

**Inspection under Section 28 of the
Education Act 2005**

A Report on the Quality of Education in

**Birchgrove Primary,
Heol Nant Bran,
Birchgrove,
Swansea,
SA7 9LS**

School Number: 6702236

Date of Inspection: 29 June 2009

by

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78706**

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Birchgrove Primary 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 Birchgrove Primary took place between 29/06/09 and 02/07/09. An independent team of inspectors, led by Dr David Gareth Evans, 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 nursery schools, special schools, pupil referral units and any new or amalgamated schools receive a full inspection.

This school received a **full** inspection.

Year groups and key stages

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

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

Primary phase:

Year	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
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

Contents	Page
Context	1
Summary	3
Recommendations	8
Standards	9
Key Question 1: How well do learners achieve?	9
The quality of education and training	12
Key Question 2: How effective are teaching, training and assessment?	12
Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?	13
Key Question 4: How well are learners cared for, guided and supported?	16
Leadership and management	20
Key Question 5: How effective are leadership and strategic management?	20
Key Question 6: How well do leaders and managers evaluate and improve quality and standards?	21
Key Question 7: How efficient are leaders and managers in using resources?	22
Standards achieved in subjects and areas of learning	24
Foundation phase	24
English	28
Welsh second language	30
Mathematics	31
Science	32
Information and communications technology	33
Design and technology	34
History	35
Geography	36
Art and design	37
Music	38
Physical education	39
Religious education	40
School's response to the inspection	
Appendices	
1 Basic information about the school	
2 School data and indicators	
3 National Curriculum assessments results	
4 Evidence base of the inspection	
5 Composition and responsibilities of the inspection team	

Context

The nature of the provider

- 1 Birchgrove Primary was formed in 2005 following the amalgamation of Birchgrove infant and junior schools. The new school caters for pupils aged three to eleven. The school buildings currently consist of a single-story, main school block, built in the 1960s, and a separate Victorian building within the school grounds, which houses the nursery and one of the reception classes. Currently, the school is experiencing new building projects: one of these is to create four new junior classrooms, and this is nearing completion; and a second phase of development to create a new nursery/reception unit attached to the main school building is due to commence at the end of the summer term.
- 2 The catchment area of the school is the village of Birchgrove and its immediate surroundings. The village was originally separate from the city of Swansea, but it is now part of the extended city. The village has no real community centre, apart from the schools, and contains pockets of relative affluence and significant deprivation. There is a mixture of private, owner-occupied and rented accommodation and large housing association and council estates. Over half the catchment area is in the bottom 30 per cent of areas on the multi-deprivation index of Wales and the school qualifies for the RAISE (Raise Attainment and Individual Standards in Education) grant from the Welsh Assembly Government. The grant targets schools with the greatest incidence of social disadvantage and helps them to support pupils at risk of underachievement. The school receives Basic Skills Catch-Up funding from the Local Authority (LA) to provide support for literacy in year 6. Currently 21 per cent of pupils are entitled to receive free school meals, and this figure is slightly above national and local averages.
- 3 There are thirteen mixed-ability classes, catering for pupils from reception to year 6, and a mixture of same-age and mixed-age classes, reflecting the changing numbers of pupils in different cohorts. Two nursery sessions cater for sixty-nine children and every effort is made to provide a nursery place for children as soon as they are three. Currently, there are 371 children on roll and this number has been falling slowly, but nursery numbers are increasing.
- 4 Attainment on entry is varied, reflecting the mixed catchment area, but children generally enter the nursery with number and mathematical skills that are lower than average, and boys have lower levels of language skills. Pupil mobility just about matches the county average, but in some year groups percentages are higher. Patterns of gender balance within cohorts vary, but in three of the year groups there are over 60 per cent of boys.
- 5 There are 17 full-time teachers and 21 part-time teaching assistants in school. The head and deputy head teachers were appointed to the new school in September 2005. Since the amalgamation seven experienced members of staff have retired and six new teachers have been appointed. At the time of

the inspection, one member of staff was on sick leave and her class was taught by a supply teacher; and there was a newly qualified teacher on a temporary contract in another class.

- 6 The school identifies 15.9 per cent (64 pupils) as having special educational needs (SEN), a figure which is below national and local averages, and of these eight have statements of SEN. The National Curriculum is not modified for any pupil and none is disapplied from it. There are six children who are looked after by the LA. One pupil received a fixed-term exclusion in the last year. English is the home language of the majority of pupils, 11 are learning English as a second language and 25 are from ethnic minority groups. No pupil uses Welsh as a first language.
- 7 The school has gained the Basic Skills Quality Mark 3, the Silver Recycling Award and the Swansea Schools' Self-Evaluation Bronze Award in 2007.
- 8 This is the new, amalgamated school's first Estyn inspection.

The school's priorities and targets

- 9 The school's motto is 'Eich gorau glas bob amser' (Always be the best that you can be) and exemplifies the school's aim to put the learning process at the heart of the school, enabling children to become creative, independent learners with the skills and attitudes needed to meet the challenges of adult life.
- 10 **The school's priorities in its current school development plan are to:**
 - develop the curriculum in line with 'Curriculum 2008';
 - further develop the analysis of school data in order to raise standards;
 - develop writing through multi-media so as to engage reluctant boys;
 - meet the social and emotional needs of disadvantaged children through the provision of lunchtime clubs; and
 - implement the Foundation Phase.

Summary

- 11 Birchgrove Primary is a good, happy school where staff and pupils work together well.

Table of grades awarded

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

- 12 In key stage 1 in 2008, the results of the teacher assessments in English, mathematics and science were above national and local averages. The core subject indicator, which is the percentage of pupils attaining at least level 2 in the three subjects of English, mathematics and science in combination, was also above both averages. The percentage of pupils attaining the higher level 3 in the three core subjects was above the national average.
- 13 When 2008 key stage 1 results are compared with similar schools (those that have a similar number of pupils entitled to free school meals), results in English, mathematics and the core subject indicator were well above average, while those in science were above average. In 2008, girls outperformed boys in the three core subjects and there have been significant gender gaps in performance over the last few years in English. Over the last three years there has been an uneven trend at key stage 1. However, there have often been significant numbers of pupils with special educational needs (SEN) in the Year 2 groups, especially in 2007, and this affected the overall results.
- 14 In key stage 2 in 2008, the results in English, mathematics, science and the core subject indicator, which is the percentage of pupils attaining at least level 4 in the three subjects of English, mathematics and science in combination, were below national and local averages. The percentage of pupils attaining the higher level 5 in English, mathematics and science was above the national average.
- 15 When the 2008 results are compared with similar schools, results in English, mathematics, science and the core subject indicator were below average. In this new, amalgamated school it is difficult to identify a clear trend over time and, in 2008 for example, 25 per cent of the pupils who sat the assessments had joined the school in the recent past. In addition, there have been many staff retirements since the amalgamation in 2005 and this has created

unavoidable instability. Over the last three years, although there has been an uneven trend at key stage 2, inspection evidence shows that standards of attainment are improving and the unconfirmed 2009 test results demonstrate this clearly. In 2008, boys outperformed girls in the three core subjects, whereas girls had outperformed boys in the previous two years.

- 16 Standards of achievement in the areas of learning and subjects inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
3%	93%	4%	0%	0%

- 17 These figures are better than the national picture reported by Her Majesty's Chief Inspector (HMCI) in his Annual Report for 2007-2008, where standards are Grade 2 or better in 84 per cent of lessons.

Subjects of achievement of children under five are, as follows:

Area of Learning	Nursery	Reception
Personal and social development, well-being and cultural diversity	Grade 2	Grade 2
Language, literacy and communication skills	Grade 1	Grade 1
Mathematical development	Grade 2	Grade 2
Welsh language development	Grade 2	Grade 2
Knowledge and understanding of the world	Grade 2	Grade 2
Physical development	Grade 2	Grade 2
Creative development	Grade 2	Grade 2

- 18 The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Foundation Phase outcomes.
- 19 Baseline assessments indicate that children enter the school with skills and experiences that are broadly similar to those expected for their age.

Grades for standards in subjects inspected:

Inspection Area	Key Stage 1	Key Stage 2
English	Grade 2	Grade 2
Welsh second language	Grade 2	Grade 2
Mathematics	Grade 2	Grade 2
Science	Grade 2	Grade 2
Information and communication technology	Grade 2	Grade 2
Design and technology	Grade 2	Grade 2
History	Grade 2	Grade 2
Geography	Grade 2	Grade 2
Art and design	Grade 2	Grade 2
Music	Grade 2	Grade 2
Physical education	Grade 2	Grade 2
Religious education	Grade 2	Grade 2

- 20 Children under five make outstanding progress in English communication and personal and social education skills. In Welsh communication skills, bilingual competence, numeracy, information and communication technology, problem-solving and creative skills they make good progress with no important shortcomings.
- 21 In key stages 1 and 2, pupils make outstanding progress in listening and personal and social education skills. In speaking, reading, writing, Welsh communication, bilingual competence, numeracy, information and communication technology, problem-solving and creative skills, they make good progress with no important shortcomings.
- 22 All pupils with special educational needs and those learning English as an additional language make good progress in relation to their age and capabilities and they benefit from the effective support and intervention strategies provided.
- 23 Most pupils' understanding of how well they are learning and of what they need to do to improve their work has good features that outweigh shortcomings.
- 24 Nearly all learners make outstanding progress in their personal, social, moral and cultural development. Nearly all are well behaved and their awareness of equal opportunities is excellent.
- 25 At 92.5 per cent the average rate of attendance for the three terms prior to the inspection is below the national average, but in line with attendance rates for schools that have similar free school meals entitlement.

