

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

**Penllergaer Primary School  
Pontardulais Road,  
Penllergaer  
Swansea  
SA4 9DB**

**School Number: 6702174**

**Date of Inspection: 16/01/06**

**by**

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Penllergaer 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 Penllergaer Primary School took place between 16/01/06 and 18/01/06. An independent team of inspectors, led by Michael T. Ridout undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

"There are three types of inspection.

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

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

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

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

**Estyn decides the kind of inspection that a school receives, mainly on the basis of its past performance. Most schools receive a standard inspection. All 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	Y 1	Y 2	Y 3	Y 4	Y 5	Y 6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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## Context

### The nature of the provider

1. Penllergaer Primary is a community school for boys and girls aged from three to eleven years. It is organised in 13 mainstream classes, including a part-time nursery, two reception classes, and two Special Teaching Facility (STF) classes catering for 12 pupils with profound and multiple learning disabilities (PMLD). There are currently three Y7 pupils placed in the Junior STF class. The Unitary Authority (UA) provides these classes. This provision includes two teachers and nine support staff. In total, there are 335.5 full-time equivalent pupils on roll. The average class size in main school classes is 25.25. Overall, there are 17 full-time teachers, a part-time teacher (17.6 fte) and 21 full-time and part-time learning support assistants (LSA).
2. The school is situated in the village of Penllergaer to the north west of the city of Swansea. The school describes its catchment area as mixed, including a large estate of rented homes, established owner-occupied houses and new private housing developments. Around one-third of the pupils live outside the immediate area.
3. The school confirms that pupils come from a range of backgrounds. Around 14 per cent of pupils are entitled to free school meals; this is well below national and local averages. A small number of pupils is in the care of the UA. There are a few pupils from ethnic minorities. No pupils come from homes where Welsh is the first language. English is the predominant tongue and the school teaches Welsh as a second language.
4. The school receives pupils from the full range of abilities. A range of assessment data confirms this. Assessments on entry are close to local averages. Around 15% of pupils have SEN; this includes pupils attending the STF. The proportion in main school classes is around 12%. This is a smaller proportion than that found in most schools. Twenty-one pupils (6.26%) have a statement of SEN. The school was previously inspected in February 2000. Since then there have been no significant organisational changes, however the number on roll is rising. This upward trend is expected to continue as a result of new housing.
5. The school has Investors in People accreditation (2002), the Basic Skills Quality Mark (2004), the Schools Curriculum Award (2002) and holds awards as a Health Promoting School (2005).

### The school's priorities and targets

6. The work of the school is guided by its mission statement – *Our school is for everyone*. A statement of aims is published in the prospectus.
7. The five year School Development Plan (SDP) 2001 – 2005 sets a range of priorities and for the current year, the focus is to:
  - continue our review cycle for policies and schemes of work;
  - further transition arrangements from KS2 to KS3;
  - develop further, lesson planning and methods of assessment;
  - successfully implement national initiatives, such as PPA time;
  - improve standards of handwriting;
  - further develop the grounds and premises.

## Summary

8. This is a successful and highly regarded school. Its provision includes good and very good features, some of which are outstanding. The high quality of pastoral care and the school's inclusive ethos to promote learning are outstanding.

### Table of grades awarded

Key question	Inspection grade
1 How well do learners achieve?	Grade 1
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 2
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

9. Inspection findings match the school's self-evaluation in key questions one and four and differ in the rest. This is mainly because the school needs to continue its development in some areas.

### Standards

10. The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Desirable Outcomes for Children's Learning.
11. Relative to age and ability pupils achieve and progress well in all subjects and areas of learning. They attain very good standards in English and mathematics.
12. Pupils with SEN, in the main school and STF classes, achieve well and make at least good progress towards their targets in literacy, numeracy and personal development.
13. Across the school, learners reach appropriate levels of competence in key skills and bilingual competence.
14. The school's results in the end of key stage National Curriculum (NC) assessments are outstanding. At the end of both key stages, pupils attain high standards in relation to national expectations in the core subjects of the NC and over the last three years almost always meet or exceed the end of key stage targets for attainment set by the school.

15. The profile of results in both key stages is well above the national performance figures for 2004 and those for similar schools having between eight and sixteen per cent free school meals.
16. Pupils are well motivated and eager to learn. They have very positive attitudes to learning and are very well behaved. The very good behaviour observed is a consistent feature.
17. Many pupils have good knowledge of investigative, research and problem-solving skills, as evidenced during the recent '*Maths Week*'.
18. Learners progress particularly well in their personal, social and wider development. They have good awareness of equal opportunity issues and sensitively show respect for diversity.
19. Levels of attendance average close to 92% over the last academic year. This is an improvement since the last inspection in February 2000. The majority of pupils are punctual, but a significant minority often arrives late for morning school.
20. Pupils' development as young citizens is well supported through links with the community, but opportunities to promote knowledge of the workplace are limited.

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

21. In 30 lessons or parts of lessons, teaching was judged:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
7%	60%	33%	0%	0%

22. The proportion of Grade 1 and Grade 2 teaching observed is above the Welsh Assembly Government (WAG) target of 65% Grade 2 or better teaching to be achieved by 2007.
23. Teachers set high expectations and use a good range of strategies. The consistency of working relationships between pupils and adults is impressive. Members of staff are skilful in nurturing an inclusive ethos.
24. There is commendable consistency in lesson planning. However, the absence of medium-term planning for subjects sometimes leads to insufficiently detailed planning of how tasks will be implemented. A good feature of lesson planning is the identification of key skills, specific learning skills and different learning styles. This aspect is being developed.
25. Skilled teaching and learning support is provided for all pupils having SEN.
26. There are good procedures to track and assess the progress of children under-five.
27. In both key stages, there are systematic procedures to assess standards in the core subjects. This practice extends to information technology, but there is little

evidence of focused assessments in other subjects. The school is developing its systems to involve KS2 pupils in setting targets and appropriate self-assessment strategies.

