

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

**Penyrheol Primary School
Frampton Road
Penyrheol
Swansea
SA4 4LY**

School Number: 6702176

Date of Inspection: 23 January 2006

by

**Phillip David Watcyn Edwards
15669**

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The purpose of Estyn is to improve quality and standards in education and training in Wales. Estyn is responsible for inspecting:

- * nursery schools and settings maintained or used by local education authorities (LEAs);
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- * secondary schools;
- * special schools;
- * pupil referral units;
- * independent schools;
- * further education;
- * adult community-based learning;
- * youth support services;
- * LEAs;
- * teacher education and training;
- * work-based learning;
- * careers companies; and
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Publication Section

Estyn

Anchor Court

Keen Road

Cardiff

CF24 5JW or by email to publications@estyn.gsi.gov.uk

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Penyrheol Primary School was inspected as part of a national programme of school inspection. The purpose of inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents information about the performance of their child's school.

The inspection of Penyrheol Primary School took place between 23/01/06 and 25/01/06. An independent team of inspectors, led by Phillip David Watcyn Edwards undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

"There are three types of inspection.

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

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

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

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

Estyn decides the kind of inspection that a school receives, mainly on the basis of its past performance. Most schools receive a standard inspection. All special schools, pupil referral units and any new or amalgamated schools receive a full inspection.

This school received a **short** inspection.

Contractor:
EPPC/Severn Crossing Ltd
Suite H Britannic House
Britannic Way
Llandarcy
Neath SA10 6JQ

Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and LEAs.

The term 'Reception' (R) refers to the year group of pupils in a primary school who reach the age of 5 during the academic year. Year 1 refers to the year group of pupils who reach the age of 6 during the academic year and so on. Year 13 is the year group of students who reach the age of 18 during the academic year.

Primary phase:

Year	R	Y 1	Y 2	Y 3	Y 4	Y 5	Y 6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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Context

The nature of the provider

1. Penyrheol Primary School is situated in the town of Gorseinon in the City and County of Swansea. The building is of a relatively modern and open plan design, with many classes sharing carpeted open areas. It has spacious grounds and enjoys pleasant views of the surrounding area. There are 210 full-time pupils as well as 31 children who attend the nursery on a part-time basis, aged 3 to 11 years of age, making a total of 225 FTE pupils.
2. According to the school the majority of pupils are drawn from a semi-rural residential area from a range of backgrounds including a minority being disadvantaged. Approximately 29 %of pupils are entitled to free school meals, which is above the all-Wales average of 19%. Around a quarter of pupils have special educational needs (SEN), with three having a statement of SEN. There are 55 pupils identified as requiring SEN Support School Action, with five pupils identified for School Action Plus. Almost all of the pupils speak English as their first language. There are 11 full-time and four part-time teachers and seven part-time learning support assistants (LSAs) as well as two administrative assistants. The school was previously inspected in February 2000.

The school's priorities and targets

The school's mission statement is:

3. Putting Children First ("Plant yn Gynta").

The school aims to:

4. ensure it provides a secure, caring, stimulating environment where every child is valued and has the opportunity to develop every aspect of their character to its full potential;
5. prepare children to become responsible members of the community and to develop a sense of responsibility towards each other;
6. equip children with the confidence and skills to face challenge and change in their lives;
7. encourage children to succeed and to appreciate we all have something to offer whatever our ability or circumstance;
8. promote good relationships amongst all members of the school community including staff, parents, governors and pupils;
9. create a happy, caring, stimulating and safe environment where:
 - each child can become confident, with a positive self image, self-disciplined, with a respect for others; co-operative and operating at his/her full potential;

- the importance of working in partnership with parents and their involvement in the education of the child is encouraged;
- the curriculum displays breadth, balance, coherence and relevance; is differentiated to reflect an understanding of and a sympathy for the needs of the individual, and recognises the importance of using the child's first hand experiences to promote curiosity, interest and relevance;
- positive attitudes towards learning are nurtured via high expectations with the active participation of the child in the learning process;
- the school actively seeks to belong to and contribute to the local community;
- all have the right to share equal opportunities and expect respect for their own beliefs and moral values; and
- all staff actively seek to raise standards.

Targets areas identified in the school development plan (SDP) for 2005 to 2006:

10. Personal and social education (PSE), and social and emotional literacy (EL), bilingualism, gaining the Quality Mark, role of the Curriculum Leader, assessment inclusion, community home school links, attendance, mathematics, word problems in mathematics, geography, writing curriculum, spelling and hand writing, reading, home/ school reading, oracy, information and communication technology (ICT), science, history, physical education, design and technology (D&T), religious education, developing outdoor play, healthy schools, Welsh and music,

Summary

11. Penyrheol Primary School is a well led, happy, caring community where standards continue to improve and pupils are valued and supported into becoming self-confident young citizens with high aspirations.