The quality of education and training

- 26 The quality of teaching in the lessons observed was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
15%	75%	10%	0%	0%

- 27 These percentages are higher than those published in the latest Annual Report by HMCI for 2007-2008, where the quality of teaching is good or better (grades 1 and 2) in 83 per cent of lessons, but they fall slightly below the percentage of lessons reported as being outstanding (16 per cent nationally).
- 28 Examples of outstanding teaching include: teachers adopting innovative and stimulating strategies to capture pupils' interest and imagination; and teachers establishing exemplary relationships with their pupils.
- 29 In lessons where teaching was judged to be good with no important shortcomings, the good features include: clear and purposeful presentation of aims and lesson objectives, which are shared well with pupils; consistent, firm and fair behaviour management; and teachers establishing effective partnerships with teaching assistants and other adults.

- 30 In the lessons where there are some shortcomings: lessons do not move at a brisk pace; and there is a lack of challenge in the tasks provided.
- 31 The quality of assessment, recording and reporting has good features that outweigh shortcomings. On entry to the school children in both nursery and reception classes are assessed carefully through standardised tests and ongoing daily observations.
- 32 Assessment systems in English, mathematics and science provide useful information about pupils' achievements. However, the rigorous use of data to identify those pupils who may be underachieving is not yet fully impacting on standards. There are less formal systems for tracking pupils' progress in the foundation subjects.
- 33 Pupils are beginning to evaluate their own work and that of others. However, they do not fully understand the purpose of assessment and are not involved effectively in planning their own progress and development.
- 34 There are useful portfolios of work for the different phases and the school is actively involved in various arrangements to strengthen teacher assessment at key stage 2. Currently, these arrangements are well-developed in English and less so in mathematics and science.
- 35 The school has good arrangements to meet the needs and abilities of the range of pupils. The curriculum is broad and balanced and there are well-planned activities that fully meet statutory requirements and pupils' aspirations.
- 36 There is a very comprehensive, well-planned programme of out-of-school learning activities, with regular visits to many places of interest, such as historical sites and centres of religion. Many of the extra-curricular clubs skilfully promote pupils' personal, social and physical skills.
- 37 Provision for the development of pupils' spiritual, moral, social and cultural development is excellent and a notable strength of the school.
- 38 The school plans and manages care arrangements extremely well. All pupils are particularly well cared for, guided and supported by dedicated staff and an extensive range of outside agencies. This is a very significant feature of the school.
- 39 The school has clear policies and procedures in place to promote the health, safety and well-being of learners. The school makes good efforts to promote healthy eating and a healthy lifestyle and learners respond positively to this. They have access to a wide range of physical and sporting activities, which contribute significantly to their well-being.
- 40 The school's provision to meet the needs of pupils with special educational needs (SEN) is good and fully meets the Code of Practice for Wales. The

school has thorough procedures for the early identification of those pupils who may have special learning needs.

Leadership and management

- 41 The head teacher has a very clear vision for the school and leads it with commitment and diligence. She has gained the trust and confidence of all members of staff, fully empowered them and successfully introduced many important initiatives.
- 42 A positive team spirit is apparent and the school is a happy environment for staff and pupils alike. The deputy head teacher is extremely effective and an excellent role model as a class teacher. She complements the head teacher's role well. The role of phase leaders is well established and they are playing an important part in managing the subjects and areas for which they are responsible.
- 43 The governing body is a knowledgeable, positive force for improvement. Governors are well informed and help the head teacher effectively in setting the school's strategic direction. The governing body fulfils its statutory requirements.
- 44 A positive culture of self-evaluation has been established so that members of staff actively seek advice and value one another's expertise and strengths.
- 45 The self-evaluation report produced by the school prior to the inspection is a thorough, informative document to which all relevant parties contributed. The overall judgements of the self-evaluation report match those of the inspection team in the seven key questions.
- 46 There are sufficient teaching and support staff for the number of pupils on roll. Teachers are well qualified and regularly update their teaching skills and knowledge by attending appropriate in-service training sessions. Learning support assistants are well trained to fulfil their roles and they make an important contribution to the quality of teaching.
- 47 The quality and quantity of learning resources are good. The accommodation is adequate for the number of pupils on roll. The school is currently experiencing a major building project, which will ensure that the whole school is based on one site.
- 48 Economic, efficient and effective use is made of available resources. The school provides good value for money.

Recommendations

- 49 In order to maintain and build on recent improvements, the school should:
- R1 continue to raise pupils' standards of attainment in English, mathematics and science;
 - R2 further develop whole-school assessment procedures and involve pupils more in the assessment of their own learning; and
 - R3 continue to monitor and improve attendance.

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

- 50 The findings of the inspection team match the judgement made by the school in its self-evaluation report. In determining its judgement, the team identified good features in pupils' progress and achievement in all areas of the curriculum and improvements in pupils' standards of attainment.
- 51 In key stage 1 in 2008, the results of the teacher assessments in English, mathematics and science were above national and local averages. The core subject indicator, which is the percentage of pupils attaining at least level 2 in the three subjects of English, mathematics and science in combination, was also above both averages. The percentage of pupils attaining the higher level 3 in the three core subjects was above the national average.
- 52 When 2008 key stage 1 results are compared with similar schools (those that have a similar number of pupils entitled to free school meals), results in English, mathematics and the core subject indicator were well above average, while those in science were above average. In 2008, girls outperformed boys in the three core subjects and there have been significant gender gaps in performance over the last few years in English. Over the last three years there has been an uneven trend at key stage 1. However, there have been significant numbers of pupils with SEN in the Year 2 groups, especially in 2007, and this affected the overall results.
- 53 In key stage 2 in 2008, the results in English, mathematics, science and the core subject indicator were below national and local averages. The percentage of pupils attaining the higher level 5 in English, mathematics and science was above the national average.
- 54 When the 2008 results are compared with similar schools, results in English, mathematics, science and the core subject indicator were below average. In this new, amalgamated school it is difficult to identify a clear trend over time and, in 2008 for example, 25 per cent of the pupils who sat the assessments had joined the school in the recent past. In addition, there have been many staff retirements since the amalgamation in 2005 and this has created unavoidable instability in staffing. Over the last three years, although there has been an uneven trend at key stage 2, inspection evidence shows clearly that standards of attainment at both key stages are improving and the unconfirmed 2009 test results demonstrate this clearly. In 2008, boys outperformed girls in the three core subjects, whereas girls had outperformed boys in the previous two years.

55 Standards of achievement in the areas of learning and subjects inspected are as follows:

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Knowledge and understanding of the world	Grade 2	Grade 2
Physical development	Grade 2	Grade 2
Creative development	Grade 2	Grade 2

57 The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Foundation Phase outcomes.

58 Baseline assessments indicate that children enter the school with skills and experiences that are broadly similar to those expected for their age.

Grades for standards in subjects inspected:

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Welsh second language	Grade 2	Grade 2
Mathematics	Grade 2	Grade 2
Science	Grade 2	Grade 2
Information and communication technology	Grade 2	Grade 2
Design and technology	Grade 2	Grade 2
History	Grade 2	Grade 2
Geography	Grade 2	Grade 2
Art and design	Grade 2	Grade 2
Music	Grade 2	Grade 2
Physical education	Grade 2	Grade 2
Religious education	Grade 2	Grade 2

59 Children under five make outstanding progress in their English communication and personal and social education skills. In Welsh communication skills, bilingual competence, numeracy, information and communication technology, problem-solving and creative skills they make good progress with no important shortcomings.

- 60 In key stages 1 and 2, pupils make outstanding progress in their English listening and personal and social education skills. In speaking, reading, writing, Welsh communication, bilingual competence, numeracy, information and communication technology, problem-solving and creative skills, they make good progress with no important shortcomings.
- 61 All pupils with special educational needs and those learning English as an additional language make good progress in relation to their age and capabilities and they benefit from the effective support and intervention strategies provided.
- 62 The development of learners' personal, social and learning skills is good overall. Pupils' attitudes to learning, the interest they show in their work and their ability to concentrate are generally good. The vast majority work diligently in lessons; they are keen to join in the activities prepared for them and are enthusiastic in their work.
- 63 Most pupils' understanding of how well they are learning and of what they need to do to improve their work has good features that outweigh shortcomings.
- 64 Most pupils make outstanding progress in their personal, social, moral and cultural development. They move around the school in an orderly, disciplined fashion. They are courteous to each other and to adults. In the classroom, the majority of pupils show real care and concern for fellow pupils and respect to all staff. Many are involved in raising funds for a number of local charitable organisations, which positively enhances their sense of social responsibility and understanding of their own and other communities.
- 65 Nearly all learners are well behaved and they respond well to the efforts of members of staff to raise their self-image through positive praise. They demonstrate pride in their personal successes and in those of the school in general.
- 66 Pupils' awareness of equal opportunities is excellent. Nearly all play an active part in the life and work of the school through the school council, the learning group and their involvement in many extra-curricular activities. They develop very effective skills to work as part of a team and as members of the school community.
- 67 Most pupils prepare well for participation in the workplace and the community and they have a good understanding of community-related and global issues. Many have additional responsibilities; for example, they operate a fruit shop at break times and serve as peer mediators. They willingly work to help resolve conflicts and ensure that no one is friendless at playtime.
- 68 At 92.5 per cent the average rate of attendance for the three terms prior to the inspection is below the national average, but in line with attendance rates for schools that have similar free school meals entitlement. Unauthorised rates of absences are higher at 1.7 per cent than both national (0.9 per cent) and similar rates (1 per cent). Absences are caused mainly by illnesses and a number of family holidays taken during term time. However, the school regularly reminds parents of the need for regular and punctual attendance.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

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

70 The quality of teaching in the lessons observed was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
15%	75%	10%	0%	0%

71 These percentages are higher than those published in the latest Annual Report by HMCI for 2007-2008, where the quality of teaching is good or better (grades 1 and 2) in 83 per cent of lessons, but they fall slightly below the percentage of lessons reported as being outstanding (16 per cent at grade 1 nationally).

