

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

**PORTHCAWL PRIMARY SCHOOL
Meadow Lane
Porthcawl
CF36 5EY**

School Number: 672/2296

Date of Inspection: 31 March to 3 April 2003

MERFYN LLOYD JONES

REGISTERED INSPECTOR: W052/6697

29 April 2003

UNDER ESTYN CONTRACT NUMBER: T/102/02P

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CURRICULUM NOMENCLATURE AND KEY STAGES

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

The term "Reception" (R) is applied to the year group of pupils in a primary school (not a nursery class) who attain the age of 5 during the academic year "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:

	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 some shortcomings.
4. Unsatisfactory: some satisfactory work but shortcomings in important areas.
5. Poor: many shortcomings.

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1. CONTEXT

The school and its priorities

The school is situated towards the northern approach to Porthcawl, a seaside town on the south Wales coast. The school was opened in 1967 and provides a non denominational education for children between three and eleven years of age. The school's layout consists of a reception area, main hall and three corridors containing two classrooms each and a designated cloakroom area. There has been a considerable amount of work carried out in the school to improve the quality of environment for the pupils. This will have a positive impact on the way pupils and those associated with the school perceive it.

The school is situated in an estate of local authority housing or previously owned local authority housing. There has been a slight increase in the school population over the last four terms.

The current free school meal figure for the school is 31%. The school population which currently stands at 162 can be described as neither advantaged nor disadvantaged. Over the past year, staffing deployment has meant the reduction in the number of classes having cross key stage or three age groups in one class. This has led to improved curriculum management and delivery. Future school population projections indicate that pupil numbers are relatively stable.

Twenty one pupils are identified as having special educational needs (SEN). Currently no pupil has a statement of SEN.

English is the predominant home language. No child comes from a Welsh speaking home.

The current headteacher took up his post in September 2001.

The aims of the school are:

- to improve school performance by developing the effectiveness of staff, both as individuals and as teams;
- to provide a caring, secure, happy and stimulating environment which will encourage the development of self-esteem, self-confidence and self-discipline for all;

- to ensure all children have access to a broad and balanced curriculum paying proper attention to their needs, abilities and interests, thus enabling them to reach their full potential;
- to develop a sense of responsibility realising that co-operation with and true respect for one's fellow is an essential ingredient for life.
- to foster moral attitudes and a caring attitude towards our world and its inhabitants, along with a tolerance and respect for people of other cultures and beliefs;
- to liaise with other schools and outside agencies to promote continuity and progression within the children's education;
- to maintain effective communication with parents and governors in order to seek co-operation and to develop mutual trust and understanding.

The school was last inspected in June 1997.

2. MAIN FINDINGS

The main findings of the report

Porthcawl Primary School provides a happy and secure learning environment for pupils. The school is well managed and has a secure vision for the future. It is a warm friendly school, with good relationships at all levels and high standards of pupil behaviour.

- Of the work observed, standards of achievement in the Early Years are good to very good in all areas of learning. They are satisfactory or better at key stage 1 of which 64% is good and 18% very good. At key stage 2 standards are satisfactory or better in 76% of the lessons observed, good in 38% and very good in 8%. Standards were unsatisfactory in 23% of the lessons.
- The overall provision for the under fives is very good and appropriate to their needs. They are making good progress towards the Desirable Outcomes for Children's Learning. Standards achieved for pupils under 5 years of age are summarised below:

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

- At key stage 1 and key stage 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
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English	Good	Satisfactory
Mathematics	Good	Satisfactory
Welsh as a Second language	Satisfactory	Unsatisfactory
Science	Good	Good
Design Technology	Good	Good
Information Technology	Satisfactory	Satisfactory
History	Satisfactory	Satisfactory
Geography	Satisfactory	Satisfactory
Art	Good	Satisfactory
Music	Satisfactory	Satisfactory
Physical Education	Good	Good
Religious Education	Satisfactory	Satisfactory

- Standards at key stage 1 are good in English, mathematics, science, design technology, art and physical education. They are satisfactory in Welsh as a second language, information and communication technology (ICT), history, geography, music and religious education.
- Standards at key stage 2 in years 3 and 4 are satisfactory in English, mathematics, science, ICT, history, geography, history, art, music and religious education. Standards are good in design technology. Standards in Welsh as a second language are unsatisfactory. Physical education was not observed during the inspection.
- Standards at key stage 2 in years 5 and 6 are good in English, mathematics, science, design technology and physical education. They are satisfactory in ICT, history, geography, art, music and religious education. Standards are unsatisfactory in Welsh as a second language.
- National Curriculum assessments (teacher assessment) for 2002 at key stage 1 showed that the percentage of pupils achieving level 2 or above in English, mathematics and science performed slightly below the national average for Wales although pupils achieving the higher level 3 in mathematics and science were above the national average.
- Teacher assessment in English at the end of key stage 2 showed that the percentage of pupils achieving level 4 or above was above the national average but was considerably lower in the test/task. In mathematics teacher assessments and test/task results for level 4 or above were below the national average. In science teacher assessments and test/task results were the same as the national average
- Standards achieved in using literacy and numeracy across the curriculum in both key stages are good. Standards in ICT are satisfactory in both key stages.
- The school's provision for pupils' spiritual, moral and social development is good. Provision for cultural development is satisfactory.
- The Cwricwlwm Cymreig is not well developed and pupils do not demonstrate a good knowledge and appreciation of the culture and heritage of Wales.

- Pupils' behaviour in all areas of the school and their attitudes to learning are very good.
- The school has very good strategies for behaviour management.
- The school's discipline policies provide sound procedures for handling any instances of bullying or racism, none of which was seen during the inspection.
- Attendance levels are satisfactory, having averaged 91.6% during the previous year.
- Pupils' punctuality at the start of the school day is good.
- The quality of teaching across the school was satisfactory or better in 94% of the lessons observed, of which 65% was good and 9% very good. Teaching was unsatisfactory in 6% of the lessons.
- Teachers have a sound knowledge and understanding of National Curriculum subjects and religious education and of the desirable outcomes. However teachers' knowledge of Welsh as a second language needs to be developed.
- Lessons are well planned and orderly and build on what pupils have already learnt. The majority of pupils focus well on what has been asked of them.
- There were occasions at both key stage 1 and 2 where lessons were too long and the pace slow.
- Over directing by teachers limits opportunities for pupils to take responsibility for selecting their own recording methods.
- The quality of assessment, recording and reporting is good in Early Years and satisfactory at key stage 1 and 2.
- Pupils' work is marked regularly but the quality varies from class to class and comments are not always useful in indicating the steps pupils need to take to improve their work.
- Pupils receive a written report at the end of the school year and comments are of good quality and relate well to the aims and objectives of the schemes of work. However, comments of a formative nature are not sufficiently focused to provide information for parents to know what their child has to do in order to improve their work.
- The curriculum for children under five is very good. A very good range of relevant experiences and practical activities are provided which stimulate children's interest, curiosity and enjoyment.
- The quality and breadth of the curriculum at both key stage 1 and 2 is good.
- Good provision is made for the support, guidance and welfare of pupils.
- The school's provision for pupils with special educational needs (SEN) is satisfactory.

