

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

A Report on the Quality of Education in

**Danygraig Primary School
Ysgol Street
Port Tennant
Swansea
SA1 8LE**

School Number: 6702017

Date of Inspection: 09 March 2009

by

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

The inspection of Danygraig Primary School took place between 09/03/09 and 12/03/09. An independent team of inspectors, led by Dr Jim Hewitt 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 **standard** 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

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Context

The nature of the provider

1. Danygraig Primary School is based in the Danygraig and Port Tennant area on the eastern outskirts of Swansea. Traditionally, the school has been at the heart of a close-knit, working-class community where families, who have been in the area for many generations, have strong links with the local docks. However, with the decline of Swansea docks and the new prestigious adjacent Swansea SA1 Waterfront Development, the character of the area is changing. The catchment area currently shows significant, but not extreme, social deprivation.
2. The school caters for children between three and eleven years of age. There are currently 263 pupils on roll. The number of pupils has remained steady, but declined in 2008. With the advent of 'The Swansea SA1 Waterfront Development' and the decline in local rented accommodation, the numbers of pupils joining or leaving other than in the early years has reduced significantly recently.
3. Pupils are based in eight mixed-ability classes (four of which are mixed-age group also) in each year group from reception age to year 6. There is a nursery which provides separate morning sessions for 24 children and afternoon sessions for 22 children. Children are admitted part-time to the nursery class in the September following their 3rd birthday and full time to the reception class in the September following their 4th birthday. Baseline assessment on entry shows most pupils well below Local Authority [LA] averages in their communication, number and social skills.
4. The school provides two LA funded specialist teaching facilities [STFs] for pupils who have a wide range of learning difficulties. One caters for Foundation Phase and key stage 1 children and the other for key stage 2 pupils. There are 12 pupils in the specialist teaching facilities. The school identifies 24 per cent of its pupils as having special educational needs [SEN] which is above national averages; of these, 18 pupils have a statement outlining their needs. The National Curriculum is not modified for any pupil and no pupils are disapplied from it.
5. English is the home language of most pupils [91%] although 20 pupils use another language at home. Thirteen pupils are taught English as an additional language. No pupils speak Welsh as their first language. Just below ten per cent of pupils are from mixed ethnic origin or non-British background. No pupils are currently withdrawn from Acts of Collective Worship.
6. Thirty per cent of pupils are entitled to free school meals which well above local authority and national averages. Three pupils are 'looked after' by the LA. No pupils have been excluded over the past 12 months.

7. Recently the school has gained the Basic Skills Quality Mark, 3rd time, 2006; Dyslexia Friendly School, 2008; Speech and Language Friendly School, 2008; Eco School Green Flag, 2007; Health Promoting School Award, 2008; Recycling Green Flag, 2007; and the 'Swansea in Bloom' Award 1st prize 2007 and 2008.
8. The head teacher was appointed in June 1997.
9. The school was last inspected in February 2003.

The school's priorities and targets

10. The school's motto is "Learning now for our future".
11. The school's mission statement declares, "We will aim to provide a structure for teaching and learning that will focus on the learners and enable all children to realise their potential in a safe and stimulating environment and in a positive and caring atmosphere. Danygraig Primary School is a fully inclusive, equal opportunities school. It is our aim to ensure as far as possible, all members of the school community enjoy their involvement with the school free from harassment and prejudice."
12. The school aims to:
 - make learning activities both stimulating and relevant to children's needs and experiences;
 - ensure, where possible, that learning has its roots in the child's own world and that their first-hand experiences enrich and further their understanding of their place (past, present and future);
 - introduce and master those skills which will enable them to take their place as competent, caring adults in an increasingly complex, technological society;
 - provide a curriculum with continuity and progression and a strong emphasis on the development of a wide range of skills which can be transferred to the needs of life;
 - provide a rich variety of extra-curricular experiences;
 - help children become independent learners, enabling them to learn how to learn; and
 - aim for children to develop a positive attitude towards learning and life underpinned by good social values.
13. The three-year school development plan identifies several target areas for 2008/9 to 2010/11:
 - achievement and performance of learners;
 - effectiveness of teaching, training and assessment;
 - meeting the needs and interests of learners and the wider community;
 - caring for, guiding and supporting learners;
 - effective leadership and strategic management;
 - evaluation of improvement and quality of standards; and
 - effective and efficient management of resources.

Summary

14. Danygraig Primary is a caring and inclusive school where pupils enjoy learning. The good progress they make in all aspects of school life reflects the dedication of the staff and the wide range of learning experiences provided. The school is in a strong position to raise standards further.

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

Standards

15. Standards achieved by pupils in the lessons observed are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
12%	61%	27%	0%	0%

16. These percentages are lower than those published in the latest Annual Report by HMCI for 2007/8 where the standards are reported as being good or better in 84 per cent of lessons. However, the percentages match published figures for lessons in which standards are judged as outstanding.
17. Standards were not inspected in the early years but 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.

Grades for standards of achievement in subjects inspected.

Inspection Area	Key stage 1	Key stage 2
English	Grade 3	Grade 2
Welsh second language	Grade 3	Grade 2
Information technology	Grade 2	Grade 1
Design technology	Grade 2	Grade 2
Art	Grade 2	Grade 1
Religious education	Grade 2	Grade 2

18. Nearly all pupils across the school achieve good standards in the key skills of listening, reading and numeracy. Speaking and writing skills and the development of bilingual skills are good in early years and key stage 2 but have shortcomings in key stage 1. Pupils' creative skills and information and communication technology skills are good across the school and have outstanding features in key stage 2.
19. The school provides two sets of figures for end of key stage teacher assessment. One set is based on the full year cohort and one set is produced with the results for pupils who have a statement of SEN dis-aggregated. This is to aid analysis.
20. Both sets of key stage 1 results for 2008 show the school performing below local and national averages for pupils gaining at least level 2 in each of the core subjects of English, mathematics and science. However, when the school is compared to those of a similar type in Wales (those placed on a similar free school meal band) revised English results rise from the lower to the upper 50 per cent; science results rise from the lowest 25 per cent to the lower 50 per cent. Mathematics remains in the lowest 25 per cent. With both sets of data, the percentage of pupils gaining the higher level 3 in English at least matches the local and national averages but Science remains below. No level 3s were gained in mathematics or in the writing attainment target for English at key stage 1. Overall, using the original data, girls outperform boys but the position is reversed when pupils with statements are dis-aggregated from the figures.
21. Key stage 2 results for 2008 show the school performing below local and national averages for pupils gaining at least level 4 in the core subjects. However, when the figures for statemented pupils are desegregated, the school is seen to be performing well. It matches local and national averages in English and science and scores just below them in mathematics. The percentage of pupils gaining the higher level 5 consistently exceeds local and national averages in both sets of data for mathematics and improves from matching the averages to exceeding them in English and science. When compared to similar schools in Wales, English results rise from the lower 50 per cent in English and the lowest 25 per cent in science and mathematics to being in the upper 50 per cent in all three subjects. Both sets of data show boys outperforming girls in mathematics and vice versa in English.
22. Most pupils progress well in their learning in early years and key stage 2. However, progress is less consistent at key stage 1. Nearly all pupils with SEN including those with statements, based both in mainstream classes and in the specialist teaching facilities make good progress in relation to their varying needs and abilities. More-able pupils in key stage 2 are consistently challenged to achieve their potential. Pupils with English as an additional language [EAL] also achieve and progress well. However, the overall results indicate that whilst the performance of the school's least- and most-able pupils is good, many pupils of average ability are not performing to their full potential.

23. Overall, pupils make good progress in their personal, spiritual, social, moral and wider development. Pupils collaborate well and have good independent learning skills. Their personal and social skills as evidenced by excellent behaviour, their attitudes to work and the way they value each other regardless of background are all outstanding.
24. Attendance rates for the last reporting year are 90.2 per cent. This is broadly similar to LA averages but below Welsh Assembly Government targets.