28. The learning experiences provided for the under-fives are well planned and the provision for pupils in the STF meets their needs very well.
29. Pupils in both key stages experience a broad, rich curriculum. Although the structured two-year whole-school curriculum cycle is clear, the arrangements to assure balance across and between subjects lack sufficient clarity.
30. Very good emphasis is placed on developing learners' basic literacy and numeracy skills and the recent focus on developing key skills is successful.
31. The Cwricwlwm Cymreig is well reflected in the life of the school. The school successfully promotes pupils' use of the Welsh language and the growing development of their bilingual competence.
32. The varied programme of visits and visitors to the school significantly enrich pupils' curricular experiences and they are offered a wide range of extra-curricular activities.
33. Learning experiences promote pupils' spiritual, moral, social and cultural development very effectively. The well planned programme of personal and social education (PSE) is given a high profile in the life and work of the school.
34. There are very positive and beneficial partnerships with the community, other schools and institutions. The school nurtures effective partnerships with parents and carers, and supporting professionals.
35. The overall quality of care, guidance and support provided for pupils, as reflected in the school's inclusive ethos, has a number of outstanding features. The pupils show tolerance, sensitivity and respect to others.
36. The pastoral care of all pupils is a very strong feature of the school.
37. The provision for pupils with SEN, across the school and in the STF is very good. The ethos of effective inclusion is a distinctive feature of the school.

### **Leadership and management**

38. Leadership is successful in providing clear direction through positive values and aims that are securely embedded in the life and work of the school. This is a strong feature.
39. The school is rightly proud of its achievement in raising attainment in the core subjects to impressive levels. This reflects the positive impact of senior managers in this area.
40. Particular action plans to promote improvement provide clarity of vision, purpose and direction for individual subjects. However, the setting of prioritised

objectives for the whole school, that are precisely stated, is less effective. Key strategic documents, in particular the SDP, lack sufficient precision and focus.

41. Governors are strongly supportive of the school and have a good knowledge of its strengths. However, their effectiveness is hampered by the lack of precision in strategic planning.
42. Established procedures enable leaders and managers to have a clear and detailed picture of the school's performance in the core subjects. Assessment data is used most effectively to promote and maintain high standards in English and mathematics.
43. Self-evaluation arrangements, such as monitoring, are wide-ranging although they are not always systematic and precise. A culture of self-evaluation is being developed and this provides the building blocks to focus the school's planning for further improvement.
44. The school is well staffed and resourced, however in some areas the accommodation constrains provision.
45. Day-to-day organisation is sound, but the absence of targeted plans makes it difficult for the school to assess value for money and effectively review the impact of improvement initiatives.
46. Taking into account the high standards attained in the NC performance indicators, the good and very good features in provision and weighing these against the continuing need for improvements in three of the four key issues raised by the last inspection the school provides good value for money.

## **Recommendations**

The school should continue to build on its success to:

- R1 continue to develop lesson planning and implementation;
- R2 develop focused assessment arrangements in the foundation subjects and religious education;
- R3 continue to develop medium-term curriculum planning;
- R4 focus whole-school targets in the school development plan and link them clearly to action planning, monitoring and evaluation arrangements.

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

## Standards

### Key question 1: How well do learners achieve?

#### Grade 1: Good with outstanding features

47. The overall findings of the inspection team match the judgement made by the school in its self-evaluation report. Inspection endorses the high standards of attainment indicated by the improving trend in NC performance indicators over the last five years and pupils' personal development as outstanding features that are a credit to the school.
48. Relative to age and ability learners achieve well in all subjects and areas of learning. This is clearly exemplified by the good standards of work observed and the confident manner in which learners recall previous knowledge and skills both during lessons and in discussion with inspectors.
49. Children under-five and pupils in both key stages achieve good overall standards in knowledge and understanding, with examples of very good achievement in literacy and numeracy.
50. Learners of all ages and abilities achieve well in relation to the learning targets set for them, such as in English and mathematics.
51. Pupils in main-school classes and the special teaching facility (STF), identified as having special educational needs (SEN), make good progress in their literacy, numeracy and personal development targets that are set in their individual education plans (IEPs).
52. Learners reach appropriate levels in key skills and bilingual competence. More-able pupils have a very good understanding of the importance of key skills for lifelong learning and when given the opportunity all pupils demonstrate increasing competence in using key skills to further their studies. Pupils' oracy skills in English are very well developed and in Welsh pupils enjoy using known phrases to engage adults and their peers.
53. Learners achieve similar levels of success regardless of their social, ethnic or linguistic background. The school is particularly successful in ensuring boys and girls attain similarly high standards in the core subjects of the National Curriculum (NC).
54. The school's results in the end of key stage NC statutory assessments are a resounding success story of which the school is justifiably proud. At the end of both key stages, pupils attain high standards in relation to national expectations in the core subjects of the NC and over the last three years almost always meet or exceed the end-of-key-stage targets for attainment set by the school.
55. The KS1 results for 2005 show 92% of pupils attained Level 2 or above in English, 97% in mathematics and 96% in science. Around half of the pupils attained Level 3 in English and mathematics and around one-third in science.

The proportion attaining at least level 2 in all three subjects was 91%. The average over the last three years is 83%. This is well above national figures.

56. In KS2, the results for 2005 show 83% of pupils attained Level 4 or above in English, and 86% in mathematics and science. Around half of the pupils attained Level 5 in English and around three-fifths in mathematics and science. The proportion attaining at least Level 4 in all three subjects was 83%. It must be noted that these figures include the results of a small number of pupils with SEN. Figures excluding these pupils indicate the proportion attaining at least Level 4 in all three subjects was 94%. The average over the last three years for all pupils is 86%. This is well above national figures.
57. The profile of results in both key stages is well above the national performance figures for 2004 and those for similar schools having between eight and sixteen per cent free school meals. The proportion attaining higher than expected levels is notable.
58. Trends in the school's performance over the last five years show an overall trend of improvement in both key stages. In KS1, NC results dipped in 2002 and 2003 and rose in 2004 followed by similar levels in 2005. The results for the last two years place the school in the upper quartile in relation to national benchmarking data for 2004. In KS2, the NC results consistently place the school in the upper quartile over the last five years. This is an impressive achievement.
59. Analysis of the results indicates overall standards in English are a little lower than in mathematics and science. In KS1, this is reflected in the most recent figures for writing and in KS2 fewer pupils attain Level 5 compared with mathematics and science.
60. Learners readily acquire new knowledge and skills. Children under-five make good progress. In both key stages, pupils, including those with SEN, listen attentively to their teachers and contribute enthusiastically to discussions, often demonstrating a good capacity to develop ideas and increase their understanding. Scrutiny of pupils' previous work indicates at least good overall progress across the curriculum.
61. Pupils in the STF classes make very good progress. For example, in a music lesson they responded enthusiastically by vocalising, by choosing and showing pictures and by beating percussion instruments appropriately when following a musical story. They learn to interpret and use signs to support their communication and those who are unable to speak are making good progress in the use of aids ranging from simple touch-talkers to more sophisticated communication aids.
62. Across the school, pupils have a developing awareness of their individual learning targets and goals from constructive discussion with their teachers. In upper and lower KS2, the recently introduced self-assessment booklets that focus on key skills, are a good example of guiding pupils to celebrate success, to note areas for improvement and then to take responsibility and focus on improving their work further.