- All pupils on the SEN register have a current Individual Education Plan (IEP) that contains targets to support improvement. Pupils make satisfactory progress towards targets set, but targets are not always sufficiently precise and there is a need for IEPs to be reviewed on a more regular basis.
- The school has a good partnership with parents, the local community, other schools and institutions. A satisfactory partnership is also being developed with industry.
- The quality of the school's self evaluation and the planning for improvement is very good.
- The direct monitoring of learning and teaching is at an early stage of development but all staff are aware of and have contributed to the system that has been put in place.
- The quality of leadership provided by the head teacher is very good.
- The head teacher has a clear vision for the school which is widely celebrated via a mission statement which is linked to the school's aims, objectives and the development plan with the appropriate emphasis on improving pupils' learning.
- Staffing, accommodation and learning resources are good overall.
- There are a sufficient number of well-qualified and experienced teachers who are deployed effectively.
- Recent improvements to the school's accommodation have ensured that the school building provides good accommodation for the pupils. Displays are purposeful and well organised.
- Many of the school's learning resources are new and of very good quality.
- Progress since the last inspection has been generally satisfactory but standards of achievement in Welsh as a second language remain unsatisfactory at key stage 2. The school prospectus and annual governors' report to parents still does not comply with statutory requirements.
- The school provides 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 in the Early Years are good to very good in all areas of learning. They are satisfactory or better at key stage 1 of which 64% is good and 18% very good. At key stage 2 standards are satisfactory or better in 76% of the lessons

observed, good in 38% and very good in 8%. Standards were unsatisfactory in 23% of the lessons.

- The overall provision for the under fives is very good and appropriate to their needs. They are making good progress towards the Desirable Outcomes for Children's Learning.
- Standards at key stage 1 are good in English, mathematics, science, design technology, art and physical education. They are satisfactory in Welsh as a second language, ICT, history, geography, music and religious education.
- Standards at key stage 2 in years 3 and 4 are satisfactory in English, mathematics, science, ICT, history, geography, history, art, music and religious education. Standards are good in design technology. Standards in Welsh as a second language are unsatisfactory. Physical education was not observed during the inspection.
- Standards at key stage 2 in years 5 and 6 are good in English, mathematics, science, design technology and physical education. They are satisfactory in ICT, history, geography, art, music and religious education. Standards are unsatisfactory in Welsh as a second language.
- National Curriculum assessments (teacher assessment) for 2002 at key stage 1 showed that the percentage of pupils achieving level 2 or above in English, mathematics and science performed slightly below the national average for Wales although pupils achieving the higher level 3 in mathematics and science were above the national average.
- Teacher assessment in English at the end of key stage 2 showed that the percentage of pupils achieving level 4 or above was above the national average but was considerably lower in the test/task. In mathematics teacher assessments and test/task results for level 4 or above were below the national average. In science teacher assessments and test/task results were the same as the national average.

3.2 Standards Achieved in Key Skills across the Curriculum

- Standards achieved in using literacy and numeracy across the curriculum at both key stages are good. Standards in ICT are satisfactory at both key stages.
- Across the school pupils listen carefully to the teacher and to each other. They take interest in their work and respond intelligently during questioning and discussion time. They use language associated with the different subject areas confidently from a very early age.
- All pupils enjoy reading both for pleasure and information. During the inspection, however, relatively little use was made of the library. Too little opportunities were taken to encourage pupils to enrich their work and extend their knowledge by seeking information for themselves.

- Pupils' writing skills across the curriculum in both key stages are satisfactory. At key stage 1 and 2, the pupils' recall of information is good but their written work does not always reflect their own interpretation of text and the concepts learnt. Opportunities are often missed because of the over-use of worksheets which do not require pupils to write at length and for a variety of purposes. Positive steps are being taken to address this in years 5 and 6. The standard of presentation detracts from the good standards of knowledge and understanding shown by some pupils in both key stages.
- Mathematics is used to a good standard in both key stages to support learning in a range of subjects, but needs to be developed further in non-core subjects.
- The use of ICT to enhance pupils' learning at both key stages is satisfactory with some good practice in the core subjects. Opportunities to match appropriate programmes with the lesson being taught lack precision.

4. ETHOS OF THE SCHOOL

4.1 Pupils' Spiritual, Moral, Social and Cultural Development

The school's provision for pupils' spiritual, moral and social development is good. Provision for cultural development is satisfactory.

- Relationships in the school are good and built on mutual trust and respect. Every pupil is equally valued and the school provides a safe, happy and secure environment for staff and pupils.
- Good relationships between pupils and between staff and pupils are a prominent feature of the school.
- Pupils are confident and polite to one another, staff and visitors and, as a result, there is a most pleasant learning atmosphere throughout the school.
- Pupils have a clear understanding of the differences between right and wrong and take pride in their school. They are encouraged to show respect for themselves, others, property and the environment.
- They are given appropriate responsibilities from an early age and they carry these out responsibly.
- Extra curricular activities in eg Soccer, Rugby and Netball help to extend pupils' skills and knowledge.
- Visits to places of interest eg Caerleon provide pupils with first-hand experiences. These complement the work pupils do in the classroom.
- The Cwricwlwm Cymreig is not well developed and pupils do not demonstrate a good knowledge and appreciation of the culture and heritage of Wales.

- Arrangements for collective worship comply with statutory requirements and daily acts help to foster spiritual development and provide all pupils with some opportunities for thought and reflection.
- A number of policies, such as equal opportunities, give appropriate attention to the need to prevent racism of any kind, and the Governing Body is also completely aware of its responsibility in this respect.

4.2 Behaviour and Attitudes

Pupils' behaviour in all areas of the school and their attitudes to learning are very good.

- The school has very good strategies for behaviour management. Good records of disciplinary matters are kept and parents are properly informed if their child misbehaves.
- As part of the merit system staff reward pupils with badges, stickers and certificates for hard work, good behaviour and attitudes, citizenship and helpfulness. The achievements of pupils in each class are recognised at a weekly assembly. Both pupils and their parents value these schemes.
- Pupils have very good relationships with each other and with all members of staff. They are very courteous and self-confident when talking to visiting adults.
- As part of the prefect system, older pupils are able to take on appropriate responsibilities such as helping in assemblies and around the school supporting the younger children.
- Pupils from years 5 and 6 are elected as representatives on the school council, which meets twice termly. With adult supervision only, pupils discuss relevant matters such as fund-raising, charity support and possible school improvements which can then be referred to the headteacher as appropriate. Other pupils have been trained to act as mediators to settle any minor problems arising between pupils.
- There have been no exclusions in the past twelve months.
- The school's discipline policies provide sound procedures for handling any instances of bullying or racism, none of which was seen during the inspection.

