified and experienced teachers to meet the needs of the National Curriculum. There are appropriately skilled support staff to enable teaching, administration and the day to day life of the school to function well.

103. The staff maintain a positive learning environment for the pupils. The quality and quantity of learning resources are sufficient to meet pupils' needs. Curriculum co-ordinators and the governing body regularly review the provision of learning resources. The school is responsive to individual needs and ensures that curriculum resources are used efficiently and updated as necessary.
104. Accommodation is satisfactory overall. There are positive features such as the spacious grounds and the good sized classrooms but there remain some weaknesses. The Governors are only too well aware of the difficulties they face in maintaining an old building to a good enough standard. Improvements have been made to parts of the hall for example and much discussion has taken place as to how best to resolve ongoing issues such as dampness in the walls. There are however areas of particular concern. First is the state of the inside of the north-facing wall in the girls' toilets that are in a poor condition. This is not a cleaning issue because the site manager and her team keep them spotlessly clean. Secondly the crumbling damp pillar in the centre of the Year 1 and 2 classroom is in need of attention.
105. Much has been done by the staff to make the school a pleasant and stimulating environment for learning. Displays of pupils' work to celebrate achievement and colourful visual aids help to enhance the appearance of the interior of the building. The school building and grounds are very well cared for by the caretaker and cleaning staff. A recent project supported by the local community has improved facilities for Early Years children. However, more needs to be done to ensure that these young children have a more stimulating play area.
106. The headteacher and governing body monitor the school budget to allocate resources to the identified needs of the school and are prudent in costing major programmes and activities. There are effective procedures to develop the professional expertise of the staff who are deployed efficiently to make the best use of their time, proficiency and experience. The recent provision of IT equipment, including the interactive whiteboard increasingly supports the development of pupils' skills in ICT.
107. Overall, good use is made of lesson time, money and human resources. Careful financial planning ensures that the school's spending decisions relate to priorities for improvement and for the benefit of the pupils. The school provides good value for money.

Standards achieved in subjects and areas of learning

Subject 1: MATHEMATICS

Key Stage 1 – Grade 3: Good features outweigh shortcomings.

Key Stage 2 – Grade 2: Good features and no important shortcomings.

Good features

108. Pupils in key stage 1 count reliably and understand place values of each digit in number up to three figures. More able pupils have good mental addition and subtraction skills. Pupils are more confident when undertaking paper exercises including addition and subtraction of sums of money. Most pupils recognise number sequences such as odd and even numbers.
109. Pupils in Year 2 recognise common two-dimensional shapes and the more able describe their properties accurately, such as the number of sides and corners. Pupils in Year 2 use mathematics well in classroom activities, such as representing their results as pictograms. They draw realistic conclusions from their graphs, such as identifying their favourite pets.
110. By the end of Year 6, most pupils have a good understanding of place value and use all four mathematical operations with decimals. More able pupils calculate accurately fractional and percentage part of quantities of their answers. They check their answers by estimation and applying inverse operations. This illustrates good mathematical skills.
111. Most pupils in Year 6 have a good knowledge and understanding of two and three-dimensional shapes and can identify the symmetries of two-dimensional shapes. These pupils determine the areas of rectangles and some other regular shapes accurately and find the perimeter of such shapes.
112. Most pupils in Year 6 handle data confidently. They collect data and represent it in a frequency table and illustrate the results graphically using computer programs when necessary. They draw realistic conclusions based on their data.
113. By the end of Year 6, pupils use their mathematical skills well in practical contexts. Results are presented in a clear and organised way and most pupils use of good mathematical vocabulary.
114. Pupils' information and communication technology skills are well used to support their learning.

Shortcomings

115. A small minority of pupils in key stage 1 make basic errors when adding and subtracting single digit numbers and cannot accurately sequence odd and even numbers. Their ability to measure accurately is limited.

116. A very small minority of pupils in key stage 2 have an unsatisfactory understanding of basic mathematical concepts including the four mathematical operations and the properties of different shapes. They have limited calculating skills and make simplistic errors.