Table of grades awarded

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

The quality of education and training

12. The overall quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the desirable outcomes for their learning. Baseline assessments indicate that attainment on entry is below the Education Authority average for many children.
13. Pupils with SEN make good progress and generally achieve the targets set for them. A particular strength of the school is that learners generally succeed regardless of their social ethnic or linguistic background.
14. Children under five make Grade 2 progress in bilingual competence and the key skills of listening, speaking, reading, writing, numeracy and information and communications technology.
15. In both key stages pupils make Grade 2 progress in the key skills of listening, speaking, reading, writing, numeracy and Grade 3 in information and communications technology (ICT), where little use is made by them in developing their ICT skills across the curriculum. Pupils' bilingual competence in both key stages is Grade 3 overall; they occasionally use Welsh as a second language in familiar situations such as registration and prayers in assembly and exchange short introductions during the day enthusiastically, but seldom use it naturally during lessons.
16. At the end of KS1 in 2005, pupils' attainments in the national curriculum (NC) core subjects of English and mathematics were assessed by the school to be mainly at the expected level 2, with a minority of pupils assessed at the higher level 3. Science is assessed as being in line with national averages at both level 2 and 3. The core subject indicator is above the national average. When compared with similar schools across Wales, standards are towards the end of the upper quartile.
17. In KS2 in 2005 pupils' attainment in the NC core subjects of English at level 4 and above is assessed by the school to be just above national norm overall, particularly at expected level 4, but below at the higher level 5. Attainment overall in mathematics at level 4 and above is just below the national norm, being significantly above at the expected level 4, but well below at higher level 5. Science is above overall, particularly at the expected level 4, but lower at the higher level 5. The core indicator is in line with the national average. When compared with similar schools across Wales, the core subject indicator is just in the upper quartile.
18. In both key stages, strategies by the school begin to improve the performance of boys in the core subjects, although girls still outperform them in both key stages.
19. Pupils develop their creative skills well throughout the school. They display positive attitudes towards learning and the majority of pupils organise themselves quickly at the start of lessons and apply themselves conscientiously.
20. Behaviour of pupils is good and improves learning and the quality of life in school effectively. They progress very well in their personal, social, moral and wider development; for example they are generally considerate and courteous to teaching staff, each other and visitors.

21. The progress learners make in their personal, social, moral and wider development is an outstanding feature. They develop a wide range of interests, social skills and community awareness through well considered assemblies, collective worship and extra-curricular activities. They appreciate the values of others and are well aware of equal opportunities issues; they recognise and show respect for the diversity and cultural traditions within a pluralistic society and the local community.
22. Pupils make good progress in their learning and acquire new knowledge and develop their skills progressively through appropriate class and individual targets in English and mathematics which they set with their teachers. Learners generally understand what they are doing and how well they are progressing.
23. Average attendance for the three terms immediately preceding the inspection was around 91.3% which is Grade 3. The absence of some pupils during the summer term in particular has a significant effect on levels of attendance. The majority of pupils arrive at the school punctually and registers are marked in accordance with requirements.

The quality of education and training

The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
6%	73%	21%	-	-

24. The percentage of lessons which are judged to be grade 2 or higher is in line overall with the Welsh Assembly Government (WAG) target for 2007 of 75% of lessons to be good or better.
25. Teaching is generally of an appropriate quality and lessons well resourced. Teachers show good knowledge and understanding of the subjects being taught and often share lesson objectives with pupils. Although lesson plans are detailed and generally follow agreed guidelines, there are inconsistencies in their effectiveness such as in planning the development of key skills.
26. Good working relationships with pupils foster effective learning. Teachers often use a good range of strategies and resources to engage, encourage and sustain learners' interest. Lessons generally proceed at a good pace and appropriate intervention by teachers adds focus to pupils' learning and ensures they are actively involved in their learning. Teaching is very effective when carried out quietly and efficiently; learners respond accordingly which is considerate to others in open areas.
27. Teaching in open areas is less effective when insufficient emphasis is placed on encouraging pupils to work quietly as noise levels are then inappropriately high. In a minority of lessons, agreed routines such as learners raising hands to show readiness to answer questions, are not applied consistently.
28. Teachers promote and provide equality of opportunity and this is strength of the school. Pupils whatever their ability, background or as in some cases physical disability, take a full and active part in all classroom activities. Teachers generally make good efforts to meet learners' individual needs and monitor their progress, but do not always present this clearly in their planning, particularly specific opportunities to extend the more able and those with SEN.