72 Examples of outstanding teaching include:

- very effective use of the interactive whiteboard to enhance pupils' learning experiences;
- teachers adopting innovative and stimulating strategies to capture pupils' interest and imagination; and
- teachers establishing exemplary relationships with their pupils.

73 In lessons where teaching was judged to be good with no important shortcomings, the good features include:

- clear and purposeful presentation of aims and lesson objectives, which are shared well with pupils;
- consistent, firm and fair behaviour management;
- tasks that are interesting and challenging;
- teachers having good subject knowledge and understanding of recent developments in their various fields;
- learning experiences, which are well planned and structured to meet pupils' individual needs; and
- teachers establishing effective partnerships with teaching assistants and other adults.

74 In the few lessons where there are some shortcomings:

- lessons do not move at a brisk pace; and
- there is a lack of challenge in the tasks provided.

75 The quality of assessment, recording and reporting has good features that outweigh shortcomings. On entry to the school children in both nursery and reception classes are assessed carefully through standardised tests and ongoing daily observations.

- 76 Assessment systems in English, mathematics and science provide useful information about pupils' achievements. Different groups of pupils are identified and tracked, including those with special educational needs and those from ethnic minority groups. However, the rigorous use of data to identify those pupils who may be underachieving is not yet fully impacting on standards. There are less formal systems for tracking pupils' progress in the foundation subjects.
- 77 Overall day-to-day marking is good. Marking is particularly effective where teachers indicate clearly what individual pupils need to do to improve. Pupils are beginning to evaluate their own work and that of others. However, they do not fully understand the purpose of assessment and are not involved effectively in planning their own progress and development.
- 78 There are useful portfolios of work for the different phases and the school is actively involved in various arrangements to strengthen teacher assessment at key stage 2. Currently, these arrangements are more developed in English and less so in mathematics and science.
- 79 The annual reports to parents do not always provide parents with sufficient information on the standards that their children achieve in the National Curriculum subjects and they do not offer suggestions for improving children's work. The school is aware of this and there are firm plans in hand to revise the present format.

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 match the judgement made by the school in its self-evaluation report.
- 81 The overall quality of the educational provision for the under-fives is appropriate to their needs and the children make good progress towards the Foundation Phase outcomes. Children receive a variety of rich and stimulating learning experiences that develop their interests well and actively encourage them to make choices and become independent learners.
- 82 The school has good arrangements to meet the needs and abilities of the range of pupils. The curriculum is broad and balanced and there are well-planned activities that fully meet statutory requirements and pupils' aspirations. The school is good at meeting the needs of pupils who have special needs and those who learn English as an additional language and ensures that these have full access to all the activities that it provides.
- 83 Members of staff work successfully as a team to produce schemes of work that are of good quality. Policies, practices and procedures have been agreed and adopted and the curriculum builds effectively on what pupils already

- know. The curriculum ensures that pupils are interested and motivated by the rich experiences they encounter. This is particularly important for the majority of pupils who enter the nursery with limited knowledge and understanding of the world outside their immediate environment.
- 84 Pupils' basic and key skills are promoted well and teachers work systematically to incorporate these into their planning. Pupils' problem-solving, numeracy and investigative skills are also promoted well.
- 85 The provision for personal and social education is a well-established part of the curriculum. The school follows national guidelines well; it successfully promotes healthy lifestyles and gives good attention to sex and relationships education, substance misuse and personal safety.
- 86 There is a very comprehensive, well-planned programme of out-of-school learning activities, with regular visits to many places of interest, such as historical sites and centres of religion. Many of the extra-curricular clubs skilfully promote pupils' personal, social and physical skills.
- 87 Provision for pupils' spiritual, moral and social development is excellent and a notable strength of the school. Pupils are helped to become mature and considerate by thinking deeply and reflecting on issues that affect their own and other people's lives. They are very effectively encouraged to distinguish right from wrong and, through charitable work, to support those who are less fortunate than themselves. Pupils are actively encouraged to take responsibility for their actions, to play a significant role in improving the school and to share in the decision-making process.
- 88 The promotion of pupils' cultural experiences is good. Through various projects pupils learn about the foods, clothes, work, traditions and cultures of the wider world, and this helps them to become responsible global citizens.
- 89 Acts of collective worship, both as a whole school and in class, contribute extremely well to pupils' spiritual, moral, social and cultural development and fulfil statutory requirements.
- 90 The school effectively promotes *Y Cwricwlwm Cymreig*, the Welsh dimension to the curriculum, through planning that reinforces pupils' knowledge and understanding of Welsh culture and heritage. Local history is explored in many ways and pupils study the work of Welsh artists. Pupils' bilingual skills are promoted well throughout the school.
- 91 The school's partnerships with parents, other schools, higher education institutions and the community are good and continue to develop well.
- 92 Most parents are very supportive of the school, appreciate the school's 'open door' policy and the ready access they have to the head teacher and staff. Communication with parents is very well established and effective and parents have regular opportunities to discuss their children's work and progress with

teachers. A constructive home/school agreement is in place that has been well received by parents.

- 93 There are positive partnerships with other schools in the locality and, in particular, with the main receiving secondary school. Pastoral, administrative and curricular links are very well established and there is a well-focused transition plan in place, which contributes effectively to the continuity and progression of pupils' education as they move from key stage 2 to key stage 3. Arrangements for transfer are good and ensure that year 6 pupils look forward to secondary school with confidence.
- 94 The school has productive partnerships with several institutes of higher education and provides training facilities for student teachers and students undertaking vocational qualifications. Students are carefully mentored and well supported by staff, and they make a positive contribution to the life and work of the school.
- 95 Partnerships with the local community are successful and members of staff take full advantage of all that the locality and the extended city of Swansea have to offer to extend pupils' learning experiences in many subject areas. The school and its various activities are well supported and valued by the local community.
- 96 The school provides good quality work-related education (WRE) for pupils. Teachers successfully address the vocational aspect of the personal and social education programme and use the locality well to support this area of the curriculum. Visits to commercial and retail sites enhance pupils' understanding of the world of work and give them good insight into the range of jobs and professions open to them.
- 97 Local businesses are supportive of the school, but teachers have not undertaken a relevant industrial or business placement with a view to enhancing professional development and enriching curricular provision for pupils.
- 98 The school's policies and procedures to promote equal opportunities and to tackle social disadvantage and stereotyping are well established, and children succeed regardless of their ability, gender, race or backgrounds. All children are valued equally and as individuals, and the school's commitment to social inclusion permeates its life and work. The head teacher and staff work in close partnership with a range of external, welfare agencies to secure the best possible support for children and their families.
- 99 Overall, the provision to promote sustainable development and global citizenship (ESDGC) is good and this is a developing aspect of the school's curriculum. The school is making positive efforts to act in a sustainable way and regularly monitors its energy and water consumption. Pupils are involved in re-cycling and composting schemes, understand the problems of litter and pollution and the need for energy conservation. Many pupils are involved in gardening initiatives and develop a love of horticulture.

- 100 Global citizenship has been promoted through the school's links with a school in Zambia and pupils are actively involved in fundraising for that school and for international aid agencies.
- 101 The school makes good provision for the development of pupils' entrepreneurial skills and pupils have regular opportunities to engage in enterprise activities, which provide the foundations of the skills needed to support economic development.
- 102 A notable feature of the school is the way in which pupils take control of enterprise activities and translate their ideas into practical and profitable solutions. This is particularly evident in the successful, charitable activities led by the school council.
- 103 The school is fully committed to the national priorities for lifelong learning and community regeneration. The 'wrap around' provision offered to children, through the breakfast club and the good range of after-school activities, is greatly valued by families. Priorities, such as social inclusion, pupils developing independence and the promotion of strong links between primary and secondary school, are well reflected in the school's life and work.

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

Grade 1: Good with outstanding features

- 104 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 105 The school plans and manages care arrangements extremely well. All pupils are particularly well cared for, guided and supported by dedicated staff and an extensive range of outside agencies. This is a very significant feature of the school. Regardless of ability, race, gender or home background, the school provides a very happy, welcoming, friendly environment for pupils to learn and play.
- 106 Parents' responses to questionnaires show that the vast majority are highly satisfied with the help and guidance their children receive. In addition, all pupils also feel that they are well cared for. The school quickly and effectively reacts to individual needs and requirements, extensively using its extremely good links with external agencies appropriately. There is a strong emphasis on developing pupils as individuals as well as promoting healthy and safe lifestyles. The head teacher plays a significant role in this aspect of the school's work. Overall provision for personal support and guidance is outstanding throughout the school.
- 107 The school enjoys very close, effective, working partnerships with parents and carers, which contribute significantly to the quality of support and guidance offered to pupils. An excellent feature is the way in which the head teacher regularly consults with parents and carers through the successful Parents'

Consultation Group, listens carefully to them and takes into consideration their views and opinions.