Subject 2: SCIENCE

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

Key Stage 2 – Grade 2: Good features and no important shortcomings.

Good Features

117. Most pupils in key stage 1 have a good understanding of the need for fair testing and can identify factors that have to be kept the same if the test is to be fair. Most pupils know how to carry out a scientific investigations, such as when investigating how far a model car will travel across different surfaces.
118. By the end of key stage 2, pupils have good skills of enquiry and most pupils can carry out investigations to test their hypothesis. In one investigation taking place during the inspection, pupils were able to evaluate the best blackout materials as part of their history World War 2 project.
119. Pupils in Years 5 and 6 have very good investigative skills that reflect the very good opportunities provided for them to develop their skills of enquiry.
120. Pupils in key stage 1 have a good understanding of the differences between living and non-living things and can group common occurring things accordingly. Most pupils know what plants need to grow and recognise some plants growing in their local environment.
121. In discussion, pupils in Year 6 showed a good knowledge and understanding of body systems. They name the major body organs, such as heart and lungs and know what changes occur during rigorous exercise.
122. Pupils have a good understanding of what constitutes a healthy life style and how it can be promoted. Older pupils differentiate between prescribed drugs and those that do them harm.
123. Pupils in key stage 1 have a good understanding of the differences between materials, such as their elasticity and those pupils in key stage 2 use various well-known popular drinks to investigate their effect on teeth.
124. In key stage 1, pupils have a good understanding of what constitutes an electrical circuit. They construct simple electrical circuits and know what is required to make a bulb light. Older pupils use their scientific knowledge well to make artefacts, such as a model lighthouse that switches off and on.

125. Pupils in Years 5 and 6 make good use of their developing ICT skills. For example they use data logging equipment to plot temperature changes over time to determine the effectiveness of different insulating materials.

Shortcomings

126. There are no significant shortcomings but:
- Pupils' ability to record their data and to present their findings is underdeveloped in some classes, essentially due to the overuse of worksheets.

Subject 3: WELSH (SECOND LANGUAGE)

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

Key Stage 2 – Grade 2: Good features and no important shortcomings.

Good features

126. Pupils in key stage 1 understand and respond well to short oral phrases spoken by their teacher. Most pupils in Year 2 are confident when replying to their teacher and use simple words and phrases correctly. Their speech is intelligible and pronunciation is good.
127. By the end of Year 2, most pupils write simple words and phrases correctly to express personal information following a set sentence pattern. Most words are copied and spelt correctly. These pupils read and understand what they have written.
128. By the end of key stage 2, pupils speak intelligibly using a good range of phrases and sentence patterns. Pupils understand and respond appropriately to longer questions and commands spoken by their teacher. The more able pupils' initiate conversations.
129. By the end of key stage 2, pupils' written work shows a good grasp of organisation and sequencing of phrases into sentences. Words are generally spelt correctly and pupils' written work shows that pupils are beginning to express opinions. Capital letters and punctuation are generally used correctly.
130. By the end of key stage 2, pupils read short paragraphs and dialogue with good understanding. They read with expression giving good attention to pronunciation and punctuation.
131. Pupils in Years 5 and 6 use everyday Welsh well in classroom activities and this, together with the school's emphasis on everyday Welsh to developing the language, makes a good impact on pupils' learning and their attitude to the subject.

Shortcomings

132. No significant shortcomings.

Subject 4: GEOGRAPHY

Key Stage 1 – Grade 3: Good features outweigh shortcomings

Key Stage 2 – Grade 1: Good with outstanding features.

