

REPORT

on the

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

**Pen y Fro Primary School
Priors Crescent
Dunvant
Swansea
SA2 7UF**

School Number: 670/2219

Date of Inspection: 8 – 11 March 2004

By

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Under Estyn contract number: T/185/03P

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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 "Year 1" (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:

{PRI VAT E }	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 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 shortcomings.
4. Unsatisfactory: some satisfactory work but shortcomings in important areas.
5. Poor: many shortcomings.

CONTENTS

	Page
1. CONTEXT	
The school and its priorities	1
2. MAIN FINDINGS	
The main findings of the report	2
3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS	
3.1 Standards achieved in subjects and areas of learning	5
3.2 Standards achieved in key skills across the curriculum	6
4. ETHOS OF THE SCHOOL	
4.1 Pupils' spiritual, moral, social and cultural development	6
4.2 Behaviour and attitudes	7
4.3 Attendance	8
5. QUALITY OF EDUCATION	
5.1 Teaching	9
5.2 Assessment, recording and reporting	10
5.3 Curriculum	10
5.4 Support, guidance and pupils' welfare	11
5.5 Provision for pupils with special educational needs (SEN)	12
5.6 Partnership with parents and community, schools and other institutions	13
5.7 Partnership with industry	14
6. MANAGEMENT	
6.1 Quality of self-evaluation and planning for improvement	15
6.2 Leadership and efficiency	15
6.3 Staffing, accommodation and learning resources	16

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

Provision for the under-fives	17
English	19
Mathematics	20
Science	21
Welsh second language	22
Design and technology	23
Information technology	23
History	24
Geography	25
Art	26
Music	27
Physical education	28
Religious education	29

8. SCHOOL IMPROVEMENT

8.1	Progress since the last inspection	30
8.2	Key issues for action	30

APPENDIX

A.	Basic information about the school	31
B.	School data and indicators	31
C.	Results of National Curriculum assessments and public examinations	32
D.	The evidence base of the inspection	33
E.	Composition and responsibilities of the inspection team	34

1. CONTEXT

The school and its priorities

Pen-y-Fro Primary School is situated at the western end of the village of Dunvant. It is housed in a modern building with extensive school grounds; there are good playing and sports facilities. The school catchment area includes the village of Pen-y-Fro; however, a number of pupils come from further afield.

The school provides for non-denominational education for pupils between 3 and 11 years of age.

The number of full time equivalent pupils who currently attend the school stands at 205, 75% of whom are described as neither prosperous nor economically disadvantaged with the remainder described as coming from an economically disadvantaged area. 11% of those receive free school meals.

Thirty-one pupils are on stages 1-4 of the Code of Practice for Special Educational Needs and 3 of those are statemented.

English is the predominant home language. No child comes from a Welsh speaking home. A very small percentage of pupils are of an ethnic minority background.

The current headteacher has been in post since 1985.

The school as its main mission sets out to provide a secure and happy environment, rich in a variety of rewarding and carefully planned experiences so that children can learn, achieve and have happy personal relationships.

The school has set itself the following main targets and priorities for 2003-04.

- To develop and implement a Key Skills Policy.
- To further develop the reading survey.
- To further refine the scheme of work for Welsh as a second language.
- To plan for a more effective use of playtime.
- To develop an ECO friendly school.
- To support the LEA's initiative to improve attendance and punctuality.
- To build a new conservatory type extension to the hall.
- To develop the role of Learning Support Assistants.

The school was last inspected in February 1998.

2. MAIN FINDINGS

The main findings of the report

Pen-y-Fro Primary School is a very good school with many strengths, which has shown consistent improvement in the standards its pupils achieve in recent years. It is a warm friendly school which provides a happy and secure learning environment where pupils want to learn. The staff are hard working and dedicated. There are good relationships at all levels. The school has built on the success of its last inspection.

Educational standards achieved by pupils

- Of the work observed, standards of achievement in the Early Years are very good and successfully promote the Desirable Outcomes for Children's Learning. At key stage 1 and 2 standards are satisfactory or better in all areas of learning of which 92% are good to very good, with 21% being very good.
- Standards for the Early Years are summarised below:

	Nursery	Reception
Language, literacy and communication skills	Very Good	Very Good
Personal and social education	Very Good	Very Good
Mathematical development	Very Good	Very Good
Knowledge and understanding of the world	Very Good	Very Good
Physical development	Very Good	Very Good
Creative development	Very Good	Very Good

- At key stages 1 and 2 the overall standards of pupils' achievement in the different subjects of the National Curriculum (NC) and religious education are summarised below:

Subject	KS1	KS2
English	Very Good	Very Good
Mathematics	Good	Very Good
Welsh as a Second language	Good	Good
Science	Very Good	Very Good
Design Technology	Good	Good
Information Technology	Very Good	Very Good
History	Very Good	Very Good
Geography	Good	Very Good
Art	Very Good	Very Good
Music	Good	Good
Physical Education	Good	Very Good
Religious Education	Good	Good

- At key stage 1 the 2003 Teacher Assessment in English and mathematics were above the National average for Wales and only slightly below in science. However the three year

rolling averages 2001 – 2003 show that pupils perform consistently above the National average in all core subjects.

- At key stage 2 the 2003 Teacher Assessment and test results show that the number of pupils achieving level 4 and above in English, mathematics and science is above the National average for Wales as are the rolling averages for the last three years.
- Standards achieved in listening, speaking, reading, writing, numeracy and ICT across the curriculum are very good. Standards in listening and speaking are very good throughout key stage 1 and key stage 2. Pupils listen carefully and speak clearly and audibly, adapting their speech according to the circumstances. Pupils' writing skills are of a very good standard. They write for a wide variety of purposes, using handwriting and presentational skills to a very high standard. Standards in reading are very good. Pupils enjoy reading for pleasure and use their reading skills effectively to extend their learning. Pupils make very good use of their mathematical skills to support learning in other subjects. Pupils apply their ICT skills very well across all areas of the curriculum. They access a wide range of computer programs to support their learning and make very good use of CD ROMS and the internet to search for information.
- Provision for pupils' spiritual, moral, social and cultural development is very good. Collective Worship provides a strong focus for spiritual and moral development. A range of extra curricular activities, particularly sport, enhances pupils' social development. Pupils are given good opportunities to learn about Wales and Welsh culture.
- The standard of behaviour throughout the school is very good. Pupils have a very positive attitude towards learning and the school is a happy, supportive and orderly community.
- Levels of attendance are satisfactory. In the three terms preceding the inspection, whole school average attendance is consistently well above 90%. The annual average currently stands at 94%. The school encourages pupils to adopt good attendance habits from an early age. Good attendance by the different classes is recognised and celebrated and there is effective monitoring of individual attendance by the class teachers, the headteacher and the school secretary.
- The quality of teaching across the school is satisfactory or better in all the lessons observed of which 88% is good to very good; 26% being very good. Teachers have a very good knowledge and understanding of the subjects they teach. Teachers have high expectations, making clear what they expect in terms of behaviour and achievement. They use praise judiciously and help build pupils' self-esteem. Teachers focus positively on what pupils can do and create a positive climate for learning in that way. Learning how to learn is a strong feature. There is a good balance of individual, group and whole class work planned for pupils and the majority of lessons proceed at a good pace. All classroom support assistants and volunteer helpers make a valuable contribution to teaching and learning.
- The quality of assessment, recording and reporting is good. Detailed records are kept of the progress made by pupils. These are well used to plan work at an appropriate level. The marking of pupils' work is consistently very good, providing effective feedback to pupils and frequently indicating what is needed to improve achievement.