The quality of education and training

Grades for teaching

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
23%	51%	26%	0%	0%

25. These percentages are lower than those published in the latest Annual Report by HMCI for 2007/8 where the quality of teaching is reported as good or better in 83 per cent of lessons. However, the percentages exceed published figures for lessons in which the quality of teaching is judged as outstanding.
26. Overall the quality of teaching is good and based upon strong working relationships with the pupils. The majority of teachers display good subject knowledge and understanding of recent curriculum developments. They plan well and use a wide range of effective strategies and resources. Almost a quarter of the lessons have outstanding features. These lessons enthuse, motivate and challenge pupils' thinking and foster independent learning. They are based upon high expectations. However, just over a quarter of the lessons lack pace, stimulation and structure. Teachers provide equal access to a wide range of good learning opportunities for all pupils and generally meet the needs of the less-able and more-able well. However, in some lessons, teachers do not always ensure that they are meeting the learning needs of all pupils across the full ability range.
27. The school's systems of assessment, recording and reporting meet all statutory requirements and are proving increasingly effective in informing teaching and learning and providing focussed and challenging targets for the school.
28. The curriculum is broad, balanced and relevant and meets the needs and interests of the full range of pupils in the school. It fully incorporates recent developments such as the Foundation Phase and the new curriculum orders, 2008. It meets all statutory requirements. The school has made good progress in developing the use of key skills across the curriculum although there are shortcomings in the effectiveness of provision for speaking and writing in key stage 1.
29. The quality of provision for pupils' social, moral, spiritual and cultural development is outstanding and enriched by the good links with community. Schemes of work fully incorporate *Y Cwricwlwm Cymreig*. The very good

range of learning experiences beyond the National Curriculum include out-of-school learning, work-related education, and the promotion of sustainable development and global citizenship. Pupils are well-prepared for their next phase of learning.

30. The school provides excellent care and support to ensure the well-being of pupils. Staff do their utmost to ensure pupils' pastoral and educational needs are fully met. Pupils feel secure and valued. Induction, monitoring and transition arrangements for all pupils are all good. Policies and procedures to ensure equal opportunity, racial equality and full inclusion for pupils with disabilities are outstanding.
31. Provision for meeting the additional learning needs of pupils throughout the school is outstanding and well managed by the SEN co-ordinator. Effective diagnosis and intervention, good use of outside agencies, and strong support from teaching assistants ensures that all pupils are fully included in all aspects of school life. Very good policies and procedures are in place to monitor attendance, health and safety, child protection and complaints and the school successfully promotes healthy living.

Leadership and management

32. The leadership and management of the school is good. The school's broad aims underpin all aspects of school life. The head teacher provides clear direction and, through personal example, has built a committed and dedicated team with a shared sense of purpose in achieving the school's aims. He is ably supported by the deputy head teacher in this. The senior management team [SMT] is fully involved in the day-to-day running of the school and displays a good understanding of where the school is now although it's role in monitoring, evaluation and planning is developing.
33. Subject co-ordinators undertake their responsibilities with commitment and enthusiasm and they provide good support to colleagues. However, the extent to which they monitor and evaluate provision and subsequently plan to raise standards in their subjects is inconsistent.
34. The governing body provides good support. Governors ensure that, through a range of appropriate committees, all statutory requirements are met. They are well informed and becoming increasingly involved in determining the school's strategic direction and meeting identified priorities. The governing body discharges its duties effectively.
35. The school is developing a strong culture of evaluation which increasingly engages all stakeholders. Areas for development identified in the self-evaluation report are translate into targets in the school development plan and these have been well resourced and resulted in improvements in standards and provision. However, school documentation in this area is unwieldy and evaluation-planning-monitoring systems need refinement. Whole-school ownership and accountability for setting realistic and challenging targets and

constantly monitoring the school's success in achieving them is under-developed.

36. The inspection team agrees with the grades given by the school in three of the seven key questions but did not identify enough outstanding features in each of key questions 2, 3, 5 and 7 to award the highest grade and so awarded grade 2 in each instance. Several issues identified by the school for further attention are similar to those identified by the inspection team.
37. The overall provision for staffing, accommodation and resources is good. There are sufficient, suitably-qualified, committed and experienced teachers to deliver every aspect of the curriculum. Dedicated, enthusiastic teaching assistants make a significant contribution to pupils' learning. The school is well resourced for all subjects and the accommodation is spacious and appropriate.
38. The head teacher and governing body carefully monitor the work of the school to ensure spending decisions match identified priorities. The school makes economic and effective use of available finances to improve the quality of teaching and so raise standards. Pupils make good progress, achieve well and are well prepared for the next stage of their education. The school has effectively addressed key issues identified in the previous inspection. The school provides good value for money.

Recommendations

39. In order to maintain and build on recent improvements, the school should:
- R1 Continue to raise standards in all subjects and address the shortcomings identified in English and Welsh at key stage 1.
 - R2 Improve the quality of teaching so that it is of a consistently high standard across the school.
 - R3 Ensure that senior leaders and managers set suitably realistic and challenging targets and that they rigorously monitor progress in achieving them.
 - R4 Continue to improve the role of subject leaders in monitoring standards in their areas of responsibility *.
 - R5 Refine the process of school self evaluation and development planning so that it is sharply focussed on raising standards for all groups of pupils.

* The school has identified this as an area for improvement in its current school development plan.

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

40. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
41. During the inspection, standards achieved by pupils in the lessons observed are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
12%	61%	27%	0%	0%

42. These percentages fall below the figures published in the latest Annual Report by HMCI for 2007/8 where standards are reported as being good or better (grade 1 and 2) in 84 per cent of lessons. They match the published figures of 12 per cent of lessons where standards are reported as being outstanding (grade 1).
43. The percentages match those reported during the previous inspection for standards in lessons being good or better but exceed the percentages for lessons in which standards were reported as being outstanding.
44. Standards were not inspected in the early years, but 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. Overall, there is good achievement and progress in both key stages, although some shortcomings were identified in key stage 1 and lower key stage 2.
45. The majority of subject grades are similar to those given in the last inspection. In this inspection, a higher grade was awarded for design technology in both key stages and for both art and information technology at key stage 2. However, a lower grade was awarded for both English and Welsh second language at key stage 1.

Grades for standards of achievement in subjects inspected

Inspection Area	Key stage 1	Key stage 2
English	Grade 3	Grade 2
Welsh second language	Grade 3	Grade 2
Information technology	Grade 2	Grade 1
Design technology	Grade 2	Grade 2
Art	Grade 2	Grade 1
Religious education	Grade 2	Grade 2

46. Baseline assessments undertaken when children join the school in the nursery class indicate that many are below LA averages in their attainment of

language, number and social skills. The records maintained by the school, however, show that the majority of children in the nursery and reception classes make good progress during their time in early-years and achieve well.

47. Nearly all early-years children achieve good standards and progress well in the key skills of listening, speaking, early reading and writing. Standards and progress in the skills of numeracy, problem-solving and information and communication technology are also good. Most children display good creative skills. They work well together and have a good awareness of the language and culture of Wales through *Y Cwricwlwm Cymreig*. Their bilingual skills are also developing well.
48. Overall, pupils in both key stages reach good standards when using the key skills of speaking, listening, reading, writing, numeracy and information and communication technology across the curriculum. However, good features outweigh shortcomings in the key skills of speaking and writing at key stage 1.
49. All pupils listen well, paying close attention to what their teachers are saying. They respond to requests, questions and instructions appropriately and listen carefully to what others are saying when working in groups. The majority of pupils speak confidently and express their ideas well, understanding and using relevant vocabulary appropriately gaining confidence as they progress through the school. However, in key stage 1, speaking skills are not practised sufficiently and therefore a minority of pupils fail to articulate ideas clearly at an age-appropriate level.
50. The majority of pupils in both key stages read fluently and deploy their reading skills effectively to gain knowledge or when searching for information using different websites. Overall, pupils' standards of writing across the curriculum are good. Pupils write appropriately and accurately for their age for a variety of purposes in different contexts. However, in key stage 1, the standards of grammar, handwriting and presentation of a minority of pupils is underdeveloped.
51. Most pupils' numeracy skills in both key stages are good and they apply these skills effectively in a number of contexts. They work accurately and methodically, and show increasing competence in calculating, measuring and communicating their results in a variety of situations and contexts.
52. Nearly all pupils in key stage 1 achieve good standards in using the key skill of information and communication technology across the curriculum; for example, in gathering, storing and presenting information. In key stage 2, pupils' skills are outstanding and very effectively enhance and enrich the work done in other subjects. Numeracy and information and communication technology are used very effectively as a vehicle for all pupils to develop good problem-solving skills.
53. In key stage 1, good features outweigh shortcomings in the development of pupils' bilingual skills. However, the majority of pupils make insufficient use of the Welsh language during lessons and other activities. Pupils' bilingual skills

in key stage 2 are good. Pupils respond well to questions and directions given in Welsh using either Welsh or English as appropriate. The more-able make consistent use of incidental Welsh during the day and during school assemblies.