Good features

133. Pupils, by the end of key stage 1, are familiar with their local area and describe accurately both physical and human features they see on their journey to school. More able pupils express views on attractive and unattractive features of the local environment and what could be done to improve it.
134. Pupils in Year 2 recognise the countries that constitute the United Kingdom and major towns in England and Wales. They recognise a good range of symbols for example mountains, rivers and map directions. Most pupils have a satisfactory vocabulary to describe their work.
135. By the end of key stage 2, pupils have very good skills of geographical enquiry including analysing evidence, drawing conclusions and recording their results.
136. By the end of key stage 2, pupils show very good practical skills. This is evident from the recorded results of their fieldwork. Pupils' work shows keen attention to detail, accurate observations and the very good use of their mathematical skills, for example when calculating river flow.
137. Pupils, at the end of key stage 2, use maps confidently and are familiar with maps of different scales. They calculate distances with a very good degree of accuracy taking into account different road systems.
138. A notable feature of pupils' studies is the ability of the older pupils to express their views and opinions about geographical issues, such as global warming and the interdependence of different world communities. Through their studies of recycling they are becoming increasingly aware of sustainable development and what can be recycled.
139. Pupils in Year 6 demonstrate in their written work and in discussion, that they understand their responsibility for the environment and are aware what they can do to sustain and improve their locality, such as avoiding litter and following the country code.
140. Very good cross-curricular links are evident in the geographical work in Years 5 and 6. Pupils use their mathematical skills very well when producing scale drawings of a cross section of a river. Language is also very well used, such

as when describing the characteristics of the river Lliw as it matures from source to mouth.

“I am young, I rush over rocks
I am middle aged and begin to meander
Now I am old, I’m silted and sluggish”.

141. Very good use is made of pupils’ ICT skills for research purposes as well as to illustrate their findings.

Shortcomings

142. Pupils in key stage 1 have little knowledge and understanding of any locality apart from their local area.
143. In key stage 1 too little use is made of ICT to support pupils’ learning.

Subject 5: ART

Key stage 1 – Grade 2: Good features and no important shortcomings.

Key stage 2 – Grade 1: Good with outstanding features.

Good features

144. In both key stages, pupils develop their skills in art through a good range of experiences. They develop good observational and drawing skills, use colour well and produce creative work of a very good standard using a variety of techniques and media.
145. In key stage 1, pupils apply their colour mixing skills well to create collages showing the seasons of the year. They draw and paint from observation and memory and develop a good understanding of colour, pattern and line. Pupils weave to create a variety of effects and use natural materials to create sculptures of good quality.
146. Pupils in key stage 1 study the work of Van Gough and produce work of a good standard in his style. They visit the Welsh Folk Museum at St Fagans and use the buildings as a focus for their drawing and painting. Pupils look at the work of Welsh artists, draw portraits with pencil and pastels. The work is of a good standard showing good attention to detail.
147. In lower key stage 2, pupils study the work of Will Evans and his pictures of Swansea after the blitz. They explore and experiment with line, tone and colour to create their own pictures that are of a very good standard. They use a wide range of media to develop their skills producing drawings, paintings and using their topic on the Iron Man for 3D work. This work is of a very good standard.

148. Pupils in both key stages create a very good range of 2D and 3D art. They use the natural world for 3D bark patterns, take themes from History; for example, they create ancient Egyptian hieroglyphics and paint after the style of the pyramid paintings and explore pattern and shape for creative painting. This work is of a very good standard.
149. Older KS2 pupils produce very good quality cross-curricular work. In one lesson pupils expressed their feelings through sketches of war based on a study of Picasso's Guernica whilst listening to a previously studied musical composition – "Mass for Peace" by Karl Jenkins. The lesson was followed up with creative poetry writing on the same theme.
150. Pupils' skills develop very well from studying the work of visiting Welsh artists who provide stimulating experiences in their workshops. School visits to art galleries and exhibitions extend pupils' knowledge and experiences.
151. Good use is made of pupils' developing ICT skills to develop pupils' imaginative skills and to reinforce their learning.

Shortcomings

152. There are no significant shortcomings.

Subject 6: PHYSICAL EDUCATION

Key Stage 1 – Grade 3: Good features outweigh some shortcomings.

Key Stage 2 – Grade 1: Good with outstanding features.