- The quality of the curriculum is very good across the school. The quality of provision for Early Years children is very good and successfully fulfils the requirements of the desirable outcomes for learning. The curriculum for pupils at key stage 1 and key stage 2 is rich, broad and balanced. It provides pupils with many stimulating activities and experiences and it develops positive attitudes towards learning. The need to promote key skills and promote a Welsh ethos across the curriculum is appropriately emphasised. Provision for pupils with Special Educational Needs is very good. The school positively promotes sustainable development and an ‘Eco-code’ has been produced for this purpose.
- The quality of support and guidance provided for pupils is very good. Parents are very pleased with the high level of care provided by the school and the positive effect it has on their safety, security and well being, the school has clear and effective procedures in place for this purpose. The “Friends” arrangement where older pupils are trained to provide help support guidance and sometimes a “comforting arm” for worried or distressed pupils during break-times and lunchtimes is an exemplary model.
- The school’s provision for pupils with special educational needs (SEN) is very good. The school is fully inclusive and all pupils, whatever their needs and abilities, are fully involved in the life of the school. The school has a detailed policy on the provision for pupils with SEN. The policy includes clear guidance on roles and responsibilities.
- Partnership with parents and community, schools and other institutions is very good. A strength of the school is the great emphasis laid on the importance of a strong and effective partnership between the school and pupils’ homes. The school plays a prominent part in the life of the community and raises pupils’ awareness of their local heritage and the value of their community.
- Partnership with industry is good. The school has a clear vision of how a partnership with industry enhances the teaching and learning and increases pupils’ awareness of the world of work.
- The quality of self-evaluation and planning for improvement is good. The school has successfully established a culture of collaborative self-review which is clearly focused on school improvement. Self-evaluation is used systematically within the school to identify strengths and areas for development. There are good detailed procedures in place for evaluating the standards pupils achieve and to judge the progress they are making. Clear links exist between the school’s self-evaluation and the priorities for improvement. Evaluation of the school’s progress in addressing areas identified within the School Development Plan is not fully developed. No specific, quantifiable targets or success criteria in measurable terms are included within the School Development Plan which would support rigorous evaluation of progress made.
- The quality of leadership and efficiency at the school is very good. Staff and governors have a clear sense of purpose that is shared with pupils and parents. The headteacher is committed and enthusiastic and gives clear leadership in all aspects of school life. She is very well supported by a conscientious deputy who is clear in respect of her responsibilities and carries these out conscientiously and efficiently. They have a strong influence on the ethos and the high standards achieved. The governing body is sincere in its commitment to the school, is well organised and undertakes its statutory duties effectively. Members of staff work well together and have clearly defined roles and responsibilities which they carry out conscientiously, effectively and efficiently. The

quality of subject leadership is good. The school secretary provides very good support, and routine administration is very good. The general organisation of the school is good, functioning daily as an orderly and well organised community.

- Staffing, accommodation and learning resources are very good. There are a sufficient number of well-qualified teachers who are deployed effectively. The school makes full and efficient use of the nursery nurses and learning support assistants who make a valuable contribution to the quality of education provided. Arrangements for the professional development of staff are very good. Very good use is made of all available space within the school. Very good use is made of the school grounds. The school is well resourced in all areas of the curriculum. The commitment of all staff, teaching and non-teaching is very apparent. The atmosphere is supportive, happy and industrious. The caretakers and cleaners, midday supervisors and school meals' staff all make a valuable contribution to the smooth running of the school. The building is well maintained and is very clean.
- The school provides very good value for money.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards achieved in subjects and areas of learning

Of the work observed standards of achievement across the school are satisfactory or better in all areas of learning of which 92% is good to very good, with 21% being very good.

- The provision for the under fives is very good and appropriate to their needs. They are making very good progress towards the Desirable Outcomes for Children's Learning.
- Standards at key stage 1 are very good in English, science, history, information and communications technology and art; they are good in mathematics, geography, Welsh as a second language, religious education, physical education, design technology and music.
- Standards at key stage 2 are very good in English, mathematics, science, history, geography, information and communications technology, physical education and art; they are good in Welsh as a second language, religious education, design technology and music.
- Standards for pupils with SEN and those from an ethnic minority background are very good. Work is well matched to their needs.
- At key stage 1 the 2003 Teacher Assessment in English and mathematics were above the National average for Wales and only slightly below in science. However the three year rolling averages 2001 – 2003 show that pupils perform consistently above the National average in all core subjects.
- At key stage 2 the 2003 Teacher Assessment and test results show that the number of pupils achieving level 4 and above in English, mathematics and science is above the National average for Wales as are the rolling averages for the last three years.

3.2 Standards achieved in key skills across the curriculum

Standards achieved in listening, speaking, reading, writing, numeracy and ICT across the curriculum are very good.

- Children in the early years develop and apply the skills of literacy, numeracy and the use of ICT consistently and very well. The standards they achieve are very good.
- There is progressive development of language skills throughout the school. Standards in listening and speaking are very good throughout key stage 1 and key stage 2. Pupils listen carefully and speak clearly and audibly, adapting their speech according to the circumstances.
- Pupils' writing skills are of a very good standard. They write for a wide variety of purposes, using handwriting and presentational skills to a very high standard.
- Standards in reading are very good. Pupils enjoy reading for pleasure and use their reading skills effectively to extend their learning, particularly through the use of reference books, non-fiction books and dictionaries.
- Pupils make very good use of their mathematical skills to support learning in other subjects, including data handling, the use of graphs and problem solving activities across the curriculum.
- Pupils apply their ICT skills very well across all areas of the curriculum. Pupils at key stage 2 use a range of ICT equipment, including computers, interactive whiteboards and digital microscopes, very effectively. They access a wide range of computer programs to support their learning and make very good use of CD ROMS and the internet to search for information.

4. ETHOS OF THE SCHOOL

4.1 Pupils' spiritual, moral, social and cultural development

Provision for pupils' spiritual, moral, social and cultural development is very good.

- The school achieves its stated aim of ensuring that spiritual, moral, social and cultural development is embedded in the learning experiences of every child.
- The school promotes very good moral and social values. Pupils take great pride in their school. It is a very caring community in which all pupils are respected and valued. Pupils are encouraged to consider many social aspects through their work in Circle times. They develop a very good understanding of the difference between right and wrong.
- Collective Worship provides a strong focus for spiritual and moral development. Assemblies provide suitable opportunities for reflection and the development of spiritual awareness.

- Relationships between pupils and staff and between pupils themselves are very good. From an early age pupils show respect for one another and work co-operatively at all times. They show initiative and an eagerness to learn. Older pupils conscientiously carry out responsibilities and duties in the daily routines of school life, many acting as peer supporters during playtimes.
- A range of extra curricular activities, particularly sport, enhances pupils' social development.
- Pupils' social awareness is effectively promoted through raising funds and learning about the work undertaken by UNICEF.
- Extensive planned activities, for example the school's multicultural day and the close links which exist between the school and Japan, are very effective in raising pupils' cultural awareness.
- Pupils are given good opportunities to learn about Wales and Welsh culture. The range of visitors to the school and the trips the school makes enables pupils to have a good awareness of Welsh artists and traditional arts and occupations.
- The school's Racial Equalities Policy is effective in meeting the needs of all pupils.

4.2 Behaviour and attitudes

The standard of behaviour throughout the school is very good. Pupils have a very positive attitude towards learning and the school is a happy, supportive and orderly community. This is evident from the early years to year 6.

- The school has an effective policy and set procedures to promote good behaviour, which are consistently implemented by all staff. School rules are simple, relevant and clearly understood by pupils.
- Pupils behave very well in and around the school. They are polite, courteous and collaborate well with each other; this has a positive effect on teaching and learning and the quality of school life. They are polite to staff and visitors.
- The quality of relationships throughout the school is very good and this contributes significantly to pupils' self-esteem, confidence and positive behaviour. Pupil's relationships with all staff are mutually respectful and friendly.
- Pupils have a very positive attitude to learning. They listen carefully to teachers, settle quickly to tasks and maintain concentration. This is evident right across the school. They are interested and take pride in their work which is evident in the quality of the way they present their work in exercise books.
- Strong emphasis is placed on praise and encouragement. A system of rewards is used consistently and purposefully to promote high standards. Pupils take pride in their achievements.