- 108 Pupils have many opportunities to put forward their ideas and opinions and do so confidently through the school council. The council is well established and effective; councillors have a clear understanding of their role and make a positive contribution to the decision-making process within the school. They are very good ambassadors for their school.
- 109 The induction procedures for children entering the school are outstanding. The home visits made by staff and the very good pastoral care offered to children ensure that children settle quickly and confidently into their new surroundings. As they move classes and as they prepare to leave for secondary school, pupils are very well supported.
- 110 The monitoring of behaviour, attendance, punctuality and performance is well established and effective. The school's policies and procedures to promote good behaviour work well and are consistently applied by staff.
- 111 The head teacher and administrative officers have established highly effective procedures to monitor attendance and punctuality. Follow-up procedures are consistently applied and the school enjoys a productive working partnership with the education welfare officer (EWO). The school complies with all inclusion, discipline and attendance requirements set out in National Assembly for Wales (NAW) Circular 47/06, Inclusion and Pupil Support.
- 112 The academic performance of pupils is monitored regularly by teachers, but the role of pupils in taking more responsibility for their own learning, in setting their own targets and understanding and planning their own progress is not yet fully developed across the school.
- 113 The school has clear policies and procedures in place to promote the health, safety and well-being of pupils. The caretaker makes a good contribution to the monitoring of health and safety throughout the school; his vigilance ensures that any issues are dealt with promptly and efficiently. Arrangements to undertake fire drills and to respond to accidents and emergencies are well established and effective.
- 114 The school makes good efforts to promote healthy eating and a healthy lifestyle and pupils respond positively to this. Pupils are encouraged to eat fresh fruit and healthy snacks, and fresh water is readily available. They have access to a wide range of physical and sporting activities, which contribute significantly to their well-being.
- 115 The school has suitable measures to deal with appeals and complaints and to promote the protection of children. The school's policy and procedures to deal with child protection issues are clearly understood by all staff and training is regularly updated. The head teacher is the designated person with responsibility for child protection issues and she handles a wide range of complex issues with great skill and sensitivity.

- 116 Another outstanding feature of the school's provision is the dining club for vulnerable pupils, which meets once a week to have lunch with a teaching assistant. Pupils set the table with a tablecloth and special china, they benefit from the social occasion and the opportunity to feel that they are valued members of the school community. Older pupils help younger pupils at the table and all gain considerably from the experience.
- 117 The school's provision to meet the needs of pupils with special educational needs (SEN) is good and fully meets the Code of Practice for Wales. The school has thorough procedures for the early identification of those pupils who may have additional learning needs.
- 118 The SEN register is a detailed, focused document, which indicates the range of support given at the school. Those pupils with SEN have focused, individual educational programmes, which are jointly written by the Special Education Needs Co-ordinator (SENCO) and class teacher. Parents and carers are fully involved in the production of these, where appropriate. Individual education plans are of good quality and set out agreed, regularly reviewed learning targets. The full-time SENCO, class teachers and learning support assistants work well together to ensure pupils' needs are met. The expertise of the teaching assistants is an area of strength within the school.
- 119 The school makes good use of outside agencies, including educational psychologists, social services and the health authority. All specialist support is incorporated into individual education programmes and has a positive impact on most pupils' learning.
- 120 Looked-after pupils have comprehensive, personal learning plans and the head teacher attends all relevant meetings on a regular basis. This aspect of provision fully meets statutory requirements.
- 121 The school provides outstanding support for learners whose behaviour may impede their own learning or that of others. This is undertaken through a series of detailed, staged responses, which emphasise positive behaviour strategies that are very well known to pupils, parents and staff throughout the school. These strategies are highly effective in monitoring behaviour and ensuring that pupil disruption is kept to a minimum.
- 122 The school provides extremely clear policies to promote equal opportunity, gender and racial equality, which fully meet statutory requirements. Stereotyping is consistently challenged, wherever identified. This is a significant strength of the school. The school takes very good account of pupils' social and ethnic backgrounds to ensure that all pupils are very well supported and guided. All pupils have equal access to all areas of school life. Every pupil is respected as an individual and extremely good links with external agencies provide instant support for disadvantaged pupils.
- 123 Teachers and support staff apply policies for behaviour management consistently. Arrangements to encourage pupils to behave well are extremely effective. This is evident in the good standards of pupils' behaviour. Midday

supervisors understand their role in the reward system and peer mediators have an important role in maintaining good behaviour. Pupils say that the procedures are very effective in helping everyone to play happily together.

- 124 The school has made all reasonable arrangements to secure the equal treatment of disabled pupils and to ensure that disabled visitors are given a warm welcome to the school. The governing body has produced an accessibility plan and disability equality scheme, which demonstrate clearly how the school will improve access to the curriculum, the nature of existing, physical access and they provide detailed information for disabled persons. Most of the school is already accessible to wheelchair users and there are adequate toilet facilities for the disabled.
- 125 The school's promotion of good race relations and the measures taken to eliminate any incidents of racial discrimination and bullying are outstanding. Good quality documentation underpins this very good practice and the school regularly monitors and evaluates its work in these areas. The school records that incidents are rare and pupils recognise and respect diversity. The school functions well as an inclusive, happy community where all pupils are treated equally.

Leadership and management

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

Grade 2: Good features and no important shortcomings

- 126 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 127 The head teacher has a very clear vision for the school and leads it with commitment and diligence. She has gained the trust and confidence of all members of staff, fully empowered them and successfully introduced many important initiatives.
- 128 A positive team spirit is very apparent and the school is a happy environment for staff and pupils alike. Members of staff share a common sense of purpose and are increasingly contributing to the achievement of shared goals. The school's motto, 'Eich gorau glas bob amser' (Always be the best that you can be) is amply reflected in its day-to-day work in classrooms and around the school.
- 129 The deputy head teacher is extremely effective and an excellent role model as a class teacher. She complements the head teacher's role very well. The senior management team provides clear and purposeful direction to maintain and improve overall standards. The role of phase leaders is well established and they are playing an important part in managing the subjects and areas for which they are responsible.
- 130 Central to the school's ethos is that pupils always come first. This is reflected in the overall good quality of teaching and the very positive relationships within the school. All required policies and guidelines are in place to direct its development. The views of those with an interest in the school, including pupils and parents, are seriously considered and equality of opportunity is very evident in the school's work.
- 131 Full consideration is given to national priorities, local partnerships and developments within the cluster of schools, such as transition arrangements, sporting activities and promoting healthy schools. The school has made a good start in establishing the Foundation Phase and is beginning to spread these approaches through the early years and key stage 1.
- 132 The School Development Plan is an effective document, which takes very good account of school and LA priorities. The links between development planning and the professional development of staff are clear.
- 133 All who work at the school are aware of school procedures and lines of communication are clearly set out. Members of staff meet regularly to share information and discuss strategies and the school day proceeds in an efficient

manner. The school administrators are very experienced and carry out their duties efficiently.

- 134 Systems to support, develop and improve the performance of staff are well developed. Performance management procedures are embedded in the life of the school and targets set have had a positive influence on school improvement. All members of the teaching and non-teaching staff have the opportunity to discuss their performance and training requirements with the head teacher. This has impacted greatly on the quality and responsibilities given to support staff and the positive contribution they make to the quality of teaching and learning.
- 135 The governing body is a knowledgeable, positive force for improvement. Many governors are experienced in their understanding of the traditions of the community served by the school. Governors are well informed and help the head teacher effectively in setting the school's strategic direction. The governing body fulfils its statutory requirements.

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

Grade 2: Good features and no important shortcomings

- 136 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 137 A positive culture of self-evaluation has been established and members of staff actively seek advice and value one another's expertise and strengths. The head teacher has been instrumental in developing the confidence of staff in taking responsibility at all levels for evaluating how well the school is doing and planning for improvement.
- 138 There is a regular, well-focused timetable for appraising the quality of planning, teaching and pupils' work and the monitoring programme is closely tied to priorities in the School Development Plan. Phase leaders are becoming increasingly involved in monitoring the performance of subjects and areas for which they are responsible. The deputy head is an excellent role model of how to provide helpful, constructive feedback to colleagues about their lessons, with clear indications of ways in which they can improve their performance.
- 139 The overall results of monitoring activities are inserted as targets in the School Development Plan in order to aid whole-school improvement. Significant strategies have been implemented to improve pupils' performance in key areas, for example, the school's strong emphasis on raising pupils' literacy skills is clearly resulting in pupils communicating with much greater confidence as they move from the early years to the end of key stage 2.

- 140 Good account is taken of the views of everyone who has an interest in the school's work. Members of staff listen carefully to pupils' suggestions informally, as well as through formal channels of communication, such as the school council and the learning group, and respond with improvements to teaching and learning strategies.
- 141 The self-evaluation report that the school produced prior to the inspection is a thorough, informative document to which all relevant parties contributed. The overall judgements of the self-evaluation report match those of the inspection team in the seven key questions.
- 142 The school has a good sense of where improvements are needed. Appropriate priorities are highlighted in the School Development Plan and supported through adequate allocation of resources by the governing body. The quality of planning for improvement is good and well focused and has already resulted in measurable improvements in key aspects of the school's provision.