Good features

153. In both key stages pupils are aware of the need to exercise safely and use space efficiently. All pupils co-operate well in pairs and in small group activities.
154. Pupils in both key stages know some of the effects of exercise on the body. For example pupils in key stage 1 know that rigorous exercise causes the heart to beat faster and that they breathe faster. Older pupils in key stage 2 know that the faster heartbeat ensures a greater blood supply to the muscles.
155. Pupils in key stage 1 undertake floor exercises confidently repeating simple patterns of movement. Most pupils show good hand-eye co-ordination. Occasionally skills are very good such as when controlling a ball.
156. Pupils in Years 5 and 6 perform suitable and safe warm-up and cool-down activities and know the value of exercise in maintaining a healthy life style.
157. In Years 5 and 6 pupils devise strategies and complex sequences of very good quality. They take responsibility for their planning and work very effectively in pairs and in group activities. They adapt their individual

performances to work with and support others, as when designing a sequence of movements linked to their classwork on mining and working underground. Pupils respond very well to challenges set for them.

158. In discussion, pupils use technical terms appropriately to describe gymnastic activities they regularly perform. They described how they plan activities to reflect the mood and requirements of their themes and how they improved their performance. They have a very good knowledge of what promotes quality and effectiveness in their performances.
159. The school reports that virtually all pupils learn to swim and become confident in water. The school provides good opportunities for pupils to take part in extra-curricular games activities and to extend their competence through participation in specialised activities, such as tennis coaching. A feature of such activities is the very high participation by pupils.

Shortcomings

160. Pupils in key stage 1 have too few opportunities to practise and evaluate their movements in order to improve their performance.
161. Pupils in key stage 1 have insufficient opportunities to develop their individual floor exercises into a series of linked actions.
162. The physical tasks undertaken by key stage 1 pupils lack sufficient rigour. Pupils are not sufficiently actively involved throughout the lesson.

School's response to the inspection

The school has considered the report and we are pleased that the inspection team agreed with the overall judgements made in the school's own self-evaluation of the seven areas of its work.

It is most pleasing that the report confirms that pupils enjoy their school and that the school provides them with a good quality of education which ensures that they leave school well prepared for their next stage of education. We are also glad that the inspection findings highlighted the high regard with which the school is held by the parents and local community and that their trust and confidence in the school is justified.

We are very pleased that the inspectors confirmed that the school provides high standards of care within an ethos of very good relationships where very good attention is given to each child's wellbeing. Most importantly the report makes clear the elements that make our school what it is – a place where children can thrive and grow in confidence.

It is pleasing that in both the quality of teaching and standards of achievement in the lessons observed 85% were in the top two categories, with none being unsatisfactory. Outstanding features in quality of teaching were recognised in 35% of lessons – well above the Welsh Assembly Government All Wales targets.

Inspectors have identified many elements and procedures in the school that will help address some shortcomings by sharing good practice more widely.

The inspection findings recognised that good progress has been made since our last successful inspection in November 1998, and that the key issues for action highlighted in that report have been addressed. An action plan will be put in place to address the recommendations in this report, and strategies will be included in our School Development Plan.

The school will further explore strategies to extend its support for pupils with Special Educational Needs in other curricular areas particularly in Mathematics. We believe that we can confidently address the need to refine current procedures for assessment of pupil progress together with the setting of measurable targets for improvement. The school will continue to work with the LEA in its efforts to improve the accommodation for the pupils. Staff and governors will address the recommendations before the end of the school year where it is possible to do so. The LEA's ability to fund capital repairs is crucial to addressing major accommodations issues.

A copy of the School's action plan in response to the inspection recommendations will be sent to all parents. The governors' annual report to parents will report on the progress we are making on the inspection recommendations

Appendix A

Basic information about the school

Name of School	Pengelli Primary
School type	Community
Age-range of pupils	3 – 11
Address of School	Station Road Grovesend Swansea
Post-code	SA4 4GY
Telephone number	01792 892736
Headteacher	Mr A G Martin
Date of appointment	January 1987
Chair of governors/ Appropriate authority	Mr D Merriman Swansea LEA
Registered inspector	Mr E R Morgan
Dates of inspection	8/9/10 November 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	5.5	14	13	16	9	10	4	13	84.5