- Pupils are keen to come to school and to play a full part in its life, including the many activities that take place outside normal teaching hours.
- Pupils with potential behavioural problems are identified at an early stage. Effective liaison between staff and between staff and parents ensures appropriate mentoring, counselling and support is provided. This works well.
- No incidents of bullying or other inappropriate behaviour that might lead to bullying were seen during the inspection. No pupils were excluded from the school during the three terms prior to the inspection. The school actively promotes the values of tolerance, kindness and fair play and teachers take the issues of bullying, sexism and racism seriously. Effective procedures are in place should there be a need to respond to any incidences.
- Pupils are proud of their school and treat the building and grounds with respect. The school grounds have been developed into a leisure and learning environment to be enjoyed by all.

4.3 Attendance

Levels of attendance are satisfactory.

- In the three terms preceding the inspection, whole school average attendance is consistently well above 90%. The annual average currently stands at 94%. There are very few instances of unauthorised absences although it is not clear whether these have always been recorded in the past.
- In the early years, reception class pupils' attendance is relatively high. Attendance in the nursery class is more variable but the school encourages pupils to adopt good attendance habits from an early age.
- During the current academic year the school has adopted a computerised registration system and the operation of this system fully complies with the requirements of National Assembly for Wales (NAfW) 99/3. However, prior to September 2003, many of the conventional manual registers did not comply with the statutory requirement to distinguish between authorised and unauthorised absences. In addition, during the past year there are several instances when family holidays during term time in excess of 10 days have been authorised.
- The school has not adopted formal targets for attendance within its development plan but it actively promotes good attendance in many effective ways. Good attendance by the different classes is recognised and celebrated and there is effective monitoring of individual attendance by the class teachers, the headteacher and the school secretary. The school is beginning to extend the use of its computerised records to enhance further its monitoring procedures. There is good regular support from the Educational Welfare Officer (EWO).
- Punctuality is generally good and lessons begin promptly.

5. QUALITY OF EDUCATION

5.1 Teaching

The quality of teaching across the school is satisfactory or better in all the lessons observed of which 88% is good to very good; 26% being very good.

- Teachers have a very good knowledge and understanding of the subjects they teach.
- Teachers know their pupils well and relationships are very good and positive; they encourage, praise and help pupils to achieve good standards.
- Teachers have high expectations, making clear what they expect in terms of behaviour and achievement. They use praise judiciously and help build pupils' self-esteem. Teachers focus positively on what pupils can do and create a positive climate for learning in that way.
- Teachers prepare lessons thoroughly and activities are well organised. Lessons have clear aims and learning objectives and lessons finish with a good questioning and answering session to recap and reinforce the main teaching points. There is good consistent practice across the school of differentiating work to meet the needs of a range of abilities including the most able and for those with English as a second language.
- Lessons are effectively managed and classroom routines well established. Pupils are encouraged to become independent learners as they progress through the school. Learning how to learn is a strong feature.
- There is a good balance of individual, group and whole class work planned for pupils and the majority of lessons proceed at a good pace. There were, however, occasions when the pace of lessons was slow during physical education at key stage 1.
- A range of learning and teaching strategies are used across the school, some of these being very effective. Sharing good practice across the school is a strong feature. A thorough review of practice has been conducted using the "Primary Effective Early Learning Programme" (PEEL) where teachers looked in depth at their teaching. They carefully analysed the findings to identify strengths and shortcomings and acted on the results.
- A range of good quality resources are used effectively to support pupils learning, with visual aids and colourful classroom displays enhancing the learning environment. "Electronic White Boards" are utilised fully and effectively to illustrate teaching and learning points.
- All classroom support assistants and volunteer helpers make a valuable contribution to teaching and learning.

5.2 Assessment, recording and reporting

The quality of assessment, recording and reporting is good.

- Pupils' achievements in the early years are assessed systematically using baseline assessments, in accordance with the Local Educational Authority (LEA) procedures. Good use is made of the results to identify the next steps in pupils' learning and a detailed on-going record of pupil progress is maintained.
- Detailed records are kept of the progress made by those pupils with SEN and for whom English is an additional language. These are well used to plan work at an appropriate level.
- The marking of pupils' work is consistently very good, providing effective feedback to pupils and frequently indicating what is needed to improve achievement.
- Annual reports issued to parents are informative and comply with statutory regulations. They provide very detailed information on standards which pupils have achieved and clearly indicate the next steps in their learning.
- Appropriate formal arrangements are made for parents to discuss their child's progress with class teachers three times each year, with additional opportunities being given for informal discussion as and when required.
- Assessment in the core subjects is manageable and consistent. It effectively supports teaching and learning. Systems are in place to assess the foundation subjects, but these are at an early stage and do not as yet fully inform the delivery of the curriculum.
- The school uses individual target setting very effectively in literacy. However, target setting in mathematics has yet to be applied consistently across key stage 1 and key stage 2.

5.3 Curriculum

The quality of the curriculum is very good across the school.

- The quality of provision for Early Years children is very good and successfully fulfils the requirements of the desirable outcomes for learning.
- The curriculum for pupils at key stage 1 and key stage 2 is rich, broad and balanced. It provides pupils with many stimulating activities and experiences and it develops positive attitudes towards learning.
- There is a sound policy document for every subject of the National Curriculum and religious education and these are in good order. Each sets general and specific aims and objectives for the subject. The need to promote key skills and promote a Welsh ethos across the curriculum is appropriately emphasised.

- There is a detailed scheme of work in place for every statutory subject and these are regularly monitored and evaluated.
- The school affords all pupils equality of opportunity and full access to the curriculum. The National curriculum has been modified for one pupil and the provision planned fully meets the child's needs.
- The school has a homework policy and homework consolidates and extends pupils' knowledge and understanding. Parents are generally happy with the arrangements for homework.
- Arrangements for personal and social education are in place, in line with ACCAC's guidelines. Provision is good across the school and "Golden Time" arrangements on a Friday afternoon encourage pupils from different classes to mix and share learning experiences across a range of planned activities. This works well as both a motivation and reward for good behaviour. There is a strong emphasis on developing positive relationships between adults and pupils and the raising of confidence and self-esteem.
- The range of extra-curricular activities support and enrich the curriculum and include opportunities to compete in Eisteddfodau, sporting events and competitions. Good use is made of the local environment as well as opportunities to visit places of interest further afield.
- Provision for pupils with Special Educational Needs is very good.
- The school positively promotes sustainable development and an 'Eco-code' has been produced for this purpose.

5.4 Support, guidance and pupils' welfare

The quality of support and guidance provided for pupils is very good.

- The school is a caring, supportive community and this contributes significantly to the standards and progress which pupils achieve. Parents are very pleased with the high level of care provided by the school and the positive effect it has on their safety, security and well being. The school has clear and effective procedures in place for this purpose.
- Teachers and staff know their pupils well. All pupils are valued and good procedures and systems are in place for pastoral care. The pupils are aware of, and fully appreciate this level of support. They speak confidently to the teachers and know they can approach them with any problems. All problems are treated in a caring, sensitive manner and appropriate action is taken. The "Friends" arrangement where older pupils are trained to provide help, support and guidance and sometimes a "comforting arm" for worried or distressed pupils during break-times and lunch-times is an exemplary model.
- As part of the reward system staff award pupils for hard work, good behaviour, attitudes and helpfulness and their achievements are recognised at assemblies. Both pupils and parents value this scheme.