4.3 Attendance

Attendance levels are satisfactory, having averaged 91.6% during the previous year. This figure is similar to attendance levels at the last inspection. During the current term, attendance has improved to 93.7%.

- Over the past year unauthorised absence, at 1.0%, has been higher than the Welsh average. However, in the current term, this figure has improved to 0.6%. This is

mainly because the school now operates good procedures for quickly following up any unexplained absence with parents.

- The attendance of children of non-statutory school age in the nursery is consistently below 90%.
- The Education Welfare Officer (EWO) gives good support and visits the school fortnightly or more frequently if necessary.
- The school encourages good attendance and punctuality by rewarding pupils weekly. A certificate is awarded to each pupil who has full attendance in each term.
- Pupils' punctuality at the start of the school day is good.
- The school's registration procedures comply with the requirements of NAW Circular 3/99.

5. QUALITY OF EDUCATION

5.1 Teaching

The quality of teaching across the school was satisfactory or better in 94% of the lessons observed, of which 65% was good and 9% very good. Teaching was unsatisfactory in 6% of the lessons.

In the Early Years (Nursery and Reception) the quality of teaching was good to very good in all the lessons observed.

At key stage 1 (years 1 and 2) the quality of teaching was satisfactory or better in all the lessons observed, of which 72% was good and 18% very good.

At key stage 2 (years 3,4,5 and 6) the quality of teaching was satisfactory or better in 84% of the lessons observed, of which 54% was good. Teaching was unsatisfactory in 16% of the lessons.

- Teachers have a sound knowledge and understanding of National Curriculum subjects and religious education and of the Desirable Outcomes for Learning. However teachers' knowledge of Welsh as a second language needs to be developed.
- Lessons are well planned and orderly and build on what pupils have already learnt. The majority of pupils focus well on what has been asked of them.
- Lessons have clear aims and learning objectives are carefully planned. Clear instructions and explanations are given by teachers but there are some inconsistencies particularly in Years 3 and 4.

- Good use is made of a range of teaching strategies; there are adequate opportunities for class presentations, group, pair and individual work. Teachers summarise well at the end of lessons.
- Appropriate questioning takes place during discussion sessions, with sufficient time allowed for pupils to think about their answers and to give appropriate responses.
- There were occasions at both key stage 1 and 2 where lessons were too long and the pace slow.
- Over directing by teachers limits opportunities for pupils to take responsibility for selecting their own recording methods.
- Where the teaching was unsatisfactory lessons lacked clearly defined aims and the degree to which work was matched to pupils' different levels of ability was inappropriate.
- The school exceeds the recommendations of the NAW Circular 3/99 regarding the amount of teaching time planned for each week.

5.2 Assessment, Recording and Reporting

The quality of assessment, recording and reporting is good in Early Years and satisfactory at key stage 1 and 2.

- Assessment is undertaken and recorded regularly by all teachers. Oral support given during lessons is good and feedback is appropriate and relates to the objectives set.
- Pupils' work is marked regularly but the quality varies from class to class and comments are not always useful in indicating the steps pupils need to take in order to improve their work.
- More formal testing has been introduced but its use to impact on learning is not yet fully realised.
- A formative assessment programme has been introduced and assessed pieces of work are levelled and annotated and kept to assist teachers in setting targets for individual pupils.
- The good practice of setting targets has been put in place but these at present are somewhat generic and not sufficiently focused to challenge individual pupils.
- In the core-subjects detailed records of pupils' progress are kept in individual record books and folders and are used by teachers to monitor progress. Assessment and recording for the non-core subjects however is underdeveloped.
- Pupils receive a written report at the end of the school year and comments are of good quality and relate well to the aims and objectives of the schemes of work. However,

comments of a formative nature are not sufficiently focused to provide information for parents to know what their child has to do in order to improve their work.

- Opportunities are available in addition to the formal parents' evening for parents to come at any time to the school to discuss the progress of their child/children. This is appreciated.

5.3 Curriculum

The quality of the curriculum provided by the school is good.

- The curriculum for children under five is very good and successfully promotes the Desirable Outcomes for Children's Learning. A very good range of relevant experiences and practical activities are provided which stimulate children's interest, curiosity and enjoyment.
- The quality and breadth of the curriculum in both key stages is good. The length of teaching sessions is sometimes inappropriate and timetabling arrangements have an adverse effect on the balance of the curriculum, particularly at key stage 2.
- The recently updated policy documents and detailed schemes of work for all subjects are of very good quality. Learning objectives and assessment opportunities are clearly identified. The policies offer substantial guidance to staff on continuity and progression. The effectiveness of both the policies and schemes of work has yet to be fully realised in practice.
- Teachers' planning for the long and short term is appropriately detailed and of good quality, although short-term records rarely include an evaluation of the effectiveness of lessons.
- Planning takes place for the development of the key skills of information and communication technology, literacy and numeracy.
- Provision for pupils' personal, social and health education (PSHE) is good and in line with ACCAC's guidelines.
- The school has clear policies in place to promote racial equality and is socially inclusive. All pupils have equal access to the curriculum, but the lack of differentiated work in some subjects inhibits pupils' ability to work without support.
- Governors are closely involved with the school on curriculum matters. Each governor has a curriculum responsibility and links with the relevant teacher in his/her role as a curriculum leader.
- Homework effectively supports the curriculum and has a positive impact on standards.

- There is a good range of extra-curricular clubs that promote pupils' personal development and contribute to their skills, particularly in sports, science and the arts.
- A few pupils benefit from peripatetic music teaching, which develops confidence and enables them to take an active role in school performances.
- The school makes good use of the local environment, as well as places of interest further afield, to enrich the curriculum. There is a good programme of visits to the school by a wide range of people who are able to share their experience and knowledge and work with the pupils to extend their skills. The older pupils benefit from residential, outdoor activities. These activities enhance and extend pupils' learning and have a positive impact on standards of achievement.
- Pupils' cultural development is underdeveloped, as is the school's provision for Y Cwricwlwm Cymreig. There are insufficient opportunities planned to develop pupils' knowledge of Wales and its culture.

5.4 Support, Guidance and Pupils' Welfare

Good provision is made for the support, guidance and welfare of pupils.

