

**INSPECTION UNDER SECTION 10 OF THE  
SCHOOL INSPECTIONS ACT 1996**

***Pentrechwyth Primary School  
Bonymaen Road  
Pentrechwyth***

***School Number: 670-2048***

***Date of Inspection: 8–11 October 2002***

***by***

***Mr Eifion Morgan  
Registered Inspector***

***Date: 25 November 2002***

***Under Estyn Contract Number: CT82/02P***

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## **CURRICULUM NOMENCLATURE AND KEY STAGES**

A new nomenclature to describe pupils' progress through school was introduced in 1989. This system of numbering year groups from the start of compulsory schooling to age 18 is intended to ease communication among schools, governing bodies, parents and LEAs and emphasise the importance of continuity.

The term "Reception" (R) is applied to the year group of pupils in a primary school (not a nursery class) who attain the age of 5 during the academic year. "Year1" (Y1) is applied to the year group of pupils who attain the age of 6 during the academic year and so on to Y13, the year group who attain the age of 18 during the academic year:

	R	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Years	4-5	5-6	6-7	7-8	8-9	9-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18

Key Stage (KS) 1 of the national curriculum consists of Y1 and Y2; KS2 of Y3 to Y6; KS3 of Y7 to Y9; KS4 of Y10 and Y11 (which is the final year of compulsory education).

## **GRADE DESCRIPTIONS**

The five-point grading scale used to represent the main judgements in this report is as follows:

1. Very good: many good features, some of them outstanding.
2. Good: good features and no major shortcomings.
3. Satisfactory: good features outweigh some shortcomings.
4. Unsatisfactory: some satisfactory work but shortcomings in important areas.
5. Poor: many shortcomings.

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## 1. CONTEXT

### **The school and its priorities**

The school is located in the Pentrechwyth area of Swansea – an area described by the school as relatively economically disadvantaged. The school environment has been much enhanced over the last 10 years by the planting of trees and bushes and now provides the children with an attractive learning environment. The number of pupils on roll has remained relatively stable over the last few years although there is some movement of pupils as families are re-housed into larger properties outside the area. Most pupils come from the immediate vicinity of the school although some parents continue to bring their children to the school, even though they have moved away. At present there are 138 on roll of whom 21 children attend the nursery on a part-time basis. In all 73 pupils (62 per cent) are registered as being entitled to receive free school meals. The school describes its intake as consisting of the full range of ability and has identified 31 pupils (23 per cent) as having special educational needs (SEN). None have a statement of educational needs. English is the language spoken at home by virtually all pupils and none speak Welsh as a first language or to an equivalent standard.

The school aims are clearly outlined in the school prospectus and are to help individual children realise their maximum potential in all areas of learning through developing children intellectually, emotionally, socially, physically and morally, depending on their specific needs and capabilities.

The school was previously inspected in July 1997 and has successfully addressed the issues raised in the inspection report.

## 2. MAIN FINDINGS

### **The main findings of the report**

Pentrechwyth is a good school with some outstanding aspects. A strong sense of community is evident and all staff are committed to the welfare and development of the whole child. Relationships are very good and the school exhibits a warm, caring ethos. Standards of achievement have improved consistently since the last inspection and the school benefits from the dynamic leadership of the headteacher who gives the school a clear sense of direction.

#### **Standards achieved by pupils**

##### **Children under five**

- The educational provision for children under five is very good and successfully promotes the Desirable Outcomes for Children's Learning. Many children entering the nursery have underdeveloped literacy, numeracy and social skills, but they make very good progress.

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## KS1 and KS2 pupils

- Standards of achievement in the National Curriculum (NC) subjects and religious education are as follows:

<b>Subjects</b>	<b>Standards of Achievement Key Stage 1 (KS1)</b>	<b>Standards of Achievement Key Stage 2 (KS2)</b>
English	Very good	Very good
Mathematics	Good	Good
Science	Good	Good
Welsh	Good	Good
Design and technology	Satisfactory	Satisfactory
Information technology	Satisfactory	Satisfactory
History	Very good	Very good
Geography	Good	Good
Art	Good	Good
Music	Good	Good
Physical education	Good	Good
Religious education	Good	Good

- The standards of achievement reflect the progress pupils make. Progress is very good in English and reflects the school's considerable effort and well-directed initiatives to improve pupils' achievement in the subject. Progress is also very good in history. Progress is satisfactory in information technology and design and technology and good in all the other subjects.
- In the lessons seen during the inspection standards of achievement were very good in 13 per cent of lessons, good in a further 50 per cent and satisfactory in the remaining 37 per cent of lessons. No lessons were seen where the overall standards of achievement were unsatisfactory.
- The results of the NC Assessments (2002) showed pupils' attainment at the end of KS1 is broadly in line with national averages and the Unitary Authority (UA) results. The results were well above those for similar schools in Wales, based on the number of pupils eligible to receive free school meals.
- The end of KS2 results show that results in English are in line with National and UA averages and well above those for similar schools in Wales. A notable feature of the English results is the high proportion of pupils achieving Level 5. The mathematics and science results are below national and UA results. The mathematics results are in line with similar schools in Wales and above those for comparable UA schools. The science results are well above those for similar schools in Wales. The percentage of pupils attaining at least Level 4 in the three subjects of English, mathematics and science (Core Subject Indicator) is similar to the national average and well above those for similar schools in Wales.
- Pupils' key skills of literacy, numeracy and information and communications technology (ICT) are satisfactory overall. The school has recently prioritised developing pupils' literacy skills and this has been very effective and pupils use their developing numeracy skills in subjects such as science when they measure and record experimental results. However the school does not have a whole-school plan for the progressive development of key skills across the whole curriculum and whilst most pupils are competent at using their classroom computer, pupils will only reach their full potential when the current computer suite is fully operational.

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- The school's provision for pupils with SEN is very good. Effective procedures are in place for the early identification of pupils with learning difficulties and there are very good procedures in place to ensure that tasks are well matched to their needs. All pupils identified with SEN have access to a broad and balanced curriculum and are very well supported by their teachers and learning support assistants. These pupils are making very good progress.
  - The good and very good quality of education results from good and very good teaching; a broad and balanced curriculum, and very good use of assessment. During the inspection, when 41 lessons were observed encompassing all age ranges, no unsatisfactory teaching was observed and overall 83 per cent of the teaching was good or better. This is well above national expectations and a particular good feature of the teaching is the teachers' high expectations of all pupils.
  - Curriculum co-ordinators, in the main, monitor the taught curriculum effectively and in most instances this has ensured a good and sometimes very good quality curriculum, as for example in English. On the other hand the design and technology curriculum needs further refinement. Assessment is very well used to direct the teaching and to set challenging but realistic targets for all pupils. This has contributed substantially to raising pupils' standards of achievement.
  - The overall provision for pupils' spiritual, moral, social and cultural development is very good. The daily acts of collective worship develop a good sense of community and where individual achievements are celebrated. All pupils have a good understanding of, and respect for, other peoples' values and beliefs. They work well together and through games and other extra-curricular activities develop a good sense of fair play. Pupils have a very good understanding of their own and other peoples' culture and heritage, particularly the culture and traditions of Wales. The overall standard of behaviour and pupils' attitude to learning is good.
  - The school is fully supported by the parents who are kept well informed of their children's needs and progress. In the pre-inspection questionnaire and meeting they expressed a high degree of satisfaction with the school. Procedures for supporting and guiding pupils to ensure their welfare are very good.
  - The quality of self-evaluation and planning for improvement is very good. Key issues for improvement, identified in the previous inspection in July 1997, have been very effectively addressed. This includes improvement in standards of pupils' achievement, monitoring the teaching and developing procedures for assessing pupils' progress. The provision for pupils with SEN is now very good, as is the provision for children under five.
  - The quality of leadership is very good and the school is very effectively managed. The headteacher's dynamic leadership ensures that all staff, including the non-teaching staff, are actively involved in all aspects of school life, focusing on pupils' welfare and maximising their potential. The headteacher has a clear vision for the school and a sense of purpose is evident in all aspects of school life. The governing body is well informed and fully supports the school. Individual expertise is well used for the benefit of the school.
  - The school was previously inspected in July 1997.