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

Grade 2: Good features and no important shortcomings

- 143 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 144 There are sufficient teaching and support staff for the number of pupils on roll. Teachers are well qualified and regularly update their teaching skills and knowledge by attending appropriate in-service training sessions. The deployment of teaching and support staff is good and the school uses the subject expertise of individual teachers well. Learning support assistants are well trained to fulfil their roles and they make an important contribution to the quality of teaching.
- 145 There are suitable arrangements in place to provide all members of staff with the required preparation, planning and assessment time and good use is made of this. The school uses its resources for workforce remodelling well: there is leadership and management time for teachers, fewer clerical and administrative tasks undertaken by them and the role of support staff has changed dramatically in recent times.
- 146 Effective administrative support is provided, which ensures that the life of the school runs smoothly and efficiently. Cleaning staff and lunchtime supervisory assistants are valued members of the school team and make an important contribution to the school community.
- 147 The quality and quantity of learning resources are good. Books and other teaching materials are accessible and deployed effectively. The school has invested heavily in ICT with the purchase of new laptops for classroom use. All classrooms have interactive whiteboards and there is a well-resourced ICT

suite. The new school library provides an excellent learning resource, which enables pupils to develop their reading, investigative and research skills.

- 148 The site supervisor makes outstanding contributions to the school. He undertakes numerous major repair and maintenance tasks, re-decorates the toilets and is currently in the process of creating a sensory garden. The school buildings and grounds are very well maintained.
- 149 The accommodation is adequate for the number of pupils on roll. A rolling programme of redecoration and improvements to the fabric of the building contribute to the successful maintenance of the accommodation. In consultation with the school council, considerable improvements have been made to pupils' toilet facilities, and pupils treat the school building and grounds with great respect.
- 150 Classrooms and non-teaching areas, together with the outdoor classroom, create a stimulating, learning environment. Good use is made of the forest school and visits to the local community, various educational centres and outdoor pursuits' centres, such as Borfa House and Danycoed, enhance pupils' learning experiences.
- 151 Economic, efficient and effective use is made of available resources. The financial implications of all priorities in the School Development Plan are carefully set out. The school successfully secures grants from a number of sources, thus saving money from its allocated budget. It also raises valuable funds through many school events. Key spending decisions are made after full consultation with relevant members of staff and the governing body. The school provides good value for money.

Standards achieved in subjects and areas of learning

Under 5s

Grade 2: Good features and no important shortcomings

- 152 The overall quality of the educational provision for the under fives is appropriate to their needs and children are making good progress towards the Foundation Phase outcomes.

Personal and social development, well-being and cultural diversity

Nursery: Grade 2: Good features and no important shortcomings

Reception: Grade 2: Good features and no important shortcomings

Good features

- 153 All children are eager and confident learners and their achievement is good. Their behaviour is exemplary.
- 154 All children play and work independently and persevere to complete their tasks. They display great pride in their achievements and are keen to show them off to visitors. They engage readily in imaginative role-play for long periods, fully engrossed in their games.
- 155 Older children in the nursery are very good role models for the more recent entrants, because their personal and social skills are so well developed. As a result, children know their routines well and settle to their tasks quickly. They are happy, enthusiastic learners.
- 156 Most children build on these good skills in the reception classes. In lessons they are eager to experiment, investigate and explore. They show curiosity and interest in all their activities, with boys and girls playing well together. All interact positively with all adults and their peers and they behave exceptionally well. They take turns, share well and work co-operatively.
- 157 Many work and play independently, readily accessing their learning, such as using computer programs. They recall and communicate simply some of the religious beliefs and practices of Christianity and they display good awareness of the heritage and culture of Wales.

Shortcomings

- 158 There are no important shortcomings.

Language, literacy and communication skills

Nursery: Grade 1: Good with outstanding features

Reception: Grade 1: Good with outstanding features

Outstanding features

159 All children make excellent progress in developing their language, literacy and communication skills from their starting points. This means that they enter the reception classes with skills that are highly developed. They continue to make exceptional progress and, by the end of the reception year, they achieve standards that are outstanding.

160 All children throughout the nursery and reception classes are exceptionally good listeners and they are intent on contributing to lessons.

Good features

161 Most children in the nursery and reception classes speak clearly and confidently, eager to express opinions and ask questions. They follow instructions well and eagerly participate in discussion, making their views felt.

162 Older children are avid, competent readers and writers and they write for a wide variety of purposes, with captions, simple sentences and good attempts at punctuation. More-able children are prolific, independent writers and their standards of writing are inspirational.

163 Nearly all older children write and send interesting, extended e-mails to their teachers, totally independently. They understand how stories flow from beginnings to solving a problem and to a final resolution. They try to incorporate these aspects into their own story writing with great success.

Shortcomings

164 There are no important shortcomings.

Welsh language development

Nursery: Grade 2: Good features and no important shortcomings

Reception: Grade 2: Good features and no important shortcomings

Good features

165 Children in the nursery make good progress in developing their Welsh language skills and they are eager to explore Welsh words and songs. They demonstrate good understanding of basic instructions and respond enthusiastically to greetings in Welsh. They listen attentively to Welsh stories.

166 Most children happily sing a wide range of Welsh songs and rhymes, with good pronunciation. They count accurately to five, and most know primary colours, using these terms frequently and naturally in their independent play.

167 Older children read Welsh books naturally and enthusiastically, with good pronunciation. They write short Welsh stories independently and engage readily in bilingual discussions, with a good degree of understanding.

Shortcomings

168 There are no important shortcomings.

Mathematical development

Nursery: Grade 2: Good features and no important shortcomings

Reception: Grade 2: Good features and no important shortcomings

Good features

169 Most younger children make good progress and develop their numeracy, sequencing, measuring and pattern-making skills successfully. They have good recall of a range of counting songs and rhymes and they count to five and beyond enthusiastically and accurately.

170 Older children count accurately to 100. They count in tens and count on accurately from larger numbers, such as 28 and 32. They recognise some coins, fully understanding that they can use them to buy goods in the class shop.

171 When they work with their buddies in the Forest School, using a range of non-standard measures to compare their own body measurements, most older children make sensible estimates and understand the need to measure accurately. They demonstrate effective problem-solving skills and work well with others to apply their mathematical skills in real-life situations.

Shortcomings

172 There are no important shortcomings.

Knowledge and understanding of the world

Nursery: Grade 2: Good features and no important shortcomings

Reception: Grade 2: Good features and no important shortcomings

Good features

173 Most younger children make good progress in this area of learning and they eagerly explore, investigate and become familiar with the world around them. During snack time they show a good awareness of which foods are the healthy choices. Most younger children accurately name their own body parts.

174 Children's ICT skills develop well as they explore a variety of programmable toys during independent play, such as a bee-bot and the till. They have a firm, basic knowledge of seasonal changes and know how these affect them.

- 175 Most older children demonstrate a good, developing knowledge of life processes when they talk readily about the plants, fruits and vegetables they are growing in the garden, and they know the conditions that are required for plant growth. Most display a real sense of awe and wonder as they discover new strawberries and carrots growing under the leaves.
- 176 They display a keen awareness of environmental issues as they describe the friendly ways they employ to discourage slugs and other predators from attacking their plants. They thoughtfully describe why they think some plants failed.

Shortcomings

- 177 There are no important shortcomings.

Creative development

Nursery: Grade 2: Good features and no important shortcomings

Reception: Grade 2: Good features and no important shortcomings

Good features

- 178 Nearly all children in the nursery and reception classes sing tunefully and enthusiastically in both English and Welsh, using a clear diction.
- 179 Most older children identify loud and quiet sounds accurately and suggest sensible ways to incorporate these into their own singing.
- 180 Most nursery children display effective imaginative skills as they create colourful paintings and drawings of dinosaurs. After experimenting with line, in the style of Klee and Van Gogh, most reception children carefully observe dinosaur skin and effectively recreate the texture in their dinosaur paintings and clay models.
- 181 Nearly all children use digital cameras and computer paint programs well to enhance their artistic and creative skills. They choose from a range of colours and brush thickness, and they know how to drag the colours and pictures around the screen to create pattern and form. More-able children understand that this is called animation.

Shortcomings

- 182 There are no important shortcomings.

Physical development

Nursery: Grade 2: Good features and no important shortcomings

Reception: Grade 2: Good features and no important shortcomings

Good features

- 183 Most younger children display effective skills of balance, control, co-ordination and confidence when playing on a range of climbing, balancing, sliding, and trampoline equipment. They experiment with different ways of moving through, around and over a tunnel, using correct positional words to describe their activity.
- 184 Most reception children fully understand the need to warm up and cool down, and they have a good awareness of the effect exercise has on their bodies. When working on apparatus, they display outstanding control and co-ordination.
- 185 Most reception children use high and low bunny jumps when moving across a bench, and they create interesting wide and tall body shapes as they land lightly from a box, holding their shapes still for several moments. They confidently, and with ease, climb to the top of the climbing frame and travel from bar to bar, before sliding down the rope and landing appropriately.
- 186 The vast majority of children in the nursery and reception classes fully appreciate the differences between running, walking, skipping, jumping, climbing and hopping. They have a very good understanding of spatial awareness and they change directions smoothly to avoid collisions.