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	5	1	5.4

Staffing information	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	15.65
Pupil : adult (fte) ratio in nursery classes	10
Pupil : adult (fte) ratio in special classes	-
Average class size, excluding nursery and special classes	21.67
Teacher (fte) : class ratio	1.35

Percentage attendance for three complete terms prior to inspection				
Term	R	KS1	KS2	Whole School
Summer 2004	88.91	90.71	93.38	91.82
Spring 2004	90.57	90.86	93.61	92.24
Autumn 2003	92.57	94.03	92.68	93.08

Percentage of pupils entitled to free school meals	15%
Number of pupils excluded during 12 months prior to inspection	0

Appendix C

National Curriculum Assessment Results End of Key Stage 1:

National Curriculum Assessment KS1 Results 2004			Number of pupils in Y2					
			8					
Percentage of pupils at each level								
			D	W	1	2	3	4
English:	Teacher Assessment	School	0	0	13	88	0	0
		National	1	5	16	62	16	0
En: reading	Teacher Assessment	School	0	0	13	88	0	0
		National	0	5	17	55	22	0
En: writing	Teacher Assessment	School	0	0	13	88	0	0
		National	1	7	17	67	8	0
En: speaking and listening	Teacher Assessment	School	0	0	13	88	0	0
		National	1	3	14	63	19	0
Mathematics	Teacher Assessment	School	0	0	13	88	0	0
		National	1	3	12	61	23	0
Science	Teacher Assessment	School	0	0	13	88	0	0
		National	1	2	12	63	23	0

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	88%	In Wales	79%

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

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

National Curriculum Assessment KS2 Results 2004							Number of pupils in Y6			12		
Percentage of pupils at each level												
			D	A	F	W	1	2	3	4	5	6
English	Teacher Assessment	School	8	0	0	0	0	0	23	39	31	-
		National					1	6	16	45	31	
	Test/Task	School	8	0	0	0	0	0	23	31	39	-
		National						5	12	38	40	
Welsh	Teacher Assessment	School										
		National										
	Test/Task	School										
		National										
Mathematics	Teacher Assessment	School	8	8	0	0	0	15	8	23	46	
		National						4	19	46	30	
	Test/Task	School	8	0	0	0	0	8	8	15	54	
		National						4	18	42	33	
Science	Teacher Assessment	School	8	0	0	0	0	0	15	23	54	
		National						2	13	49	35	
	Test/Task	School	8	0	0	0	0	0	15	31	46	
		National						1	9	48	39	

Percentage of pupils attaining at least level 4 in mathematics, science and English or Welsh (first language)			
By Teacher Assessment		By Test	
In the school 2004	77	In the school 2004	77
In Wales 2003	71	In Wales 2003	70

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

Appendix D

Evidence base of the inspection

- A team of three inspectors who were present at the school for 6 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.
- 20 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.
- 20 lessons or sessions were observed.
- A sample of pupils' work from across the ability range in each year group was examined.
- Discussions were held with pupils about their work.
- Pupils' behaviour was observed during break periods, at lunchtimes 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
Mr E R Morgan Registered Inspector	Context Summary & Recommendations. Contributions to: Key Question 1 - 7 Mathematics Welsh (second language) Geography Physical Education
Mr C Brace Team Inspector	Contributions to: Key Question 2 Key Question 3 Key Question 5 Key Question 7 Science Art Special Educational Needs Provision for Early Years
Mrs C Roberson Lay Inspector	Contributions to: Key Question 1 Key Question 3 Key Question 4 Key Question 7

The inspection contractor was:
 Evenlode Education Ltd
 6 Abbey Close
 Alcester
 Warks.
 B49 5QW

Acknowledgement

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

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

**Pengelli Primary School
Station Road
Grovesend
Swansea
SA4 4GY**

Summary for Parents

School Number: 6702172

Date of Inspection: 8th – 10th November 2004

by

**Eifion R Morgan
WO87/16248**

Date: November 2004

Under Estyn contract number: T/53/04P

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A SUMMARY REPORT FOR PARENTS

Pengelli 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 inspection of Pengelli Primary School took place between 8th and 10th November 2004. An independent team of three inspectors, led by Eifion R Morgan undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

Summary

Pengelli Primary School is a good school and is highly regarded by parents and the local community. The school is effective in developing pupils' personal and social skills. By the time they leave school pupils are well prepared for the next stage of their education. Pupils enjoy their school and the school provides them with a good quality of education.