54. Most pupils achieve good standards in their creative skills key stage 1. Pupils in key stage 2 continue the school's strong sporting traditions at local and national level in rugby and soccer. They make valuable musical contributions at local concerts, events and activities and have used their skills to great effect when working with local artists to produce enduring murals and mosaics of both historical interest and artistic merit. Their creative skills are outstanding.
55. End of key stage 1 assessment results for 2008 are well below local and national averages in each of the core subjects: English, mathematics and science and in the core subject indicator, which is the percentage of pupils attaining at least level 2 in all three core subjects. These results indicate fluctuating trends, although attainment in 2008 was an improvement on the previous year's in all but mathematics. The percentage of pupils gaining the higher level 3 matched local and national averages in English but was below them in science. No pupils gained a level 3 in mathematics or in the writing aspect of English.
56. At key stage 1, girls outperformed the boys in mathematics, science and the core subject indicator, although boys outperformed the girls in gaining the higher level 3 in science.
57. When the results are compared to schools of a similar type, i.e. those placed in a similar free school meal band in Wales, the school is in the lower 50 per cent for English and the lowest 25 per cent for mathematics, science and the core subject indicator.
58. Because the school hosts two LA resourced specialist teaching facilities for pupils who have statements of SEN, it has produced two sets of results to enable more accurate analysis of its performance. Removing the data for key stage 1 pupils who are based in the foundation specialist teaching facilities or who have statements of SEN provides a useful comparison.
59. Results in the core subjects and the core subject indicator still fall short of local and national averages. However, when compared to similar schools in Wales, the school is now in the upper 50 per cent for English, the lower 50 per cent for science and the core subject indicator, but remains in the lowest 25 per cent for mathematics. Using the revised data, boys perform better than girls across the three core subjects. The percentage of pupils gaining the higher level 3 is still below local and national averages, but matches them in English.
60. End of key stage 2 assessment results for 2008 which include pupils with statements of SEN show the school is performing below local and national averages in each of the core subjects and in the core subject indicator, the percentage of pupils attaining at least level 4 in all three subjects. The

school's results in English and the core subject indicator show a small steady improvement. Results in mathematics have fluctuated and results for 2008 in science show a downturn on 2007. However, the school matches local and national averages in the percentage of pupils gaining the higher level 5 in English and science and exceeds them in mathematics.

61. When compared to similar schools in Wales, the school is in the lower 50 per cent in English and the core subject indicator and the lowest 25 per cent in mathematics and science.
62. When the data for statemented pupils is removed, the school is seen to be performing well. Results in English and science now match local and national averages for the percentage of pupils gaining level 4 but are slightly below them in mathematics and the core subject indicator. The percentage of pupils attaining the higher level 5 exceeds local and national averages in all three core subjects. When compared to similar schools, the school is now in the upper 50 per cent in each of the three core subjects and the core subject indicator.
63. In looking at the relative performance of boys and girls in key stage 2, both sets of data (including and excluding statemented pupils) provide a similar picture. At key stage 2, boys outperform the girls in mathematics and the core subject indicator but girls outperform the boys in English. There is a mixed picture in science with girls performing better than the boys at level 4 when the statemented pupils are included in the figures. Results for pupils looked after by the local authority match the average results for the school.
64. Lesson observation, discussion with pupils and scrutiny of previous and current work show that, regardless of their social, ethnic or linguistic background, pupils make good progress in their knowledge, skills and understanding in all subjects. Sustained improvement and good results are particularly evident in key stage 2.
65. Pupils with additional learning needs achieve good standards and progress well in relation to their varying needs. Those based in the specialist teaching facilities classes achieve good standards commensurate with their abilities and perform well when they integrate for specific lessons in mainstream classes. Pupils enjoy their lessons, understand their need for support and comment positively on their progress. Pupils with English as an additional language achieve results which match or are higher than the school's average results.
66. In the mainstream classes, pupils with additional learning needs and those with potential behavioural problems benefit from the additional support given and make good progress towards the targets set for them. Pupils of above average ability, particularly at the upper end of key stage 2, make good progress as a result of consistently challenging work in lessons. However, the overall results indicate that whilst the performance of the school's least- and most- able pupils is good, many pupils of average ability are not performing to their full potential.

67. The school produces realistic targets for improvement in the core subjects at key stage 2 only. When the results for all pupils are considered as a whole, the school failed to meet its own targets in each of the core subjects and the core subject indicator. The only exception to this was the performance of girls in English where the overall target was met. However, when the results for pupils who have statements are dis-aggregated, pupils exceed the targets set in English and science with the girls performing particularly well. However, girls failed to meet the targets in maths and so, overall, targets in mathematics and in the core subject indicator for all pupils were not met.
68. Overall, in relation to their varying abilities, age and background, most pupils make good progress towards fulfilling their potential, attaining agreed learning goals and moving on to the next stage in their education. Progress is most marked in early years and at the upper end of key stage 2. Nearly all pupils with SEN make good progress in every phase of school life and most more-able pupils are well challenged and make good progress at the upper end of key stage 2.
69. Overall, pupils have a good understanding of how well they are progressing. However, systems for engaging pupils in a dialogue about their own learning to help them establish a good understanding of the work they are doing and what they need to do to improve are less well developed in key stage 1 than key stage 2. In key stage 2, most pupils review their own individual progress verbally during lessons and plan with the teacher how they can improve. More-able pupils are particularly knowledgeable regarding their individual targets.
70. Nearly all pupils make good progress in developing their personal and social skills. At key stage 2 this is often outstanding. Pupils' moral and wider development is also good. Throughout the school, pupils show a positive attitude to work and enthusiasm for learning. They make valuable verbal contributions to lessons and answer confidently in question and answer sessions. Pupils of all ages readily engage in open discussion and listen closely and carefully to what other are saying. Their ability to work in pairs or small groups is good.
71. In all aspects of school life, pupils' behaviour is outstanding. Pupils move sensibly around the school at all times. After break and lunch, pupils enter the buildings in a disciplined manner under the guidance of staff. They are polite, well mannered and greet visitors in a sensible and courteous manner. In the classroom, pupils show respect to fellow pupils and to all staff. During the course of the inspection, no incidents of ill-discipline were observed. The high regard and respect pupils have for everyone in the school community ensures a highly-productive learning environment.
72. Pupils undertake their responsibilities conscientiously as members of the school council, of the eco-committee; or as "buddies" on the playground and corridors ensuring that no one feels they have no-one to play with or that they are being bullied. Pupils understand what to do should there be any bullying and report it appropriately. Class discussions and 'circle time' show that

pupils of all abilities understand the benefit of positive relationships and the need to develop empathy for one another. Nearly all pupils have a clear sense of right and wrong.

73. Most pupils show a good awareness of equal opportunities issues and a clear respect for the diversity of life in a multicultural society. Pupils have very positive attitudes to different cultural traditions, values and beliefs evident both within their own school and in the wider society. Older pupils are becoming good global citizens with a good understanding of sustainable development. They show a sense of belonging and growing understanding of the culture and heritage of Wales through *Y Cwricwlwm Cymreig*.
74. Pupils show good understanding of the world of work as a result of visits from members of the local community and educational experiences gained with local firms. Membership of the school council and Eco Rangers committee ensures that pupils contribute to the schools decision-making processes. Small-scale commercial activities such as running the school's fruit tuck shop ensure older pupils start to develop skills necessary to develop economic understanding.
75. Attendance for the last reporting year was 90.2 per cent. This is broadly similar to the LA average but below the latest all Wales figures. However, inspection evidence shows that, as a result of the recent strategies introduced by the school, overall rates are improving. The latest figures indicate that attendance for the whole school is slightly over 92 per cent. Most absence is caused by the susceptibility of pupils to illness. However, a significant minority of parents take family holidays during term time, including extended periods to the sub-continent. Almost all pupils arrive at school on time.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

76. The findings of the inspection team differ from the judgement made by the school in its self-evaluation report. The team did not identify a sufficient number of outstanding features to warrant the highest grade and so awarded a grade 2.

77. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
23%	51%	26%	0%	0%

78. These percentages fall below the figures published in the latest Annual Report by HMCI for 2007/8 where the quality of teaching is reported as being good or better (grade 1 and 2) in 83 per cent of lessons. However, they exceed the published figures of 16 per cent of lessons where the quality of teaching is reported as being outstanding (grade 1). These figures match those of previous inspection for lessons where teaching was reported as being good or better, although there is a higher proportion of grade 1s.

79. In lessons where there are outstanding features, teachers:

- have very high expectations of achievement and behaviour based upon positive working relationships with the pupils;
- plan very well and use a wide range of resources appropriate to pupils' age and ability;
- use highly effective questioning techniques which challenge pupils' thinking and foster independent learning; and
- consistently stimulate and challenge pupils through lively presentations and purposeful tasks.