63. In line with age and ability, learners make good overall progress towards fulfilling their potential; at the end of KS2, they are well prepared for the next stage of their education.
64. Children under-five develop appropriate personal, social and learning skills well.
65. Pupils in both key stages are well motivated and eager to learn. They listen attentively and follow instructions well when undertaking tasks. The great majority work hard and productively within the frameworks provided for them. On occasions, such as where extension tasks are provided or varied learning styles encouraged, pupils make very effective use of their time throughout the lesson.
66. Learners have very positive attitudes and they are very well behaved throughout the school. The very good behaviour observed is a consistent feature. This contributes in huge measure to the inclusive climate for learning in the school.
67. Levels of attendance average close to 92% over the last academic year. This is an improvement since the last inspection, but falls short of the school's target of 95% attendance. The majority of pupils are punctual, but a significant minority often arrives late for morning school.
68. Many pupils have good knowledge of investigative, research and problem-solving skills. During practical activities such as the recent '*Maths week*' pupils demonstrate a good capacity to work with appropriate independence and initiative, however previous work and the lessons observed indicate lifelong learning skills are not always developed fully.
69. Learners progress particularly well in their personal, social, moral and wider development. They have high standards of self-discipline and show very good respect and courtesy. The older pupils readily offer support to others and have a good awareness of those less fortunate than themselves beyond the school.
70. Pupils in STF classes make good progress in achieving self-help and independence skills through their personal and social (PSE) programme. For example, more-able non-ambulant pupils learn independent mobility through the provision of motorised wheelchairs. However, less-able non-ambulant pupils do not have sufficient access to suitable mobility training equipment to enable them to gain proficiency in directional control towards such independence.
71. Discussion with pupils confirms that they have good awareness of equal opportunity issues and they show respect for diversity within the school community. The older pupils are beginning to relate their knowledge of different cultures to the wider world community.
72. Pupils have many opportunities to participate in a variety of ways within the local community and to develop as young citizens. However, opportunities to promote their knowledge of the workplace are limited.

## The quality of education and training

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

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

73. The findings of inspection differ from the school's self-evaluation in that the school graded this key question grade 1 throughout. There is clear evidence of strong features in teaching and in particular aspects of assessment. However, there are elements of planning, the use of different teaching approaches and aspects of assessment that are being developed. This needs to continue.

74. In 30 lessons or parts of lessons the quality of teaching was judged:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
7%	60%	33%	0%	0%

75. The proportion of Grade 1 and Grade 2 teaching observed is above the Welsh Assembly Government (WAG) target of 65% Grade 2 or better teaching to be achieved by 2007.

76. Teachers set high expectations and successfully challenge learners to achieve at least good standards. This is particularly evident in the basic skills of literacy and numeracy and in pupils' well developed personal and social skills.

77. An impressive feature of teaching is the consistency in working relationships between pupils and adults. This is strongly reflected in the inclusive ethos of learning so skilfully nurtured by all staff. This is a very good feature of provision.

78. Collectively teachers show good subject knowledge and with the benefit of recent professional training individual teachers have up-to-date knowledge of best practice in particular areas. Such expertise is being disseminated in English and also in other aspects of professional practice.

79. There is commendable consistency in the way that teachers set out their planning. Lessons have clear overall learning objectives drawn from schemes of work. In the most effective examples, the learning objective is broken down into small steps that guide the learner. Development of this aspect of planning needs to be continued so that learners have an even clearer understanding of the learning tasks.

80. The recent introduction of updated, and in some cases new schemes of work provides a good basis to inform lesson planning. Teachers conscientiously develop lesson plans, but the absence of medium-term plans tailored to the school's needs sometimes leads to insufficiently detailed planning of how tasks will be implemented and adapted to pupils differing needs and abilities.

81. Evidence drawn from a variety of records, including photographs and planning, indicates teachers use a good range of teaching and organisational strategies over time. However, the first hand evidence of teaching during the inspection

reflects a predominantly teacher-led approach and pupils' previous work sometimes reflects the use of overly structured learning materials.

82. A good feature of planning is the identification of key skills, specific learning skills and different learning styles. These elements of planning are being developed and have yet to impact fully on the learning. Good examples of raising pupils' awareness of the future value to them of lifelong learning skills were noted in lessons where plenary sessions encouraged pupils to review how they had worked and what they had learnt. However, many of the lessons observed did not fully reflect the intended range of learning skills and styles denoted in planning.
83. Teachers and support staff in all classes successfully promote equality of opportunity within the learning experiences provided. All members of staff are highly skilled in addressing issues of gender, race and disability equality. The school's inclusive ethos and its positive teaching in personal and social education, that so effectively permeates learning, are very good features.
84. There is good emphasis on developing pupils' literacy skills in English and Welsh. Teachers promote oracy skills consistently and well in English and overall they make sound use of incidental Welsh. The confidence of pupils in KS1 in using simple dialogues to initiate conversations is a very pleasing feature.
85. There are effective systems to enable teachers to plan to meet the individual needs of learners in English and mathematics. The monitoring arrangements in the three core subjects and information technology are comprehensive and inform the review of pupils' progress well.
86. Teachers conscientiously review lessons in their daily evaluations. However, the emphasis is often on the content and coverage of lessons rather than issues linked to learning outcomes that inform subsequent planning.
87. Skilled teaching support is provided for pupils in the main-school classes identified as having SEN. An appropriate focus is given to literacy through effective individual and small-group specialist teaching sessions. Effective team-teaching, such as in mathematics, with the special needs support teacher enables the less-able pupils to make good progress in numeracy. Furthermore, teachers' planning enables learning support assistants (LSAs) to appropriately encourage, prompt and guide the pupils in their work so that they make good progress.
88. Teachers and support staff who work in the STF classes have gained a very good range of skills in meeting the range of needs of the pupils. Consequently, the quality of teaching for pupils in the STF classes is very good. Staff have particular skills in supporting the pupils in developing communication skills through the use of gestures, signs (*Makaton*), objects, pictures, and symbols. Very good skills are developing in enabling pupils who cannot speak to use alternative communication through touch-talkers and more sophisticated communication aids. This needs to be further developed through carefully planned and monitored programmes so that present good achievements lead to these pupils becoming proficient users of communication aids.