Shortcomings

- 187 There are no important shortcomings.

English

Key stage 1: Grade 2: Good features and no important shortcomings

Key stage 2: Grade 2: Good features and no important shortcomings

Good features

- 188 Throughout the school nearly all pupils' standards in listening are outstanding. Pupils listen attentively and with great interest to their teachers and to their peers in assembly and in classes. The majority speak clearly and confidently about their work and are keen to answer questions and to relate their experiences.
- 189 In key stage 1, most pupils discuss characters from a well-known story and describe new characters who have the same characteristics. They recount the story well, listen to the views of others and are keen to offer their opinions
- 190 In key stage 2, most pupils demonstrate very good speaking and listening skills and sustain their focus well. Younger pupils successfully use colourful

adjectives to describe their senses and make good attempts to explain clearly how their models work.

- 191 At the upper end of key stage 2, most pupils present persuasive arguments when considering a moral dilemma. More-able pupils use powerful language and employ well-reasoned and carefully thought-out explanations to influence their peers. Pupils show very good understanding of the procedures of a formal debate and carry out the roles of chairperson and participants in an articulate and mature manner.
- 192 Most pupils in both key stages make good progress in reading and develop their skills well. Throughout the school nearly all pupils describe their reading preferences clearly and make good use of the range of books available. Most use the school library well, older pupils scan their own books and help their younger buddies to make suitable choices.
- 193 From an early age, pupils make a good start to reading and, by the end of key stage 1, more-able pupils read accurately and fluently. Others read at a level appropriate to their ability and show confidence in reading simple texts. Nearly all pupils have a good knowledge of letter sounds and blends of letters and are keen to use their phonic skills to identify unfamiliar words.
- 194 In key stage 2, most pupils read with interest and enthusiasm. They identify their favourite authors and more-able pupils discuss recurring characters and themes in a mature manner. Pupils use their research skills well and retrieve information from the internet and non-fiction texts capably. When considering the effectiveness of advertisements, pupils show skill in identifying slogans, adjectives, wordplay and persuasive vocabulary.
- 195 In key stage 1, many pupils' writing is good, building on their positive early years' experiences. They make good use of their developing, phonic knowledge to write simple words and sentences and, by the end of the key stage, many write at length for a range of purposes. Spelling and punctuation are developing well.
- 196 Standards of writing in key stage 2 are good. Younger pupils write an additional chapter to 'James and the Giant Peach' and continue with the characteristics of the story. Older pupils show good understanding of the features of persuasive writing and use a variety of styles effectively when preparing posters, letters, slogans and leaflets. Many pupils write convincing play scripts, based on the plays of Shakespeare and, after considering a range of myths and legends, they produce good quality story openers, with imaginative vocabulary that engages the reader well.
- 197 By the end of the key stage, handwriting, punctuation and presentation are generally of a good standard.
- 198 Those pupils with SEN and those who are learning English as an additional language make good progress, relative to their age and ability.

Shortcomings

- 199 There are no important shortcomings, but a minority of pupils in both key stages make careless spelling mistakes.

Welsh second language

Key stage 1: Grade 2: Good features and no important shortcomings

Key stage 2: Grade 2: Good features and no important shortcomings

Good features:

- 200 In key stage 1, most pupils respond effectively when given opportunities to use the language. They build well on what they have learned in the early years, particularly with regard to the sounds of the language and the grasp of basic vocabulary.
- 201 Most pupils in key stage 1 make good progress in speaking and listening. They respond well to instructions and ask and answer questions effectively. They develop a good range of simple sentence patterns and vocabulary relating to colours, personal information and the weather.
- 202 Most pupils in key stage 1 make good progress in reading, in relation to their age and abilities. They read individual words confidently and they make good progress in their ability to apply reading skills to simple, but appropriately extended, texts. They make good use of pictorial clues to aid them in making sense of the written word.
- 203 Many pupils in key stage 1 write simple phrases and sentences based on acquired vocabulary in relation to such topics as clothing, likes and dislikes.
- 204 Most pupils in key stage 2 listen well to all forms of spoken Welsh and respond clearly to simple instructions and greetings. Nearly all make good progress in their knowledge and understanding of spoken Welsh.
- 205 In key stage 2, the majority of pupils count successfully from 1 to 100 and beyond. They know many of the colours in Welsh and they apply these well when playing games or in discussions.
- 206 Most pupils in key stage 2 read words, phrases and sentences, which are used in their oral work, and they extend their vocabulary well with language patterns from simple texts in Welsh. More-able pupils in Years 5 and 6 translate texts and sentences well and they read confidently from the interactive whiteboard or the computer screen, with a good measure of understanding.
- 207 In key stage 2, most pupils write simple phrases and sentences regularly and complete tasks competently.

Shortcomings

- 208 There are no important shortcomings.

Mathematics

Key stage 1: Grade 2: Good features and no important shortcomings

Key stage 2: Grade 2: Good features and no important shortcomings

Good features

- 209 In Year 2 most pupils have a good understanding of basic number processes. Most confidently count in twos, fives and tens up to fifty, with more-able pupils confidently counting up to 100 and well beyond. Many have a good knowledge of number bonds up to twenty and a significant number of pupils add and subtract numbers and money accurately. For example, they undertake simple problems related to giving the correct amount of change and successfully work out the correct change required from a given amount when purchasing commodities from the class shop.
- 210 Most year 2 pupils confidently create a series of graphs, using a range of appropriate computer software, by collecting data before importing it into graph form. The majority of pupils accurately recognise common two-dimensional shapes and describe their associated properties, using the correct mathematical vocabulary with fluent accuracy.
- 211 The majority of pupils in key stage 1 recognise and weigh everyday objects accurately, using standard and non-standard measures. Most pupils successfully identify the correct time on simple clock faces, displaying the hour and half-hour intervals.
- 212 In key stage 2, most pupils continue to develop a good understanding of place value. The majority of pupils understand what each digit represents in a three- and four-digit number and position three- and four-digit numbers into thousands, hundreds, tens and units correctly. In upper key stage 2, more-able pupils confidently use place value correctly in numbers that include six-figure digits. Most pupils make effective progress, using their multiplication tables, and develop accurate, quick-thinking skills when related to a range of challenging everyday problems. Nearly all pupils tell and record the time accurately in hours and minutes. Most pupils understand analogue time to five minutes around the hour.
- 213 The majority of pupils use different units of measurement for time, weight, length and capacity accurately. Most correctly identify acute, right and obtuse angles and use a protractor with increasing accuracy to measure various angles. More-able pupils in upper key stage 2 estimate and check their answers effectively. The majority recognise and interpret correct information presented in the form of graphs and charts
- 214 The majority of pupils across key stage 2 make good progress in their understanding and use of fractions. Several higher-attaining pupils in year 6 have a good understanding of the relationship between equivalent fractions, decimals and percentages.

- 215 Most pupils throughout key stage 2 develop a good knowledge of the associated properties of two- and three-dimensional shapes. Many pupils in year 4 begin to develop an understanding of symmetry, when related to simple, two-dimensional shapes. The majority of older pupils in upper key stage 2 develop a good understanding of the relationship between area and perimeter when applied to regular shapes. Most pupils in key stage 2 make sensible estimations and display a good understanding of the appropriate units of measure.

Shortcomings

- 216 There are no important shortcomings.

Science

Key stage 1: Grade 2: Good features and no important shortcomings

Key stage 2: Grade 2: Good features and no important shortcomings

Good features

- 217 In key stage 1, most pupils use a range of scientific resources well to gather information. Most effectively record their findings, using diagrams, graphs, tables and reports. With support, most pupils carry out successful investigations, where they predict, ask questions and use fair tests. Most pupils discuss their work with more-able ones confidently, using scientific terms, such as solids and liquids, when describing the changes in an ice cube.
- 218 In key stage 1, most pupils recall previous learning well and demonstrate a good understanding of the scientific principles underlying their investigations. Many pupils talk about different foods, distinguishing clearly between healthy and unhealthy foods and explaining the importance of a balanced diet.
- 219 In key stage 2, most pupils continue to develop their scientific skills effectively. In year 3, for example, most use planning sheets to carry out successful investigations on slugs. They conduct fair tests and correctly identify the variables to change, while more-able pupils confidently communicate their findings to visitors. In year 4, most pupils make accurate scientific observations during their experiments on seeds and use magnifying glasses and reference books well.
- 220 More-able pupils in key stage 2 talk confidently about their work and use the digital blue microscope and computers effectively to further enhance their scientific studies. Most successfully record their work, using text, diagrams, graphs, tables and labelled drawings.
- 221 In year 5, nearly all pupils demonstrate a good understanding of the importance of healthy foods, the '5-a-day' diet and the importance of a balanced diet. Most pupils rank foods by dietary importance, while more-able ones discuss their reasoning, using a good range of scientific vocabulary effectively.

- 222 By the end of key stage 2, most pupils work independently to research various scientific topics. Nearly all understand the classification of different habitats and how animals adapt to their varying environments. Most are able to use a variety of resources, including ICT, to research their topics well.

Shortcomings

- 223 There are no important shortcomings.