- The school provides a safe, happy and secure environment.
- The school has a satisfactory child protection policy. Staff have recently been given training on the subject and show appropriate knowledge of the procedures to be followed.
- Good policies are in place to promote pupils' health and welfare.
- Appropriate attention is paid to personal, social and health education and measures to promote equal opportunities and racial harmony.
- The community nurse regularly monitors the health and welfare of pupils, and helps to deliver the sex education programme.
- Due attention is given to academic guidance, with use of individual records to monitor progress. The inclusion of personal information is being developed.
- Pupils are aware of the procedures to be followed in the event of fire. The termly drills are satisfactorily recorded. Emergency doors operate satisfactorily and fire extinguishers are within the specified test period.
- Three members of staff have undertaken first aid training.

5.5 Provision for Pupils with Special Educational Needs

The school's provision for pupils with special educational needs (SEN) is satisfactory.

- Twenty one pupils are identified as having SEN. Currently no pupil has a statement of SEN. Provision includes additional language support for pupils from Y2 upwards.
- 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) provides satisfactory guidance and support in managing arrangements for pupils with SEN.
- All pupils on the SEN register have a current Individual Education Plan (IEP) that contains targets to support improvement. Pupils make satisfactory progress towards targets set, but targets are not always sufficiently precise and there is a need for IEPs to be reviewed on a more regular basis.
- Pupils who may need support are identified early, by careful analysis of baseline assessment. Progress made by the pupils is carefully monitored by class teachers and reviewed on a regular basis.
- Pupils receive good support from class teachers, support teachers and classroom helpers. Withdrawal groups are well organised. The Language Support Teacher works closely with class teachers to ensure continuity of provision. When pupils are withdrawn for literacy support they make good progress.
- Links with parents and appropriate outside agencies are well established.
- ICT is used effectively to support teaching and learning, particularly to develop basic skills.
- Pupils with SEN have equal access to the curriculum. However tasks set, particularly in the foundation subjects, are not always sufficiently differentiated to meet pupils' needs and allow them to work independently.

5.6 Partnership with Parents and Community, Schools and Other Institutions

The school has a good partnership with parents and organisations in the local community.

- About half the parents completed the pre-inspection questionnaire, and a very large majority of their responses expressed support for the school. These views were confirmed by further brief discussions with parents during the inspection.
- Most of the information provided to parents through useful handbooks, regular newsletters, reports and meetings is of good quality. However, the school prospectus and the governors' annual report to parents do not contain all the information statutorily required. Nearly all parents have responded to the home/school agreement.

- An active PTA organises events which raise significant funds to help the school. Recent donations have enabled the provision of curtains for the school hall, the refurbishment of two cloakrooms, swimming equipment and a power washer for the site supervisor. Three parents and a lady from the Retired Service Volunteer Programme regularly help in class and support pupils' reading.
- Parents run the health food shop at break time each day.
- There is a good relationship with two local chapels whose pastor leads assemblies twice each term. This helps to support the curriculum.
- There are good links with the LEA, EWO and medical services, including the education psychologist and the paediatrician. A health visitor visits the school to monitor pupils' general health. The police youth liaison officer regularly talks to pupils about matters concerning their personal safety and they attend the Crucial Crew courses organised by the police to raise pupils' awareness of crime and their own responsibility to the community.
- There is a good partnership with the comprehensive school, which Y6 pupils attend for 'taster days', sports and social events. Teachers exchange visits and good quality curricular information is provided to ensure that the subsequent transfer of pupils to the secondary schools is as smooth as possible. Some of their students come to Porthcawl Primary as part of their work experience. There are links with Bridgend College and Swansea Institute whose students come to the school as part of their training.
- At harvest festival time, pupils prepare parcels which are given to local retired people.
- There is a good relationship with the Town Council in which pupils attend their annual youth forum and address a meeting of councillors. Financial support is also received from the Council.
- Pupils enter the annual poetry competition run by the local Lions Club.
- The school joins with Cornerstone, a local youth group, to improve the environment for local residents and the school.

5.7 Partnership with Industry

The school has a satisfactory partnership with local companies which gives pupils some opportunities to learn about the world of work around them.

- About twenty nearby shops and businesses support the school by donating money and/or materials. These include financial help from a local fish bar and a hotel which has enabled the purchase of additional sports kit.

- Pupils have made some useful visits to local shops, agencies and companies in support of the curriculum. These include a local superstore, a theatre and a leisure park.
- Several people from local companies and agencies have come to the school to talk to pupils about their jobs as part of the ‘people who help us’ programme. Recent visitors have included a historian, a pilot, a fireman, a caterer and a representative from a recycling company.
- The local Education Business Partnership (EBP) office has promoted the ‘Boris the Bookworm’ project to improve pupils’ literacy skills and has supported their participation in the British Association of Young Scientists programme.
- Some members of staff have recently attended a sports training course to enhance their teaching of sports skills.

6. MANAGEMENT

6.1 Quality of Self-Evaluation and Planning for Improvement

The quality of the school’s self evaluation and the planning for improvement is very good.

- The head teacher, staff and governing body have worked together to analyse and prioritise areas for improvement. They have identified a number of priorities following formal and informal assessment of different aspects of school performance results.
- The school meets statutory requirements in relation to target setting, with the setting of individual and school targets having been introduced.
- The above process has resulted in a comprehensive three-year School Development Plan. Clear time-scales, costings, monitoring arrangements, and responsibilities for the actions have been listed.
- The plan is realistic and priority areas for moving the school forward are well identified.
- The INSET programme has been carefully drawn up to support teachers in the delivery of the plan.
- Evaluation arrangements are clearly set out, with staff and governors exercising their responsibilities appropriately.
- The direct monitoring of learning and teaching is at an early stage of development but all staff are aware of and have contributed to the system that has been put in place.

6.2 Leadership and Efficiency

- The quality of leadership provided by the head teacher is very good.
- The co-operation and practical support given by the governing body in many aspects of school life is good. Each governor has a specific subject responsibility and they have taken an increasing role in liaising with members of staff for monitoring of standards. Their financial oversight and management of the school's finances are on a sound basis.
- The head teacher has a clear vision for the school which is widely celebrated via a mission statement which is linked to the school's aims, objectives and the development plan with the appropriate emphasis on improving pupils' learning. His administration and general organisation are very good. He is energetic and with the support of the staff has created a good working environment in the school.
- The part-time secretary provides good support and routine administration and organisation are good. The school functions daily as an orderly and well-organised community.
- Since his appointment to the post the headteacher has made measured and appropriate changes. Staff have worked closely to review and revise policies and schemes of work across the school which will enable them to monitor curriculum provision and standards in the future.
- Members of staff work well together and between them have successfully raised standards in several subject areas.
- The school gives good value for money.