89. In the early years, there are good procedures to track and assess children's progress towards the Desirable Outcomes and across both key stages, systematic procedures to assess pupils' achievement and progress are consistently implemented in the core subjects of English, mathematics and science.
90. The data from statutory and standardised tests in English and mathematics is collated and analysed in order to track progress and target further improvement for groups and individuals. Samples of pupils' work in the core subjects and information technology also provide a record of achievement over time, although their value in exemplifying standards is reduced because work is not always clearly annotated.
91. Teachers compile class 'year books' and foundation subject portfolios. These are useful tools to show a range of work to parents for example, but provide only general information to inform end of year judgements in the foundation subjects and religious education. There is no evidence of focused procedures to assess achievement in the foundation subjects and religious education.
92. The arrangements for baseline and end-of-key-stage assessments are in line with statutory requirements. In recent years, the accuracy of teacher assessment has been verified by the results of internal and external assessment results.
93. The school is developing its systems to involve pupils more fully and effectively in appropriate self-assessment and in helping to plan their own learning targets. Older pupils have sound awareness of their individual targets in English and mathematics and are aware of strengths and weaknesses in their work.
94. Across the lessons observed, there was inconsistency in the emphasis given to raising pupils' awareness of the purpose of the lesson and using a range of strategies to promote simple evaluations of progress, such as in plenary sessions.
95. Consultation with parents and carers about pupils' progress and achievement is positively promoted through an 'open door' policy, home-school books and formal open evenings to meet the teacher. The end-of-year reports describing pupils' progress provide a good record of pupils' achievements and helpfully provide pointers for improvements. Reports comply with statutory requirements.

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

Grade 2: Good features and no important shortcomings
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96. The findings of the inspection differ from the school's self-evaluation in that the school graded the key question grade 1 throughout. There are very good features in curricular enrichment and the recent initiatives to improve planning across all subjects provide a good basis to assure progression, relevance and

balance in pupils' studies. These initiatives need to be continued so that they impact fully and consistently on pupils' learning experiences.

97. Learners have equal access to the curriculum. This provision meets statutory requirements and the learning experiences provided clearly reflect the school's aims. The provision for pupils disappplied from the requirements of the NC is appropriate to need.
98. The learning experiences provided for the under-fives are well planned to promote their all-round development. There is evident progression between the activities undertaken by children in the nursery and those in reception.
99. The curriculum provided for pupils in the STF classes meets their needs and interests very well. At the heart of this provision, thematic planning focuses on individual needs. This provision has very good features.
100. Pupils in KS1 and KS2 experience a broad, rich curriculum. The school is moving towards providing a secure continuum of learning experiences in all subjects and areas of the curriculum. However, the arrangements to ensure balance across and between subjects lack sufficient clarity. This is a similar situation to that identified in the previous inspection.
101. Over the last two years, there has been a major review of schemes of work that has resulted in the adoption of several new schemes. For example, those for science, geography and art are in the early stages of being implemented. There is opportunity to assure progression and continuity in learning as medium-term planning relevant to the school is developed and the delivery of new schemes is evaluated.
102. The organisation of the curriculum for pupils in mixed-age classes is carefully planned on a two-year cycle. Pupils in the three Y5/Y6 classes re-group into year cohorts at times and pupils benefit when teachers exchange classes to teach their particular subject strengths.
103. Very good emphasis is given to developing learners' basic skills in literacy, and numeracy. Sound foundations are laid with the under-fives and the provision enables pupils across the school to achieve high standards in literacy and numeracy.
104. The recent focus on developing key skills is successful in helping all pupils to recognise them and begin to appreciate their contribution to their learning. This strong awareness of key skills is evident where evaluating the effectiveness of their impact on learning is planned and implemented in lessons. The school is developing its provision to ensure opportunities to maximise pupils' competence in using key skills are secured. For example, events such as the annual '*Maths Week*' provide enjoyable challenges for the pupils and in Y4, pupils were observed developing problem-solving skills.
105. The Cwricwlwm Cymreig is well reflected in the life of the school. A strong sense of pride in being Welsh is fostered and pupils' awareness of Welsh heritage is promoted well through studies in history with regular visits being

made to St. Fagans National History Museum and the Celtic village at Castell Henllys.

106. The varied programme of visits and visitors to the school significantly broaden and enrich pupils' curricular experiences; they are well-used to support and extend curriculum work and to promote links with the local community. Pupils recall and recount visits they have made with enthusiasm.
107. Pupils are offered a wide range of extra-curricular clubs that include choir, dance, chess, Clwb Cymraeg and sporting activities; they also participate in competitive team sports. Older pupils have experienced visits to other countries through the Comenius project. All of these opportunities contribute very well to promoting aspects of pupils' personal development and are very good features of the school's provision.
108. Personal and Social Education (PSE) is given a high profile in the life and work of the school. The well planned programme of learning experiences builds securely on the values and attitudes promoted by the school and on the positive ethos that permeates its provision.
109. Learning experiences promote pupils' spiritual, moral, social and cultural development very effectively. The arrangements for a daily act of collective worship are in line with statutory requirements. These occasions, and other collective assemblies, provide a focus for reflection and for helping pupils understand moral and social issues. The provision to promote moral and social development is very good.
110. Pupils are responding very well to the opportunities they have to take responsibility, such as through the workings of the school council and the recently established playground 'Buddy' system. Pupils in the main school are strongly supportive of pupils in the STF and the older pupils in particular recognise the value of the school's successful integration practices to their development. These arrangements contribute very positively to pupils' personal development.
111. Very good links have been established with Pontardulais Comprehensive School to which almost all the pupils transfer to at the end of KS2. Transition arrangements are effective, well planned and co-ordinated. The school has beneficial partnerships with nearby further education institutions and also universities providing initial teacher training. It provides beneficial training opportunities for a range of students.
112. The school suitably promotes opportunities to raise pupils' awareness of the workplace, such as through visits and the contribution of visitors to the curriculum. These opportunities are not clearly linked to curricular planning. Furthermore, the school council provides good opportunities to promote awareness of aspects of good citizenship and relate this to the wider community.
113. The school successfully promotes pupils' use of the Welsh language and the growing development of their bilingual competence. Teachers routinely use incidental Welsh and prominence is given to bilingual signs in the school. The

Cwricwlwm Cymreig is very well-promoted and work in history, for example, helps pupils to appreciate aspects of their own cultural heritage and traditions in Wales. Pupils' awareness of local culture is well promoted and sound provision is made to raise pupils' awareness of diversity.