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### **3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS**

#### **3.1 Standards Achieved in Subjects and Areas of Learning**

- The overall provision for children under five is very good and successfully promotes the Desirable Outcomes for Children's Learning. These children are making very good progress.
- Standards of achievement are very good in English and history in both key stages. They are good in all the other NC subjects and religious education in both key stages apart from information technology and design and technology where standards are satisfactory overall.
- Pupils' progress is reflected in the standards they achieve. Progress is very good in English and this reflects the emphasis the school has given to improve pupils' linguistic ability. Progress is also very good in history. Progress in all the other NC subjects and religious education is good apart from in information technology and design and technology where progress is satisfactory.
- Pupils identified as having SEN are making very good progress.
- In lessons seen during the inspection standards of achievement were very good in approximately 13 per cent, good in a further 50 per cent and satisfactory in the remaining 37 per cent of lessons.
- The results of the NC Assessments (2002) showed that pupils' attainment at the end of KS1 is broadly in line with national averages and the UA results. The results were well above those for similar schools in Wales, based on the number of pupils eligible to receive free school meals. The end of KS2 results show that results in English are in line with national and UA averages and well above those for similar schools in Wales. A notable feature of the English results is the high proportion of pupils achieving Level 5. The mathematics and science results are below national and UA results. The mathematics results are in line with similar schools in Wales and above those for the comparable UA schools. The science results are well above those for similar schools in Wales. The percentage of pupils attaining at least level 4 in the three subjects of English, mathematics and science (Core Subject Indicator) is similar to the national average and well above those for similar schools in Wales.

#### **3.2 Standards Achieved in Key Skills across the Curriculum**

Pupils' standards of achievement and their progress in developing key skills across the curriculum are satisfactory overall.

- The standards achieved in the key skills and progress made by children in the early years are at least good. Many pupils entering the nursery have underdeveloped language and numeracy skills but the very good emphasis given to encouraging them to speak, listen and use number enables them to make very good progress.
- In KS1 and KS2 pupils' listening skills are generally good. Most pupils concentrate and listen attentively to their teachers and respond quickly to instructions and requests made to them. A few pupils however, need repeated prompting by teachers and classroom assistants to maintain their attention.
- Many pupils, initially, have underdeveloped speaking skills but through their involvement in small group and classroom discussion, make good and often very good progress. Most

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of the older pupils can express themselves clearly and use words accurately and in the correct context.

- Pupils' reading skills are very variable initially, but they make very good progress and learn to use books as sources of information as well as reading for pleasure.
- Pupils' writing skills are also very variable initially, but the majority of pupils learn to write legibly using a good range of words by the end of KS1. Most pupils in KS2 have a secure understanding of sentence structure and use punctuation correctly. In a few instances in each age group pupils' written work is of a very good standard displaying a vivid imagination and careful attention to spelling and handwriting.
- Pupils' numeracy skills are satisfactory overall. Whilst they are well applied in mathematics they are not consistently developed across the curriculum. Instances of the good use of numeracy skills were apparent in the work in science but in other subjects, such as design and technology, they were less apparent.
- Pupils of all ages use their ICT skills in lessons but their experiences are restricted because of the limited provision of computers in the classrooms. The new computer suite is not, as yet, complete and available for pupils to use.

## **4. ETHOS OF THE SCHOOL**

### **4.1 Pupils' Spiritual, Moral, Social and Cultural Development**

The overall provision for pupils' spiritual, moral, social and cultural development is very good.

- Provision for spiritual development is good. Pupils show a great deal of respect for each other and fully realise the implications of their actions on others. Good opportunities are available for them to explore their own views in classroom discussions and through interaction with their teachers during the school day.
- Provision for moral development is very good. Pupils, in line with the school's mission statement, learn to work together and value each other's contribution. Pupils collaborate well and have a clear sense of right and wrong. Pupils also respect their school environment and are actively involved in maintaining it to a high standard.
- Provision for social development is very good. Pupils and teachers relate positively to each other and pupils readily take responsibility. Older pupils look for opportunities to exercise initiatives. The school functions very efficiently as a community where individual contributions are valued.
- Provision for cultural development is very good. The curriculum provides pupils with a very good understanding of their own culture and traditions and those of Wales generally. Pupils learn to be proud of their own culture and heritage and to respect other peoples' cultural heritage and traditions.
- The daily act of collective worship provides a focus for the day and effectively develops a good sense of community, setting a positive tone for the day. These occasions contain the essential ingredients of collective worship but too little time is given for pupils to reflect on what they have heard. There are opportunities for parents to join in these occasions when individual classes take the lead. During the inspection, the story of Rama and Sita was performed with all pupils in the class taking part in what was a well presented, colourful occasion.

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- Pupils respond very well to the school's provision for spiritual, moral, social and cultural development and this is evident in virtually all aspects of school life. The school is very effective in promoting racial harmony.

## **4.2 Behaviour and Attitudes**

The standards of behaviour and pupils' attitudes to learning are good overall.

- All staff have very high expectations of pupils' behaviour. They know the pupils and their parents very well and have built strong mutually respectful and supportive relationships: teachers' caring attitudes are reflected in their weekly nominations in the merit assemblies. The headteacher's knowledge of individual pupils is impressive: pupils respond to him very well.
- All staff are good role models, the quality of life in the school is very good and is a major strength of the school. Staff are consistent in their applications of routines and pupils know what is expected of them.
- Pupils behave maturely, they are friendly and show consideration and courtesy to each other to staff and to visitors. Pupils know the routines and move sensibly in and around the school. There are a small number of pupils in each class who present their teachers with challenging behaviour but they are dealt with positively and are well supported by their teachers and classroom learning assistants.
- The school has well evolved procedures to maintain and improve behaviour. The well established School Council has a positive influence on behaviour, school prefects discharge their responsibilities well and are particularly influential in ensuring that productive relationships between pupils is maintained.
- Pupils respond well to the school rules that they help to draw up and to the reward system. Their attitudes, efforts and achievements in and outside school are celebrated at the weekly merit assembly.
- The recently revised discipline and anti bullying policy contains sound guidance for staff and midday supervisors: it includes strategies for correction and extreme offences. No incidents of anti social behaviour were seen during the inspection. All adults in the school including midday supervisors quickly deal with any minor incidents that occur.
- The school has a programme for personal and social development: pupils are encouraged to help and care for each other. Pupils in Y6 help to care for the younger ones in the playground at lunchtime; they perform lunchtime duties and assist in the dining hall. Older pupils regularly come to school early to assist teachers with tasks: they willingly assist adults in the Breakfast club. Throughout the school, *Helpwr y Dydd* assist teachers with various tasks.
- Pupils in Y5 and Y6 are developing confidence and business acumen through responsibility for running the school fruit tuck shop, they organise a rota of responsibilities such as placing daily orders with the suppliers, preparation and sale of fruit, recording and banking of takings. Profits are used to enhance resources.
- Pupils play co operatively at break times and lunchtime. Trained midday supervisors maintain positive discipline to ensure continuity of good behaviour during the lunch period: their handbook provides useful guidance: they have a role in the reward system.

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- Supervision in the dining hall and in the playground is very good and this is a social time for the pupils. Pupils are keen to join in the organised playground games: they carefully observe the demarcation area for ball games.
  - There have been no exclusions for many years: the school is regarded as a model for positive behaviour management.

### **4.3 Attendance**

The level of attendance is satisfactory.

- At 91.6 per cent the average rate of attendance over the last three terms is close to the UA average and the target set by the school. Determined efforts are made and specific targets are set by the school to improve the attendance record. The system of rewards and inducements for regular attendance are beneficial.
- Absences are caused mainly through illness but the overall rate is affected by family holidays in term time, none of which exceed the permitted ten days. Parents are informed about the categories and the detrimental effects of absence and lateness formally and through regular newsletters.
- Absences are carefully monitored. The school and Education Welfare Officer (EWO) actively pursue cases of poor attendance and lateness.
- Almost all the pupils arrive punctually at the beginning of the day and lessons start on time.
- Registers are completed meticulously at the beginning of each session and fully meet National Assembly requirements.