29. Pupils with SEN, work confidently and purposefully with their peers. Though some pupils are withdrawn for additional support, this is done as a rolling programme to avoid pupils missing important aspects of class work.
30. Teachers monitor pupils' work on a day-to-day basis and regularly set appropriate assessment activities to track their progress. An outstanding feature is the effective use of assessment files in KS1 and progress books in KS2 which help pupils understand more clearly the purpose of assessment and its use in planning their own progress.
31. The quality of teachers' marking provides encouragement, feedback and targets for development. The school meets the statutory requirements for recording learner's achievements. The reports inform parents of pupils' progress and achievements and they are given opportunities to discuss them adequately with class teachers.
32. Overall, the school responds well to pupils' learning needs and aspirations in accordance with the main aims of the school.
33. The curriculum is broad and balanced and meets statutory requirements. It is organised to provide a good variety of learning experiences, in a positive and caring environment, to meet all learners' interests regardless of gender, social background or ethnicity.
34. Policies and schemes of work in all subjects provide appropriate long-and-medium-term planning. Short-term planning for lessons across the school is detailed and provides appropriate structure to the taught curriculum. It is however, inconsistent in planning clear and focussed teaching objectives, a sufficient range of activities according to need, including SEN and clear opportunities to develop bilingualism and key skills, particularly in ICT.
35. The range of extra-curricular activities, cultural, and sporting experiences offered by the school is outstanding, including the range of opportunities for pupils' personal and spiritual development. Collective worship during assemblies is a very special and spiritual occasion with time for careful reflection which highlights the caring nature of the school. Personal and social education of pupils is planned appropriately to requirements to give pupils opportunities to empathise with and value the opinions of others as well as develop their speaking and listening skills.
36. Bilingualism is promoted positively in and around the school by the use of bilingual signs and displays. The quality of the Cwricwlwm Cymreig is good; pupils show appropriate interest and pride in their local culture.
37. Partnerships with parents, the community, other schools, voluntary agencies, and local organisations health and welfare authorities are good. Pupils benefit from a good range of work-related activities and visits which are linked, wherever possible, to curriculum topics and enhance pupils' learning and understanding of the world of work.
38. The quality of care, support and guidance that pupils receive is outstanding and succeeds in raising their self-respect and image through celebrating their successes in a variety of appropriate ways. The school has clear written policies on first aid, evacuation procedures, fire prevention and child protection which are well embedded in the daily life of the school.

39. There are very good procedures in place for monitoring pupils' punctuality, attendance, behaviour and performance. Registers are marked in accordance with statutory requirements and registration is administered very effectively.
40. The school has very effective systems for identifying pupils with SEN. Early concerns regarding pupils are noted and tracked closely. Additional support is given to meet the needs of individuals and there are sound structures in place to meet the specific needs of all pupils. The equal and sensitive support for a small group of pupils with very specific physical and sensory needs is effective in ensuring they are not disadvantaged and is an outstanding feature.

Leadership and management

41. The headteacher provides very effective and purposeful leadership; her enthusiasm and pride in the school are outstanding in establishing an effective, positive whole-school culture for further improvement. She is ably assisted by her deputy and the school management team who share her aspirations in the task of managing provision and raising standards.
42. Curriculum leaders generally carry out their role well to ensure significant improvements are made. They monitor the quality of provision and standards within their areas of responsibility carefully in accordance with agreed aims and objectives to make significant improvements, but inconsistencies remain in the short-term planning.
43. Improved procedures in self-evaluation enable a clearer sense of purpose and strategic direction for the school. The school makes good overall progress in tackling the targets identified in the SDP. The new, very detailed self-evaluation report identifies many strengths and areas to improve which inform the next SDP more effectively and provides a clearer focus to setting challenging and realistic goals. It shows that the school now has a clearer picture of where it is, but it does not explore or evaluate identified areas for development sufficiently to maintain and improve standards further.
44. The governing body (GB) is well informed and very aware of the importance of its role in supporting the well being of the school and its pupils. It ensures statutory requirements are met and the school is resourced sufficiently to meet the aims and aspirations laid down in the school development plan (SDP); due consideration is given to planning for change. It intervenes in a positive manner, where necessary, as a critical friend in management decisions.
45. Performance management procedures are effective and ensure all staff have opportunities and resources to continue their own professional development; this has a positive effect in terms of fostering a culture of improvement by staff and pupils. A well established monitoring system develops curriculum leadership and class management skills of staff, but the sharing of the good strategies already in place for teaching and learning to ensure all pupils work more quietly in shared working areas during busy activities is underdeveloped.
46. The school has made good overall progress in the five key issues identified in the last inspection. Standards are being maintained, short-term planning is more consistent in all classes, better use is made of curriculum time and the role of the co-ordinator continues to develop appropriately. The disturbance caused by the inappropriate design and poor acoustics of the building continues to be an

issue, although some measures, such as additional carpeting have improved matters.

47. Staff are appropriately deployed and managed with sufficient teachers appropriately qualified to meet the needs of the curriculum. Good support is given by LSAs, and together they work as a professional team in supporting learners throughout the school.
48. The effective procedures carried out by the administrative personnel contribute significantly to the smooth running of the school. The accommodation is sufficient for the number of pupils on roll and is clean and well maintained. The spacious grounds and play areas for pupils are outstanding features; and stimulate learning outside effectively. However, on a significant number of occasions in areas where classes share open spaces, the poor acoustics identified in the previous report continue to contribute significantly to unacceptable noise levels which often interfere and inhibit effective learning.
49. Resources are used effectively and efficiently and spending decisions are well matched to the school's priorities. They are regularly reviewed and overall, the school provides good value for money.

Recommendations

50. The school needs to:

R1 continue whole school involvement in the self-evaluation process to maintain and improve standards;

R2 refine short-term planning for lessons to ensure more consistency in:

- providing clear and focussed teaching objectives;
- meeting learners individual needs, including those for pupils with SEN;
- planning opportunities to develop key skills, particularly ICT;
- promoting bilingual skills.

R3 reduce disturbances due to poor acoustics in shared areas of the building further by:

- working with the LEA to consider making structural modifications where necessary;
- sharing existing good practice in teaching and learning to reduce noise levels where appropriate.