114. The school is proactive in combating social disadvantage and stereotyping and presents pupils with equality of access and opportunity across the full range of its provision.
115. Learners' awareness of the need for sustainable development is appropriately promoted through recycling initiatives. Green boxes are placed in every classroom and the school is working towards Eco Schools accreditation.
116. Pupils have limited opportunities to develop entrepreneurial skills. The role of older pupils in running a Fruit Stall during the Summer Term includes experience of finance and stocktaking. There is opportunity to plan mini-enterprise projects linked to subjects such as design and technology as curricular planning develops.
117. Provision appropriately reflects national priorities for lifelong learning and the school is an active partner in the regeneration scheme at Parc Penllergaer.

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

Grade 1: Good with outstanding features
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118. The findings of the inspection team match the judgement made by the school in its self-evaluation report. The overall quality of care, guidance and support provided for pupils, as reflected in the school's inclusive ethos, has a number of outstanding features. The pupils show tolerance, sensitivity and respect.
119. Pupils are very well cared for, guided and supported. This is a major strength of the school. Observations of pupils during lesson and break-times, and discussions with them, reveal how effectively the school manages its care arrangements. Consequently, the school is a happy, caring community where pupils feel secure and valued.
120. Effective use is made of a number of support services including, for example, educational and health services and the regular involvement of the community Police Officer in supporting aspects of work with the pupils.
121. The school has established very good liaison with a range of specialist services and outside agencies; this co-operation effectively strengthens the provision of support and guidance made available to pupils and their families. The arrangements include good attention to the needs of 'looked after' children.
122. The school promotes and nurtures effective working partnerships with parents and carers. Good arrangements are in place to provide information about the work of the school, to offer guidance through a Family Learning Group and workshops, for example, and to exchange information about pupils' progress.

123. Through their responses to a school questionnaire, and from information gathered during the inspection process, parents and carers identify the levels of support and guidance available to their children as a significant strength of the school. They also confirm the very positive relationship the school has with parents and carers.
124. The school makes a healthy breakfast available and provides an after-school care facility that is highly valued and well supported.
125. There are good arrangements to help children settle comfortably into the daily routines when they enter the nursery and then when they transfer to reception classes. Pupils who join Penllergaer Primary from other schools adapt quickly as a result of the caring ethos of their new environment. At the end of KS2, pupils participate in a well-planned transition programme that enables them to transfer to secondary education with confidence.
126. The pastoral care of all pupils is a very strong feature of the school. Teachers and staff know pupils well and are sensitive to their individual needs. Pupils themselves are confident that their concerns and views are listened to and respected, both at an individual level and through the proceedings of the school council. Individual efforts, and helpful, caring attitudes are valued and such actions acknowledged in the weekly Awards Assembly.
127. Pupils respond most positively to the school's provision for their personal and social development. The recently planned PSE programme, which includes the introduction of a playground 'Buddy System', is enabling the pupils to further develop their personal and social skills very effectively.
128. There are established systems, such as the marking of pupils' work and discussion of improvement targets that guide learners appropriately in their studies. The school is developing its provision further in this area and has recently introduced pupils' self-assessment profiles in upper and lower KS2. These have a clear focus on key skills.
129. Attendance is systematically monitored. The school clerk collates the data using an electronic database, on a weekly basis. The school receives regular support from the Education Welfare Officer in monitoring patterns of attendance and where patterns of absence give cause for concern appropriate action is taken.
130. The school rewards good attendance and strategies are in place to increase overall attendance to 95.0% in the long term. Overall, attendance figures have improved a little since the last inspection, but progress towards the school's target is gradual.
131. The school acknowledges punctuality is variable with a minority frequently arriving late. However, systems to monitor punctuality and identify patterns lack sufficient clarity.
132. There have been no exclusions during the last twelve months.

133. Strong emphasis is placed on the healthy development, safety and well-being of pupils. Their behaviour and performance are appropriately monitored, personal achievements are rewarded and there is productive dialogue with parents.
134. Appropriate risk assessment procedures to help ensure a healthy and safe environment are in place. Members of staff have received a good level of training in first aid and well known evacuation and accident procedures are in place.
135. During the inspection, a small number of potential hazards to health and safety were discussed with the school. The school's response was positive.
136. The school has effective procedures to ensure the protection of children. Governors have adopted UA procedures and the headteacher and the chair of the GB have received appropriate training. This information is disseminated to all staff to help ensure a clear understanding of their responsibilities in this area.
137. The school has a suitable policy for SEN and the recommendations set out in the SEN Code of Practice are appropriately addressed. Across the school, very good procedures are in place for the identification of pupils with SEN. For example, a thorough annual screening process is used to determine pupils' reading skills and this contributes to the information on the provision required to meet the range of pupils' needs. Where concerns are raised, good procedures are used for more detailed assessment of individual difficulties and needs including referral to appropriate specialists, including educational psychologists, specialist teachers and therapists.
138. The very good partnerships established between the school and the full range of supporting professionals is an outstanding feature of the school's provision to support pupils with SEN. In the STF classes, the therapists and specialist teachers work alongside school staff and share skills so that day-to-day individual programmes are carried out effectively. These partnerships include parents and carers very well. Regular reviews are carried out with all involved, resulting in progress being monitored and targets for achievement being updated. Where appropriate, pupils' statements of SEN are amended to suitably address changing needs. However, pupils in main-school classes with identified speech and language difficulties do not get the benefit of regular support from speech and language therapists at the school. They are required to attend sessions at a local health clinic. Where families find it difficult to keep appointments the service is understandably withdrawn and this often results in an essential need not being adequately addressed.
139. Good opportunities are taken to include pupils from the STF classes in the life of the school. Their full involvement in whole-school activities such as assemblies, special events, break-times and meal-times enables development of very good attitudes and appreciation of diversity for all pupils. Additionally good opportunities are planned so that the pupils benefit from appropriate shared lessons, such as story times. Such sessions are successfully conducted.
140. Very good arrangements are made to provide training for school staff in paramedical procedures such as administration of medication or special feeding techniques. This enables staff to act *in loco-parentis* and overcome potential

barriers to an individual's inclusion in activities. 'Escorts' on the transport provided by the UA suitably support pupils attending the STF classes. However, no recent training in dealing with potential emergencies has been provided for escorts.