## **5. QUALITY OF EDUCATION**

### **5.1 Teaching**

In all, 41 lessons were observed during the inspection. The quality of teaching was good or better in 83 per cent of lessons and satisfactory in the remaining 17 per cent. In 30 per cent of the lessons the quality of teaching was very good. This is well above national expectations and makes a very positive impact on pupils' achievement.

- The quality of teaching in the under-fives classes was very good in 70 per cent of the lessons and good in the remaining 30 per cent. The work was invariably well planned and tasks very well matched to pupils' ability. Activities proceed at a lively pace and pupils' interest was very well maintained. A notable feature of the lessons is the emphasis given to developing pupils' key skills as well as their personal and social development.
- The quality of teaching is more variable in KS1 and KS2. However it was always at least satisfactory and very good lessons were seen in both key stages. In KS1, the quality of teaching was good or better in 64 per cent of lessons with 18 per cent of these lessons being of a very good quality. In KS2 the quality of teaching was good in 85 per cent of lessons and very good in 15 per cent of them.
- Where the quality of teaching is good and very good, lessons proceed at a good pace and a sense of urgency is evident in the learning. Very good lesson planning ensured that tasks were matched to pupils' ability and prior attainment and teachers are well aware of pupils' needs. Classroom learning assistants make a valuable contribution to children's learning.

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- In lessons where the teaching is good or better, teachers have a good knowledge and understanding of the subject and their natural enthusiasm for the work is evident. This successfully captures pupils' interest and, through frequent and purposeful intervention, maintains pupils on task.
  - In lessons where the quality of teaching is very good, teachers have high expectations of their pupils in terms of both achievement and discipline and this is clearly understood by the pupils.
  - In lessons where the quality of teaching is satisfactory, tasks were not always well matched to pupils' ability and prior attainment. The pace of the lessons is rather slow and teaching strategies are not always well matched to the planned activities. Consequently pupils, during parts of the lesson, lose interest.

## **5.2 Assessment, Recording and Reporting**

The quality of assessment, recording and reporting is very good. Assessment procedures are an integral part of teaching and learning and impact positively on standards in all areas of the curriculum.

- Policies and procedures are effectively implemented throughout the school. Teachers evaluate pupils' work accurately and consistently using clearly defined criteria.
- Assessment is well used in the nursery and reception classes to ensure that children, through achievable learning steps, reach their full potential in all aspects of the work.
- Appropriate tests and formal assessments are administered regularly and these provide data to inform the overall progress of individual pupils in English, mathematics and science. The school analyses this data thoroughly to evaluate its contribution to the improvement of teaching and learning and to predict the end of key stage NC assessment results.
- Teachers keep an ongoing record of the strengths and weaknesses in teaching and learning in all subjects. The information is scrutinised and effectively used to address these outcomes in future teacher plans, to ensure effective teaching and ensure that pupils' standards are raised.
- Targets are set for individual pupils in liaison with their class teacher and shared with parents. This along with pupils' self-assessment provides individual pupils with an overview of their progress and they can share the next steps for improvement.
- The requirements of the new SEN Code of Practice are fully met and pupils on the SEN register make very good progress. The Individual Education Plans (IEPs) for pupils with SEN identify clear, appropriate learning steps. Pupils are regularly assessed and the information used to identify progressive learning targets. Support staff and class teachers successfully intervene to support pupils helping them to achieve their targets.
- There are regular consultation meetings with parents and an annual written report. Comments in the reports to parents give very clear indication of achievement and progress across the curriculum. Parents are pleased with the quality of the reports and find them useful. Reports set future learning targets that are shared with parents to support their child's progress.
- Work is marked regularly indicating how improvements can be made. The quality of oral and written feedback is very good and helps pupils to improve their standards of work.

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Older pupils are involved in marking their own and others' work to set criteria. This is a positive step to develop pupils' understanding of expectations and their self-esteem.

### 5.3 Curriculum

The overall quality of the curriculum is good and fully meets statutory requirements. The religious education curriculum is based on the local education authority (LEA) agreed syllabus.

- The curriculum provision for children in the early years is based on the Desirable Outcomes for Children's Learning and is of a very good quality. Planning ensures that all children experience rich and varied learning experiences and children are making very good progress.
- The curriculum in KS1 and KS2 is broad, balanced and relevant and provides pupils with a good range of learning experiences. It is enhanced by visits to areas of interest in the locality and to museums and art galleries further afield. First hand experiences that derive from such visits successfully develop positive attitudes to learning and extend pupils' knowledge and understanding of many aspects of the curriculum.
- Policies and schemes of work are in place for all NC subjects and religious education. Teachers plan their lessons ensuring that tasks are well matched to pupils' ability and prior attainment. The work is suitably challenging and very good provision is made for pupils with SEN who are well supported.
- Teaching time is well used and the morning is divided into three sessions. As well as bringing a sense of urgency to the work this has also facilitated some ability group teaching which has had a positive impact on standards in English and mathematics.
- Lesson plans make provision for the teaching of key skills but there is no whole-school plan for the development of key skills across the curriculum. Lesson plans indicate assessment opportunities, and assessment is used very well to underpin the teaching.
- The curriculum is effectively monitored by subject co-ordinators who support colleagues when necessary. This has had a very positive impact on raising standards of achievement in English. However the design and technology curriculum needs further refinement. Homework is set regularly and has impacted positively on standards. A notable and worthwhile feature of the curriculum is the range of extra-curricular activities available to pupils in both key stages. The provision is socially inclusive and the school is careful to ensure equality of access and opportunity for all pupils.
- The school's personal and social education programme is based on the Qualifications Authority for Wales Curriculum and Assessment (ACCAC) guidelines and gives pupils good opportunities to develop their understanding of personal and social issues.
- The school gives very good emphasis to developing *Y Cwricwlwm Cymreig* through the school curriculum in subjects such as history, music and art. Pupils' knowledge and understanding of the Welsh culture and heritage are further developed through special events, such as the St David Day concert. Pupils' understanding of ethnic and cultural diversity is well developed through their religious education studies.
- Lesson planning takes full account of more able pupils and they are suitably challenged. Where the school has identified gifted and talented pupils they have been given extra tuition.

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- There are no pupils for whom the NC is modified or for whom the NC is disapplied and there are no pupils in the school for whom English is an additional language.

#### **5.4 Support, Guidance and Pupils' Welfare**

Overall, the school makes very good provision for supporting and guiding pupils and for their welfare. The effectiveness of educational guidance and support are very good.

- The school is a very caring, supportive community where pupils' well being is of paramount importance. Pupils' needs are identified at an early age in their school life and teachers monitor their progress closely. The very caring and sensitive approach of the entire adult staff generates a sense of security, confidence and an appetite for learning amongst its pupils. This contributes to their very good progress.
- The headteacher and staff know their pupils very well. Academic achievement and progress, personal development, behaviour and attendance are regularly discussed with pupils and, where appropriate, with parents. Pupils feel secure and valued and have high but realistic expectations of their own performance.
- Pupils are taught the principles of healthy living and have successfully achieved the National Assembly for Wales Health Promoting School Award in September this year. Sex education and drugs awareness is incorporated largely into the science curriculum. It is appropriate for the age of pupils.
- The school's personal and social education policy is used effectively as part of pupils' support and guidance. Very good cross-curricular links with science and physical education successfully address the importance of a healthy body and a healthy diet. The school operates a fruit 'tuck shop', school council and breakfast and after school clubs in which pupils are effectively involved.
- Child protection procedures are well established. There are very effective measures for the elimination of all forms of oppressive behaviour, including bullying and harassment. These procedures are well known to pupils, all members of staff, governors and parents.
- Health and safety policies are in place which staff are familiar with. There are well-established procedures for dealing with accidents and fire drills and first aid training is well attended. Arrangements for the supervision of pupils during breaks and lunchtime are very good and immediate support is available when required.