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

Standards

Key question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

52. The findings of the inspection team match the judgement made by the school in the self-evaluation report.
53. The overall quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the desirable outcomes for their learning. Baseline assessments indicate that attainment on entry is below the Education Authority average for many children.
54. Pupils with SEN make good progress and generally achieve the targets set for them. A particular strength of the school is that learners generally succeed regardless of their social, ethnic or linguistic background.
55. Children under five make Grade 2 progress in bilingual competence and the key skills of listening, speaking, reading, writing, numeracy and information and communications technology.
56. In both key stages pupils make Grade 2 progress in the key skills of listening, speaking, reading, writing, numeracy and Grade 3 in ICT, where little use is made by them in developing their ICT skills across the curriculum. Pupils' bilingual competence in both key stages is Grade 3 overall; they occasionally use Welsh as a second language in familiar situations such as registration and prayers in assembly and exchange short introductions during the day enthusiastically, but seldom use it naturally during lessons.
57. At the end of KS1 in 2005, pupils' attainments in the NC core subjects of English and mathematics were assessed by the school to be mainly at the expected level 2, with a minority of pupils assessed at the higher level 3. Science is assessed as being in line with national averages at both level 2 and 3. The core subject indicator is above the national average. When compared with similar schools across Wales, standards are towards the end of the upper quartile.
58. In KS2 in 2005 pupils' attainment in the NC core subjects of English at level 4 and above is assessed by the school to be just above national norm overall, particularly at expected level 4, but below at the higher level 5. Attainment overall in mathematics at level 4 and above is just below the national norm, being significantly above at the expected level 4, but well below at higher level 5. Science is above overall, particularly at the expected level 4, but lower at the higher level 5. The core indicator is in line with the national average. When compared with similar schools across Wales, the core subject indicator is just in the upper quartile.
59. In both key stages, strategies by the school begin to improve the performance of boys in the core subjects, although girls still outperform them in both key stages.
60. Pupils' develop their creative skills well throughout the school. They display positive attitudes towards learning and join enthusiastically in the range of activities provided. The majority of pupils organise themselves quickly at the start of lessons and apply themselves conscientiously.

61. Behaviour of pupils is good and improves learning and the quality of life in school effectively. Pupils learn from a young age to work co-operatively together and develop high self-esteem and good levels of self-discipline. They progress very well in their personal, social, moral and wider development; for example they are generally considerate and courteous to teaching staff, each other and visitors. Appropriate procedures were applied during three temporary exclusions during the year.
62. The progress learners make in their personal, social, moral and wider development is an outstanding feature. They develop a wide range of interests, social skills and community awareness through well considered assemblies, collective worship and extra-curricular activities. They appreciate the values of others and are well aware of equal opportunities' issues; they recognise and show respect for the diversity and cultural traditions within a pluralistic society and the local community.
63. Pupils make good progress in their learning and acquire new knowledge and develop their skills progressively through appropriate class and individual targets in English and mathematics which they set with their teachers. Learners generally understand what they are doing and how well they are progressing.
64. Average attendance for the three terms immediately preceding the inspection was around 91% which is Grade 3. The majority of pupils attend regularly, but despite the schools best efforts there are a number of parents who continue to take pupils on holidays during the summer term. There are pupils whose lack of attendance is a concern; in these cases the school works closely with the educational welfare officer (EWO) who monitors attendance at the school on a weekly basis. The majority of pupils arrive at the school punctually and registers are marked in accordance with requirements.
65. Pupils' knowledge of the world of work is broadened effectively through good curriculum planning and enhanced by visits and listening to numerous visitors who come to the school to share their experiences and expertise with the pupils. Pupils participate in a variety of events and services within their community. One example is how the school hosts the preparations of the annual Gorseinon Lantern parade in which many pupils participate.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

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

67. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
6%	73%	21%	-	-

68. The percentage of lessons which are judged to be grade 2 or higher is in line overall with the WAG target for 2007 of 75% of lessons to be good or better.

69. Teaching is generally of an appropriate quality and lessons well resourced. Teachers show good knowledge and understanding of the subjects being taught and often share lesson objectives with pupils. Although lesson plans are detailed and generally follow agreed guidelines, there are inconsistencies in their effectiveness such as in planning the development of key skills.

70. Good working relationships with pupils foster effective learning. Teachers often use a good range of strategies and resources to engage, encourage and sustain learners' interest. Lessons generally proceed at a good pace and appropriate intervention by teachers adds focus to pupils' learning and ensures they are actively involved in their learning. Teaching is very effective when carried out quietly and efficiently; learners respond accordingly which is considerate to others in open areas.

71. Teaching in open areas is less effective when insufficient emphasis is placed on encouraging pupils to work quietly as noise levels are then inappropriately high. In a minority of lessons, agreed routines such as learners raising hands to show readiness to answer questions, are not applied consistently.

72. Teachers promote and provide equality of opportunity and this is strength of the school. Pupils whatever their ability, background or as in some cases physical disability, take a full and active part in all classroom activities. Teachers generally make good efforts to meet learners' individual needs and monitor their progress, but do not always present this clearly in their planning, particularly specific opportunities to extend the more able and those with SEN.