- The school has appropriate and effective child protection procedures in place, and all staff are fully aware of them. Links with outside agencies are good.
- The school has a complaints procedure in place and all parents are fully aware of their rights regarding this matter.
- Circle Time, Golden Time and the Schools Council ensure that pupils have planned opportunities to raise concerns and offer ideas and suggestions. Pupils' views are taken seriously and often acted upon.
- A range of policies ensures that no pupil suffers adversely on the basis of race, belief, social standing or disability. These are well implemented in the daily life of the school.
- The school's sex education policy is implemented successfully, and the special arrangements for pupils in year 6 work effectively.

5.5 Provision for pupils with special educational needs (SEN)

The school's provision for pupils with special educational needs (SEN) is very good

- The school is fully inclusive and all pupils, whatever their needs and abilities, are fully involved in the life of the school.
- Thirty-one pupils are identified as requiring SEN support. Currently 3 pupils have a statement of SEN and one pupil is disapplied from the National Curriculum. Provision for pupils with SEN includes additional support on a withdrawal basis.
- The school has a detailed policy on the provision for pupils with SEN. This has been updated in line with the new Code of Practice on SEN and disability discrimination requirements. The policy includes clear guidance on roles and responsibilities.
- The special educational needs co-ordinator (SENCO), who is also the specialist teacher for pupils with SEN, provides very good leadership for all staff and a high level of expert support.
- Pupils who may need support are identified early, by careful analysis of baseline assessment. Progress made by these pupils is carefully monitored by class teachers and reviewed on a regular basis.
- All pupils identified as having SEN have a current Individual Education Plan (IEPs) that contains clear and specific targets to support improvement. IEPs are reviewed each term and targets revised as appropriate. Key stage 2 pupils are involved in writing their own targets and all pupils are encouraged to comment on their progress. Pupils make very good progress towards targets set.
- Communication between school, parents and external agencies is very good. Parents are closely involved with the school in reviewing the progress of their child.
- Communication between the SENCO and the class teachers is very well organised. They work closely together to ensure that appropriate provision is made for pupils with SEN.

- In withdrawal groups, tasks are well matched to pupils' needs. Interesting and varied, multi sensory tasks are set which ensure that pupils enjoy their sessions and have a positive attitude to learning.
- Class teachers' planning includes appropriate differentiation, and this effectively supports pupils with SEN in mainstream classes. Teachers' expectations are high and they promote pupils' self esteem and confidence well.
- Learning support assistants within the school provide very good support for pupils. They are used effectively to support and enhance the learning experiences of pupils with SEN.
- Learning resources are appropriate, effectively used, well organised and maintained.
- Pupils for whom English is an additional language receive appropriate support to develop their understanding of the English language.

5.6 Partnership with parents and community, schools and other institutions

Partnership with parents and community, schools and other institutions is very good.

- During the pre-inspection consultation with parents, by questionnaire and at a parents' meeting, the great majority of parents, with very few exceptions, expressed strong approval for the relationship between the school and pupils' homes.
- A strength of the school is the great emphasis laid on the importance of a strong and effective partnership between the school and pupils' homes. Parents are very well informed about the life and work of the school through easy direct contact with staff, prominent notices, regular pupil post and very useful newsletters. A notable feature is the termly letters sent out to parents by class teachers that outline the coming term's work. Parents of reception pupils benefit greatly from the very well organised family learning scheme.
- The school prospectus and the governing body's annual report for parents are clearly expressed and meet the recommendations of the NAW. The home-school agreement meets statutory requirements. Parents were effectively consulted during the drafting of this agreement.
- Parents of pupils joining the nursery class are well informed before their children start school through home visits, useful introductory meetings and a clearly presented leaflet. There are also additional meetings to prepare parents and pupils for the changes that come about when they move from nursery to reception.
- The school strongly encourages parents' involvement in the work of the school. Many parents and grandparents respond and give very effective support in a wide range of activities. This well-directed adult support enriches pupils' experiences and enhances the teaching and learning. Many parents have benefited reciprocally from this involvement by going on to further qualifications. The school values and seeks the views of parents, for example in the development of the peer supporters scheme and in the PEEL project.

- Good support is provided by parents who regularly hear their children read at home.
- The home-school association is a thriving organisation that raises considerable sums of money to enhance the school's resources.
- The school plays a prominent part in the life of the community and raises pupils' awareness of their local heritage and the value of their community. Pupils make important contributions to many aspects of community life such as annual celebrations, religious festivals and fund raising charity events. The breakfast club and after-school club are valuable and well-run services to parents and the community. Very good use is made of the locality as a resource within many parts of the curriculum. There is good support for school activities by local organisations and the community as a whole. Individual visitors from the community, such as artists, writers and historians, enhance pupils' experiences and local organisations have helped to develop the school grounds into a vibrant additional teaching resource. All this makes a very positive contribution to standards.
- There is good co-operation with other primary schools and the associated comprehensive school. Y6 pupils are well prepared for their transfer to Y7 and there is good exchange of information. Pupils benefit from bridging projects in English, Welsh, science and art. Pupils have worked together with students from the comprehensive school on specific extra-curricular projects. The development of Y6 pupils' speaking skills in Welsh benefit from an Urdd link with a Welsh-medium primary school.
- There are good formal partnerships with two institutions for teacher training and staff and pupils benefit from the exchange of new ideas and additional support that these partnerships bring. In addition the school provides work experience placements for students from tertiary colleges and local comprehensive schools.

5.7 Partnership with industry

Partnership with industry is good.

- The school has a clear vision of how a partnership with industry enhances the teaching and learning and increases pupils' awareness of the world of work, although there is no formal planning. The school is alert to opportunities to develop beneficial links.
- The head teacher, the deputy head and other members of staff have benefited from attendance at courses organised by Careers Wales and Education Business Partnership (EBP) that cover various aspects of management and organisation.
- Younger pupils' knowledge and understanding of the world is extended by visits to local shops, supermarkets, post office and locals services, such as the medical centre.
- Pupils' studies in most year groups are enhanced by relevant links with industry and commerce. For example, visits and input from relevant industries and commerce contributed greatly to Y6 pupils' successful involvement in a Royal Society energy conversation project and in a Millennium local history project. During a Y4 project to produce a "Tudor newspaper" pupils visited the offices of a local newspaper to see the production.

- The school's ECO committee and recycling activities receive good support from local companies and organisations and increases pupils' understanding of issues of sustainable development.
- The development of the school's healthy eating scheme is receiving important support from a local supermarket.

6. MANAGEMENT

6.1 Quality of self-evaluation and planning for improvement

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

- The school has successfully established a culture of collaborative self-review which is clearly focused on school improvement. Self-evaluation is used systematically within the school to identify strengths and areas for development. The school has made very good use of the PEEL programme to identify areas for improvement. The staff and governing body work very closely together on the process of self-evaluation.
- The views of a range of interested parties, including parents and pupils, are used to inform the school's self review. Pupils are encouraged to express their views of the school through the School Council. Their suggestions are used effectively to inform developments within the school.
- There are good detailed procedures in place for evaluating the standards pupils achieve and to judge the progress they are making. This includes the setting of targets for individual pupils
- Clear links exist between the school's self-evaluation and the priorities for improvement.
- The school has a School Development Plan for the current year which is clearly structured and detailed. Areas identified for development are appropriate and cover a range of different aspects connected with the life and work of the school. Staff in service training is clearly linked to planned development within the school. It is an effective working document, but the plan does not extend beyond the current year.
- Evaluation of the school's progress in addressing areas identified within the School Development Plan is not fully developed. No specific, quantifiable targets or success criteria in measurable terms are included within the School Development Plan which would support rigorous evaluation of progress made.

6.2 Leadership and efficiency

The quality of leadership and efficiency at the school is very good.