80. In the majority of lessons where teaching is good, teachers:

- ensure there is a brisk pace to lessons;
- use a wide range of teaching methods and learning styles;
- intervene sensitively to support and encourage pupils;
- provide clear learning objectives which are communicated effectively to pupils and revisited in plenary sessions; and
- use information and communication technology well to support pupils' learning.

81. In those lessons where shortcomings were identified, teachers:

- do not drive the lesson forward at brisk and challenging pace;
- do not structure the lesson sufficiently well to make introductions and explanations clear nor provide sufficient opportunity for evaluation and recap;

- do not consistently provide interesting, relevant and engaging practical sessions for pupils at all levels;
 - do not take or create sufficient opportunities to develop pupils' key and bilingual skills.
82. Throughout the school, relationships between adults and pupils are strong at every level. This contributes to the positive atmosphere and promotes effective learning and pupils' extremely positive attitudes to work.
83. Teachers promote equality of opportunity well and successfully communicate high expectations that boys and girls will work together co-operatively. They ensure that pupils of all abilities and backgrounds are treated fairly and with respect. The full inclusion of pupils with disabilities exemplifies this outstanding feature.
84. In the early years' classes, teaching is consistently good with opportunities to develop children's independent learning skills fully exploited. Learning practitioners make significant contributions to children's learning. Planning successfully incorporates the philosophies of the Foundation Phase.
85. Specialist teachers meet the language needs of pupils with English as an additional language who require additional support well and pupils make good progress. Work set for pupils with SEN relates very well to targets identified in their individual educational programmes. Overall, the teaching of pupils with SEN is good. The quality of specialist teaching for pupils with SEN based in the two specialist teaching facilities units is outstanding.
86. All staff in key stages 1 and 2 know their pupils well. Teaching assistants are very effective and provide very good support and guidance to individual pupils and groups of pupils. They have a clear understanding of their role and collaborate well with teachers in assessment, planning and classroom activities.
87. Most teachers demonstrate good subject knowledge and some are extremely well informed about recent developments such as the new curriculum orders, 2008 and the Foundation Phase. However, this is not consistent across the school. Generally, teachers plan well and provide interesting and stimulating experiences. However, in some subjects, short-term plans do not contain sufficiently detailed, challenging tasks which stimulate pupils across the full range of ability or indicate opportunities for independent learning.
88. The school meets statutory requirements for assessing, recording and reporting pupils' progress. It has formulated a detailed 'Assessment for Learning' policy which enables staff to identify pupils' strengths, shortcomings and to highlight areas to be developed. The quality of assessment undertaken in the nursery class and the baseline assessment undertaken after children start full-time education is used effectively to meet children's needs.
89. Core subjects are assessed termly and at the end of a key stage. This ensures that the school has a clear picture of each pupil's achievements.

However, whilst assessment in the foundation subjects and religious education is identified in teachers' planning, their awareness of pupils' achievements in these subjects is less secure.

90. The arrangements and procedures for assessing and recording the achievements of pupils with additional learning needs are very good and pupils are set realistic yet challenging targets in their individual educational programmes. Pupils' progress against these objectives is regularly reviewed and changes made to them when appropriate.
91. Data from a range of standardised tests is thoroughly analysed to assess the progress and achievements of individuals, groups and cohorts. This enables the school to identify shortcomings and trends in different subject areas and guide priorities in long-term planning. A pupil-tracking system enables staff to identify and target individuals and groups where intervention is needed. However, this system is in the early stages and has yet to make a full impact on pupils' learning.
92. The system for setting and recording individual pupil targets in their 'Target Books' is good. The discussions between teachers and pupils when creating the targets ensure that pupils play an active role in the process of assessment and improving progress. More-able pupils in key stage 2 are particularly knowledgeable regarding their individual targets. Pupils' work is marked regularly and conscientiously and, in the best practice, useful comments provide guidance how work can be improved. However, this good practice is not consistent across the school.
93. In consultation with other local primary and secondary schools, the school has formulated subject portfolios in all areas of the National Curriculum. These documents are valuable resources to support teachers when making judgements regarding standards and moderating pupils' work.
94. The annual reports to parents comply with statutory requirements and are of a good quality. They provide information on standards achieved and indicate how improvements can be made. Parents are formally welcomed to three annual meetings to review their child's progress and value the open-door policy that exists within the school.

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

95. The findings of the inspection team differ from the judgement made by the school in its self-evaluation report. The team did not identify a sufficient number of outstanding features to warrant the highest grade and so awarded a grade 2.

96. The school successfully meets the needs of all its pupils, including those with additional learning needs and children under five. Within its highly inclusive ethos for learning, all pupils have equal access to every area of the curriculum and every activity offered by the school. This is reflected extremely well in the good levels of interest most pupils show in their work.
97. The curriculum is well-organised, balanced and relevant, and meets the statutory requirements of the Welsh Assembly Government. It is well planned to ensure full coverage of the National Curriculum and further enhanced and enriched by many purposeful practical outdoor experiences. The school also uses the expertise of outside agencies very well to access and supplement the curriculum.
98. 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. Early-years provision positively encourages learning through meaningful 'hands on' learning experiences both indoors and outdoors. As a result, the majority of children develop their knowledge, understanding and skills well in all areas of the curriculum. All children are given a good start in school.
99. The school already has an established skills-based curriculum and has embraced the new curriculum orders enthusiastically. There have been several successful reviews of schemes of work since the previous inspection. This has had a positive effect on standards; for example, in information technology and design technology. The school is currently reviewing all of its policies and schemes of work and has recognised the need to develop procedures of monitoring and evaluation which will ensure their content fully meets the needs of the school.
100. The school makes good provision for the development of pupils' basic skills across the curriculum in all subjects. The development, continuity and progression of key skills are successfully underpinned by a well-defined key skills 'ladder' which provides the opportunity for assessment and monitoring at regular intervals. The development of key skills strongly features in teacher planning. However, it is less effective in practice in key stage 1. The school has achieved the Basic Skills Quality Mark for the third time.
101. The promotion of pupils' bilingual skills is good and Welsh is used regularly in the Foundation Phase, across both key stages and during occasions such as registration periods and whole school assemblies. In the best practice, pupils are given opportunities to develop their oral skills during role play sessions as they answer questions relating to the weather, days of the week and their feelings. Bilingual displays throughout the school further develop pupils' acquisition of both languages.
102. The school offers an outstanding range of well-attended, good quality out-of-hours clubs which effectively promote pupils' learning during and after the school day. These include netball, football, rugby, gymnastics, dance, guitar

tuition, badminton, tennis, recorder, cricket, swimming, board games club and thinking skills club. Pupils state how much they enjoy them.

103. The school provides a very good breakfast club which many pupils attend. Boys and girls have equal opportunity to participate in all sporting and creative activities. Inter-schools games and competitions are a valuable part of school life, offering tremendous opportunities for pupils to extend their talents as well as contributing greatly to health and in promoting self-esteem and teamwork. Teachers and support staff readily volunteer to organise these activities and clubs.
104. The wide range of educational visits and local studies arranged by the school greatly enrich the curriculum and provide the source of much of the pupils' work displayed around the school. The shared expertise and experience of visitors from the local community, professional artists authors and musicians and officers from the emergency services have further stimulated pupils' learning and enhanced the standards achieved. Residential learning courses for pupils in upper key stage 2 also offer good opportunities for the development of responsibility, consideration of others and social skills as well as developing subject-specific skills.
105. The overall provision for pupils' social, moral, spiritual and cultural development is good with many outstanding features. It is very well planned for and a strong feature of school life. Planning for the development of personal and social education is thorough. Appropriate attention is given to sex education and personal safety where it relates to substance misuse issues. In all aspects of school life, there is a strong emphasis on pupils showing high levels of consideration for each other.
106. Pupils play a full and active part in the school community. They develop good social skills by being given opportunities to work collaboratively and take positions of responsibility within the school. Pupils are involved in raising funds for a number of charitable organisations and this positively enhances their sense of social responsibility and understanding of their own and other communities. The many sporting events with other schools provide a range of opportunities for pupils' social interaction with other children.
107. The provision for pupils' moral development is very good. All staff actively encourage positive values such as fairness and model appropriate behaviour for all pupils. Good opportunities are provided for pupils' spiritual development. Planned time is provided for reflection and contemplation of a spiritual nature during the school day. The school has very strong links with the local church. Most pupils are actively encouraged to consider other faiths alongside their own through multicultural themes.
108. Provision for cultural development is good with outstanding features. Pupils are given many opportunities to develop understanding, awareness and appreciation of other cultures. Pupils from ethnic minorities celebrate their own culture and faiths in a wide range of ways; for example, in assemblies, in art and craft work and when food tasting. Recent fund raising by pupils has

enabled a remote village in Africa to receive a regular clean water supply, further enhancing pupils' global awareness.