#### **5.5 Provision for Pupils with SEN**

The school's provision for pupils with SEN is very good. Pupils grow in confidence and make very good progress towards the targets set for them. Standards of achievement are very good relative to their ability.

- The SEN co-ordinator (SENCo) provides a clear and very positive lead to the school. She is very efficient and the co-ordination arrangements for SEN throughout the school are very effective. The team of non-teaching learning support assistants offers very good support in class for specifically identified pupils.
- The school's SEN policy is regularly reviewed and is a clear detailed document that fully complies with the recommendations of the New Code of Practice.
- The SEN register and all other documents are well organised and kept fully up-to-date. Records are useful working documents, the details of which are used successfully to track individual pupil's progress and to provide suitable support.

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- Initially, consideration is given to concerns highlighted by the nursery teacher. The school's provision for pupils with SEN is very good and the school carefully analyses baseline results when they enter the reception class. Concerns highlighted by the nursery teacher are regularly reviewed and pupils' progress is effectively tracked. Pupils grow in confidence as they realise that the help they are given is effective and they make very good progress towards the targets set for them in their IEPs.
  - The SENCo and class teachers carefully prepare IEPs for pupils with SEN. These identify realistic but achievable steps for individual pupils learning. Parents are kept fully informed and are invited to attend the regular review meetings. The sharing of targets with pupils and parents effectively supports pupils learning.
  - The governing body makes a significant contribution to ensure appropriate funding for the high level of provision for SEN. There is good liaison between the school and relevant outside agencies.

## **5.6 Partnership with Parents and Community, Schools and Other Institutions**

The quality of the school's partnership with parents and community, schools and other institutions is good.

- The headteacher places a major emphasis on good relationships throughout the school community: there is very good daily informal contact between parents and staff.
- Responses to the pre-inspection questionnaires and comments in the parents pre-inspection meeting indicate that parents are appreciative of the work of the school and they value the openness and approachability of staff.
- The quality of information provided to parents is a notable strength of the school. The school prospectus is informative and regular newsletters keep parents well informed about school matters for example the damaging effects of lateness and absence.
- Termly topic sheets provide useful information about what is being taught and ways in which parents can help their children. Parents of children in the nursery receive a separate handbook that details activities and ways in which parents can help their children with early reading writing and number work.
- Time and effort is invested in encouraging parents to take an increasing role in the education of their children. The programme of termly teacher-parent partnership meetings and family literacy and numeracy courses are well attended and beneficial. Parents are encouraged to enjoy reading with their children through the school's reading project.
- Virtually all the parents have signed the home-school agreement.
- A small number of adults including retired teaching staff make positive contributions to the life of the school and the school is awaiting completion of official checks on a further number of volunteers. They provide good quality support that is highly valued by the school. They assist teachers in the classroom, on visits and with sport: trained volunteers regularly hear pupils read.
- A small but very active and enthusiastic Parent Teachers Association (PTA) organise fundraising and social events that are family oriented and educational for example the whole school is involved in the annual sponsored walk. The money raised helps to purchase essential resources and educational equipment.

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- Staff give generously of their time to organise many worthwhile out of school activities and accompany pupils on residential courses twice a year. Pupils experience a variety of outdoor pursuits that effectively develops their confidence, self-esteem and social skills.
  - The school is very proud of its links with the community. School activities such as concerts, assemblies and celebrations are open to invited members of the community and are well attended. The choir and orchestra go out into the community to entertain.
  - Educational visits and visitors enhance and enrich the pupils' learning. Pupils regularly work with artists and writers and they benefit from science and theatre workshops and specialist sports coaching.
  - Pupils support charities and they raise funds for people less fortunate than themselves.
  - Good links exist with the neighbouring primary schools and the receiving secondary school. Strong pastoral and curriculum links are well established and Y6 pupils are involved in a Welsh bridging unit.
  - The school is in partnership with an initial teacher training institution and provides training and work experience for student teachers. Two teachers are appropriately trained for the role of mentors and their professional development has been enhanced through this link.
  - Good links exist with surrounding colleges and the school provides training and work experience for child care and secondary school students.

## **5.7 Partnership with Industry**

Although the school lacks a written industry policy partnership with industry is good.

- Educational visits and visitors help to make the pupils aware of the world of work.
- Pupils work on a planting programme with the county ground maintenance team and a community group. The school grounds and the immediate vicinity have been well developed and the school is working towards ECO status.
- Pupils' business acumen is developed through running the school fruit tuck shop; profits are used to enhance school resources. The school has recently been awarded the prestigious National Assembly for Wales Health Promoting Scheme Award and the Investors in People Award.
- The school benefits from its personal contacts with industry. A small number of local businesses including past pupils provide generous financial support and substantial financial support has been received from a national motor company.
- As yet no teachers have benefited from industrial placements. Negotiations are in place for a paired arrangement with business as part of the headteacher's professional development programme.

# **6. MANAGEMENT**

## **6.1 Quality of Self-Evaluation and Planning for Improvement**

The quality of self-evaluation and planning for improvement is very good.

- The school displays a positive self-critical culture in all its work. Through self-evaluation and planning for improvement it has successfully and consistently raised standards of

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achievement and successfully addressed the key issues for improvement identified in the last inspection report.

- The school's aims, as identified in the school prospectus and mission statement, are to help individual children realise their maximum potential and this is apparent in all aspects of the school's work. It has well-established procedures for identifying its strengths and weaknesses and criteria have been agreed against which the school's performance can be monitored and evaluated.
- The school makes very good use of information gathered through its assessment procedures and NC assessment tests. Challenging but realistic targets are set and pupils' progress tracked. Pupils are well aware of targets set. Very good use is made of national and LEA comparative information in order to judge its own performance in the areas of achievement and attendance.
- Very good monitoring and assessment procedures are in place. Curriculum co-ordinators, in the main, have been effective in ensuring that pupils have an appropriate curriculum. This has been particularly effective in English where shortcomings were identified and improvement plans implemented resulting in improvements in pupils' achievement to the present high standards.
- Current areas identified for improvement are clearly set out in the school development plan (SDP) together with success criteria and a realistic time scale.

## **6.2 Leadership and Efficiency**

The quality of leadership is very good and the school is very efficiently managed.

- The headteacher provides the school with very good professional leadership and is actively involved in all aspects of school life. Life at the school reflects his dynamic leadership style and a clear sense of purpose and direction is evident in all aspects of the life of the school.
- The headteacher is very well supported by the staff. The open management style adopted by the headteacher ensures that all staff, including the non-teaching staff, are fully involved and have opportunities to discuss issues and to put forward suggestions. Teamwork and support for each other is a strong feature of the school and creates a strong sense of community.
- The governing body is kept well informed by the headteacher and it is actively involved in school development. Full discussion of issues takes place in the various sub-committees, whilst all decisions are ratified by the full governing body. Individual expertise is very well used and it effectively acts as a forum, actively involved in SDPs, but also asking relevant questions and evaluating progress. As a body they are fully supportive of the school and proud of its achievements.
- Curriculum co-ordinators, in the main, support colleagues efficiently and ensure a good quality curriculum and in instances, such as in English, have been instrumental in raising pupils' achievements to the present high standards by clearly identifying weaknesses and planning for improvement. This is an example of very good practice.
- The school uses classroom learning assistants efficiently, involving them in the planning process. They make a very effective contribution to pupils' learning and in developing their social skills.

- The school budgets systematically for new expenditure. Governors have an overview of financial resources and ensure that they are managed to meet the priorities identified in the SDP.
- The SDP is a useful working document and each year is developed following an evaluation of the previous year's plan. It is regularly reviewed and developments are routinely monitored. Overall, the school gives very good value for money.
- Routine administration is undertaken efficiently by the school secretary with the minimum of disruption to the work of the school. The school runs smoothly on a day to day basis.