- Staff and governors have a clear sense of purpose that is shared with pupils and parents.

- The school's aims, objectives and priorities are detailed in the school development plan covering a range of whole school and curricular issues.
- The headteacher is committed and enthusiastic and provides very good leadership in all aspects of school life and is very well supported by a conscientious deputy who is clear in respect of her responsibilities and carries these out effectively and efficiently. They have a strong influence on the ethos and the high standards achieved.
- The governing body is sincere in its commitment to the school, is well organised and undertakes its statutory duties effectively. Sub-committees have been set up to address various responsibilities and these are shared equitably between members. Members discuss in detail all aspects of school development and make regular visits to the school. They are clear as to their responsibilities in monitoring standards and setting targets for improvement. This they do effectively, setting high expectations for themselves and others.
- The governing body has a good overview of financial resources and uses available monies effectively in order to improve the educational opportunities for pupils.
- Members of staff work well together and have clearly defined roles and responsibilities which they carry out conscientiously, effectively and efficiently. The quality of subject leadership is good. Co-ordinators regularly monitor the quality of provision, and guide subject planning and development. This happens in a variety of ways, including through formal and informal discussions, and through the scrutiny of pupils' work. The system to enable subject leaders to directly monitor or guide work in lessons through observation and evaluation is well developed. Grants from the General Teaching Council have been used to good effect to develop this role. Staff meetings take place regularly to consider all aspects of school life.
- The school secretary provides very good support, and routine administration is very good. The general organisation of the school is good, functioning daily as an orderly and well organised community.
- The school provides very good value for money.

6.3 Staffing, accommodation and learning resources

Staffing, accommodation and learning resources are very good

- There are a sufficient number of well-qualified teachers who are deployed effectively. The school makes full and efficient use of the nursery nurses and learning support assistants who make a valuable contribution to the quality of education provided.
- Arrangements for the professional development of staff are very good. Teachers have attended a suitable range of in-service training and the impact of this training is evident throughout the school.
- Recent improvements to the school's accommodation have ensured that the school building provides good accommodation for the pupils and the accommodation has a

marked beneficial effect on the delivery of the curriculum. Very good use is made of all available space within the school.

- Very good use is made of the school grounds. The development of the school grounds, including the creation of a nature trail and the provision of outdoor equipment for younger pupils, have ensured that the area provides a wide range of learning opportunities for pupils.
- The school is well resourced in all areas of the curriculum. Resources are stored efficiently, are easily accessible and well used. The school's library is well stocked with a very good range of fiction and non-fiction books.
- The commitment of all staff, teaching and non-teaching is very apparent. The atmosphere is supportive, happy and industrious. The caretakers and cleaners, midday supervisors and school meals' staff all make a valuable contribution to the smooth running of the school. The building is well maintained and is very clean.
- Access to the main building for pupils and adults with physical disabilities is adequate.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

Provision for the under-fives

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

Nursery (3-4 year olds)

- Nursery children listen attentively to their teacher and other adults and follow instructions well. The majority talk confidently and communicate their personal needs effectively. The children enjoy listening to a story read by the teacher and discuss the pictures in detail. They make very good use of descriptive language and are willing to predict the outcome of the story. When reading books independently, children hold books correctly and discuss their favourite stories. They enjoy making marks on paper and use emergent writing with confidence.
- Pupils understand and respond very well to basic instructions and commands in Welsh.
- Children make very good progress in developing their mathematical skills. They recall and sing a wide range of number rhymes. They count to six confidently when playing a shopping game. They quickly arrange numbers to 10 in the correct order. They make good use of mathematical language, for example full and half full, when they play with sand and water.
- Children's personal and social development is very good. The routines in nursery are well established and children confidently move around the classroom selecting activities.

Children show sensitivity to their peers and take turns during play. The standard of co-operation during activities is very good.

- Nursery children show very good progress in gaining a knowledge and understanding of the world. They discuss the weather through their work with Tedi Tywydd, reflecting on the effect it has on their own activities and on the environment. They explore the environment with enthusiasm when they make a cave for their teddy bear to hibernate in which helps in their understanding of the times of the day.
- Children's physical development is very good. They show a good awareness of their own bodies and understand the difference between running, skipping and jumping. Children control the speed and direction of wheeled toys competently and show a very good awareness of other children during these activities. They control carefully the speed and direction of a small ball when throwing to a friend and most catch the ball successfully when it is returned to them.
- Children's creative development is very good. They handle play dough creatively and paint imaginative pictures using dry powder paint and water. They respond imaginatively and creatively to the opportunities for role play and drama provided for them and enthusiastically take part in role play activities with their teacher. They enjoy music making and many use their instruments to mark a steady beat

Reception (4-5 year olds)

- Reception children listen very attentively and offer opinions, usually speaking in full sentences. They answer questions confidently and most speak clearly. Children enjoy sharing their reading books. They read the text confidently, making good use of picture clues within the story. The children develop their use of emergent writing and are able to read what they have written. They make very good progress in more formal writing with many of their letters clearly shaped and formed correctly.
- Most children at this stage recognise and count numbers to 10 and some beyond. They demonstrate a clear understanding of mathematical concepts such as 'more than' and 'less than' and use mathematical language to describe how to move a programmable toy. They are beginning to understand the mathematics of money and most recognise the differences between various coins when they use it in the toyshop. They make effective use of apparatus to create repeating patterns.
- Pupils understand and respond very well to more detailed instructions and commands in Welsh.
- Children's personal and social development is very good. They co-operate very well when working in groups. All reception children concentrate well on tasks given. They take responsibility for tidying the classroom after practical activities and do so quickly.
- Reception pupils show a very good awareness of the world around them. They can talk about their homes and where they live. They enjoy exploring materials through their use of a 'Discovery Box'. They show a good understanding of food and where it comes from. The children are enthusiastic in their use of the computer and their ICT skills are developing well.

- Children's physical development is very good. Their fine motor skills are very well developed. They manipulate pencils, colouring materials and paintbrushes with increasing skills and control. During formal lessons working on large apparatus, they control themselves very well, balancing carefully and using good landing skills. They confidently explore the ropes and climbing bars.
- Children's creative development is also very good. They respond very well to music and play instruments with care while performing for their class. They use a range of materials to complete paintings and drawings of good quality and enthusiastically discuss their work.

English

Standards of achievement are very good at both key stages.

Good features

- Pupils at both key stages listen well on all occasions, developing and fostering a broad vocabulary and good sentence patterns for oral and written work. This is evident across the curriculum.
- Pupils speak in a variety of context with increasing confidence as they progress through the school, they are keen to answer teachers' questions and offer their own comments and observations.
- Standards of reading are good across the school. At key stage 1 pupils transfer their skills successfully to a variety of texts. They show good phonic awareness and decode unfamiliar words successfully. They make predictions about the likely outcome of a text. They talk enthusiastically about books they have read and enjoyed.
- At key stage 2 pupils read with increasing confidence and understanding. They read with expression and speak knowledgeably about texts they have read. They use their reading skills to support and develop their knowledge and understanding of topics in a range of curriculum areas. They use their skills effectively to scan for information.
- At both key stages, teachers and support workers listen to pupils read regularly and keep record of their progress. A system of reading partners whereby year 2 pupils have weekly sessions with a reading partner from years 5 and 6 has proved to have a positive influence on the standards achieved.
- Pupils make good progress in writing during key stage 1, from emergent to fully independent writing. This is built on at key stage 2 with pupils showing a growing awareness of the need to use the conventions of grammar and punctuation accurately, which contribute to the high standards achieved. Pupils develop good spelling skills and they use dictionaries and thesauruses purposefully. Pupils are familiar with the processes of planning, drafting and revision of work. Writing across the curriculum is a strong feature at the school.