109. The school provides good opportunities for pupils to learn about the tradition, culture and history of Wales. *Y Cwricwlwm Cymreig* is fostered through visitors and educational visits; for example, by providing access to 'artists-in-residence' and having the opportunity to make detailed on-location observations related to 'The Changing Welsh Landscape' and recent Port Tennant developments. This work is very well integrated into the curriculum.
110. The school is truly at the heart of the community. Very close and effective links are maintained with a wide range of community groups; for example, the 'Copper Court Housing Development'. The school also enjoys effective working partnerships with other local primary and secondary schools. Links with special schools to enhance the school's SEN provision are a particular strength. Very successful partnerships have been developed with higher educational facilities including Swansea University. These links are equally beneficial, successfully enriching the life and work of the school and enhancing all pupils' learning experiences.
111. The school's provision for work-related education is good with no important shortcomings. Although there is no formal strategy to develop pupils' skills in this area, a good range of experiences to develop their understanding of the world of business and commerce are provided, appropriate to the age of the pupils. However, placements to industry and commerce do not form part of the school's continual professional development strategy for staff.
112. Education for sustainable development and global citizenship is exceptionally well promoted. This is an outstanding area of the school's provision. Many opportunities are taken to raise awareness of environmental and sustainable issues and to prepare pupils for life as global citizens of the future. The school holds the Eco 'Green Flag' award. An extensive range of initiatives and projects ensure the school acts in a sustainable manner. Many of these initiatives have been suggested by the very effective and enthusiastic Eco Rangers committee.
113. The provision to develop pupils' entrepreneurial skills is good. Membership of the school council and Eco Rangers committee ensures that pupils contribute to the school's decision-making processes. Opportunities to help run the school's fruit tuck shop ensure older pupils start to develop their economic understanding.
114. The head teacher and staff are highly successful in tackling social disadvantage, in challenging stereotyping and in promoting equal opportunities for all pupils. High expectations of pupils with regard to behaviour and achievement, coupled with work to enhance pupils' confidence and self-esteem ensure that all pupils know they are valued equally and as individuals. A few pupils in upper key stage 2 show exemplary awareness and understanding in this area.

115. Good attention is given to ensuring pupils develop the skills for life-long learning. The school's very strong emphasis on pupils' personal, social and emotional development helps to prepare them very well for their next stage of learning. Good links with the local secondary school ease transition to the next stage of learning.

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

Grade 1: Good with outstanding features

116. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
117. The school plans and manages care arrangements extremely well. All pupils are exceptionally well supported by the adults who work in the school, as well as by an extensive range of external agencies. The school also works very closely with parents and carers regarding the care of their children. Care or support plans are drawn up when required and these are appropriate to the age, need and ability of pupils, including those in the specialist teaching facilities. At the pre-inspection meeting, parents strongly expressed their appreciation of the level of care, support and guidance provided for their children.
118. The school council and 'Eco Rangers' committee are well established and effectively represent pupils' opinions. The committees provide pupils with a clear voice. Pupils confirm their suggestions have influenced the work of the school; for example, in promoting healthy eating, in helping to design a new logo for the school sweatshirt and in instigating energy-saving initiatives. The committees are democratically elected and meet regularly.
119. Arrangements to help children settle into the nursery or reception year are well organised. Parents are encouraged to be fully involved in this process and helpful information is provided for them. Similar good arrangements ensure that pupils' starting in the specialist teaching facilities and those who start their school life at a later stage settle in well. Pupils relatively new to the school confirm that they have been well supported during the settling in process and have quickly made new friends.
120. Provision for personal support and guidance for all pupils is outstanding throughout the school. There is a strong emphasis on developing pupils as 'individuals' as well as promoting healthy and safe lifestyles. All adults know pupils extremely well and carefully monitor their personal development as they move through the school. Pupils confidently state there is an adult they can turn to for help if they should need it. The head teacher plays a significant role in this aspect of the school's work.
121. Procedures to monitor and promote regular attendance and punctuality are good. They have helped to ensure a steady upward trend in overall rates. External agencies are effectively involved if there are any concerns. However,

the school does not rigorously discourage families from taking holiday during term time. Systems to monitor and address any concerns related to pupils' behaviour are firmly embedded across the school. These result in a consistent approach being taken, by all teachers, to manage any minor incidents of inappropriate behaviour. Good arrangements are in place to monitor pupil's performance, which is closely tracked throughout the school.

122. Child protection procedures are well documented, follow the most recent guidance, and are known to all that work in the school. Training for all staff is up to date. Health and safety arrangements are appropriate; the school has clear policies and procedures that cover this aspect. There are outstanding policies and practical arrangements that contribute to pupils' welfare whilst they are in the school's care. Dedicated facilities ensure that pupils requiring medical or welfare support, whilst in school, are afforded dignity and privacy.
123. The school's arrangements to promote healthy and safe lifestyles are outstanding and reflected by the national award the school has received. Healthy fruit snacks are available at breaks and healthy food choices are offered at lunchtime. These are appreciated by pupils. The school is involved in a very wide range of sporting activities that encourages pupils to keep fit and take regular exercise. A good range of speakers visit the school to raise pupils' awareness of safety issues and the need to keep healthy; for example, to talk about the dangers of substance misuse.
124. The provision for learners with additional learning needs is outstanding. The school's SEN policy is comprehensive and fully complies with the SEN Code of Practice and the framework for inclusive education. The school effectively identifies pupils' individual needs and monitors progress in meeting these needs both in mainstream classes and in the two specialist teaching facilities classes. The school SEN Co-ordinator manages both these responsibilities efficiently, effectively and with total commitment.
125. In the mainstream setting, intervention is good. Pupils needs are accurately diagnosed at an early stage and there are clear procedures for identification including regular screening, careful tracking, and more formal termly assessments and standardised tests as appropriate. The assessment and record keeping system for identifying and recording pupils' progress is methodical and conducted jointly by the SENCo and class teachers.
126. An appropriate register of pupils with SEN is maintained, indicating the range of support given at the 'school action' and 'school action plus' stages of the Code of Practice. Many pupils have relevant individual educational programmes jointly written by the class teacher and the SENCo. Parents and carers are appropriately involved in the production of these and, where appropriate, pupils themselves are involved in setting learning targets and making self assessments. Individual education plans are of very good quality and clearly set out agreed and regularly- reviewed learning targets.
127. Pupils with SEN are well supported within the mainstream classes. Those who have under-developed skills in literacy and numeracy benefit not only

from carefully considered organisation of lessons to cater for all abilities but also from targeted intervention. Where pupils are withdrawn from classes, their lessons generally mirror those provided in the mainstream setting. The expertise of the teaching assistants in this area is a strength of the school. More-able pupils are identified and given an appropriate level of challenge in their learning.

128. Provision for pupils in the specialist teaching facilities classes is very good and ensures that there are a good range of learning opportunities for pupils' ages and needs. A distinctive feature is the high quality teamwork that combines skills of teaching and support for learning to very good effect. This provision is particularly effective and well-focussed upon the individual learning needs of the pupils and has a positive effect on pupils self esteem. However, the school has noted that with the changing nature of the learning needs of the pupils in the specialist teaching facilities, further training is essential in meeting these needs. Very good opportunities are taken to include pupils with learning and/or physical disabilities in all aspects of school life. The school is an inclusive community where all pupils whatever their difficulty are welcomed. This is an outstanding feature.
129. In the specialist teaching facilities classes, the annual review objectives for pupils are linked well to educational targets, individual educational programmes and assessments. Teaching assistants regularly discuss pupils' progress and effectively support pupils in their learning in both specialist teaching facilities and mainstream classes. Under the effective guidance of the SENCo, the specialist teaching facilities classes promote a positive learning and nurturing environment where all pupils make good progress towards recognised and relevant goals.
130. The school makes very good use of outside agencies including educational psychologists, speech and language therapists, occupational therapists and physiotherapists and access valuable input from social services and the health authority. All specialist input is incorporated into individual programmes and has a very positive impact on pupils' learning.
131. The school provides outstanding support for learners whose behaviour might impede their progress or that of others. The school's extremely positive ethos and good staff-pupil relationships ensure that behaviour is generally exemplary. A low-profile system of rewards and sanctions underpins an atmosphere of understanding, negotiation and discussion about inappropriate behaviour. Individual plans are in place for pupils whose behaviour causes concern or who are at risk of exclusion.
132. The school provides extremely clear policies to promote equal opportunity, gender and racial equality. 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 aspects of the school's life and the high percentage of pupils with SEN and those with English as an additional language are very well included in the life and work of the school.