### **6.3 Staffing, Accommodation and Learning Resources**

The school is generously staffed; accommodation and learning resources are satisfactory.

- The staff are suitably qualified and experienced. Responsibilities are appropriately allocated on the basis of experience and expertise. All staff, including non-teaching staff, have regularly attended professional development courses.
- The accommodation is well maintained by the caretaker and his staff. It is a pleasant environment for learning and the displays of pupils' work and photographs of their achievements substantially enhance the school interior. Space is rather limited to cater for pupils receiving extra tuition and help, and this occasionally disturbs pupils at work in adjoining classrooms.
- The school is suitably resourced to meet the needs of the NC and religious education. However, the present availability of computers in classrooms is inadequate but a new computer suite is in the process of being established. This room is well located to allow KS2 pupils to have ease of access. Every classroom has a satisfactory number of books to support the teaching but there is no school library that would enable pupils' library skills to be fully developed.

## **7. SUBJECTS AND AREAS OF LEARNING**

### **Standards achieved by pupils**

#### **Provision for the under-fives**

The educational provision for children under five is very good and successfully promotes the Desirable Outcomes for Children's Learning. Many children entering the nursery have underdeveloped literacy, numeracy and social skills but children in the Nursery (three to four year olds) and children in the reception class (four to five year olds) make at least good progress in all areas of learning.

#### **Good features**

#### **Personal and social development is very good**

- In the nursery, the emphasis is rightly on developing children's personal and social skills through a wealth of activities where children interact with each other and with adults. Children know the well-established routines and are happy and secure in their environment. They are happy to come to school, keen and interested and want to be involved.

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- Children in both classes are encouraged to undertake independent play. They are able to work and play happily together and are beginning to form relationships with each other.
  - Reception children know what is expected of them and, when working on tasks, they show good levels of concentration and an eagerness to learn. Children are polite and engage in conversation readily. They play together co-operatively, share and take turns and are very willing to help each other.
  - Children respond very positively to their teacher's expectations of good behaviour.

### **Language, literacy and communication skills are very good**

- Nursery children enjoy listening to stories and sharing books and have good opportunities to talk about stories they have heard.
- In the nursery, children explore writing using different pens, pencils, crayons and paint. They make good progress in handling writing tools to make marks that are significant to them.
- Children in the reception class successfully improve their speaking skills. In class and group situations they ask and answer questions with improving clarity.
- Children in the reception class listen attentively and most respond well to their teachers' questions. At this stage of the year, they are beginning to use complete sentences.
- Reception children are developing good letter formation. They are confident to make attempts at forming letters and simple words. At this time in the school year children are successfully acquiring early reading skills. Their eagerness to learn is enriched by the broad range of activities undertaken.
- The Welsh language is successfully introduced to children from nursery age. Children have a growing repertoire of simple Welsh songs. Children are developing their understanding by responding effectively to simple everyday commands. They are beginning to count in Welsh and can name some of the colours.

### **Mathematical development is good**

- A good range of practical activities such as sand and water are used effectively to develop children's mathematical understanding in both the nursery and reception classes. Both classes are developing a good understanding of number through a wide range of songs and pertinent use of opportunities throughout the day to reinforce counting skills.
- In the reception class, children make good progress in recognising and describing two-dimensional shapes. They respond well to a range of activities demonstrating their ability to recognise a circle, square, triangle and rectangle.
- Reception children show an increasing understanding of the value of numbers to ten. Most children can count confidently to ten and many beyond. They display accuracy in counting and a growing understanding of newly introduced mathematical concepts such as more than and less than.

### **Knowledge and understanding of the world is good**

- Children in the nursery concentrate well and are fascinated with the tastes of a range of exotic fruits. Most can distinguish between sweet and sour and show their knowledge by naming the colours in Welsh.
- Children have a developing understanding of the concept of time. They know the routines of the day and many nursery children can name the days of the week.

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- Reception children have a growing understanding of camouflage. They demonstrate their knowledge through a range of matching and painting activities.
  - Children use computers and listening centres confidently with increasing skill to support their learning.

### **Physical development is good**

- Nursery children demonstrate their competence when using large play equipment in an appropriately designed secure outdoor area.
- Regular use is made of the school hall by both nursery and reception classes. In these sessions, nursery children are very responsive and react well to instructions. They are able to maintain movements for extended periods and with good body control.
- Children demonstrate good development in their fine control skills when using equipment such as pens and pencils, paintbrushes and scissors.

### **Creative development is good**

- Nursery children learn to use a range of colour and paint to express their ideas and to represent what they have seen. They explore a variety of materials, media and textures to make collective and individual collages.
- Children are introduced to a range of techniques such as bubble printing to support their understanding of shades of colours. They make effective prints in black and white and have the opportunity of working with a well-known local artist.
- Reception children enjoy talking about their work, seeing it displayed and being valued by other children and adults. They are confident to choose their own colour in which to work and show good control and ability to make good representations when painting. This was evident in their good representations of chameleons.
- Children in both nursery and reception classes enjoy singing songs. Singing is an integral part of the school day. It is used well for instructions and to refocus children's attentions from the range of activities in which they are involved.
- Nursery children sing songs with good use of dynamics and many know the difference between high and low sounds.
- Reception children sing tunefully and are eager to participate in action songs. They listen well and demonstrate enjoyment in singing their wide repertoire of songs and nursery rhymes.

### **Shortcomings**

- There are no significant shortcomings.

### **English**

Standards of achievement are very good in both key stages. All pupils are making very good progress. The very good progress pupils make reflects the success of the many initiatives the school has introduced to raise standards of English.

### **Good features**

- Pupils' speaking skills develop very well throughout both key stages. Many are hesitant, lacking in confidence and display poor pronunciation skills initially, but they make very good progress and by the end of the key stages have achieved very good standards.

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- Pupils in Y2 use a good range of descriptive words and show considerable pleasure when using new words. Pupils in Y6 speak confidently and express themselves clearly; they have a good vocabulary and choose their words carefully. More able pupils develop ideas sensibly and in discussion, take into account other pupils' points of view. They can vary their expression and vocabulary depending on the context.
  - The listening skills of the vast majority of pupils are very good. Most pupils listen attentively to their teachers and to each other when engaged in classroom discussion. However, in most classes there are a few pupils who require frequent teacher intervention to maintain their concentration when listening.
  - Pupils' standards in reading are variable. Initially word recognition is poor but pupils make very good progress throughout both key stages. Most pupils in Y2 read simple texts with understanding. They can relate the major events in stories they read and predict likely outcomes. Most pupils in Y2 have suitable strategies to tackle new words and the more able read independently.
  - By the end of KS2, pupils use a range of texts and identify key features and characters in the stories they read. More able pupils can identify their preferences and justify their views. Most pupils in Y5 and Y6 can find information they require in books and summarise their findings. Pupils' reading skills are well used across the curriculum.
  - Pupils' writing skills are well developed across both key stages. In Y2, most pupils' writing is well organised. Sentences are appropriately sequenced and words chosen carefully. Sentences are grammatically correct and punctuation is used appropriately.
  - By the end of KS2 pupils' writing conveys meaning clearly and sentences are well-organised into paragraphs. Words are usually spelt correctly and a range of appropriate punctuation marks is used correctly. In the majority of instances, handwriting is clear and fluent.
  - Pupils, in both key stages, use their developing ICT skills to reinforce their learning. In lessons observed during the inspection, young pupils were engaged in word recognition exercises whilst older pupils used their word processing skills to present their work.

### **Shortcomings**

- There are no significant shortcomings.

### **Mathematics**

Standards of achievement are good in both key stages. All pupils are making good progress.