73. Pupils with SEN, work confidently and purposefully with their colleagues. Though some pupils are withdrawn for additional support, this is done as a rolling programme to avoid pupils missing important aspects of class work.

74. Teachers use Welsh during registration, praise good work in lessons and encourage pupils to greet visitors and each other in Welsh. However, they rarely plan ways to strengthen and consolidate pupils' bilingual competences in a natural way during lessons. Best practice is seen in the early years and with younger pupils in KS1.

75. Teachers monitor pupils' work on a day-to-day basis and regularly set appropriate assessment activities to track their progress. Progressive monitoring of individual work is developing appropriately across the core subjects.
76. An outstanding feature is the effective use of assessment files in KS1 and progress books in KS2 which help pupils understand more clearly the purpose of assessment and its use in planning their own progress.
77. The quality of pupils' work is matched by the quality of teachers' marking which provides encouragement, feedback and targets for development. A consistent, key system for marking assists understanding of their work and what they need to improve. Learners develop a clear understanding of the purpose of their progress books and show pride in their achievements.
78. Portfolios of work, often levelled, help teachers to develop a good understanding of the pupils' standards of achievement.
79. The school meets the statutory requirements for recording learners' achievements. The reports inform parents of pupils' progress and achievements and they are given opportunities to discuss them adequately with class teachers. They also provide targets for parents to support pupils' learning. A good feature of the school is the quality of individual files of all pupils' reports throughout their time in school which are accessible to parents.

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

Grade 2: Good features and no important shortcomings

80. The findings of the inspection team differ from the judgement of Grade 1 made by the school in its self-evaluation report in that the balance of good and some outstanding features is overall Grade 2.
81. Overall, the school responds well to pupils' learning needs and aspirations in accordance with the main aims of the school.
82. The curriculum is broad and balanced and meets statutory requirements. It is organised to provide a good variety of learning experiences, in a positive and caring environment, to meet all learners' interests regardless of gender, social background or ethnicity.
83. Policies and schemes of work in all subjects provide appropriate long-and-medium-term planning. Short-term planning for lessons across the school is detailed and provides appropriate structure to the taught curriculum. It is however, inconsistent in planning clear and focussed teaching objectives, a sufficient range of activities according to need, including SEN and clear opportunities to develop bilingualism and key skills, particularly in ICT.
84. The range of extra-curricular activities, cultural, and sporting experiences offered by the school is outstanding. These include dance, 'Fair Play for Football', hockey, Bible club, drum club, and information technology clubs. In addition, the school provides experiences which encourage pupils to support one another and value good friendship and respect for others.
85. An outstanding feature of the school is the range of opportunities for pupils' personal and spiritual development. A warm and caring ethos pervades all

aspects of the school, particularly in the relationships between pupils and their peers and all adult support. There is very good provision for their moral, social and cultural development. Collective worship during assemblies meets statutory requirements and is a very special and spiritual occasion with time for careful reflection which highlights the caring nature of the school. Personal and social education of pupils are planned appropriately to requirements to give pupils opportunities to empathise with and value the opinions of others as well as develop their speaking and listening skills.

86. Visits from authors and musicians as well as local community groups make a valuable contribution to pupils' learning. In addition the school organises a number of visits to places of interest to support a broad curriculum.
87. Pupils' entrepreneurial skills are developed appropriately through the healthy tuck shop scheme which they run themselves, purchasing the food and counting and sorting the money. There are good links with local businesses and the school has participated in efforts to regenerate Gorseinon. Local public services, such as police, ambulance and fire service visit the school on regular occasions.
88. Bilingualism is promoted positively in and around the school by the use of bilingual signs and displays. Pupils are familiar with the past and present culture of their locality and of Wales. Their understanding is developed across the curriculum through Welsh music, artists and authors.
89. The quality of the Cwricwlwm Cymreig is good; pupils show appropriate interest and pride in their local culture. Through a broad range of curriculum activities they develop a good understanding of other cultures, particularly through geography and religious education.
90. Pupils' learning is broadened through sharing the experiences and expertise of numerous members of the community, such as local artists, who visit the school; their experiences are enriched by participation in a good range of extra-curricular activities. Such activities effectively contribute towards raising the standards of pupil achievement in personal and social development.
91. The school is outstanding in its efforts to tackle social disadvantage and stereotyping. Access to school activities is available to all pupils and they are encouraged to take advantage of them.
92. The school has been involved with a number of initiatives regarding sustainable development and global citizenship. The school's council take consideration of global issues and all the pupils were involved in raising funds for the Tsunami victims and supporting the education of a child in South Africa.
93. The school undertakes a number of recycling projects which successfully promotes sustainable development. Aspects are covered in geography and pupils develop a responsible attitude towards looking after their environment. The school received the bronze award for eco schools last year and is currently working towards the Healthy schools initiative.
94. The partnerships with parents, the community, other schools, voluntary agencies, and local organisations health and welfare authorities are good. Communication with all parents is good overall and family learning sessions take place weekly.