- Presentation of work at both key stages is of a high standard, with pupils achieving a fluent, joined up style of handwriting by the time they transfer to the High School.
- At key stage 2 very good use is made of ICT to present work. Many are gaining fluency in using the interactive whiteboard to enhance their learning. Pupils have produced good-quality, word processed stories and reports, using a range of fonts, with different sizes and colours.

Shortcomings

There are no significant shortcomings.

Mathematics

Standards of achievement are good in key stage 1 and very good in key stage 2.

Good features

- Pupils at key stage 1 respond well to challenges set and tackle problem solving activities very successfully. They use a range of mathematical skills to complete the tasks and make very good use of calculators to ensure the accuracy of their outcomes.
- Many key stage 1 pupils use numbers above 100 and double two-digit number quickly. They have good knowledge of number bonds and number patterns. Their understanding of the language of number, such as, more than / less than, the same as and altogether, is developing well. Pupils use information well from various contexts to draw graphs and interpret them.
- Pupils at key stage 1 and key stage 2 tackle oral and mental work very confidently and quickly. They use mental strategies very effectively.
- Pupils at key stage 2 have a good appreciation of how mathematics can be used to solve real life problems, for example when pupils plan the school car park. They apply their learning very effectively to problems posed.
- Pupils at key stage 2 develop their understanding of number and place value well. They explore number relationships and methods of calculation. Pupils at the beginning of key stage 2 have a clear understanding of angles and the use of co-ordinates. Pupils at the end of key stage 2 show a good understanding of decimal points, x and y axis, frequency charts and positive and negative integers. They are confident in their work on fractions, decimals and percentages.
- Pupils at key stage 2 make very good use a wide range of mathematical terms of which they have a very good understanding.
- Pupils at key stage 2 ensure that the presentation of their work is completed to a high standard. They incorporate well-prepared graphs, grids and diagrams within their work. They make good use of ICT to support their work. Pupils also include their rough

workings on a regular basis, clearly showing the extensive range of the strategies which they use.

Shortcomings

There are no significant shortcomings.

Science

Standards of achievement are very good in both key stages.

- Pupils at key stage 1 have a good scientific vocabulary which they use consistently with their teacher and each other. They use and refine their investigative skills frequently and their recall of previous work done is very good.
- Pupils from an early age learn the steps required in conducting an investigation. They learn to hypothesise and fully understand the importance of fair testing. Pupils when conducting an experiment handle equipment sensibly and purposefully.
- Pupils' scientific knowledge is broad. There is evidence of clear progression in pupils' acquisition of knowledge, understanding and the development of skills associated with the programme of study.
- As pupils progress through key stage 2 they build on the secure foundation laid in the early years and key stage 1. They use language and terminology with increasing confidence to discuss their work.
- Pupils are given opportunities to relate their scientific understanding to every day life. This is a very good feature at key stage 2.
- By the end of key stage 2 the quality of their written work is consistent, detailed and tidy, and there is good organisation of investigation work. Pupils use ICT effectively and purposefully to interpret data and record their work.
- Pupils at key stage 2 understand the importance of predicting results, controlling variables and the importance of fair testing is well understood. By year 6 their ability to apply problem solving skills by asking appropriate questions, making predictions and coming to informed decisions is well developed.
- Their recall of previous work is very good and they can relate this to new situations. The use of the schools grounds is well developed as a resource for learning in order to appreciate and understand nature in their daily lives. Good use is made of visits and visitors eg the National Botanical Gardens, XL Wales, Margam Park, Penclawdd Wetlands and Techniquet. These experiences contribute to the very good level of understanding, which pupils demonstrate in many aspects of science.

Shortcomings

There are no significant shortcomings.

Welsh second language

Standards of achievement are good at both key stages.

Good features

- Pupils at key stage 1 are making good progress in understanding and speaking familiar and everyday vocabulary and phrases; these are often used in practical situations eg recording the weather to improve understanding.
- They listen carefully and respond appropriately to instructions, greetings and commands. Their enjoyment and enthusiasm is evident when they do work associated with Tedi Tywydd and Tedi Twt.
- They have a good understanding of simple stories which they can read such as Dewi Dinosaor. They can recognise familiar words and phrases in and around the classroom. They can write short sentences based on familiar objects and simple dialogues which they perform enthusiastically.
- Progress into key stage 2 is very evident and pupils respond well to a range of stimuli and can sustain conversation for longer periods. They use role play well. Pupils at both key stages perform the Helpwr Heddiw duties with enthusiasm.
- Pupils make good progress, building systematically on what has been done before. They develop new and more complex patterns in reading and writing tasks as they move through the key stages. By the end of key stage 2 pupils grow in confidence and can read simple stories meaningfully and with understanding and retell what they have read.
- A good Welsh ethos has been established at the school and the pupils have a positive attitude towards the Welsh language and Welsh culture. Older pupils attend a Clwb Cymraeg which further promotes and maintains an interest in the Welsh language. This is working well and promotes a good understanding of Welsh traditions and culture.
- Good use is made of incidental Welsh by all teachers and Welsh is given prominence in classrooms and around the school in the form of signs, instructions, posters and displays. It is used regularly in a range of school activities, assemblies, presentations and concerts in particular the school Eisteddfod. This practice gives pupils increasing confidence in using the language more proficiently.
- The use of Welsh features regularly in a number of curriculum areas and good links have been formed with Loginfach, a local Welsh medium primary school to build on and develop further interest in the language which consolidates their knowledge and understanding of Welsh.
- The support given by the visiting Athrawon Bro has a positive impact on the work.

Shortcomings

- The lack of regular and meaningful daily contact with the language at both key stages impedes further progress.

Design and technology

Standards of achievement are good at key stage 1 and at key stage 2.

Good features

- Pupils at key stage 1 and key stage 2 use a range of tools safely and correctly.
- Pupils at key stage 1 incorporate a range of designing and making skills within their work on The Three Pigs and complete figures and models of houses to a good standard. They understand how a split pin is attached and how this allows for movement. They effectively incorporate the use of a pin within their models.
- Food technology skills are developed well at key stage 1 and key stage 2. Key stage 2 pupils show good awareness of fitness for purpose when they design and make a sandwich. They evaluate the finished products and suggest improvements.
- Pupils at key stage 2 research, design and make a range of products completed to a high standard. They make good progress in developing the skills required to assemble a range of materials.
- Projects which are undertaken throughout key stage 1 and key stage 2, for example pop up Christmas cards, show very good progression in the way in which pupils develop their skills progressively. They use a range of materials and techniques to create moving parts. The completed work is of a very good standard.

Shortcomings

- Pupils at key stage 1 are not always able to reflect carefully on their designs and suggest improvements.
- On some occasions, pupils at key stage 2 show insufficient awareness of fitness for purpose when they design projects.

Information technology

Standards of achievement are very good at key stage 1 and key stage 2.

Good features

- Pupils at key stage 1 are very confident in their use of computers. They make use of the mouse efficiently to open programmes and show a good level of independence moving

through them. Pupils are competent in saving and printing their work. The development of their keyboard skills shows good progression.

- Pupils at key stage 2 continue to develop their keyboard skills. When creating a non-fiction report they successfully combine different forms of information, showing an awareness of audience. They manipulate text, create diagrams and insert tables. Pupils make good use of clip art and drawing programs to support their work. They reorganise and analyse ideas and information.
- As pupils progress through the school, they show increasing confidence in using databases to store and present data, and can use them to search for and extract information.
- At key stage 2 very good use has been made of ICT to monitor changes in the environment and they have used the associated data to display and evaluate their findings to good effect.
- They make very good independent use of a wide range of ICT hardware for example computers, the interactive whiteboards and digital microscopes, to carry out a variety of functions in a range of contexts.
- Older pupils show a very good understanding of modelling and control.
- Pupils at key stage 1 and key stage 2 are confident in their use of e-mail and the internet and use it for a range of purposes.