#### **Good features**

- The younger KS1 pupils effectively interpret patterns. They make good progress towards devising their own repeat patterns counting carefully the number of objects in each repeat. They use the computer confidently to support their work and successfully copy the challenging pattern set.
- With some help, pupils can group toys into different categories. They can accurately answer questions relating to a pictogram demonstrating an understanding of more than, and less than, and the ability to subtract mentally using numbers to ten.
- By the end of KS1, the majority of pupils can identify numbers before and after a specific digit using a number line. Pupils are developing the ability to identify different ways in

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which they can arrive at the correct answer. More able pupils can count on using numbers to one hundred.

- Pupils use their knowledge of number successfully when using money, as when playing a supermarket game.
- Younger KS2 pupils successfully demonstrate a growing understanding of money through the range of coin combinations they can make to equal a pound. They know how many specific coins make a pound and use this knowledge to support their mental calculations.
- Pupils show a developing understanding of the place value of digits to add and subtract three digit numbers when using the computer.
- Most pupils can describe three-dimensional shapes using the correct criteria for their properties. All pupils can recognise the nets of common three-dimensional shapes.
- By the end of KS2, pupils demonstrate a secure knowledge and understanding of number through the confident use of a wide range of precise mathematical vocabulary when describing their work.
- Pupils use and apply their mathematical knowledge and skills in problem solving and investigative tasks that contribute significantly towards their confidence in applying mathematics practically in real life situations.
- They work well together and are able to reach solutions both independently and through co-operative problem solving techniques.
- Pupils are able to investigate and describe number patterns that include factors, multiples and square numbers.

### **Shortcomings**

- There are no significant shortcomings.

### **Science**

Pupils' standards of achievement are good in both key stages. All pupils are making good progress.

### **Good features**

- Pupils in KS1 have good observational skills and can group materials according to their basic properties. They know the differences between living and non-living things and most pupils can record their findings.
- Pupils in KS2 can plan their own investigations and can identify the variables inherent in their experiments. The more able pupils can make realistic predictions and use their developing numeracy skills when measuring volume and assessing changes of temperature.
- Pupils in KS1 know that living things need food to survive and most pupils in Y2 know what constitutes healthy foods. By the end of KS2, pupils have a good knowledge and understanding of life processes and know, for example, that the heart beats faster during exercise, so that the blood supply to the muscles is increased.
- Pupils in KS1 know the similarities and differences between common materials and can sort materials into groups based on their properties, such as that some are attracted by

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magnets. Pupils in Y2 know that different materials are used in house building depending on their properties.

- Pupils in KS2 know that different materials have different insulating properties. They know that wool is a more efficient insulator than paper and they can identify woollen garments. They know that materials can exist as solids, liquids and gases.
- Pupils in Y2 know the components of a simple electrical circuit and understand that they must be linked if a bulb is to light. They know that household utensils, such as toasters, need electricity to function and pupils are aware of the dangers of mains electricity.
- By the end of KS2, pupils know that a switch can be put in a circuit and that this can control a bulb lighting. They know that a force can change the direction of movement and that gravitational forces draw objects towards the centre of the earth. Pupils in Y5 and Y6 can name different sources of light and know that sounds are made when objects vibrate.
- Pupils make good use of the developing ICT skills. They are able to store data and use a range of programmes to support their learning.

### **Shortcomings**

- There are no significant shortcomings.

### **Welsh second language**

Standards of achievement are good in both key stages. All pupils are making good progress.

### **Good features**

- The language is given a high profile in the school and the use of incidental Welsh during the school day brings the language alive to the pupils.
- Pupils KS1 understand and respond to a range of familiar questions posted by their teacher. Welsh words and phrases are suitably displayed around the classroom and these help pupils understand the language.
- Scrutiny of pupils' work shows that the majority of pupils in KS1 can write simple sentences describing themselves and their likes and dislikes. In general, words are spelt correctly with appropriate punctuation, including capital letters and full stops.
- Pupils in KS1 are beginning to read familiar words describing parts of the body and clothes they wear.
- By the end of KS2, most pupils have a good Welsh vocabulary and can confidently reply and engage in conversation with their teacher. Pronunciation is generally good and sentence construction is generally correct.
- Examination of pupils' work shows that their written work is of a good standard. They are able to ask and answer questions and use complete, well-constructed sentences. They can reply positively and negatively to questions and use punctuation correctly.
- Pupils in Y5 and Y6 read well with satisfactory degree of fluency as when engaged in role play. Pronunciation is satisfactory overall.
- The Welsh language figures prominently in the life of the school and pupils have a good knowledge and awareness of the Welsh culture and heritage.

### **Shortcomings**

- There are no significant shortcomings.

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## **Design and technology**

No lessons were observed during the time of the inspection. However, from talking to teachers and pupils, scrutinising planning and work completed in the past it is evident that standards of achievement are satisfactory in KS1 and KS2. All pupils are making satisfactory progress.

### **Good features**

- Pupils are familiar with the design process. In KS1, pupils work with a suitable range of materials. They understand what it means to choose materials fit for a purpose and are aware of the need to plan as the initial stage in a design brief.
- Pupils in KS1 when making a fruit salad, explore a range of fruits as a basis for their investigation. They discuss their ideas meaningfully based on their likes and dislikes.
- Pupils explore commercially produced card products and use ideas successfully to make Christmas and Valentine cards with moving parts. Most evaluations are discussed and written as a class activity.
- Pupils in KS2 plan and apply their science and making skills effectively to construct a lighthouse with a flashing warning light. They are able to identify the appropriate tools and equipment needed to support their work.
- Much work is effectively linked to the current class topic. A very successful venture portrayed pupils' creativity and understanding of constraints on food during World War II, when they designed and made attractive food dishes based on the rations available.
- Pupils are familiar with using construction kits, to design and make objects within various projects.

### **Shortcomings**

- Pupils' skills, knowledge and understanding are not consistently developed throughout the key stages.
- Pupils are not always clear of the purpose and needs of the user when designing and making products.
- Pupils' evaluations of their work tend to consider appearance rather than the initial purpose or function.
- Pupils make insufficient use of information technology to support their designs and in gathering information.

## **Information technology**

Standards of achievement are satisfactory in both key stages. All pupils are making satisfactory progress but have been working with limited resources. However, a fully equipped computer suite is near completion and will be a useful resource to enable pupils to have more opportunities to develop their skills.

### **Good features**

- In KS1, pupils are confident users of computers. They use the computer mouse with sufficient accuracy to facilitate the programs they use to support their work in mathematics.

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- Pupils in KS1 can use a paint and graphics program; they select appropriate tools for their purpose and change the colour on the palette. About half of the pupils can print out their work without support.
  - Word processing skills are appropriately developed across both key stages. Pupils can delete mistakes and produce capital letters through use of the shift key.
  - Pupils in KS2 use computers competently. They have good mastery of the basic skills and use them well to enhance the presentation of their work. For example, many pupils use different font sizes and colours effectively.
  - Older pupils are familiar with spreadsheets.

### **Shortcomings**

- Pupils' ability to use equipment and software to process and present information in various ways is limited.
- Pupils use of information technology in some areas of the curriculum is under developed.

### **History**

Standards of achievement are very good in both key stages. All pupils are making very good progress.

### **Good features**

- Visits to the immediate locality and further afield substantially enhance pupils' knowledge and understanding of history.
- Pupils in KS1 have a developing sense of chronology and can make distinctions between aspects of their own lives and past times. Following a visit to St Fagans they describe in discussion how the daily lives of people have changed. They know that during Victorian times daily chores, such as washing clothes, had to be done manually and that styles of cooking have changed.
- Pupils in Y2 know that their own lives change as they grow older. They know that babies have to be cared for and as children grow they become more independent and that likes and dislikes change.
- Pupils in Y2 have opportunities to see and handle historical artefacts and answer questions about the past from simple observations. They can also name important historical figures and what they have contributed to our knowledge.
- Pupils in KS2 have a very good knowledge and understanding of aspects of Welsh history and in particular of the Lower Swansea Valley. Through visits they have a clear idea of change and identify the causes and consequences of events and changes.
- By the end of the key stage, pupils have a clear understanding of different ways in which the past is represented and interpreted. Pupils use a very good range of resource materials in their historical enquiries, including photographs, newspaper articles, posters, CD-ROMs and literature. Many of these sources of information refer specifically to the local area and this is very effective in demonstrating to pupils at first hand how features known to them have changed.
- Pupils make very effective use of their developing ICT skills to support their learning. Pupils in Y5 and Y6 are proficient in searching for information and download what they require. The work is further enhanced through good cross curricular links.