95. The responses from the pre-inspection parental questionnaire and meeting confirm that parents feel welcome and very much a part of the life and work of the school. Many help out on a regular basis in the school activities and provide valuable support on educational visits.
96. Parents make an effective contribution to pupils' learning. They receive information about school events through regular newsletters. The informative prospectus and the annual governors' report to parents both comply with statutory requirements; the majority of parents have signed the home-school agreement which meets statutory requirements.
97. Partnership with the local community is good and pupils go on visits to places of local, cultural and historical interest, which extends their learning well. Local organisations and businesses support the school by donating funds or various items of equipment or goods.
98. The school provides very high quality personal guidance for pupils. Their attitude towards the school is very positive and they hold the view, which they convey confidently, that their school is a very caring and happy community. Very good relationships exist between pupils, teaching and non-teaching staff.
99. There is a clear written policy for primary and secondary liaison, which supports effectively the transition and pastoral arrangements for Y6 pupils transferring to the comprehensive school. The school is in partnership with an initial teacher training university and has close links with a local further education college.
100. Pupils benefit from a good range of work-related activities and visits which are linked, wherever possible, to curriculum topics. The school makes good efforts to develop pupils' knowledge, skills and understanding of work related issues. Pupils' learning is enhanced from work-related activities and visits and there are good examples of local businesses and institutions supporting school world of work activities. In addition, visits made by the police, fire service, and health service enhance pupils' learning and understanding of the world of work.
101. There are opportunities for learners to develop their entrepreneurial skills through the operation of organising and the selling of fruit in the tuck shop. The school recognises the need for more opportunities for staff to raise their personal understanding and awareness of the world of work.
102. There is a clear equal opportunities policy which is committed to the inclusion of all pupils and providing a curriculum that is accessible to all. This is reflected in many aspects of school life such as in games, the schoolyard and other social activities.

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

Grade 1: Good with outstanding features
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103. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
104. The quality of care, support and guidance that pupils receive is outstanding and succeeds in raising their self-respect and image through celebrating their successes in a variety of appropriate ways.

105. Learners under five settle into the life and routine of the school very well; the patience, understanding and skills of early years' teachers and LSAs to ensure they feel safe and secure in their new surroundings are outstanding.
106. There is an effective open-door policy and the school responds positively to suggestions and complaints. In the very rare case of a complaint, the school takes heed and acts effectively according to set, written procedures.
107. Relationships with parents and carers are good; the school recognises this partnership as important. Attendance at parents' evenings is high and parents and carers are given the opportunity to comment on the format of the parental evenings and give feedback via a questionnaire. Parents are kept very well informed of the work and life of the school by termly diary of events, regular newsletters and a well-constructed web site. The majority of parents have signed and returned the home/school agreement which informs every one of their responsibilities. The Annual Governors' Report to Parents and the parents' prospectus meet statutory requirements.
108. There are very good procedures in place for monitoring pupils' punctuality, attendance, behaviour and performance. Registers are marked in accordance with statutory requirements and registration is administered very effectively.
109. The school has clear written policies on first aid, evacuation procedures, fire prevention and child protection which are well embedded in the daily life of the school. The headteacher is the trained Child Protection Officer and all teaching and support staff are briefed on protocols and procedures as outlined in the school's Child Protection Policy.
110. The school promotes the well-being of learners very effectively. For example, 'brain gym' sessions during lessons help keep pupils keep fit and alert, and there are several healthy eating initiatives, including appropriate lunch-time menus and water bottles on classroom tables.
111. The school has very effective systems for identifying pupils with SEN. Early concerns regarding any pupils are noted and they are tracked closely. Additional support is given to meet the needs of individuals and there are sound structures in place to meet the specific needs of all pupils. The equal and sensitive support for a small group of pupils with very specific physical and sensory needs is effective in ensuring they are not disadvantaged and is an outstanding feature.
112. The school has successfully established its positive behaviour policy and its implementation is an outstanding feature. There are comprehensive and very effective and measures to encourage good behaviour within the school, including eliminating racial discrimination and all forms of harassment and bullying. Appropriate procedures were applied during three temporary exclusions during the year. Initiatives such as for example, 'Golden Club' and 'I can do it' encourage the pupils in self-discipline and respect for others.
113. Provision for promoting equal opportunities for all pupils is very good and the policy for promoting racial equality is implemented appropriately by all teachers; pupils respect diversity very well. In a number of subjects the work reflects the importance attached to tolerance, respect and understanding of other cultures.