141. The caring ethos of the school supports access and achievement for all groups of learners, in line with the mission statement, '*Our school is for everyone*'. The school is committed to ensuring that all pupils have equal opportunities to participate in all of its activities and strongly promotes the principle of inclusion through its practices.
142. Particular attention has been focused, over time, on monitoring the academic performance of both boys and girls in order to address any signs of underachievement, should they become evident.
143. There is little racial diversity among the school's population, but good efforts are made to help pupils understand and appreciate ethnic diversity. Work with the Comenius project, learning experiences in geography and religious education, and responses to charity appeals, all contribute to raising pupils' awareness of diversity in lifestyles, cultures and religious beliefs.
144. Within their own school community, pupils demonstrate tolerance and respect for individual differences; they are clearly supportive of one another and mindful of the needs of others. These attitudes reflect the growing development of the older pupils in particular, into mature, thoughtful young people.
145. The school has sound policies to guide the measures it might need to take to eliminate oppressive behaviour, racial discrimination and all forms of harassment.
146. Disabled learners participate and contribute in every way possible to the life and work of the school. The school building and premises are accessible to those with physical disabilities.

## Leadership and management

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

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

147. The findings of the inspection differ from the school's self-evaluation in that the school graded the key question grade 1 throughout. Inspectors readily acknowledge the school's success in creating an impressive pastoral ethos and promoting high attainment in the core subjects, however some aspects of strategic leadership and management lack sufficient rigour and focus to realise its aspirations fully.
148. Leadership is successful in providing clear direction through positive values, and whole-school aims that are securely embedded in the life and work of the school. An impressive, inclusive approach successfully promotes equality for all. These aspects are very good features and clearly reflect the philosophy and aspirations set for the school by the headteacher and governors over a number of years.
149. The setting of objectives and targets that are precisely stated and fully understood by all those in providing education is less effective. Key strategic documents, in particular the SDP, lack sufficient precision and focus. The absence of prioritised action planning limits the value and impact of the SDP in setting corporate direction and focussing work in whole-school improvement initiatives. This was a key finding of the last inspection.
150. In marked contrast to the SDP, the clarity of vision, purpose and direction provided through individual co-ordinator action plans, for example in English and mathematics, is notable. Such plans have a positive impact on the work of the school and reflect strong qualities in self-evaluation at class teacher level.
151. The school takes good account of national priorities and is fully involved in local partnerships. This is evident in NC performance indicators, transition arrangements and initiatives to raise awareness of community and environmental issues.
152. The school is rightly proud of its achievement in consistently raising attainment in the core subjects to impressive levels. This reflects the positive and effective impact of senior managers in this key area.
153. The headteacher takes the lead role in staff appraisal and review and the arrangements for performance management are in line with current guidance.
154. The outcomes of professional review discussions and less formalised consultative arrangements are used well to inform the provision made for teachers' professional development. Teachers attend relevant courses to further their own professional development and complement the needs of the school.

155. Governors are strongly supportive of the school and have a good knowledge of its strengths. They diligently discharge their supervisory role and demonstrate their interest in setting the school's strategic direction, such as through discussion of the information provided each term in the headteacher's report. However, there is limited evidence of systematically linking their work to whole-school initiatives.
156. The role of governors in monitoring the quality of provision is assisted by informal arrangements to visit the school and occasional presentations by teachers, but their ability to systematically review the school's work is hampered by the lack of precision in the SDP and the self-evaluation document.
157. The headteacher enables the GB to meet regulatory and legal requirements following a recent review of information and procedures.

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

Grade 2: Good features and no important shortcomings
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158. The findings of the inspection differ from the school's self-evaluation in that the school graded the key question grade 1 throughout. On the one hand, there are examples of well-focused individual subject and aspect evaluations, but on the other, the procedures to draw together, prioritise and ensure the effectiveness of planning for improvement lack sufficient clarity.
159. There are well-established procedures that enable leaders and managers to have a clear and detailed picture of the school's performance in relation to standards and quality in the core subjects of the curriculum.
160. The information gained from the rigorous analyses of assessment data is used most effectively to promote and maintain high standards in English and mathematics.
161. Managers such as co-ordinators are well informed about aspects of the provision for which they have lead responsibility and particular co-ordinators articulate a clear view for future developments through well considered action plans.
162. Provision for pupils with SEN is very well managed. The duties of the SEN co-ordinator (SENCo) are conducted effectively so that provision within the school is thoroughly addressed. Very good liaison with other professionals results in good teamwork to meet the range of SEN in both the STF and main-school classes.
163. The monitoring of SEN provision is good and appropriate targets are set for improvement. Newly-adopted assessment procedures for the achievements of pupils in STF classes provide a good foundation for the collection and analysis of data on pupils' progress. This needs to be continued over time so that strengths and weaknesses in provision may be more precisely identified and improvement targets set.

164. A particular target for development is the procedure for transition to KS3 of pupils from the STF. At present, some pupils remain in the school for Y7 because the Specialist Facility being developed at a local secondary school is not yet completed. This transition needs to be completed as soon as possible with close liaison and partnership between the schools.
165. The school is developing a culture of self-evaluation and, at individual class teacher and co-ordinator level, this is often well-focused and linked into subject action planning.
166. Although the school's self-evaluation arrangements are wide-ranging, they are not always systematic and clearly linked to specific goals. For example, the first-hand evidence of lesson observations and reviewing pupils' work provides an overview of the work covered, but its usefulness in exemplifying best practice and achievement is limited because there are few annotations linked to specific criteria.
167. All members of staff have contributed to the school's current self-evaluation. External reviews, such as those conducted by the UA and national bodies also make a valid contribution to helping the school appreciate the quality of its provision and the standards being achieved.
168. The recent initiative to seek the views of parents and pupils through questionnaires forms a good basis to take greater account of their views. An initial analysis of the findings has already been published and the school intends to consider the issues raised when formulating its future plans. Such arrangements build well on established procedures such as the school council and the open-door policy that fosters dialogue with parents.
169. In promoting self-evaluation and planning the way forward, the school places strong reliance on a network of discussion at all levels. Forums such as discussion with the headteacher, whole-school staff meetings and teacher planning groups all promote the exchange of information.
170. The SDP system of preview, action and review has served the school well over the past few years. However, the school now recognises the need to draw together relevant information and sharpen the focus on whole-school objectives and supporting action plans for self-evaluation, so that all members of staff and governors are enabled to appreciate the focus more clearly and play their part in the process.
171. The school has well structured senior management and planning teams, and subject co-ordinators are ready to further develop their roles when the planned monitoring and evaluation policy is in place and firmly linked to the school's strategic planning.
172. The SDP currently identifies broad areas for development, but lacks sufficient important information such as the goals to be reached including success criteria, the steps to be taken, resource implications and monitoring and evaluation arrangements. The role of the senior management team (SMT) in systematically assessing whole-school needs for development and then

prioritising objectives and plans of action for improvement is at an early stage of development.