6.3 Staffing, Accommodation and Learning Resources

Staffing, accommodation and learning resources are good overall.

- There are a sufficient number of well-qualified and experienced teachers who are deployed effectively.
- The school makes full and effective use of the nursery nurse and support staff within the school. There is clear planning for the deployment of voluntary support by parents.
- Professional development of staff is linked to the school's development objectives contained within the School Development Plan. Regular in-service training is planned to develop both expertise and knowledge. Professional development has been particularly effective in ensuring that staff who have recently taken responsibility for a new curriculum area are secure in their role.

- All teaching staff have good subject knowledge, but further INSET is needed to support staff in their teaching of Welsh as a second language.
- The school secretary, caretaker and non-teaching staff make a very valuable contribution to the smooth running of the school.
- Recent improvements to the school's accommodation have ensured that the school building provides good accommodation for the pupils and has a marked beneficial effect on the delivery of the curriculum. Displays are purposeful and well organised.
- Many of the school's learning resources are new and of very good quality. The overall quantity of resources is adequate. However, there is still a need for equipment to be augmented in most subject areas and in the early years.
- Pupils in the reception class do not have regular access to stimulating outdoor play.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

Provision for the under-fives

The quality of educational provision for the under-fives is very good. The school's provision covers all areas of learning and successfully promotes the Desirable Outcomes for Children's Learning.

Nursery children and reception children make very good progress in all areas of the Desirable Outcomes, except for physical development and creative development where standards are good.

Curriculum planning is very good in both nursery and reception. The planning provides detailed guidance for the nursery nurse and classroom assistant, who provide excellent support for the class teachers. Planning does not take account of outdoor play for pupils in reception.

Good Features

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. They enjoy listening to a story read by the teacher and contribute readily to discussion. When reading books independently, children hold books correctly and enjoy sharing them. Most children recognise their own name and some are able to write it. They enjoy making marks on paper and use emergent writing with confidence to create a class story about 'Elmer'.
- Children make very good progress in developing their mathematical skills. They can count carefully to five and many beyond. They are able to copy a simple pattern

when working with multi link cubes and some can create their own pattern. Most children recognise simple 2D shapes such as circles, triangles, rectangles and squares.

- 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 and their own resources. Children show sensitivity to their peers and take turns during play. The standard of co-operation during activities is very good. All children take responsibility for their own belongings and seek help when needed, for example to put on coats or painting aprons.
- Nursery children show very good progress in gaining a knowledge and understanding of the world. They are developing an awareness of the times of the day and of the seasons of the year. They discuss the weather, reflecting on the effect it has on their own activities and on the environment. They are able to talk about their own lives and about jobs in the community.
- Children's physical development is good. They understand the difference between running, skipping and jumping and move well to music. Children control the speed and direction of wheeled toys competently and show a good awareness of other pupils during these activities. They control the speed and direction of large balls when rolling them across a circle.
- Children's creative development is good. They paint and draw using a good range of media and tools. They handle playdough creatively and use paste with care when sticking tissue paper to make pictures of Elmer. The children use a variety of tools and paint to produce effective repeating patterns. They respond imaginatively and creatively to the opportunities for role-play and drama provided for them.

Reception (4-5 year olds)

- Reception children listen very attentively and offer opinions, frequently speaking in full sentences. They answer questions confidently and most speak clearly. Children enjoy sharing their reading books. They read the text carefully, tracking as they read and making good use of picture clues within the story. They make 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 compare objects by size. They are beginning to understand the mathematics of money and most recognise the differences between various coins. They measure using everyday objects and record their results pictorially. They make effective use of apparatus to create patterns.
- Pupils understand and respond satisfactorily to instructions and commands in Welsh.
- Children's personal and social development is very good. They co-operate very well when working in groups and on the computer. Most 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 discuss the different types of weather and certain physical features. They show a good understanding of food and where it comes from when they make egg sandwiches. The children are enthusiastic in their use of the computer and their ICT skills are developing well.
- Children's physical development is good. Their fine motor skills are well developed. They manipulate pencils, colouring materials and paintbrushes with increasing control. They understand the importance of rest, sleep and diet.
- Children's creative development is also good. They show a good level of creativity and imagination when playing in the flower shop. They use small construction apparatus effectively to build models and they enjoy creating pictures with paint and chalk.

Shortcomings

Creative Development

In both nursery and reception children's response to music is underdeveloped.

Physical Development

The development of children's gross motor skills and special awareness is restricted because of a lack of appropriate climbing apparatus and large construction toys in nursery and lack of access to a designated and suitably resourced outside play area for reception children.

English

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

Good Features

- Pupils at both key stage 1 and 2 listen very well on all occasions, fostering and developing a broad vocabulary and good sentence patterns for oral and written work.
- They give careful and thoughtful answers when communicating their thoughts and experiences.
- Standards of reading are good at key stage 1. Pupils develop reading skills by following a structured published scheme. However, they are able to transfer the skills they have learnt 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. Pupils talk enthusiastically about books they have read and enjoyed.
- By the time pupils are in year 2 they read with good expression and understanding.

- By the end of key stage 1, the majority of pupils reach a good standard in their independent writing. Their work covers a good range of work that includes accounts, descriptions, stories and poems. Many spell simple and more complex words correctly and most pupils have developed an alphabetical awareness and use dictionaries and wordbooks effectively to support their writing.
- At key stage 2 pupils further develop their reading skills so that by the end of the key stage they read with a high degree of accuracy and fluency. Many pupils are able to talk at length about their favourite authors. They give thoughtful and perceptive reasons for their preferences.
- By the end of key stage 2 standards in writing by the majority of pupils are good. Pupils produce writing for a range of purposes and understand the need to write in different forms. Pupils in years 5 and 6 in their lesson to develop their skills of diary writing produce work of very good quality.
- Good use was made of ICT by class 6 pupils to support punctuation work.

Shortcomings

- Pupils in both key stage 1 and 2 but particularly at key stage 2 need to use their reading skills more to gather and select appropriate information from a variety of sources to support their work across the curriculum.
- Pupils at key stage 2 do not revise and re-draft their work sufficiently to ensure higher standards.
- Throughout key stage 2 the standard of handwriting is variable and the quality of the work presented is not always the best pupils can produce.

Mathematics

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

Good Features

- Pupils at both key stages are competent in using appropriate mathematical language.
- At key stage 1 pupils sort, match and sequence numbers correctly and are familiar with number symbols. They have a good understanding of number up to a hundred. They are confident counting in twos, threes, fives and ten, and many show they understand the concept of multiplication.
- Pupils at key stage 1 make good progress in their appreciation of shape. They show a good understanding of 2-D shapes and are making good progress in their knowledge of 3-D shapes.
- The majority of the younger pupils at key stage 2 have a clear understanding of place value in tens and units and show a good understanding of the addition and subtraction

process. They use the correct terms for the four rules of number with increasing confidence.