Shortcomings

There are no significant shortcomings.

History

Standards are very good at both key stages.

Good features

- Pupils at key stage 1 use an appropriate vocabulary to describe the passing of time. They are introduced to simple time lines early and are able to construct their own which are appropriately displayed in each classroom. They understand that change occurs over time; they begin to differentiate between periods and have interviewed grandparents and sketched artefacts about life at that time.
- They understand that there are several sources of historical information; artefacts, a visit by a local historian and a trip to Swansea museum helped to reinforce this understanding.
- Pupils in year 2 have a good knowledge and understanding of the period of history they have been studying eg the Romans and the Celts, Florence Nightingale and Queen Boudicca. They can come to judgements about the quality of life at the time giving good reasons to support their views based on how they themselves live today.

- Their knowledge and understanding develops well as they progress through key stage 2. They understand clearly that we need evidence to guide our understanding of history. They are able to identify causes and consequences of events. By years 5 and 6 they understand that information may be influenced by the author. The work done on eg the Tudor newspaper and World War II shows the capacity the pupils have to present their work logically and knowledgeably.
- Pupils as they progress through the key stages access with increasing confidence a wide range of primary and secondary resources and have the necessary skills to scan, select and present appropriate information to illustrate their work on a particular topic.
- At key stage 2 the acquisition of and use of historical vocabulary is evident in pupils' oral and written work. The pupils' are confident in the use of ICT to present their findings and by year 6 produced an interactive book based on World War II which demonstrates their understanding of how to select, recall and organise information. Pupils often use drama, role play and class assemblies as vehicles to demonstrate their knowledge and understanding of the past.
- The Cwricwlwm Cymreig is an integral part of the history curriculum. The many visits undertaken by classes and their studies about the lives of Welsh characters exemplifies this. These experiences have a positive impact on pupils' knowledge and understanding of their own heritage.
- Local history features strongly in pupils' work and a detailed study was undertaken by pupils in year 6 as part of a Millennium Project. This involved extensive research using a wide variety of sources which culminated in the work being professionally published. This was an outstanding achievement.

Shortcomings

There are no significant shortcomings.

Geography

Standards of achievement are good at key stage 1 and very good at key stage 2

Good features

- Pupils at key stage 1 develop a good geographical vocabulary to discuss and record their work.
- They show a good knowledge of their school and of the immediate locality and can describe many of their features and use a simple map to identify them. Year 1 pupils have worked in the local environment to draw simple maps and 3D models of the main village landmarks. They can describe this work confidently and with a good understanding.

- Raising money for UNICEF, which the school supports annually, is used as a vehicle by year 2 pupils to compare the way they live with those who are less fortunate. They show good empathy and understanding with children from third world countries.
- Throughout key stage 2 pupils' use of geographical terms is very good. This is a strong feature.
- Pupils at key stage 1 are confident in using an interactive speaking atlas.
- Pupils at key stage 2 build progressively on the skills and techniques of map reading and interpretation. They can use a range of large and small scale maps to identify features using a key, they understand the importance of symbols and can locate places using four-figure grid references. They have a good understanding of how to use an atlas and a globe accurately.
- They make good use of their geographical skills when studying life in contrasting areas in Wales and other parts of the world. They show a good understanding of the similarities and differences eg weather and climate.
- Pupils show their understanding of and concern for their local environment. They understand the effect of pollution and are able to offer sensible solutions to problems. The schools environment club has been developing the school grounds as a sanctuary for animals and birds and these are used effectively as a stimuli for a range of curricular activities.
- At both key stages many areas of study in geography are supported with fieldwork or visitors to the school. Recent visits to Port Eynon, Margam and the Usk Valley have contributed to the high levels of pupils' knowledge, understanding and standards which is evident in many areas of work.
- A strong feature of the work of the school particularly at key stage 2 is the programme for sustainable development. Pupils led by the elected school's Eco-committee have provided a structure and an agenda to consider eg issues such as, transportation, improving the environment, energy conservation and waste management. Such has been the success that the school recently received a silver award for its achievements.

Shortcomings

- Pupils at key stage 1 need to consolidate their understanding and use of large scale maps and atlases.

Art

Standards of achievement are very good at key stage 1 and key stage 2.

Good features

- Pupils at key stage 1 use a wide range of materials to make collages and to print patterns. They make good progress in handling materials and tools. They draw and sketch,

completing detailed observational drawings of people and flowers. They experiment with paint and pastels and shade appropriately.

- Pupils at key stage 2 make very good progress in developing the standard of detail in the artwork they produce. Pupils at the beginning of key stage 2 produce detailed sketches, showing movement, while the pupils at the end of the key stage show an increased level of detail and use of perspective.
- Pupils reflect well upon the quality of their work and suggest improvements
- Pupils benefit from working with local artists and from educational visits, for example very good quality photographic pieces are produced as a result of this work. Pupils understanding of the processes involved and their ability to evaluate their finished products is very good.
- Projects which are undertaken throughout key stage 1 and key stage 2, for example paintings of daffodils, show that pupils develop their skills progressively and achieve very good standards at each level.
- Pupils at key stage 1 and key stage 2 develop their observational skills and techniques through studying the works of famous artists and applying their style to their own work. They respond imaginatively to the work of others. Key stage 1 pupils study the work of an artist before they create a picture of a rough sea linked to their work on Grace Darling. They mix colours carefully to obtain a required shade and complete paintings of a very good standard. Key stage 2 pupils emulate the style of Rousseau as a stimulus to produce their own work. Very good quality pictures showing good control of watercolours are produced.
- Pupils at key stage 1 and key stage 2 work confidently with clay to make a number of well-finished products.
- Pupils at key stage 1 and key stage 2 use a range of ICT programmes to support their work in art. They explore patterns in every day objects very effectively using a digital microscope.

Shortcomings

There are no significant shortcomings.

Music

Standards of achievement are good at key stage 1 and key stage 2.

Good features

- Pupils at key stage 1 name a range of musical instruments and hold them correctly when they play simple patterns in time to a steady beat. Pupils choose suitable instruments to accompany a given stimulus. They clap simple and complex rhythms accurately.

- Pupils at key stage 2 play untuned percussion instruments with appropriate rhythm and effectively participate as a member of a group. They compose, improvise and arrange music in response to a variety of stimuli. Pupils listen attentively to the music of others and evaluate performance showing a good knowledge of musical elements.
- Pupils from Y4 onwards read music accurately when they play records or violins. Pupils perform on their instruments regularly during school assemblies when they play a range of music to a high standard.
- At key stage 1 and key stage 2 pupils have a good knowledge of a range of music, including world music and the music of Wales.
- Pupils make very good use of ICT to extend their skills in composing.

Shortcomings

- Pupils throughout key stage 1 and key stage 2 sing with control and pitch, but the singing often lacks vibrancy.

Physical education

Standards of achievement are good at key stage 1 and very good at key stage 2.

Good features

- Pupils at key stage 1 undertake ‘warm up’ activities enthusiastically. They listen well to instructions and move purposefully, showing good standards of effort and control.
- They make good use of space and vary their pathways well in their movements. They combine sequences well to improve their actions.
- Pupils at both key stages dress appropriately for activities and show due regard to safety rules. They handle large equipment safely and proficiently and take full responsibility in setting these out for the activities to follow.
- Pupils show good control and movement around and on apparatus and are keen to experiment in order to improve on their personal best. They are able to demonstrate confidently to others the actions they have put together.
- Pupils at key stage 2 show good sporting behaviours as individuals, in groups and as team members. They respond well to instructions showing good balance and control. They can operate sensibly on their own, demonstrating commitment and enthusiasm in what they do.
- Skill progression is very evident, with pupils by the end of key stage 2 demonstrating high skill levels in ball control. There is good coverage of all aspects of the programme of study, with an appropriate emphasis on the importance of healthy living.