173. When setting the school budget, there is little documented information available to governors on the projected costs of improvement targets listed in the SDP. This makes it hard to demonstrate that sufficient funds are supporting the areas for development.
174. The school sets a high priority on raising standards of attainment. Its success is clearly evident in the NC performance indicators over recent years. However, the absence of success criteria in the SDP makes it difficult for the school to quantify its success in other areas.

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

Grade 2: Good features and no important shortcomings
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175. The findings of inspection differ from the school's self-evaluation in that the school graded this key question grade 1 throughout. The school is well staffed and resourced; however in some areas the accommodation constrains provision. Whole-school organisation is sound, but the absence of targeted plans makes it difficult for the school to assess value for money when reviewing the impact of improvement initiatives.
176. The school employs a sufficient number of qualified and experienced teachers to teach the curriculum. In line with experience and expertise, senior members of staff contribute to the senior management team (SMT) and all teachers undertake the role of co-ordinator for subjects and areas of the curriculum.
177. Teachers and support staff in the STF classes have invaluable medical, nursing and paramedic knowledge and they are suitably qualified and experienced in meeting the needs of the pupils. They benefit from appropriate in-service training; this has a positive impact on the quality of learning and teaching.
178. The overall provision of LSAs is adequate; they provide invaluable support for both teachers and pupils and make a significant contribution to the overall quality of educational provision. However, the provision of qualified LSAs in reception classes is limited.
179. The designated support teacher and learning support assistants in the main school have had appropriate training enabling them to provide effective support to those pupils identified as having SEN.
180. Office staff, the caretaker, cleaners and mid-day supervisory staff all contribute efficient and effective support for the smooth day-to-day running of the school.
181. The overall provision of learning resources is good. The under-fives have ready access to a good range of appropriate indoor and outdoor resources.
182. Each main-school class benefits from having an interactive whiteboard, but organisational arrangements sometimes limit pupils' access to appropriate

resources such as computers, information texts from the library and a wide enough range of materials for practical tasks. Although books in the reference library are organised thematically, there is no specific cataloguing system to enable pupils to develop library and research skills. The school plans to develop its arrangements to ensure easy access to laptop computers in the main teaching block.

183. Visits and visitors to school are effectively used as resources to promote learning. Pupils are currently working with an artist to create a Celtic roundhouse in the woodland area of the school grounds. This project takes further advantage of the opportunities available in the outdoor environment to stimulate active learning.
184. Some very good specialist equipment is provided to support the learning and curriculum needs of pupils in the STF classes. This includes soft-play equipment, sensory rooms with interactive sound and vision effects, and suitable computer programs. Good physiotherapy equipment and aids are provided according to pupils' needs and good use is made of a hydrotherapy pool despite its location several miles from the school. A specially adapted mini-bus enables the pupils to have good access to community facilities.
185. Taken overall the accommodation, comprising three separate blocks and a sports hall set in spacious grounds, provides a suitable setting for effective learning and teaching.
186. However, in the main building the open-plan design of classrooms and work bays provides areas that vary in size. This impacts on learning, particularly in 'middle bay' (KS1 and Y3) where members of staff are challenged to find ways of overcoming the limitations imposed by restricted space.
187. The accommodation is generally well maintained although external cladding and the roof require regular attention. Impressive displays in all areas of the school create impact; they acknowledge pupils' achievements and contribute significantly to the school's welcoming ethos.
188. The overall organisation of resources, including staff, lesson time and finance is sound. For instance, the arrangements to facilitate teachers' planning, preparation and assessment time (PPA) are well considered with a qualified teacher replacing the class teacher on a rota basis. Furthermore, the role of the SEN support teacher is being imaginatively developed.
189. Although the school strives hard to ensure the efficient use of lesson time and teaching space, there were times during the inspection when the organisation of teaching limited learning styles and the use of resources, and space.
190. The staff are deployed and managed appropriately. Teachers and support staff are enabled to participate in suitable, and often essential, training courses to update their skills.
191. Co-ordinators regularly audit provision to identify needs and manage budget allocations to ensure that individual subjects are suitably resourced. However,

this expenditure and subsequent allocations are not clearly linked to whole-school priorities for development.

192. Although governors have appropriate systems in place to ensure value for money when placing orders, the absence of precise targets makes it difficult for the school to assess value for money when reviewing the impact of improvement initiatives.
193. The most recent auditors' report judged the school's systems of financial management and control to be good. The small number of recommendations made has been implemented.
194. Taking into account the high standards attained in the NC performance indicators, the good and very good features in the school's provision and weighing these against the continuing need for improvements in relation to three of the four key issues raised by the last inspection the school provides good value for money.

## School's response to the inspection

195. The staff and governors are very pleased that this inspection report paints such a positive picture of our school. We are particularly delighted with the inspectors' opening comments where they talk of our 'successful and highly regarded school' and state the 'high quality of pastoral care and the school's inclusive ethos to promote learning are outstanding'.
196. This is exemplified by the pupils' achievements, their positive attitudes and very good behaviour, and in their development as community minded young people. Furthermore, the report endorses the high standards of attainment shown in NC performance indicators over the last five years as outstanding.
197. We acknowledge the recommendations made by inspectors. The school is developing its lesson planning procedures and will continue to focus on strengthening the details of planning and assuring the effective implementation of lessons to improve further the quality of our provision. The report notes that we have systematic procedures to assess pupils' achievement and progress in the core subjects and information technology and we now intend to look at ways in which we can more accurately assess standards and progress in the foundation subjects and religious education.
198. The report acknowledges that our recent initiatives to improve whole-school planning across subjects provide a good basis to assure progression in learning. We now recognise the opportunity to build on current plans to provide teachers with improved guidance in implementing schemes of work.
199. The publication of this inspection report comes as we prepare for a new five year school development planning cycle, due to start in September 2006. This gives staff and governors the opportunity to focus whole-school targets in the SDP and link them clearly to action planning, monitoring and evaluation arrangements as inspectors recommend. This will enable us to achieve our overarching aims.
200. An action plan, prepared by staff and governors, will outline the way in which we will address the recommendations and the timescale we will set ourselves to achieve this. This plan will be sent to all parents and regular updates via the governors' annual report to parents and school newsletters will be made available to all parents and carers.