- By the end of key stage 2 pupils improve their understanding of a broad range of numbers, including negative and square numbers, factors and prime numbers; they find patterns easily in their work. Their appreciation of place value is sound and the range of multiplication tables learnt develops confidently according to age and ability. They understand and use the four operations and realise the relationship between them. There is some good work in years 5 and 6.
- Pupils at key stage 2 understand the measurement of length, weight and capacity. As they progress through the school good progress is made in the way pupils use and estimate non-standard and standard measurements.
- Pupils in years 5 and 6 are increasingly confident in dealing with fractions and are able to place fractions in order of size and identify equivalent fractions.
- Work in shape is good across key stage 2. Pupils have a good knowledge of a broad range of two and three dimensional shapes and use mathematical language maturely to discuss them.
- Pupils make satisfactory progress in data handling and show a good understanding of representation.
- When information and communication technology is used to support pupils' work they recognise and appreciate its use as an aid to their learning.

Shortcomings

- The challenge and pace in mental activities is not consistently applied in all classes.
- Work in mathematics does not always build sufficiently on pupils' previous mathematical knowledge and skills.
- Problem-solving opportunities are not progressively developed to stretch the more able and opportunities to develop pupils' investigative abilities are limited.
- Pupils make insufficient use of information and communications technology in their mathematics work.

Science

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

Good Features

- At key stage 1, pupils are acquiring effective scientific enquiry skills. The majority of pupils have a good understanding of fair testing and predicting and, with help, they undertake a range of purposeful investigations. They are developing good observational skills and are able to organise data collected.
- Pupils at key stage 1 have a good body of knowledge about materials and their properties, life processes and living things, and physical processes. They carefully label the parts of the body and record in detail their work on life cycles.
- At key stage 2 pupils develop their scientific enquiry skills appropriately. Pupils are able to suggest a range of recording methods, understand the control of variables and predict results showing well-reasoned arguments. They make appropriate measurements and interpret the results of their investigations. Pupils present their work well using suitably annotated drawings, graphs and charts.
- Pupils at key stage 2 develop a good understanding of a wide range of subject matter including the properties of solids, liquids and gases, circuits, light and sound. They demonstrate good knowledge of the organs and systems of the human body and an understanding of things that are good and bad for the body.
- Pupils' use of scientific language is developed well across both key stages. They use scientific vocabulary competently and confidently.
- They make good use of their numeracy and ICT skills to support their work in science.

Shortcomings

- Pupils have insufficient opportunities to design their own investigations and work out their own recording systems.

Welsh Second Language

Standards of achievement are satisfactory at key stage 1 and unsatisfactory at key stage 2.

Good Features

- At key stage 1 pupils listen carefully and respond appropriately to instructions, greetings and commands. They participate in a range of oral activities such as prayers and song.
- They are confident when they respond in Welsh.
- Pupils learn quickly when they are given opportunities to participate in role-play situations.

- At key stage 1 pupils read and understand simple stories and other familiar words and phrases. They also write short sentences based on the reading books and their own experiences.
- At key stage 2 some pupils hold short conversations showing a developing grasp of intonation. They ask questions of each other. The more able pupils can express preferences and dislikes and explain their reasons.
- At key stage 2 pupils are beginning to read and can re-tell simple stories which they have read.
- They are able to write simple sentences.
- The use of incidental Welsh in the school is encouraging.

Shortcomings

- The use of incidental Welsh is not consistently used in classes and opportunities are missed in different areas of the curriculum.
- The lack of regular and meaningful contact with the language impedes progress.
- There is very little progression in pupils' ability orally as they progress through key stage 2.
- Pupils' independent reading skills particularly at key stage 2 using a range of texts are underdeveloped.
- Opportunities for pupils' to write independently as they progress through the key stages is narrow and limited.

Design and technology

No lessons were observed during the inspection, but evidence in teachers' planning, scrutiny of work completed and discussion with pupils indicates that standards of achievement are good in both key stages.

Good features

- Pupils at key stage 1 are well aware of the stages in the design process and are making good progress in acquiring a range of skills. They have undertaken a variety of projects that are planned in detail and demonstrate a range of simple joining skills, for example pupils make good quality puppets using a range of materials. These include mechanisms for joints that allow movement.
- At key stage 2, pupils research, design and make a number of products including electric buggies, different containers and structures. The completed work involves a range of processes and is of good quality. Pupils have a good understanding of fitness

for purpose and the need for safety. They consistently evaluate planning and making, and test finished products against initial design specifications. Pupils make good progress in developing the skills of marking out, cutting, joining and assembling a range of materials. There is good progression in the work, particularly in Y5 and Y6.

- Pupils use ICT skills on occasion to support their studies.

Shortcomings

- Pupils' ability to select and use a range of tools is restricted by the limited range of resources available.

Information Technology

Standards of achievement are satisfactory at both key stage 1 and key stage 2.

Good features

- Pupils throughout the school are confident in their use of computers. From an early stage pupils are able to open programmes and show a good level of independence moving through them. They are competent in saving and printing their work.
- At key stage 1 pupils make good use of a range of programmes to support their learning in English and mathematics. They develop good control of the tools of information technology, for example when using the mouse they can drag and drop. They make purposeful use of the listening centre and display good control of the Roamer in mathematics.
- Pupils at key stage 2 access a wide range of programmes to support their learning. They use a range of CD-ROMs to locate and print information for reference work. They show confidence when using control devices. Older pupils have some experience of using the Internet for individual research.
- Pupils at both key stage 1 and 2 are beginning to develop their ICT skills through the use of a published scheme.

Shortcomings

- Word processing is not widely used and pupils' skill in typing and manipulating text is limited.
- Pupils make insufficient use of clip art and drawing programs to support their work in ICT.
- Across the school, pupils' ability to use e-mail is underdeveloped.
- Access to the Internet is limited in some classes and this impedes the development of pupils' research skills.

History

Standards of achievements are satisfactory at both key stage 1 and key stage 2.

Good Features

- At key stage 1, pupils' understanding of chronological order is developing well as they compare the past with the present.
- They discuss their work when making comparisons between a modern and a Celtic kitchen and food today and in the past showing an understanding about the passage of time.
- Pupils are introduced to methods of historical enquiry through their study of Porthcawl.
- At key stage 2 pupils understand how they can find out about the past from a range of sources. They recognise the significance of archaeological evidence. Their visit to Caerleon is a good example of this.
- They have visited a range of other places of historical interest to enrich their learning and these have enhanced pupils' experiences. At key stage 2 they recall such events with obvious knowledge and enjoyment.