Leadership and management

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

Grade 2: Good features and no important shortcomings

114. The findings of the inspection team differ from the judgement of Grade 1 made by the school in its self-evaluation report in that the balance of good and some outstanding features is overall Grade 2.
115. The headteacher provides very effective and purposeful leadership; her enthusiasm and pride in the school is outstanding in establishing an effective, positive whole-school culture for further improvement. She is ably assisted by her deputy and the school management team who share her aspirations in the task of managing provision and raising standards.
116. Curriculum leaders generally carry out their role well to ensure significant improvements are made, such as implementing a revised tracking system to measure pupils' progress and establishing a strong ethos which values their achievements as expressed in the schools' mission statement 'Putting Children First' (Plant yn Gynta). They monitor the quality of provision and standards within their areas of responsibility carefully in accordance with agreed aims and objectives to make significant improvements, but inconsistencies remain in the short-term planning.
117. Improved procedures enable a clearer sense of purpose and strategic direction for the school. The school makes good overall progress in tackling the targets identified in the SDP.
118. Good consideration is given to national priorities. For example the emphasis on social inclusion and equal opportunities is consistently well reflected in all activities. These initiatives, overall, result in a sense of purpose among staff and an obvious enthusiasm to see the school moving forward. Curriculum leaders generally rise to the challenges expected of them in a team spirit and overall develop their managerial role well and improve their performance steadily.
119. The GB is well informed and very aware of the importance of its role in supporting the well-being of the school and its pupils. It shares the vision of the headteacher and staff in setting the strategic development of the school. It ensures statutory requirements are met and the school is resourced sufficiently to meet the aims and aspirations laid down in the SDP; due consideration is given to planning for change.

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

Grade 2: Good features and no important shortcomings

120. The findings of the inspection team differ from the judgement of Grade 1 made by the school in its self-evaluation report in that the balance of good and some outstanding features is overall Grade 2.

121. Performance management procedures are effective and ensure all staff have opportunities and resources to continue their own professional development; this has a positive effect in terms of fostering a culture of improvement by staff and pupils. For example, all teachers have trained to use the interactive white boards made available in all the class areas which improves the presentation of their lessons and improves pupils' ICT skills.
122. Leaders and managers have identified and improved important areas in recent years, such in the school's ethos. A well established monitoring system develops curriculum leadership and class management skills of staff, but the sharing of the good strategies already in place for teaching and learning to ensure all pupils work more quietly in shared working areas during busy activities is underdeveloped.
123. Staff are well informed about their performance in their areas of responsibility and subject leaders produce informative updates in the current SDP in the areas of the curriculum they co-ordinate. There are good opportunities for pupils to have a voice on their experiences of school and the decisions that affect them through answering questionnaires and regular meetings of the school council.
124. The SDP for the current school year is evaluated appropriately on an ongoing basis to measure progress. Careful consideration is given to allocation of resources to fund initiatives, including successful bids for additional funding.
125. There is now a clearer sense of purpose and strategic direction in the self-evaluation process to maintain and improve overall standards in pupils' achievement in relation to their ability. The new, very detailed self-evaluation report identifies many strengths and areas to improve which inform the next SDP more effectively. The report shows that the school has a clearer picture of where it is, but it does not explore or evaluate identified areas for development sufficiently to provide better clarity for more effective action to be taken by the school leaders and managers to maintain and improve standards further.
126. The GB oversees, and is knowledgeable about, the work of the school through regular meetings with the headteacher and staff. It intervenes in a positive manner, where necessary, as a critical friend in management decisions.
127. The school has made good overall progress in the five key issues identified in the last inspection. Standards are being maintained, short-term planning is more consistent in all classes, better use is made of curriculum time and the role of the co-ordinator continues to develop appropriately. The disturbance caused by the inappropriate design and poor acoustics of the building continues to be an issue, although some measures, such as additional carpeting have improved matters.
128. The inspection team agreed with the judgments made by the school on four of the seven key questions. Where it disagreed, the grade was changed to Grade 2 due to the balance and importance of good and outstanding features.

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

Grade 2: Good features and no important shortcomings

129. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
130. Staff are appropriately deployed and managed with sufficient teachers appropriately qualified to meet the needs of the curriculum. Good support is given by LSAs, and together they work as a professional team in supporting learners throughout the school. Arrangements for planning, preparation and assessment (PPA) time for teachers are in place and reviewed regularly.
131. Continuous professional development of staff promotes progress in pupils' learning. The school is well resourced to meet the needs of the curriculum and the local environment and community are used well to enhance pupils' learning. The school is vigilant and successful in obtaining financial support from a variety of sources such as General Teaching Council of Wales (GTCW) grants.
132. The effective procedures carried out by the administrative personnel contribute significantly to the smooth running of the school. Non-teaching staff support the school's ethos and contribute to the sense of community evident in the school. Overall, present staffing levels enable the curriculum to be taught effectively to all pupils and for the day-to-day life of the school to function effectively.
133. The accommodation is sufficient for the number of pupils on roll and is clean and well maintained. The headteacher and staff provide a bright and stimulating environment for pupils through attractive displays and background music; they use all available space purposefully to celebrate pupils' achievements. The spacious grounds and play areas for pupils are outstanding features and stimulate learning outside. However, on a significant number of occasions in areas where classes share open spaces, the poor acoustics identified in the previous report continue to contribute significantly to unacceptable noise levels which often interfere and inhibit effective learning.
134. Resources are used effectively and efficiently and spending decisions are well matched to the school's priorities. They are regularly reviewed and overall, the school provides good value for money.

School's response to the inspection

The inspection findings confirm that the good features noted in the previous Inspection Report have been maintained and that there have been significant improvements in many areas. It is particularly pleasing that the first comment in the report summary acknowledges that Penyrheol Primary School is a well led, happy, caring community where standards continue to improve and pupils are valued and supported into becoming self confident young citizens with high aspirations. We consider this to be a result of and a recognition of the commitment, hard work and professionalism of all the staff at the school, both teaching and support.