133. Appropriate arrangements are very well established to eliminate bullying, any form of harassment and to tackle racial discrimination. Procedures effectively reflect the school's commitment to inclusion. The school council and playground arrangements play an important part in supporting the excellent behaviour and well-being of pupils. Pupils express complete confidence in the school's systems.
134. Policy and provision to develop pupils' recognition and respect for the other people's faiths, cultures and values both within school and in the wider society is outstanding. The school strongly promotes an ethos of tolerance, acceptance and respect and, during the course of the inspection, was exemplified in one lesson where a Muslim pupil demonstrated to a rapt class audience the importance of prayer in his life.
135. There is a suitable disability inclusion policy. Successful measures are in place to ensure no one is disadvantaged because of their disability. However, although there is an accessibility plan, it lacks a sharp focus with clear time scales and measurable success criteria.

Leadership and management

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

Grade 2: Good features and no important shortcomings

136. The findings of the inspection team differ from the judgement made by the school in its self-evaluation report. The team did not identify a sufficient number of outstanding features to warrant the highest grade and so awarded a grade 2.
137. The school's aims accurately express its purpose and form the basis of its policies. They are well reflected in the life and work of the school and are well suited to the age and abilities of the pupils. Through its policies and procedures, the school actively and successfully promotes full equality of opportunity.
138. The quality of the school's leadership and management is good. The head teacher provides clear, positive and well-considered direction to the life and work of the school. His personal commitment and focus on achieving the school's stated aims and objectives has successfully generated a shared sense of purpose, motivation and dedication amongst all staff and forged strong links with pupils and their families.
139. The head teacher is well supported in creating a supportive, purposeful and inclusive ethos by his deputy head teacher. The life and work of the school successfully fosters equality, tolerance, understanding and respect for diversity amongst the pupils. These are strong distinctive features that reflect good leadership.
140. The senior management team is well-informed and fulfils its responsibilities for the day-to-day management of the school with energy and commitment. Very recently, it has begun to take on more responsibility for leadership in the school by extending its overall monitoring, evaluation and planning role and ensuring that agreed strategies to improve teaching and learning are effectively applied. However, its developing role is not yet formalised.
141. Subject co-ordinators have clear responsibilities which they undertake with commitment and enthusiasm. They work very closely with colleagues and provide effective direction and support. The impact of their work is reflected in the improvements in standards identified since the previous inspection. However, their effectiveness in monitoring and subsequent planning to improve provision and raise standards further in their subjects is inconsistent and sometimes underdeveloped. The SENCo provides dedicated and valuable support to her colleagues throughout the school in supporting the academic and personal needs of pupils on the SEN register.
142. Good progress has been made in achieving the school's agreed overall targets and goals. However, there are some shortcomings in the school's

systems. The school development plan comprehensively identifies many areas for improvement across all aspects of school life; although how strategies for achieving targets are prioritised and monitored is not clear. Systems for setting rigorous and relevant targets for individual pupils, for different ability groups and for different cohorts of pupils are more established in some areas than others.

143. Teachers develop their own knowledge and skills and improve their effectiveness in meeting the school's developmental needs through the school's well established performance management systems. A similar appraisal process for teaching assistants is currently being developed. Newly-qualified teachers receive thorough and effective support. The head teacher has completed a range of professional leadership and management courses. The deputy has nearly completed a qualification for aspiring head teachers.
144. The school takes good account of local and national priorities such as the implementation of the Foundation Phase and the Curriculum Orders, 2008. Recently introduced initiatives have helped pupils to achieve higher standards.
145. The governing body is very supportive of the school. Governors meet regularly, have established an effective committee structure and fulfil all their legal and statutory responsibilities.
146. Their role in helping to set the strategic direction of the school is developing. Governors are starting to gain first-hand evidence of the school's work by meeting with subject leaders. This, together with the good quality information provided by the head teacher, is ensuring their increasing involvement in monitoring the effectiveness of the schools provision.

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

Grade 2: Good features and no important shortcomings

147. The findings of the inspection team match the judgements made by the school in its self-evaluation report.
148. The school is developing a strong culture of self-evaluation. The governors, head teacher, senior management team and teachers all have a good overview of the school and make a valuable contribution to evaluating the school's success in meeting each year's goals and priorities. All stakeholders, including pupils and parents, are consulted regularly and formally through a variety of methods, including questionnaires, to assess the school's performance across all aspects of school life.
149. The self-evaluation report itself gives an accurate picture of the school's strengths. It provides a secure evidence base and, in the majority of sections, is effective in identifying areas for development. However, although set out in the format of the Common Inspection Framework, a few of the analyses are

less well covered than others; for example, the section on pupils' personal, social and learning skills. The long sections of 'commentary' which precede the more useful 'strengths', 'evidence' and 'areas for development' sections are largely superfluous.

150. The grades in the report match those given by the inspection team in three of the seven key questions. However, in key questions 2, 3, 5 and 7, the inspection team did not identify a sufficient number of outstanding features to award the highest grade and so awarded a grade 2. Several of the issues identified by the school as requiring further attention are similar to those identified by the inspection team.
151. The school's performance management systems for teachers and informal appraisal processes for teaching assistants together with regular lesson monitoring by the head teacher and, more recently, by the senior management team, further inform school self-evaluation and development planning.
152. In addition to receiving regular questionnaires, parents say they can make suggestions informally with staff and that these are considered and acted upon appropriately. Pupil representatives on the school council are given the opportunity to discuss relevant issues and to make suggestions which are given serious consideration and have resulted in school improvements.
153. The school's self evaluation processes have informed strategic planning and enabled the school to move forward. However, the documentation and planning processes need refinement. The actual school development plan document itself lists many aspects for development but does not clearly identify priorities. There is a range of documentation underpinning this relating to curriculum development, assessment and so forth but the quality of this in terms of identifying focus areas, activities, timescales, lead person, resource and training requirements and success criteria is inconsistent. The documentation is unwieldy.
154. Although, data to inform the self-evaluation process has been obtained from many sources, the extent to which all senior leaders and teachers are involved in the process of identifying development priorities in planning, and in implementing and in monitoring improvement strategies is not firmly embedded. This is a shortcoming. As the head teacher has identified, in order to improve provision further and continue to raise standards the school has to develop "ownership, responsibility and accountability" at all levels.
155. However, good progress has been made since the previous inspection in the key issues then identified. Overall, the quality of good teaching and learning has been maintained with a greater percentage of lessons having outstanding features. Standards in design technology have improved in both key stages. The school's assessment and target setting arrangement have improved, although there is more work to be done in refining and focussing these systems. The school's annual report to parents now fully complies with all statutory requirements. However, the effectiveness of subject co-ordinators in

monitoring and evaluating performance in their subjects continues to be an area for development.

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

Grade 2: Good features and no important shortcomings

156. The findings of the inspection team differ from the judgement made by the school in its self-evaluation report. The team did not identify a sufficient number of outstanding features to warrant the highest grade and so awarded the lower grade 2.
157. The school is well staffed for the number of pupils on roll. Teachers are suitably qualified and experienced and have detailed job descriptions which identify their curricular responsibilities. Support staff and a student teacher make an effective contribution to the overall quality of teaching and work effectively under the guidance of teachers. Valuable support is also provided by a wide range of volunteers.
158. There is a good blend of youth and experience in the staff team and teachers share their breadth of knowledge openly and willingly. The sharing of expertise together with the use of external specialists, in areas such as art and music, is particularly effective in achieving good standards throughout the school.
159. The administrative staff and school secretary carry out their duties effectively and contribute to the smooth and efficient running of the school. The ancillary staff, including the caretaker, mid-day supervisors, canteen staff and cleaners, make an invaluable contribution to the overall quality of the school.
160. There are effective arrangements for performance management and the continuous professional development of staff. Training is undertaken both internally and externally and the programme is appropriately linked with the priorities in the school development plan. A number of teachers have received funding from the General Teaching Council to undertake projects which promote teaching and learning at the school. Teachers new to the school receive effective guidance and support from mentors and other staff members. An effective programme of in-service training provides opportunities for the enthusiastic support staff to update their professional development.
161. Effective arrangements have been made to fulfil the requirements of the teachers' workload agreement. Planning, preparation and assessment time is appropriately and effectively used by teachers to raise standards and is carefully monitored by the head teacher. The deployment of support staff with specific expertise and teachers with subject specialisms contributes well to the development of pupils' skills in the Foundation Phase, art and Welsh.
162. Pupils have ready access to a wide range of good quality resources appropriate to their age and needs. Resources are linked closely to the

school's priorities for development. Recent investments, such as the purchase of outdoor toys for the Foundation Phase and the introduction of hardware and software equipment, including digital cameras, laptop computers and interactive whiteboards for all classrooms, have made a positive impact on pupils' standards and achievement.