Shortcomings

- At both key stage 1 and 2 pupils have limited knowledge of characters and events from Welsh history.
- At both key stage 1 and 2 the restrictive format of work-sheets limits pupils from using their writing skills to record work.
- At key stage 2 pupils' abilities to use investigative and enquiry techniques are underdeveloped, and their written work is limited.

Geography

Standards of achievement are satisfactory at both key stage 1 and key stage 2.

Good Features

- Pupils at both key stages develop a satisfactory vocabulary and use and understand geographical terms appropriately.
- At key stage 1 pupils can recognise various features on a map of the school and have acquired suitable knowledge of their immediate locality. Most can identify local landmarks on a simple route map which they have drawn. They can explain with enthusiasm what they have done.

- They can discuss the people who live in Porthcawl and have developed their understanding by visiting local work places.
- They can reach conclusions as to what causes harm to the environment.
- Most pupils at key stage 2 are able to position their town in relation to other places on a map of Wales.
- There is a developing understanding of local issues, e.g. the demolition of the Pavilion on the sea front to build executive flats and the controversy this is causing. Pupils can express their own views on this confidently.
- Pupils are aware of the major economic activities of the area and the impact these can have on the environment. They understand the need to care for the environment in which they live and their responsibilities in relation to it.
- Pupils in years 5 and 6 in their study of Cardiff Bay are developing an understanding of a neighbouring but contrasting area.

Shortcomings

- At key stage 1 mapping skills are not pursued on a sufficiently regular basis to ensure continuity and progression through the school. Mapping skills generally across key stage 2 are unsatisfactory and sometimes poor in years 3 and 4.
- Pupils do not research independently the topics they study in sufficient depth.
- At both key stage 1 and 2 pupils' knowledge of contrasting areas is limited.

Art

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

Good features

- Pupils at key stage 1 use a wide range of materials to make paintings, drawings and collages. They experiment with paint and colour and are able to shade appropriately. They make good progress in handling materials and tools. They draw and sketch completing detailed observational drawings of people and animals.
- Pupils at the end of key stage 1 reflect well upon the quality of their work and suggest improvements
- At key stage 2 pupils take care when mixing paint and applying colours. They undertake a variety of work on patterns using a range of media including computer-generated designs and 3D work. The finished work is of good quality and pupils are confident in evaluating their own work.

- Pupils benefit from working with local artists and from educational visits. Pupils in Y5 and Y6 make coiled clay pots following their educational visit to the Amelia Trust. Their understanding of the processes involved and their ability to evaluate their finished products are of high quality.
- Pupils in both key stages develop their observational skills and techniques through studying the works of famous artists and applying their style to their own work. They make systematic use of sketch books to record their work.

Shortcomings

- Pupils at the end of key stage 2 show insufficient progress in handling a range of materials.
- At both key stages, pupils' ability to produce pictures and patterns using ICT is underdeveloped.
- Insufficient attention is currently paid to the work of Welsh artists.

Music

No lessons were observed during the inspection, but evidence in teachers' planning, observation of incidental music and discussion with pupils indicates that standards of achievement are satisfactory in both key stages.

- The quality of singing is satisfactory in assemblies. Pupils at both key stages sing tunefully, with enjoyment and with a sense of rhythm.
- At key stage 1 pupils understand pitch and illustrate it physically with hand movements. They enjoy composing when they play a range of untuned instruments correctly and with a good sense of timing. They can name a wide range of instruments and know how they should be played.
- Opportunities are planned on a regular basis for pupils at key stage 2 to work on composition. Pupils are encouraged to evaluate their own and others' music.
- Pupils receiving instrumental tuition by peripatetic teachers regularly support the music making within the school. The concerts and performances by pupils make a good contribution to the development of their skills.

Shortcomings

- Pupils' have insufficient knowledge of a range of music, including world music and the music of Wales.
- Insufficient attention is paid to vocal technique. Pupils at key stage 1 find it difficult to participate fully when taped music proceeds at a fast tempo.

Physical education

Only two dance lessons at key stage 1 and one gymnastic lesson in class 6 (years 5 and 6) were observed. However, standards of achievement are good.

Good Features

- At both key stages, the pupils dress appropriately for activities and show due regard to safety rules.
- In response to music pupils at key stage 1 undertook 'warm up' activities enthusiastically. They made good use of space.
- Group interaction was good. Pupils worked sensibly individually and in large groups. Most pupils could show short sequences in their dance activities.
- They made good progress in exploring movements involving travelling, jumping and landing.
- They were given opportunities to evaluate their work and when asked to demonstrate to others did so with energy and enthusiasm.
- At key stage 2 pupils respond well to instructions during the warm up stage and were able with pace to put sequence of movements together using a variety of balances.
- Good organisation of the apparatus session further challenged pupils to explore different ways of moving from one sequence to the next.
- Pupils were encouraged to reach their potential by extending their efforts.
- The school's scheme of work shows that during the course of both key stages there is a good coverage of all the elements of physical education.
- The school's extra-curricular provision, e.g. soccer, rugby and netball clubs, provide pupils with further opportunities to develop their skills and to participate in competitive games.

Shortcomings

- When participating in activities particularly where there are mixed age classes tasks need to be sufficiently differentiated to challenge pupils across the ability range.
- At key stage 2 not all pupils waited to take their turn sensibly.
- At key stage 1 there were times when pupils spent too much time sitting and waiting their turn.

Religious education

Standards of achievement are satisfactory at both key stage 1 and key stage 2.

Good Features

- At both key stages pupils understanding of the importance of contributing to and caring for others is developed well. They are developing an appreciation of people who play important roles in their lives, such as parents and teachers.
- Pupils use prayers through the school day to reflect their growing understanding of religious observances.
- Personal, moral and social education during morning worship contributes effectively to pupils' awareness of Christian values and beliefs.
- At key stage 1 pupils are familiar with and can talk about many Bible stories, particularly those involving the life of Jesus. They can recall these stories confidently.
- They are aware of the Christian festivals including harvest, Christmas and Easter.
- They are beginning to develop an awareness of other religions and good use is made of artefacts for this purpose.
- At key stage 2 pupils extend their knowledge of Bible stories and recall stories such as the Prodigal Son well.
- Pupils knowledge and understanding of various religious festivals around the world is developing well and they appreciate the need to respect other people's religions.
- They understand the importance of caring for the environment and their responsibility in this respect.

Shortcomings

- Scrutiny of work in pupils' books indicates that the nature of the writing is limited in quality and quantity particularly at key stage 2.
- Pupils have few opportunities to develop questioning and research skills. They make insufficient use of information and communication technology.