## Appendix A

### Basic information about the school

Name of school	Penllergaer Primary School
School type	Community Nursery and Primary
Age-range of pupils	3 – 11 years
Address of school	Pontardulais Road, Penllergaer Swansea
Postcode	SA4 9DB
Telephone number	01792 892354

Headteacher	Mr Graham Lewis
Date of appointment	1st September 1994
Chair of governors/ Appropriate authority	Mrs Helen Roberts
Registered inspector	Mr Michael T. Ridout
Dates of inspection	16 <sup>th</sup> – 18 <sup>th</sup> January 2006

## Appendix B

### School data and indicators

Number of pupils in each year group										
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Total
Number of pupils	20.5	51	42	45	48	48	40	38	3	335.5

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers (inc. H/T)	17	1	17.6

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	21:1
Pupil: adult (fte) ratio in nursery classes	10:1
Pupil: adult (fte) ratio in special classes	1:1
Average class size, excluding nursery and special classes	25.25
Teacher (fte): class ratio	1.17:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of School
Spring 2005	86.5	91.3	92.8
Summer 2005	81.7	90.1	91.6
Autumn 2005	84.7	93.1	92.4

Percentage of pupils entitled to free school meals	14
Number of pupils excluded during 12 months prior to inspection	0

## Appendix C

### National Curriculum Assessment Results End of Key Stage 1: 2005 with National figures for 2004

National Curriculum Assessment KS1 Results:			Number of pupils in Y2: 45					
Percentage of pupils at each level								
			D	W	1	2	3	4
ENGLISH:	Teacher Assessment	School	0.0	0.0	9.0	46.0	46.0	0.0
		National	0.3	3.5	13.3	63.0	19.9	0.0
EN: Reading	Teacher Assessment	School	0.0	4.0	4.0	39.0	52.0	0.0
		National	0.3	3.8	14.0	55.3	26.5	0.1
EN: Writing	Teacher Assessment	School	0.0	2.0	7.0	76.0	15.0	0.0
		National	0.3	5.1	14.4	68.8	11.3	0.0
EN: Speaking & listening	Teacher Assessment	School	0.0	0.0	4.0	39.0	57.0	0.0
		National	0.3	2.5	11.2	62.9	23.0	0.0
MATHEMATICS	Teacher Assessment	School	0.0	0.0	2.0	43.0	54.0	0.0
		National	0.3	2.2	10.5	62.5	24.4	0.0
SCIENCE	Teacher Assessment	School	0.0	0.0	4.0	61.0	35.0	0.0
		National	0.3	1.6	9.5	65.2	23.4	0.0

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school:	91	In Wales:	80

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: 2005 with National figures for 2004**

National Curriculum Assessment KS2 Results:								Number of pupils in Y6: 36				
Percentage of pupils at each level												
			D	A	N	B	W	1	2	3	4	5
English	Teacher assessment	School	11	0.0	0.0	0.0	0.0	0.0	0.0	5.0	34.0	49.0
		National	0.5	0.1	0.3	0.0	0.4	0.7	5.0	16.4	46.1	30.4
Mathematics	Teacher assessment	School	11	0.0	0.0	0.0	0.0	0.0	0.0	3.0	29.0	57.0
		National	0.3	0.1	0.3	0.0	0.3	0.4	2.6	16.0	48.1	31.8
Science	Teacher assessment	School	11	0.0	0.0	0.0	0.0	0.0	0.0	3.0	26.0	60.0
		National	0.3	0.1	0.3	0.0	0.2	0.2	1.2	9.6	50.5	37.6

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by Teacher Assessment			
In the school:	83	In Wales:	71

- 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  
B Pupils not entered for the tests because they are working outside the set levels of the tests.  
W Pupils who are working towards level

The above table includes the results of a small number of pupils with statements of SEN. These pupils follow a modified curriculum in line with statutory arrangements (as note D above).

The table below summarises the school's results at Level 4 and above:

End of Key Stage 2 assessments	All pupils	Figures excluding disapplications
English	83	94
Mathematics	86	97
Science	86	97
Core subject indicator	83	94

## Appendix D

### Evidence base of the inspection

- The inspection team consisted of four inspectors and a Peer Assessor appointed by Estyn, who worked for eight inspector days (over three days) gathering first-hand evidence. In total, 30 lessons or parts of lessons were observed and teaching graded.
- The headteacher took the role of nominee, ensuring effective communication with the inspection team. The nominee attended meetings with inspectors and contributed fully to the discussion of inspection evidence.
- Inspectors observed registration sessions, school assemblies and break-times. Teachers present were observed teaching. Discussions were held with members of the teaching and non-teaching staff, representatives of the GB, parents and others, both during initial inspection visits and during the inspection.
- All the available work and records of a representative sample of pupils from selected year groups were scrutinised. Inspectors sought the views of a number of pupils in discussions with them.
- A range of documentation provided by the school was analysed both before and during the inspection.
- The registered inspector held a meeting attended by 19 parents before the inspection and considered 38 parents' responses to a questionnaire.
- At the end of the inspection, the main findings of the inspection were discussed with the head and deputy. A short time after the inspection, meetings were held with the head and deputy, the staff and the governors to report the findings of the inspection.

## Appendix E

### Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr. M. T. Ridout Registered Inspector	Context Summary Recommendations Key question 1: How well do learners achieve? Key question 2: How effective are teaching, training and assessment? Key question 5: How effective are leadership and strategic management? Efficiency aspects of Key question 7;
Mrs. R. Steeds Team inspector	Key question 3: How well do the learning experiences meet the needs and interests of learners and the wider community? Key question 4: How well are learners cared for, guided and supported? Key question 6: How well do leaders and managers evaluate and improve quality and standards? Key question 7: How efficient are leaders and managers in using resources?
Mr. H.J. Phillips Team inspector	SEN aspect of Key question 4;
Mr. J. Foley Lay inspector	Aspects of Key questions: 1, 3, and 4.
Mrs. S. Morris Peer Assessor	

### Acknowledgement:

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

The Contractor for this inspection was:

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