At Penyrheol we regard primary education as addressing far more than conventional academic performance. We are pleased that the report notes that pupil behaviour is good and that pupils progress very well in their personal, social, moral and wider development. Indeed, we are delighted that such progress is described as “an outstanding feature”.

Both the GB and the whole school community approached preparation for the inspection visit positively. While there was inevitably some anxiety and apprehension, we recognise the virtue and usefulness of an external, objective and detailed appraisal. The report makes an invaluable contribution to our self-valuation and self review strategies and we look forward to giving full and honest attention to the findings of the report and to incorporating its many useful and detailed comments in our SDP.

While the report is overwhelmingly positive, it does indicate areas for attention and improvement and these, and particularly the formal recommendations, will be addressed in detail in our SDP following the publication of the report. We are looking forward to maintaining our ongoing dialogue with parents and the wider school community. The Governors' Annual Report to Parents will include an update with regard to the progress we are making on the Inspection recommendations.

Appendix A

Basic information about the school

Name of school	Penyrheol Primary School
School type	Nursery and Primary
Age-range of pupils	3-11
Address of school	Frampton Road Penyrheol Swansea
Postcode	SA4 4LY
Telephone number	01792 892337

Headteacher	Mrs Alison Williams
Date of appointment	September 2001
Chair of governors/ Appropriate authority	CC Mrs Alison Seabourne
Registered inspector	Mr Phillip Edwards
Dates of inspection	23 – 25 January 2006

Appendix B

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	15	19	13	13	13	19	15	15	225

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	11	4	13

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	19
Pupil: adult (fte) ratio in nursery classes	7.5
Pupil: adult (fte) ratio in special classes	-
Average class size, excluding nursery and special classes	23
Teacher (fte): class ratio	1.18

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of School
Spring 2005	88	92.42	93.03
Summer 2005	82.9	84.87	89.8
Autumn 2005	87.9	88.8	92.8

Percentage of pupils entitled to free school meals	28.6%
Number of pupils excluded during 12 months prior to inspection	3

Appendix C

National Curriculum Assessment Results End of Key Stage 1:

National Curriculum Assessment KS1 Results 2005 compared with national averages for 2004.			Number of pupils in Y2:		30		
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher Assessment	School	0	0	12	88	0
		National	0	4	13	63	20
Mathematics	Teacher Assessment	School	0	0	0	100	0
		National	0	2	9	61	26
Science	Teacher Assessment	School	0	0	4	73	23
		National	0	2	10	68	20

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	87%	In Wales	80%

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

National Curriculum Assessment Results End of Key Stage 2:

School National Curriculum Assessment KS2 Results 2005 compared with national averages for 2004.			Number of Pupils in Y6		40						
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	3	8	13	56	21
		National	1	0	1	0	1	5	16	46	30
Mathematics	Teacher assessment	School	0	0	0	0	3	5	21	64	8
		National	0	0	0	0	1	4	19	46	30
Science	Teacher assessment	School	0	0	0	0	0	3	5	79	13
		National	1	0	0	0	0	1	11	50	37

Percentage of Pupils Attaining at least Level 4 in Mathematics, Science and English (or Welsh as a First Language) by Teacher Assessment	
In the School:	72%
In Wales:	71%

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

Appendix D

Evidence base of the inspection

- A team of three inspectors, who were present at the school for 8 inspector days, carried out the inspection accompanied by a peer assessor.
- Pre-inspection meetings were held with parents and the GB to discuss the life and work of the school.
- Thirty-one questionnaires' responses were completed by parents and analysed carefully; 93% were positive.
- Discussions were held with the headteacher and staff with responsibilities, and support staff.
- School documentation and samples of pupils' work were examined.
- Thirty-three lessons or sessions were observed.
- A sample of pupils' work from across the ability range in each year group was examined.
- Inspectors listened to a sample of pupils from each year group reading. Discussions were held with pupils about their work and with the school council about the life of the school.
- Pupils' behaviour was observed during break periods, at lunchtime and at the end and beginning of the school sessions.
- Inspectors attended assemblies and observed extra-curricular activities.
- Post inspection meetings were held with the headteacher, staff and the GB.

Acknowledgement

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

Appendix E

Composition and responsibilities of the inspection team

Team member	Responsibilities
Phillip Edwards (Registered Inspector)	Overall responsibility Context of the school Summary and recommendations Question 1.1 – 1.6 Question 1.10 – 1.11 Question 1.13 – 1.15 Question 4.15 – 4.16 Question 5.1 – 5.9 Question 6.1 – 6.7
Glyn Scott (Team inspector)	Question 1.7 – 1.9 Question 2.1 – 2.12 Question 3.1 – 3.7 Question 4.10 – 4.14 Question 4.17 – 4.18 Question 7.1 – 7.7
Helen Adams (Lay inspector)	Question 1.12 Question 1.16 Question 3.8 – 3.14 Question 4.1 – 4.9
Teresa Sullivan (Peer Assessor)	Contribution to judgments for all seven key questions.
Alison Williams (Nominee)	Contribution to team meetings