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### **Shortcomings**

- There are no significant shortcomings.

### **Geography**

Standards of achievement are good in both key stages. All pupils are making good progress.

#### **Good features**

- Pupils in KS1 have a secure and developing knowledge and understanding of their immediate locality and can describe them using appropriate geographical vocabulary. They can distinguish between human and physical features in the landscape.
- Pupils in Y2 can identify local features, such as the streets around the school, on a large-scale map and locate specific features, such as their school, on their own map of the locality. They describe their journey to school and use their knowledge to respond to questions about places, such as features seen on the way to school and the difference between terraced and semi-detached houses.
- Pupils in Y2 are aware of places beyond their locality and how these areas compare with their own. They can describe places they have visited on holiday and make basic comparisons with their own home area. Pupils in Y2 can also describe life in other countries, such as the Gambia, and the more able pupils can identify the country and origin of some common tropical fruits.
- By the end of KS2, pupils have well-developed geographical skills. They can identify places using latitude and longitude and use maps of different scales. They have a good knowledge of the location of countries, capitals and oceans of the world.
- Pupils, by the end of KS2, analyse evidence such as weather data for different countries. They understand how climate affects vegetation creating world biomes and how people's way of life is affected by climate.
- Pupils in KS2 study a contrasting coastal locality and, following a field visit, are able to compare and contrast the area and human activities with their own urban home area. Pupils use a good geographical vocabulary to describe both the human and physical features in the localities and state their personal views of their likes and dislikes. For example they realise that whilst they have easy access to supermarkets, those people living in a rural area have further to travel to shop.
- Pupils in KS2 have well-developed ideas and understanding of the process of environmental change. Through studies of their immediate locality they have a good understanding of the ways human activities have affected the environment and recognise what improvements have been made recently to the local environment. Within the grounds of the school such changes are exemplified by tree planting and during the inspection pupils were observed clearing litter around the school without being prompted to do so.

### **Shortcomings**

- There are no significant shortcomings.

### **Art**

Standards of achievement are good in both key stages. All pupils are making make good progress.

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### **Good features**

- Pupils in both key stages benefit well from working with an “artist in residence” and from visits to local art galleries where pupils see the work of famous artists. Older pupils also benefit from visits where famous artists have worked, such as to the locality from where Joseph Herman drew his inspiration.
- Pupils in KS1 record images from observation and derive their inspiration from the local area. They work with a good range of materials including pencils, charcoal, pastels and paints. Pupils experiment with texture through cutting different cardboard shapes and making wax rubbings that are coloured and displayed.
- Pupils in KS1 work with a wide range of materials in three-dimensional shapes and assisted by a local craftsperson have a well-developed understanding of ceramic art, as when they modelled naturally occurring objects. Every day activities include working with clay and “Playdough” and making junk models.
- Pupils in both key stages study the work of famous artists from different cultures and backgrounds, and experiment with some of the methods used by other artists, such as the concentric circles of Kandinsky and the characteristic figures of Lowry.
- Pupils experiment practically and imaginatively with a very good variety of materials. Often the work is linked to other areas of the curriculum, such as history where Y6 pupils represented Victorian houses in fabric and produced imaginative images of the local area before and after the industrial revolution.
- Pupils’ work illustrates the wide-ranging work done in ceramics, often assisted by a local craftsperson. These show pupils’ vivid imagination and their well-developed skills. The work of Welsh artists and craft workers figures prominently in the curriculum.
- Good use is made of pupils’ ICT skills in both key stages. Pupils in KS1 make representative images of houses using a range of colours and techniques. Key Stage 1 pupils’ skills enable them to make more detailed images of their work. Extra-curricular activities for pupils in both key stages further enhance pupils’ skills and understanding of art and design.

### **Shortcomings**

- There are no significant shortcomings.

### **Music**

Standards of achievement are good in both key stages. All pupils are making good progress.

### **Good features**

- Pupils throughout the school know and sing a good range of songs and hymns in both Welsh and English. They sing with clear diction, effective dynamics and good pitch.
- Pupils interpret signs successfully to identify high and low notes on a xylophone and use body percussion effectively to interpret music. By the end of the key stage, most pupils are adept at demonstrating the position of the notes with their hands. Key Stage 1 pupils make good progress in their ability to identify high and low notes.
- Throughout the school pupils demonstrate appropriate recorder playing techniques with increasing dexterity and control of sound. Older pupils are confident to play specific notes and show a good sense of dynamics when playing melodies.

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- By the end of KS2, the majority of pupils can echo challenging rhythms by clapping and singing. They exercise good control of breath when singing.
  - Pupils learning to play the clarinet or flute make good progress. They are familiar with a range of musical terms.

### **Shortcomings**

- There are no significant shortcomings.

### **Physical education**

Standards of achievement are good in both key stages. All pupils are making good progress.

#### **Good features**

- Pupils in KS1 know that their pulse rate increased during exercise and that they breathe quicker. Some pupils know the importance of warm-up activities.
- Pupils in KS1 perform confidently during floor activities and on apparatus. They show good control, co-operate when working in small groups and perform their tasks safely.
- By Y2, pupils are able to perform simple sequences on mats and apparatus and they strive to improve their performance through practising their skills.
- Pupils, in both key stages, have a clear understanding of fair play when engaged in team games and act accordingly. They are aware of their own ability and appreciate what their colleagues can contribute.
- Pupils in KS2 know that increased pulse rate provides the muscles with an increased blood supply and that warm-up activities are important in preparing the muscles for exercise.
- Pupils in KS2 show increasing control, fluency and accuracy in their performances. They respond well to the challenges set by the tasks and are able to make judgements about their own performance.
- More able pupils have well-developed gymnastic skills and understand the need to practise to improve performance. They support their colleagues efficiently during gymnastic activities.
- Pupils' performances and knowledge of sporting behaviour is further enhanced through participation in a good range of games and other extra-curricular activities.
- The school reports that virtually all pupils are confident in water before they leave KS2. This includes the ability to swim 25 metres in a swimming pool.

### **Shortcomings**

- There are no significant shortcomings.

### **Religious education**

Standards of achievement are good in both key stages. All pupils are making good progress. The school's scheme of work for religious education is based on the UA agreed syllabus.

#### **Good features**

- Pupils in both key stages understand the importance of caring for and respecting each other and know people that care for them in the community, such as parents and teachers.

- Pupils in KS1 have a good knowledge of Bible stories and in particular stories Jesus told. They know the significance of major Christian festivals, such as Christmas, and that churches and chapels are special places in Christian life.
- Pupils in KS1 have a good understanding of Judaism. They know that whilst Christians worship in churches, the synagogue is the Jewish place of worship and that the Sabbath is the day of worship. Pupils' written work shows that they are conversant with the major Jewish festivals and artefacts.
- Pupils' understanding of Christianity is well developed throughout KS2 and by the end of the key stage, are beginning to understand the significance of some of the parables Jesus told, such as that of the Good Samaritan.
- Visits to local churches enable the pupils to understand the significance of church artefacts, such as the cross, the altar and candles. They know that Christian babies are baptised with water and that later with will be confirmed into the church.
- Pupils in KS2 have a good understanding of the major world religions and their traditions and customs. They know how people's beliefs impact on their daily lives, such as that Moslems pray five times a day, give to the poor and attempt a pilgrimage to Mecca during their lives.
- Older pupils in KS2 understand symbolism as it applies to different world faiths, such as the Rangoli patterns painted by Hindus to welcome the goddess Lakshimi. They know some of the important artefacts in different religious and relate them to those used by Christians. Pupils know that the Torah is the Jewish Holy book, the Qur'an is its equivalent in Islam as is the Bible for Christians.
- Good displays showing the significant elements of major world religious enhance pupils' knowledge and understanding of other faiths, as the school creed which encompasses a feeling of well being and caring for each other.