Information and communication technology

Key stage 1: Grade 2: Good features and no important shortcomings

Key stage 2: Grade 2: Good features and no important shortcomings

Good features

- 224 The majority of pupils in key stage 1 develop competent keyboard skills and save and retrieve their work well. Many use a wide range of graphics tools to produce lively images. In year 2, most pupils program and activate robotic toys to follow a simple path, using a range of commands, including backwards, forwards, turn left and turn right.
- 225 Most pupils in key stage 2 use paint packages well to produce images which have a specific purpose, for example, of the food they would like to eat. Many pupils confidently type and insert appropriate text to describe their preferred choices. The desktop publishing skills of most pupils in year 2 are good.
- 226 Almost all pupils in lower key stage 2 save and retrieve work independently and use simple functions, such as cut, copy and paste confidently. A few pupils are beginning to use repeat functions effectively. Most year 3 pupils use a simulated program to respond and send emails to the North Pole. The majority competently send an email, using the correct address and style, and learn how to use an address book effectively.
- 227 Most pupils in lower key stage 2 demonstrate a good understanding of a digital camera, when recording school activities, and many use computer packages to experiment with design ideas. Many alter the size of the brush tool to create effects, which illustrate a personal account of a 'Village Story Mystery'. Most pupils locate, view and select photographs in a specific file and follow program instructions correctly to import photographs into a photo story album, to which they add appropriate text.
- 228 All pupils in key stage 2 successfully use a commercial software package to explore and develop an understanding of the elements of music.
- 229 Most pupils in year 4 confidently use a digital camera to take still photographs and a series of video clips from their physical education lesson in order to inform their evaluations of performance.

- 230 The majority of pupils in upper key stage 2 carefully consider the layout and presentation of their work. They make considered choices about the presentation of their work, in relation to its purpose and intention.
- 231 Most pupils in upper key stage 2 demonstrate effective skills when working in pairs to produce spreadsheets, related to the sale of healthy fruit sold at play times. Most confidently use the function key to calculate the value of fruit sold and the average weekly sales of varying types of fruit sold. They use the information gained to predict purchases for restocking.
- 232 In upper key stage 2, the majority of pupils confidently insert video clips, and a few pupils record sound, where appropriate, to enhance a presentation.

Shortcomings

- 233 There are no important shortcomings.

Design and technology

Key stage 1: Grade 2: Good features and no important shortcomings

Key stage 2: Grade 2: Good features and no important shortcomings

Good features

- 234 In both key stages, most pupils collaborate well and share ideas in a sensible manner. Pupils' work in design technology is meaningful to them because of the good links they make with other subjects, and this has a positive effect on standards.
- 235 Most pupils in key stage 1 achieve good standards in designing and making a range of items for different purposes. They draw simple, pictorial plans, which indicate their choice of designs and the materials needed, and they make informed choices about the techniques to use.
- 236 Nearly all pupils choose the correct tools sensibly and show good control in using them. They apply a good standard of finish to their products and identify features they like and those they want to change.
- 237 Nearly all pupils in years 1 and 2 successfully programme electronic vehicles, such as roamers, to navigate a pathway and they show a good understanding of how to give accurate instructions.
- 238 Younger key stage 2 pupils design, make and evaluate minibeasts with moving parts, showing a good understanding of how a pneumatic pump can be used to produce movement. They finish their models to a good standard and evaluate them effectively, explaining how they can be improved.
- 239 At the upper end of key stage 2, many pupils investigate a variety of cereal bars for appearance, texture and flavour. Following a questionnaire to ascertain preferences, they follow a recipe to make their own cereal bars, showing a good understanding of hygiene in relation to food preparation and

the importance of checking for food allergies. Most make careful designs for wrappers and boxes to go with their cereal bars and discuss the importance of packaging, showing a good understanding of how manufacturers highlight and market their products.

- 240 Most year 5 and 6 pupils design and make good quality artefacts for the court of King Henry V1111. They study objects and drawings and use a variety of techniques, such as papier mache, to make their finished items as authentic as possible.

Shortcomings

- 241 Although there are no important shortcomings, many pupils do not use ICT skills sufficiently to support their design work.

History

Key stage 1: Grade 2: Good features and no important shortcomings

Key stage 2: Grade 2: Good features and no important shortcomings

Good features

- 242 In both key stages, most pupils develop a good range of historical vocabulary, which they use appropriately to describe historical events and to research relevant information.
- 243 Most pupils in both key stages have a good recall of the periods they study and are keen to share their knowledge with others. They have a clear understanding of what life was like in Wales in the past.
- 244 Most pupils in key stage 1 develop a good chronological awareness as they study Mumbles now and long ago.
- 245 In key stage 1, most pupils produce effective studies of St David and they have an impressive knowledge of the nearby Scott's pit.
- 246 In years 3 and 4, the vast majority of pupils produce good quality work on the Victorians. They compile detailed research projects on Queen Victoria and they have a good understanding of the key features of her reign. For example, they know about Susan Rees, a pit girl, and they analyse her working conditions.
- 247 In year 5, most pupils have a good understanding of the Tudor period and they produce stimulating research projects on crime and punishment in the era. Most explain clearly the differences between Tudor punishments and contemporary methods of dealing with crimes.
- 248 In year 5, most pupils produce good quality research work on famous Victorians, such as Charles Dickens, Lord Shaftesbury, Florence Nightingale and Sir Robert Peel.

- 249 Most older pupils in key stage 2 produce stimulating work on World War Two. They research the period carefully and interview members of their families and the local community. They successfully explain the movement of evacuees and have a good understanding of the impact of war on the local area.

Shortcomings

- 250 There are no important shortcomings.

Geography

Key stage 1: Grade 2: Good features and no important shortcomings

Key stage 2: Grade 2: Good features and no important shortcomings

Good features

- 251 Nearly all pupils at both key stages develop a secure knowledge of the key features of their own locality through the numerous visits they make to the area. They participate enthusiastically in exciting whole-school projects.
- 252 Most pupils in key stage 1 accurately identify the significant features of Mumbles and produce maps to indicate the main landmarks. Many create good quality project books on the geography of the Mumbles area.
- 253 Younger pupils in key stage 2 develop their geographical skills well when they use keys and symbols to find and identify features on maps of the Birchgrove area. They compare their own locality with that of Swansea Bay and produce mature comparative studies.
- 254 More-able pupils develop a good knowledge and understanding of co-ordinates and competently apply these as they produce maps of their own locality.
- 255 In key stage 2, many pupils make mature comparisons between St Lucia and their own country. They study a range of information, use geographical terms well, and study different weather patterns effectively.
- 256 Older pupils in key stage 2 undertake detailed studies of 'fair trade' and they examine different foods and their places of origin. They present articulate and well-considered cases for 'fair trade' as part of their class debates.

Shortcomings

- 257 There are no important shortcomings.

Art and design

Key stage 1: Grade 2: Good features and no important shortcomings

Key stage 2: Grade 2: Good features and no important shortcomings

Good features

- 258 Most pupils in both key stages practise and develop their skills of observation, colour, line and tone well and use them effectively in their artwork. Older pupils, in particular, use their sketchbooks successfully.
- 259 Most key stage 1 pupils have a good understanding of the effects they can create by mixing colours and they use their colour skills carefully and to good effect in their work.
- 260 Following a visit to a Laura Ashley shop, most key stage 1 pupils see themselves as young designers and try to emulate the techniques that they have observed. They compile interesting mood boards to help them make choices of colour, design and artefacts to decorate a room.
- 261 Many key stage 1 pupils create exotic, three-dimensional print boards as they experiment and make choices of pattern, before developing bold, colourful wallpaper with intricate designs for their rooms.
- 262 Most pupils in year 3 make careful observations of the environment and use natural materials they find on a beach to create a spiral sculpture that captures the essence of the seaside.
- 263 In year 4, many pupils display a good understanding of shading as they practise with light, medium and dark tones in pencil and they use this skill to complete effective self-portraits. They display the texture of spiky hair and the dark/light shading needed to match skin tones.
- 264 Many older pupils in key stage 2 create good quality, three-dimensional models of Welsh castles from recyclable materials. Their landscape paintings, in soft pastel, successfully represent a Caribbean island environment. Many use their colour-mixing skills effectively, linking them to shade and tone, in order to create texture and to make their work more realistic.

Shortcomings

- 265 There are no important shortcomings.

Music

Key stage 1: Grade 2: Good features and no important shortcomings

Key stage 2: Grade 2: Good features and no important shortcomings

Good features

- 266 Standards of achievement are good across both key stages and most pupils are enthusiastic musicians. The standard of singing is good overall and many pupils demonstrate good knowledge of pitch, dynamics and breathing control.
- 267 Most younger pupils in key stage 1 work well together to create, select and organise sounds in response to different stimuli, using body percussion well. They improvise, compose and arrange music, using a variety of sound sources, and create interesting patterns. They refine their melodic patterns thoughtfully.
- 268 After listening to various pieces of music, most pupils in key stage 1 use their numeracy skills to record sensibly on a chart the instruments they can hear, and they express simple opinions on likes and dislikes. They identify long and short sounds, using suitable symbols, and sort the instruments accurately according to the sounds they make.
- 269 In key stage 2, as pupils compose songs, many discuss whether the song should create a happy or sad sound. They refine and rearrange their compositions well, using instrument images and creating short melodic breaks.
- 270 In key stage 2, most pupils effectively maintain an individual, instrumental part in a group piece. Their final performance, combining singing and instrumental parts, is of a good quality. They listen attentively to their recorded work and make sensible suggestions as to how they can improve it.
- 271 Towards the end of key stage 2, many older pupils speak confidently about the emotions that a piece of music can evoke and how lyrics contribute to the emotional context. Many describe in detail, and with enthusiasm and confidence, occasions when they perform their compositions in the community and the local comprehensive school. They are knowledgeable about different genres and period pieces of music, and they describe vividly their compositions in the style of African music.
- 272 Most pupils evaluate each other's work thoughtfully.