163. The accommodation, although old, is appropriate for the number of pupils on roll and provides a well-appointed learning environment. Since the previous inspection, a number of improvements have been made to the school building. These include adaptations to classrooms, a new roof for the key stage 1 building, disability ramps, an extra toilet for the disabled, a physiotherapy room and a new boiler and central heating system. The creation of a multi-sensory room for pupils with additional learning needs provides a stimulating and exciting environment. However, although the specialist teaching facilities classrooms are adequate in their present format, the school will have to address its accommodation provision to meet the future demands of pupils with more severe learning needs. Although the dedicated computer room has a positive effect on pupils' standards, it gets very warm on occasions and is uncomfortable for both pupils and staff.
164. Classrooms, the school halls, corridors and other areas have attractive, colourful displays of very good quality which create a stimulating learning environment and celebrate pupils' work. Good use is made of the local environment, the community and various educational centres, such as museums and galleries, to support pupils' learning.
165. The school makes efficient, effective and economic use of resources. There is a good link between spending decisions and the school's priorities. The investments in the Foundation Phase, ICT and art have made significant contributions to pupils' standards and achievement in these particular areas. The head teacher, governing body and the primary support officer review the use of resources on a regular basis.
166. The school provides good value for money.

Standards achieved in subjects and areas of learning

Subjects

English

Key stage 1: Grade 3: Good features outweigh shortcomings

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

Good features

167. Most pupils in key stage 1 talk willingly when sharing their likes and dislikes with others, including visitors. Most listen politely when other pupils are speaking and wait for the appropriate moment to respond. In the majority of instances, pupils give considered answers to teachers' questions. The majority of more-able pupils in year 2 upper key stage 1 are becoming confident speakers.
168. In key stage 1, most pupils enjoy handling books and talk about stories they have read enthusiastically. When reading, more able pupils use appropriate strategies to sound out and understand difficult words. Because the books they read are very well suited to their ability, more-able pupils approach reading with confidence and achieve good levels of fluency when they read aloud. These pupils achieve good standards and progress well in their reading.
169. The majority of pupils enthusiastically attempt to express their ideas in writing. Many older pupils know sentences start with capitals and end with full stops. A few are aware of the use of ellipses and why it is used in writing. They understand that large print emphasises speech or thought.
170. In key stage 2, most of the younger pupils make good progress in the development of their speaking and listening skills. They listen very well and express themselves with growing confidence; for example, when responding to well-structured, relevant questions from fellow pupils or when explaining the importance of prayer to a Muslim in their daily life. Many provide appropriate adjectives to describe the appearance and personality of fictional and real 'characters'.
171. Most pupils continue to extend their reading skills through key stage 2 and by year 6 the vast majority read well with good levels of expression. When requested, the majority confidently and accurately summarise a storyline and have a good knowledge of the format of books. Most pupils in upper key stage 2 have a very secure knowledge of the purpose of indexes and glossaries and how to use the contents section of a book effectively.
172. Pupils in upper key stage 2 understand clearly the distinction between fiction and non-fiction. The majority know that, in addition to books, the Internet provides a valuable source of relevant information. Most pupils access this resource with confidence and use it very effectively.

173. In lower key stage 2, pupils continue to develop their writing skills. They plan their stories well and are aware of the importance of drafting and editing. Many can produce writing independently without frames. Pupils produce good introductions and nearly all use appropriate adjectives and suitable similes and metaphors. Pupils become increasingly confident in their spelling, supporting and helping each other or using dictionaries to check new or unusual words.
174. Most pupils in upper key stage 2 show a developing awareness of the features of grammar and the structure of writing. The majority understand the role of paragraphs and punctuation and are knowledgeable about the use of connectives. Many pupils understand how to match the form of what they are writing to the intended audience; for example, more-able pupils present introductions using bullet points. Many pupils have a good understanding of persuasive and discursive writing. They are very familiar with a range of genres and write both humorous and horror stories well.
175. Pupils make good use of information and communication technology to set out captions to advertise a forthcoming school disco with high levels of creative flair, adapting style to suit the audience and purpose. The posters of more-able pupils incorporate a 'voice over' to create a high quality 'talking' poster.
176. Nearly all pupils in both specialist teaching facilities and those with English as an additional language achieve good standards, relative to their age and ability, in the development of their oral, reading and writing skills.

Shortcomings

177. The speaking and writing skills of average attaining pupils in key stage 1 are under developed.

Welsh second language

Key stage 1: Grade 3: Good features outweigh shortcomings

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

Good features

178. The majority of pupils across both key stages display a positive and enthusiastic attitude to learning Welsh as a second language. By the end of key stage 2, pupils' levels of understanding, pronunciation and intonation skills are developing well.
179. In key stage 1, most pupils understand a range of familiar questions and the majority respond appropriately in simple words or short phrases. They know and readily use simple greetings such as '*bore da*' and '*pryhawn da*' and ask simple questions such as '*Pwy wyt ti?*' to retrieve personal information. They recognise and respond well to commands and instructions.
180. Most key stage 1 pupils know a range of useful sentence patterns to describe where they live. More-able pupils in year 2 confidently describe features

associated with the weather and use a developing vocabulary to name basic vegetables, parts of the body and colours. The majority can correctly count to 20. By the end of the key stage, pupils read labels and flashcards correctly. More-able pupils are developing effective early writing skills to compose simple sentences based on familiar patterns to communicate meaning. They write short sentences describing 'bonfire night' and 'Plop y Gwdihw' accurately.

181. In key stage 2, most pupils extend their range of vocabulary by repeating and extending set phrases about themselves, their likes and dislikes, days of the week and the weather. Most lower key stage 2 pupils participate enthusiastically in an effective role play situation involving a customer and a waiter. More-able pupils in year 5 confidently discuss the characteristics of famous celebrities. Many pupils in year 6 engage visitors in interesting dialogue and discussion regarding themselves, their school and favourite holiday destinations. Pupils perform their 'Helpwr Heddiw' duties effectively and conscientiously.
182. Pupils in key stage 2 read a range of materials with increasing levels of understanding. Lower key stage 2 pupils read with good expression and answer questions based on their work such as 'Pip yn mynd i'r Ynys.' They confidently discuss the content of simple books about the adventures of 'Nici' and 'Cris' showing a good understanding of the text. More-able pupils in upper key stage 2 read with confidence and expression, demonstrating increasing levels of accuracy and interest.
183. Pupils' writing skills develop appropriately and the majority use a variety of sentences in their written work. In lower key stage 2, most pupils use suitable adjectives when constructing an interesting self-portrait or a lively dialogue involving two friends. Their ability to punctuate and spell familiar words is developing well.
184. Pupils in upper key stage 2 write for different purposes, using a variety of forms suitable for the task. They describe their favourite school subjects, their hobbies and compose interesting biographies of people such as the Archbishop of Canterbury, Bonnie Tyler and Gavin Henson. The more-able write an informative post card recounting their holiday adventures in Florida, using a range of extended sentences and suitable adjectives.
185. Pupils with English as an additional language make good progress in learning Welsh as an additional language.

Shortcomings

186. In key stage 1, pupils lack confidence in their oral responses.
187. In both key stages, the reading and writing skills of a minority of pupils are underdeveloped.

Information technology

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

Key stage 2: Grade 1: Good with outstanding features

Outstanding features

188. Pupils in upper key stage 2 participate enthusiastically in applying and developing their skills to increasingly challenging situations and problems in a range of contexts. For example, many pupils display outstanding skills in creating and communicating information in the form of text, images and sound using a range of hardware and software which they have exchanged through the school website. Others produce multi-media presentations in the form of gift CDs for pupils leaving the school or visiting other countries. More-able pupils have utilised complex spreadsheets to develop procedures and sub-procedures in producing complex turtle patterns plotted on specific positions.
189. Pupils make constructively critical judgements about their own and others' work and understand fully how the application of information technology enhances their work across all areas.