The school was last inspected in November 1998. It has made good progress since then and the key issues for action highlighted in the report have been addressed.

The inspection team agreed with the overall judgement made by the school about the seven areas of its work.

Table of grades awarded

The inspection team judged the school's work as follows:

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

Standards

The pupils' standards of achievement in the subjects during lessons observed are as follows:

Pupils' standards of achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	30%	55%	15%	0%	0%

Standards of achievement are, in the main, good with no important shortcomings and good with outstanding features at the end of key stage 2. Standards of achievement in lessons observed are well above the Welsh Assembly Government all-Wales targets.

The overall quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning. Pupils make very good progress in their personal and social development because of the emphasis given to this aspect of their education.

Subjects

In key stage 1 and key stage 2 in the subjects inspected, the standards of achievement are as follows:

Subject	Key Stage 2
Mathematics	Grade 2
Science	Grade 2
Welsh (second language)	Grade 2
Geography	Grade 1
Art	Grade 1
Physical Education	Grade 1

Overall pupils throughout key stage 1 and key stage 2 make good progress.

Children under five make good progress in developing their key skills. They listen well and are developing into confident speakers. The children enjoy looking at books and having stories read to them. Older pupils recognise number and can count reliably to five.

Pupils' standards and progress in the key skills of speaking and listening are good overall. As pupils mature they become better listeners and develop a good vocabulary. Pupils enjoy reading and read well, their written work, in both English and Welsh, shows increasing maturity and attention to detail.

Pupils' numerical skills are good overall, a small minority of pupils in key stage 1 make basic errors in calculations but by the time pupils reach key stage 2 they measure accurately, have good calculating skills and represent their findings graphically. Pupils' information and technology skills are good overall and pupils use these skills with increasing confidence and this is particularly noticeable in Years 5 and 6 where they use their ICT skills very well in their research and to display their work.

Pupils generally have good bilingual skills the older pupils have a good vocabulary and they use the language spontaneously as when greeting a visitor to their class.

The school is giving considerable emphasis to developing pupils' key skills and, in some lessons such as in Years 5 and 6, pupils' individual learning skills are very well used to

extend pupils' knowledge and understanding, for example to develop the concept of fair testing in science. However, pupils' key skills are not developed sufficiently progressively and logically so that they build on previously acquired skills.

At the end of key stage 1, pupils' attainment in the 2004 National Curriculum subjects of English, mathematics and science as judged by teacher assessment were above local and National expectations. The results were in line those for similar schools based on the number of pupils entitled to receive free school meals.

In key stage 2, the 2004 National Curriculum results in the three core subjects were above both local and National averages and in line with similar schools in Wales. Overall however at key stage 2, girls consistently outperform boys in mathematics. Lower attaining pupils, and boys in particular, do not have sufficient additional help to enable them to overcome the difficulties they encounter with their mathematics work. Overall, however, whilst results fluctuate year to year due to the small numbers involved, the school has consistently maintained an above average standard of achievement.

Pupils have very good attitudes to learning. They work hard in lessons and show interest in their work. Pupils' understanding of what they are doing is good but they are not sufficiently aware of what they need to do to improve.

All pupils are very well behaved and the older pupils are developing into mature individuals. This responsible attitude and pupils' very good behaviour has a positive impact on the school ethos and pupils' learning. Pupils relate very well to each other and to adults.

The strong community links and studies of other faiths and societies ensure that pupils have very good respect for the diversity of beliefs, attitudes and cultures within other societies.