Shortcomings

- 273 There are no important shortcomings.

Physical education

Key stage 1: Grade 2: Good features and no important shortcomings

Key stage 2: Grade 2: Good features and no important shortcomings

Good features

- 274 Throughout the school all pupils develop good physical skills and achieve well in various indoor and outdoor activities. The vast majority of pupils evaluate their activities well.
- 275 As they progress through the school all pupils understand the importance of warming-up and cooling-down activities. Most pupils have a good understanding of the effects of exercise upon their bodies and how exercise helps and maintains a healthy lifestyle. The majority of pupils change appropriately for activities and recognise the importance of safety when taking part in physical activities.
- 276 In key stage 1, most pupils show good balance and control of body movement when practising various jumps over a rope. They produce a good variety of jumps, landing on two feet and bending knees on landing. Nearly all pupils demonstrate a range of different jumps and balances to produce short sequences of movement.
- 277 In key stage 2, most pupils build effectively on the skills they have already learned. In year 3, for example, most retain a good sense of beat during dance lessons and they dance with expression. Nearly all pupils have a good awareness of space while moving around the hall and outside spaces.
- 278 In both key stages, most pupils suggest ways to improve their performances, they display a good knowledge and understanding of dance routines and they have a competent understanding of basic step movement as they move on the spot.
- 279 Most pupils in year 4 display good co-ordination and control when performing athletic activities. They take responsibility for recording their performances, measure distances for standing jumps or shot put, refine their balance on a beam and carefully note the times taken to run set distances. Many pupils effectively evaluate their skills and progress by looking at photographs taken on the digital camera and displayed on the computer screen.
- 280 Most pupils at the top end of key stage 2 design their own games and carefully evaluate their performance in these. While practising ball games all pupils display good hand-to-eye co-ordination skills when hitting, throwing and catching a ball. They successfully transfer the skills they learn to a team game of rounders.
- 281 Many pupils participate successfully in a wide range of extra-curricular, sporting activities and, as a result, they enhance and extend their physical and sporting skills.

Shortcomings

There are no important shortcomings.

Religious education

Key stage 1: Grade 2: Good features and no important shortcomings

Key stage 2: Grade 2: Good features and no important shortcomings

Good features

- 282 In both key stages, most pupils develop a good knowledge and understanding of the beliefs and practices of Christianity and other world faiths, such as Islam and Judaism.
- 283 In both key stages, most pupils display good moral and social values and mature levels of respect when discussing religious issues.
- 284 In key stage 1, most pupils display a good understanding of the story of the creation and know that the story is from the Bible. Many pupils successfully recall other Bible stories, such as the Good Samaritan and the story of Noah. More-able pupils talk about the life of Jesus and have a good knowledge of the Christian calendar.
- 285 Most year 2 pupils write prayers of thanksgiving and show a good understanding that prayer is a way of talking to God. They know that they must care for the environment and look after God's world and they reflect these concerns in their personal prayers.
- 286 When visiting the local church, many key stage 1 pupils know the names of some basic features, such as lectern, font, pews and stained glass windows. They take part in role play and display an understanding of the purpose of a christening.
- 287 Younger key stage 2 pupils visit the local synagogue in Swansea, they dress in Jewish clothing, recognise symbols and use appropriate vocabulary to describe the main features of the synagogue. More-able ones draw suitable comparisons between the church and the synagogue, the Bible and the Torah.
- 288 Most pupils in years 5 and 6 debate the meaning of the story of the Prodigal Son in a mature manner. They show a good level of understanding why people have different religious view points and discuss the idea of Christian forgiveness, relating this to their own lives and the lives of others.
- 289 Year 6 pupils effectively research Christianity, Judaism and Islam and draw clear parallels between festivals, places of worship, symbols and rules. They demonstrate a competent understanding of the ways in which different religions share common themes, ideals and practices.

Shortcomings

- 290 There are no important shortcomings.

School's response to the inspection

The staff and governors of Birchgrove Primary School welcome the inspection report of June 29th - July 2nd 2009. As this is the first inspection following our amalgamation as a Primary School we are pleased that the inspection team agreed with our own evaluation that this is a good and happy school, where staff and pupils work together well.

The inspection team were thoroughly professional in their approach and worked well with the whole school community in a joint dialogue to collate evidence and reach their judgements.

The school feels that the inspection process has supported the school in its own judgements and pathways to continue the journey we have begun. The governors would like to thank all staff for their hard work and commitment to the school during this inspection process. We are particularly pleased that the school ethos of putting children first and foremost was recognised by the team.

This inspection has come at a point when the school is ready to move onto the next phase of its development and all the hard work of the creation of the new school ethos and of setting up systems and processes are now ready to move into a second phase, where all these systems become thoroughly embedded into practice. The inspection process will help us to set this in motion. The staff and governors will ensure that the recommendations from this report are incorporated into our School Development Plan and progress towards meeting these will be reported to parents.

Appendix 1

Basic information about the school

Name of school	Birchgrove Primary
School type	Primary inc Foundation Phase
Age-range of pupils	3-11
Address of school	Heol Nant Bran, Birchgrove, Swansea,
Postcode	SA7 9LS
Telephone number	01792 814814

Head teacher	Ms Eleanor Treen
Date of appointment	01-09-05
Chair of governors/ Appropriate authority	Mrs Rita Griffiths
Registered inspector	Dr David Gareth Evans
Dates of inspection	29 th June—2 nd July, 2009

Appendix 2

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	35	44	44	45	49	50	55	49	371

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	17	0	17

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	21:1
Pupil: adult (fte) ratio in nursery classes	7:1
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	25.8
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Spring 2009	88.2	91.4	92.9
Autumn 2008	90.1	92.8	93.2
Summer 2008	85.1	92.5	91.3

Percentage of pupils entitled to free school meals	21%
Number of pupils excluded during 12 months prior to inspection	1

Appendix 3

National Curriculum Assessment Results End of key stage 1:

National Curriculum Assessment KS1 Results 2008			Number of pupils in Y2:					46
Percentage of pupils at each level								
			D	W	1	2	3	
English:	Teacher assessment	School	0	2	7	63	28	
		National	0	3	13	63	20	
En: reading	Teacher assessment	School	0	2	15	54	28	
		National	0	2	10	63	24	
En: writing	Teacher assessment	School	0	4	9	67	20	
		National	0	5	14	68	12	
En: speaking and listening	Teacher assessment	School	0	0	4	52	43	
		National	0	4	14	55	27	
Mathematics	Teacher assessment	School	0	0	2	59	39	
		National	0	2	10	64	23	
Science	Teacher assessment	School	0	0	2	72	26	
		National	0	2	9	65	24	

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	91%	In Wales	80.6%

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:

National Curriculum Assessment KS2 Results 2008			Number of pupils in Y6							49	
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	0	0	26	36	36
		National	0	0	0	1	1	4	16	48	30
Welsh	Teacher assessment	School									
		National									
Mathematics	Teacher assessment	School	0	0	0	0	0	0	26	40	32
		National	0	0	0	1	1	3	14	48	33
Science	Teacher assessment	School	0	0	0	0	0	0	16	46	36
		National	0	0	0	0	0	2	12	52	34

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	68%	In the school	N/A
In Wales	74%	In Wales	N/A

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 4

Evidence base of the inspection

Six inspectors spent a total of nineteen inspector days in the school. A team meeting was held prior to the inspection. The school accepted the invitation to appoint a nominee. There was no peer assessor attached to the inspection

The team inspected:

- 78 lessons or part lessons;
- all classes;
- acts of collective worship; and
- a range of extra-curricular activities.

The inspection team held meetings with:

- staff, governors and parents before the inspection;
- senior managers, teachers, support and administrative staff and groups of pupils during the inspection; and
- staff and governors after the inspection.

The inspection team also considered:

- 90 parents'/carers' questionnaires, of which 97.67 per cent of responses were positive;
- a comprehensive range of documentation provided by the school before and during the inspection; and
- a variety of current and past pupils' work.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Dr David G Evans Registered Inspector	Context, Summary and Recommendations. Key Questions 1, 2a and 5 Welsh second language, history and geography
Ms Janet Warr, Lay Inspector	Contributions to Key Questions 1, 3, 4 and 7
Mrs Kay Andrews, Team Inspector	Key Question 3 Foundation phase, music, art and design
Mrs Sue Parsons, OBE, Team Inspector	Key Questions 2b and 6 English, design and technology and religious education
Mr Peter Clark, Team Inspector	Key Question 4 Mathematics and information and communication technology
Mr Huw Williams, Team Inspector	Key Question 7 Science and physical education
Mrs Eleanor Treen, Nominee and head teacher	Attending meetings and supplying information

Contractor:

Evenlode Education Ltd.,
Little Garth,
St John's Close,
Hawarden,
Flintshire, CH5 3QJ

Acknowledgement:

The inspection team would like to thank the governors, head teacher, members of staff and pupils for their co-operation and courtesy throughout the inspection.