- The school's extra curricular provision is varied and of good quality and pupils are achieving good skills in a range of competitive sports. The day time and after school activities have resulted in some pupils excelling at the highest of levels in rugby and soccer.
- Outdoor and adventurous activities for year 6 pupils, with opportunities to participate in activities such as eg horse riding, orienteering and Go-Karting provides them with positive attitudes to a range of otherwise unfamiliar activities.
- Good use is made of external expertise to advise and support pupils in their physical education eg an Indian and Chinese dancer, Lacrosse instructor and a member of the British gymnastics team.
- Pupils at the school were asked to contribute to “ A Celebration of Primary Practice” a video on physical education and games which Swansea LEA produced to exemplify very good practice.

Shortcomings

There are no significant shortcomings.

Religious education

Standards of achievement at key stage 1 and key stage 2 are good.

Good features

- Pupils at key stage 1 and key stage 2 recall Bible stories that are appropriate to their stage of development. They show a good understanding of the meaning behind stories in the Bible.
- Pupils at key stage 1 know that churches are places of worship and describe some of the ceremonies that take place there, such as weddings and baptism. They have a good understanding of the main Christian festivals such as Christmas, Easter and Harvest. They are beginning to develop their understanding of religions other than Christianity.
- Pupils at key stage 2 name a range of major world religions and describe the main similarities and differences between them. They recognise the symbols of different religions and the significance of routines and rituals. Through their study of the Muslim faith, pupils consider carefully the importance of prayer and pose thoughtful questions. Older pupils understand the importance of showing respect for the differing beliefs of others.
- Pupils make good use of the artefacts available within the school to support their learning.

Shortcomings

- Pupils at key stage 1 and key stage 2 are insecure in their recall of some aspects of the work they have covered in their study of Christianity, for example their study of the Bible.

8. SCHOOL IMPROVEMENT

8.1 Progress since the last inspection

The school needs to:

- review the provision for teaching the Welsh language in KS2;

Very good progress has been made since the last inspection. Standards have been maintained at key stage 1 and are now good at key stage 2. A secure Welsh ethos has been established and Welsh features strongly right across the curriculum.

- monitor and evaluate the teaching across the whole age range and to disseminate the very good practice observed during the inspection;

This is a strong feature. There is a culture of confidence and trust prevalent throughout the school where teachers observe, comment and offer advice on each other's teaching practice. Effective strategies are shared and used appropriately by different teachers.

8.2 Key issues for action

The school needs to:

- continue to maintain the good and very good standards achieved and address those shortcomings which are noted in the report;
- build on the culture, systems and procedures of self-review that are now in place and link them to priorities in the School Development Plan which set out clearly success criteria in measurable terms.

APPENDIX

A. Basic information about the school

Name of School	Pen y Fro Primary School
School type	LEA Maintained/Community School
Age-range of pupils	3 - 11
Address of school	Priors Crescent Dunvant Swansea
Post-Code	SA2 7UF
Telephone Number	01792 203728

Headteacher	Mrs E S Gray
Date of appointment	January 1987
Chair of Governors/ Appropriate Authority	Mrs H Murray
Registered Inspector	Mr Merfyn Lloyd Jones
Dates of inspection	08/03/2004 – 11/03/2004

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	N/A	18	29	33	32	24	27	29	192

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	10	2	10

<i>Staffing information</i>	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	21.8:1
Pupil : adult (fte) ratio in nursery classes	8.6:1
Pupil : adult (fte) ratio in special classes	-
Average class size, excluding nursery and special classes	24
Teacher (fte) : class ratio	1.17:1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
	R	KS1	KS2	Whole school
Term 1	91%	94%	94%	93.72%
Term 2	95%	95%	94%	94.5%
Term 3	93%	93%	95%	93.2%

Percentage of pupils entitled to free school meals	11%
Number of pupils excluded during the 12 months prior to inspection	N/A

C. Results of National Curriculum assessments and public examinations

NATIONAL CURRICULUM ASSESSMENT RESULTS END OF KEY STAGE 2: 2003

National Curriculum Assessment KS 2 Results: 2003										Number of pupils in Y6: 30		
Percentage of pupils at each level												
			D	A	F	W	1	2	3	4	5	6
English	Teacher assessment	School	0	0	0	0	0	3.3	13.3	56.7	26.7	0
		National	0	0	0	0	1	6	17	46	30	0
	Test/Task	School	0	0	0	0	0	3.3	3.3	50	43.3	0
		National	0	2	2	0	0	3	18	51	25	0
Mathematics	Teacher assessment	School	0	0	0	0	0	3.3	16.7	53.3	26.7	0
		National	0	0	0	0	1	4	19	47	28	0
	Test/Task	School	0	0	0	0	0	3.3	16.7	56.7	23.3	0
		National	0	2	2	0	0	4	19	43	30	0
Science	Teacher assessment	School	0	0	0	0	0	3.3	3.3	66.7	26.7	0
		National	0	0	0	0	0	2	13	50	33	0
	Test/Task	School	0	0	0	0	0	0	3.3	50	46.7	0
		National	0	2	0	0	0	1	10	47	38	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:	80	In the school:	80
In Wales:	70	In Wales:	68

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

D. Evidence base of the inspection

- The inspection team consisted of 3 inspectors who worked for 10 inspector days.
- Pre-inspection meetings were held with the headteacher, staff and governing body.
- 23 parents attended a meeting with the Registered Inspector.
- 145 questionnaires were returned, analysed and summarised.
- All documents submitted by the school was analysed and discussed, including the school development plan, policy and curriculum documents and teachers' planning files.
- Pupils were observed as they arrived and departed from school and during the midday and other breaks.
- At various time of the day, inspectors took the opportunity to talk to pupils and to discuss their work.
- Fifty-two lessons or part-lessons were observed.
- Pupils were heard reading and were questioned in their knowledge and understanding of English, Welsh, mathematics, science and other subjects.
- A wide range of pupils' written and other work was examined in each class.
- Inspectors discussed pupils' work with teachers and examined assessment records.
- Discussions were held with the headteacher, curriculum co-ordinators and other staff.
- The work with special needs pupils was examined.
- Budget figures were examined.
- Attendance and pupil records were inspected.
- Inspectors attended acts of collective worship.

E. Composition and responsibilities of the inspection team

Team Members	Subject responsibilities	Aspect responsibilities
Mr M Lloyd-Jones Registered Inspector	English Science Welsh Second Language History Geography Physical Education	<ul style="list-style-type: none"> ⊙ Context ⊙ Main Findings ⊙ Standards Achieved in Subjects and Areas of Learning ⊙ Behaviour and Attitudes ⊙ Teaching ⊙ Curriculum ⊙ Support, Guidance and Pupils' Welfare ⊙ Leadership and Efficiency ⊙ Progress Since the Last Inspection ⊙ Key Issues for Action
Mr J E James Lay Inspector		<ul style="list-style-type: none"> ⊙ Attendance ⊙ Partnership with Parents and Community, Schools and other institutions ⊙ Partnership with Industry
Mrs L J Williams Team Inspector	Early Years Mathematics Design and Technology Information Technology Art Music Religious Education	<ul style="list-style-type: none"> ⊙ Standards Achieved in Key Skills across the Curriculum ⊙ Pupils' Spiritual, Moral, Social and Cultural Development ⊙ Assessment, Recording and Reporting ⊙ Provision for Pupils with Special Educational Needs ⊙ Quality of Self-Evaluation and Planning for Improvement ⊙ Staffing, Accommodation and Learning Resources

The inspection team would like to thank all parents, governors, staff and pupils for their assistance and co-operation at all stages of the inspection.