### **Shortcomings**

- There are no significant shortcomings.

## **8. SCHOOL IMPROVEMENT**

### **8.1 Progress Since the Last Inspection**

The last inspection identified the following key issues:

1. improve standards in pupils' achievements by developing strategies for challenging the most able pupils and providing tasks which meet their needs;
2. develop further the monitoring of the school curriculum by the headteacher and subject co-ordinators;
3. develop further teachers' recording of pupils' progress to affect teaching and learning;
4. address the shortcomings in the educational provision for the under-fives;
5. ensure that the support given to designated pupils with SEN in mainstream classes consistently reflects the specific targets identified in their IEPs.

Since the last inspection the school has made very good progress in addressing each key issue.

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- Pupils' standards of achievement have been improved in virtually all areas of the curriculum with particular emphasis on developing pupils' literacy skills. The improvement in pupils' achievement is evident in the NC Assessment results that have improved consistently over the last few years and in the scrutiny of pupils' work carried out during the inspection. More able pupils are suitably challenged and one indication of this is the number of pupils who achieve level 5 in the NC Assessment tests. Talented and gifted pupils are also actively supported.
  - A thorough monitoring programme is now in place involving the headteacher and curriculum co-ordinators. This has had a significant effect on raising standards of achievement and the quality of teaching.
  - Teachers' recording of pupils' progress is well used to affect teaching and learning.
  - The shortcomings in the educational provision for the under-fives have been addressed. Current provision is judged to be very good.
  - Pupils designated as having SEN are well supported and the teaching consistently reflects the specific targets identified in their IEPs. The current provision is judged to be very good.

## **8.2 Key Issues for Action**

The school needs to:-

1. improve standards in information technology and design and technology by addressing the shortcomings mentioned in the subject reports;
2. develop a whole-school plan for the development of key skills across the curriculum.

The school has recognised these aspects for development in the SDP.

## APPENDIX

### A. Basic Information About the School

Name of School	Pentrechwyth Primary School
School type	Primary
Age –range of pupils	3-11
Address of school	Bonymaen Road Pentrechwyth Swansea
Post-Code	SA1 7AP
Telephone Number	01792 653186

Headteacher	Mr D I Bowen
Date of appointment	June 1992
Chair of Governors	Mr R Williams
Registered Inspector	Mr E R Morgan
Dates of inspection	8 – 11 October 2002

### B. School Data and Indicators

<i>Number of pupils in each year group</i>									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	10.5	12	21	15	18	20	20	11	127.5

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	8	2	9

<i>Staffing information</i>	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	13:1
Pupil : adult (fte) ratio in nursery classes	10.5:1
Average class size, excluding nursery and special classes	19.5
Teacher (fte) : class ratio	1.3:1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
	R	KS1	KS2	Whole school
Term 1	97.73	91.47	91.99	93.73
Term 2	89.4	91.73	90.11	90.41
Term 3	90.55	90.35	92.04	90.98

Number of pupils excluded during 12 months prior to inspection	0
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## C. Results of National Curriculum Assessments and Public Examinations

END OF KEY STAGE 1: 2002

National Curriculum Assessment KS1 Results: 2002			Number of pupils in Y2: 18					
Percentage of pupils at each level								
			D	W	1	2	3	4
ENGLISH:	Teacher	School	0	0	22	78	0	0
		National	0	4	13	62	21	0
EN: Reading	Teacher Assessment	School	0	0	22	72	6	0
		National	0	4	13	54	29	0
	Task/Test	School	0					0
		National	1	3	13	53	30	0
EN: Writing	Teacher Assessment	School	0	6	28	67	0	0
		National	0	5	13	70	12	0
	Task/Test	School	0					0
		National	0	5	10	75	9	0
EN: Speaking and listening	Teacher Assessment	School	0	0	22	78	0	0
		National	0	3	11	63	23	0
MATHEMATICS	Teacher	School	0	0	11	89	0	0
		National	0	2	9	60	29	0
	Task/Test	School	0					0
		National	0	2	6	56	36	0
SCIENCE	Teacher Assessment	School	0	0	22	78	0	0
		National	0	2	10	67	21	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:	78 per cent	In Wales:	81 per cent
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- D Pupils who have been disapplied under sections 364 and 365 of the Education Act 1996 or, in the case of the Task/Test were absent.
- W Pupils who are "working towards" level 1, but have not yet achieved the standards needed for level 1.

END OF KEY STAGE 2: 2002

National Curriculum Assessment KS2 Results: 2002								Number of pupils in Y6: 15					
Percentage of pupils at each level													
			D	A	N	B	W	1	2	3	4	5	6
English	Teacher Assessment	School	0	0	0	0	0	7	20	7	53	13	0
		National	0	0	1	0	0	1	6	19	48	25	0
	Test/Task	School	0	0	0	0	0	0	27	0	40	33	0
		National	0	2	2	0	0	0	4	14	47	31	0
Mathematics	Teacher Assessment	School	0	0	0	0	0	6	20	27	40	7	0
		National	0	0	1	0	0	1	4	19	47	28	0
	Test/Task	School	0	0	0	0	0	0	20	20	47	13	0
		National	0	2	1	0	0	0	4	18	42	32	0
Science	Teacher Assessment	School	0	0	0	0	0	7	13	7	66	7	0
		National	0	0	1	0	0	0	3	15	52	29	0
	Test/Task	School	0	7	0	0	0	0	13	20	40	20	0
		National	0	2	0	0	0	0	2	13	51	31	0

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by Teacher Assessment		by Test	
In the school:	60	In the school:	60
In Wales:	68	In Wales:	68

- D Pupils who have been disapplied under sections 364 and 365 of the Education Act 1996.  
A Pupils who have failed to register a level because of absence.  
N Pupils who have failed to register a level for reasons other than absence.  
B Pupils not entered for tests because they are working outside the levels of the tests.  
W Pupils who are "working towards" level 1, but have not yet achieved the standards needed for level 1.  
n Tests do not cover these levels.  
n/a not applicable.

## D. The Evidence Base of the Inspection

The inspection was carried out by a team of three inspectors over a three and a half day period. The report was based on evidence from:

- the observation of forty-one lessons or sessions;
- listening to a representative sample of pupils reading;
- discussion with groups of pupils to ascertain their knowledge and understanding of subjects and to seek their views of the school;
- the scrutiny of teachers' plans, assessment records and co-ordinators' documents;
- the scrutiny of other school documents;
- interviews with the teaching staff about their roles and responsibilities;
- discussion with the headteacher;
- pre-inspection meeting with staff, governing body and parents;
- the analysis of questionnaires returned by parents;
- the observation of pupils' behaviour in lessons, in and around the school at break times, lunch times and before and after school;

- attendance at school assemblies and acts of collective worship;
- the observation of a range of extra-curricular activities;
- tour of school building and grounds.

### **E. Composition and Responsibilities of the Inspection Team**

<b>Inspector</b>	<b>Type</b>	<b>Aspect Responsibilities</b>	<b>Subject Responsibilities</b>
Mr Eifion R Morgan	Rgl	The School and its priorities The main findings of the report Standards achieved in subjects and areas of learning Standards achieved in key skills across the curriculum Pupils' spiritual, moral, social and cultural development Teaching Curriculum Quality of self-evaluation and planning for improvement Leadership and efficiency Staffing, accommodation and learning resources Progress since the last inspection Key issues for action	English Welsh history geography physical education religious education art
Mrs Shirley Duggins	Team	Assessment, recording and reporting Support, guidance and pupils' welfare Provision for pupils with SEN	early years mathematics science ICT design and technology music
Mrs Caterina Lewis	Lay	Behaviour and attitudes Attendance Partnerships with parents and community, schools and other institutions Partnership with industry	

**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.**