The quality of education and training

In the lessons observed the quality of teaching in the subjects inspection was as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
35%	50%	15%	0%	0%

No lesson was seen where shortcomings outweigh good features and in the substantial majority (85%) lessons are good with no important shortcomings. In a third (35%) of lessons there were outstanding features. This is well above the Welsh Assembly Government all Wales targets.

The very good relationships evident in all classrooms encourage pupils to take an active part in lessons. Questioning is well used to challenge pupils and to ensure that all pupils, whatever their ability, are fully involved. In the main the school responds well to most pupils' needs and pupils are well motivated and interested in the work. There is very good provision for pupils' personal and social education.

Pupils' bilingual skills are well developed and the use of everyday Welsh by the teachers is beneficial to pupils' learning. Overall, however, whilst teachers' lesson planning incorporate opportunities to develop and use pupils' key learning skills, the school has not

sufficiently planned for the progressive development of key skills across the whole age range so that pupils have opportunities to build on previously acquired skills.

Teachers' medium and short term planning is good and based on well-structured schemes of work. Lessons proceed at a good pace and this effectively maintains pupils' interest and enthusiasm.

The recently updated school assessment procedures enable pupils' achievement and progress to be well tracked, particularly in English and mathematics. Assessment procedures however need to be further refined so that pupils' progress is assessed more frequently and at appropriate times enabling pupils' individual learning needs to be quickly identified, supported and targets set for improvement. This will enable pupils of all ages to know what they need to do to improve.

Pupils identified as having special educational needs are well supported in the classroom and are withdrawn for short periods of intensive language teaching. This is effective in that these pupils are making good progress. However, pupils are withdrawn from lessons sometimes at crucial times and the additional help is not extended to support pupils having difficulties in other subjects.

Pupils' spiritual, moral, social and cultural development is very good and successfully promoted through the provision of a wide range of learning opportunities. Pupils have a clear sense of right and wrong and act accordingly. They take responsibility for their own actions and take initiatives in organising events.

Pupils enjoy equal access to school activities and a substantial number of pupils take part. There are very effective measures in place to overcome bullying, harassment of any kind, and race discrimination. During the inspection the school exuded a calm, supportive ethos free of any tension. Collective worship is an integral part of the school day and makes a good contribution to pupils' understanding of moral issues reinforcing the concepts of truth and justice.

The quality of the partnership with parents, the local community and other schools and colleges is very good. Parents are very well informed about the life and work of the school and their appreciation was shown through the positive comments made in the pre-inspection meeting and questionnaires.

The care, guidance and support provided by the school for its pupils are good with many outstanding features. Teachers and non-teaching staff know their children well and parents are right to place their trust and confidence in the school.

Leadership and management

The school is well led and managed. The headteacher provides the school with a clear sense of direction and his influence pervades the whole school. There is a strong emphasis throughout on promoting equality of opportunity and to give pupils a secure foundation for their learning.

The governing body is fully supportive of the school and proud of its achievements. Governors are well aware of the strengths of the school, particularly the quality of education provided by the school, and have been kept informed of recent curricular developments.

The recently developed school self-evaluation report is comprehensive and based on first hand evidence. The school's self-evaluation process involved all interested personnel and was fully discussed by staff and governors. This report forms a good basis for future planning and together with the recommendations included in the inspection report will form a good basis for school development.

The school has sufficient well-qualified and experienced teachers to meet the requirements of the National Curriculum. It is well provided with skilled support staff. Accommodation is satisfactory overall and through good displays of pupils' work provides pupils with an attractive learning environment. The site manager keeps the school spotlessly clean. There are areas of concern – notably caused by dampness in the walls that need immediate attention.

The school manages its resources efficiently. Decisions about spending are well matched to the school's priorities as identified in the School Development Plan. Overall the school provides good value for money.

Recommendations

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

- R1 Extend the provision for pupils identified as having special educational needs so as to include support in other curricular areas particularly mathematics.
- R2 Refine the current assessment procedures so that individual pupils' progress can be more rigorously tracked and measurable targets set for improvement.
- R3 Make every effort to improve the accommodation for the pupils.

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

Acknowledgement

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