8. SCHOOL IMPROVEMENT

8.1 Progress Since the Last Inspection

1. **Raise standards of achievement in aspects of English, together with standards in Welsh second language, music and religious education.**
 - Many of the areas in English, music and religious education are being or have been addressed; areas for further improvement are noted under each subject section of the report. Standards in Welsh as a second language are improving and are now satisfactory at key stage 1 but remain unsatisfactory at key stage 2.
2. **Raise standards of achievement in other subjects where shortcomings are identified.**
 - Many of the areas identified have been addressed in part or in whole, some more successfully than others. These are reflected under each subject section and have if deemed necessary been identified as areas for further improvement. In science pupils still lack opportunities to develop their confidence in the planning and designing of experiments.
3. **Ensure there is sufficient teaching time for English in Y3 and Y4 and review the length and use of teaching sessions throughout the school taking into account pupils' concentration spans.**
 - Steps have been taken to address this but there are some outstanding issues re the length of lessons.
4. **Improve provision for pupils with SEN.**
 - Some progress has been made in improving provision for pupils with SEN and the quality of provision is now satisfactory. Pupils receive good support to meet their individual needs, but work given to SEN pupils within mainstream classes on occasions remains insufficiently differentiated.
5. **Improve assessment procedures across the school and ensure that reports to parents contain suitably focused information on pupils' progress.**
 - Good progress has been made in this area but the use of assessment to determine whole class and individual pupil targets needs to be developed further.
6. **Continue to develop the role of the GB, head teacher and curriculum co-ordinators in monitoring curriculum provision as well as standards of achievement of pupils.**

- Good progress has been made in this area; clear systems and procedures are now in place. Teachers are clear about their roles and responsibilities. Translating policy into practice is yet to impact fully on teaching, learning and standards.
7. **Set targets for improvement.**
- Good progress is being made in this area.
8. **Review the organisation of classes at KS2 in order to reduce class size.**
- This has been addressed. Decisions relating to staffing complement in financial terms have meant that classes at key stage 2 have a pupil complement in the low thirties. Restructuring of classes has meant that the school has moved away from having three age ranges in one class.
9. **Ensure that the school prospectus and annual governors' report to parents comply with statutory requirements.**
- The school prospectus and the annual governors' report to parents still do not comply with statutory requirements.

8.2 Key Issues for Action

The school needs to:

- Raise standards and address those shortcomings in subjects where they are noted in the report;
- Raise standards in Welsh as a second language;
- Further develop the strategies to improve the quality of teaching and learning;
- Further improve the use of assessment in determining the next step in pupils' learning;
- Improve the impact subject co-ordinators have on the overall quality of learning and standards of achievement;
- Ensure that the school prospectus and the annual governors' report to parents comply with statutory requirements.

APPENDIX

A. Basic Information About the School

Name of School	Porthcawl Primary
School type	LEA Maintained Community
Age-range of pupils	3-11
Address of school	Meadow Lane Porthcawl
Post-Code	CF36 5EY
Telephone Number	01656 784228

Head teacher	Mr. A. K. P. Wood
Date of appointment	September 2001
Chair of Governors/ Appropriate Authority	Councillor D. Anderson
Registered Inspector	Mr. M. Lloyd-Jones
Dates of inspection	31 March to 3 April 2003

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	27	22	20	30	13	17	17	16	162

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	7	0	0

<i>Staffing information</i>	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	27.1
Pupil : adult (fte) ratio in nursery classes	13.5
Pupil : adult (fte) ratio in special classes	0
Average class size, excluding nursery and special classes	27
Teacher (fte): class ratio	6.1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
	R	KS1	KS2	Whole school
Term 1	87.5	93.6	94.5	91.8
Term 2	88.5	90.5	90.1	89.7
Term 3	93.4	91.2	92.4	92.5

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

NATIONAL CURRICULUM ASSESSMENT RESULTS END OF KEY STAGE 2: 2002

National Curriculum Assessment KS 2 Results: 2002							Number of pupils in Y6: 21					
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	0	9	61	28	0
		National	0	0	3	0	1	4	19	46	30	0
	Test/Task	School	0	9	0	0	0	0	28	42	19	0
		National	0	2	1	0	1	4	19	43	38	0
Welsh	Teacher assessment	School	0	0	0	0	0	0	0	0	0	0
		National	0	0	0	0	0	0	0	0	0	0
	Test/Task	School	0	0	0	0	0	0	0	0	0	0
		National	0	0	0	0	0	0	0	0	0	0
Mathematics	Teacher assessment	School	0	0	0	0	0	0	33	47	19	0
		National	0	0	3	0	1	4	19	46	28	0
	Test/Task	School	0	9	0	0	0	0	28	42	19	0
		National	0	2	1	1	0	4	19	43	30	0
Science	Teacher assessment	School	0	0	0	0	0	0	9	76	14	0
		National	0	0	0	0	0	1	10	47	33	0
	Test/Task	School	0	9	0	0	0	0	4	71	14	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:	66.7	In the school:	61.9
In Wales:	0	In Wales:	0

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

Percentage of pupils entitled to free school meals	31
Number of pupils excluded during the 12 months prior to inspection	0

Appendix D

The Evidence Base of the Inspection

- The inspection team consisted of 3 inspectors who worked for 12 inspector days.
- Pre-inspection meetings were held with the head teacher, staff and governing body.
- Six parents attended a meeting with the Registered Inspector.
- Sixty-five questionnaires were returned, analysed and summarised.
- All documents submitted by the school were 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.
- 37 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 head teacher, curriculum co-ordinators and other staff.
- The work with special needs pupils was examined.
- Budget figures were examined and discussed.
- 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; Mathematics; Welsh 2 nd Language; Geography; History; Religious Education; Physical Education.	<ul style="list-style-type: none"> ➤ Context ➤ Main Findings ➤ Standards ➤ Quality of Teaching and Assessment ➤ Reading Reports ➤ Pupils' Spiritual, Moral, Social and Cultural Development ➤ Quality of Self Evaluation and Planning for Improvement ➤ Leadership and Efficiency ➤ Progress Since the Last Inspection ➤ Key Issues for Action
Mr. S Page Lay Inspector		<ul style="list-style-type: none"> ➤ Behaviour and Attitude ➤ Attendance ➤ Partnership with Parents and Community, School and other Institutions ➤ Partnership with Industry
Mrs J Williams Team Member	Provision for the under 5's; Science; Design Technology; Information Technology; Art; Music.	<ul style="list-style-type: none"> ➤ Assessment, Recording and Reporting ➤ Support, Guidance and Pupils' Welfare ➤ Provision for Pupils with SEN ➤ 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.