Good features

190. The majority of pupils in key stage 1 develop good keyboard skills and develop increasing competence and independence when saving and retrieving work. Many pupils use a wide range of graphics tools and effects to produce lively images.
191. All younger key stage 1 pupils program and activate robotic toys to follow a simple path. They show good skills in *'dragging'* clothes to dress and undress an image of 'Tedi Twt' in a software program. They show good facility with a digital camera in recording school activities. Most older key stage 1 pupils show good skills when recording and saving voices using *'talking tins'* effectively to highlight 'stranger danger.'
192. Older key stage 1 pupils use 'paint' programs well to produce images which have a specific purpose; for example, producing effective images replicating Impressionist painting. Many pupils confidently type and insert text to describe what is happening in their digital images depicting the Fire of London. The desktop publishing skills of most key stage 1 pupils are well developed. Pupils in the Foundation specialist teaching facilities use 'paint' programs effectively to illustrate their work.
193. Almost all pupils in lower key stage 2 *'save'* and *'retrieve'* work independently and use simple functions such as *'cut'*, *'copy'* and *'paste'* consistently. A few are beginning to use *'repeat'* functions effectively.
194. Pupils use computer graphics packages to explore and experiment with design ideas. Many show good skills in altering the size of the *'brush'* tool to create effects and *'select'* and *'resize'* preferred motifs in interesting reflective and symmetrical patterns. They *'save'*, *'retrieve'* and *'print'* their work designs confidently.

195. Most pupils locate, view and select photographs in a specific file and follow the program instructions correctly to import photographs into a photo-story album to which they add appropriate text. All pupils in lower key stage 2 enjoy using a commercial software package to explore and develop their understanding of elements of music.
196. Almost all pupils in upper key stage 2 carefully consider the layout and presentation of their information technology work. They make considered choices about the presentation of their work in relation to its purpose and intended audience. They show good skills when working in pairs to produce spreadsheets to calculate and graph responses to questions asked in models and simulations. All pupils in upper key stage 2 show very good skills and passionate enthusiasm when producing stop-frame animations based upon their own storyboards and models.
197. All pupils in the Junior specialist teaching facilities participate fully in information technology. Many select and load CD programs and using the touchscreen monitor to locate and activate the programs. All engage well in activating movements, sounds and picture changes. All are proficient at *'dragging'* and *'dropping'* images on the classroom interactive white board.
198. Pupils with English as an additional language achieve good standards in information technology.

Shortcomings

199. There are no important shortcomings.

Design 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

200. In both key stages, the majority of pupils select and use appropriate tools, materials and techniques to design and carry out their projects successfully. The increasing sophistication of the pupils' finished products demonstrates how well their knowledge, skills and understanding are developing.
201. Most pupils in key stage 1 successfully discuss their ideas and suggestions in some detail before beginning the design process. They investigate carefully a variety of two- and three- dimensional designs before planning and designing their models.
202. All key stage 1 pupils show their understanding of the importance of maintaining a healthy diet when they make an 'interesting' fruit salad. They investigate the most appropriate contents and, following discussion, demonstrate a good understanding of the importance of the properties of 'taste', 'appearance' and 'quality'.

203. Most pupils develop good design and making skills through a range of practical experiences. The majority follow specific steps to create products from a wide range of materials. They show a good understanding of the house-building process and use given criteria to help with their designs. Pupils carefully draw their ideas and clearly label them with their personal choice of materials and colours. They measure, mark, cut and shape a range of materials accurately to construct a well-made finished model house.
204. Older pupils in key stage 1 examine a selection of glove puppets and base their puppet designs on their investigations. They cut and join fabrics using a variety of techniques and select appropriate materials for the task showing good creative skills in completing the finished product. The more-able confidently evaluate their work and identify areas for improvement.
205. In key stage 2, most pupils demonstrate a good understanding of the brief for their task, which they use effectively when researching information, formulating their own ideas and designing their product. Throughout key stage 2, pupils use information and communication technology effectively to support their work in design technology.
206. In lower key stage 2, all pupils show they fully understand the importance of design technology in society when creating attractive purses. Most pupils carefully consider the requirements of the task and give due attention to different ideas, fully explaining the reasons behind their choices before selecting the most suitable. All pupils fully appreciate and understand the importance of health and safety in the workplace.
207. Following their visit to Castell Henllys, lower key stage 2 pupils design and make an interesting Celtic round-house. They carefully identify methods of construction and select suitable materials for the task. The more-able are aware of the necessary techniques for reinforcing and strengthening the structures.
208. Pupils in the Junior specialist teaching facilities class show a good understanding of the design process following their study of the Romans. They make colourful Roman standards carefully selecting the materials for the task. When designing prototypes of Roman chariots pupils show a good understanding of wheels and axles. They use simple labelled diagrams and employ a range of techniques for strengthening the structures.
209. Most upper key stage 2 pupils understand how designers such as Laura Ashley and Julian Macdonald can influence the business and marketing world. In designing musical instruments and a range of attractive slippers, they succeed in creating original products. The more-able critically evaluate their designs as they develop, refining them as appropriate. By year 6, all pupils gain a good awareness and understanding of the importance of research before embarking upon the design and making process.
210. Pupils with English as an additional language achieve good standards in design technology.

Shortcomings

211. There are no important shortcomings.

Art

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

Key stage 2: Grade 1: Good with outstanding features

Outstanding features

212. The range and depth of pupils' work in key stage 2 is outstanding. Pupils develop very good artistic skills through their exploration of line, tone, colour and shape. They understand that art is a medium through which to express their own ideas and feelings and, as a result, the work of older pupils is often highly individualised. The impact of working alongside visiting artists and craft workers ensures that pupils successfully develop and apply visual, tactile and sensory awareness to their art projects such as the stimulating and vibrant Community Mural proudly displayed in the school hall.
213. The ability of key stage 2 pupils to make comparisons between the methods and techniques used in their own work and that of famous Welsh artists such as Kyffin Williams, Josef Herman and Jack Jones is outstanding. Pupils respond practically and imaginatively and indicate a clear understanding of the methods and purposes used by the artists. As a result, pupils' evaluation skills and their ability to reflect critically on art work using a mature vocabulary is developing particularly well.
214. Pupils in upper key stage 2 have a very good understanding of art from different cultures and traditions. They produce high quality three-dimensional work in a range of media. Year 4 pupils independently experiment with colour and texture to make and decorate interesting canopic jars based on Egyptian art. Pupils in year 5 successfully combine paint and clay to design and make attractive African masks and attractive models of buildings reflecting the changing landscape around Danygraig. Pupils in year 6 produce haunting face masks representing characters from the Mabinogion. They effectively describe their techniques indicating a very good grasp of mood, tone and perspective. This is an outstanding feature.

Good features

215. Nearly all pupils in key stage 1 carefully observe features such as colour, shape, form, line and tone, and use them effectively to produce lively work of a good standard. They experiment enthusiastically when creating pictures depicting colours in the local landscape and display a good knowledge of line and pattern as they produce interesting self-portraits. Pupils in the Foundation specialist teaching facilities class use paint effectively in their study of leeks and daffodils.
216. The majority of key stage 1 pupils make accurate observations of patterns in the local environment and effectively use natural resources from the world of nature to create imaginative collages. The more-able discuss their work enthusiastically, displaying appropriate vocabulary to describe their finished products.

217. Most key stage 1 pupils have an appropriate understanding of perspective and show a mature appreciation of how objects appear to reduce in size. In producing still-life studies of vegetables, many pupils develop good observational skills and successfully produce interesting images using a wide range of media.
218. Key stage 2 pupils have produced many large scale pieces of art work, including murals on buildings, stained glass windows and a collage of the Swansea waterfront. They show a good knowledge of scale and perspective and confidently use the local environment as an inspiration.
219. In lower key stage 2, the majority of pupils continue to build on their creative and design skills. Many independently produce creative pictures of a good standard, experimenting with line and tone. They use chalks and pastels to produce impressive images of musical instruments and attempt to emulate the distinctive style of L. S. Lowry by drawing attractive silhouettes. They show an increasing understanding of shape and mood.
220. Pupils in upper key stage 2 make good attempts to capture the essence, mood and techniques of the styles of Jack Jones and Kyffin Williams in their own work, discussing their efforts with good understanding. All pupils make good use of their sketchbooks to plan and record ideas, and experiment with a range of media before embarking on the final piece of work. They produce detailed drawings of a range of natural and man-made objects depicting aspects of the environment. Pupils' sketches, prints and paintings show clear progression by the end of the key stage.
221. Pupils with English as an additional language achieve well and make good progress

Shortcomings

222. 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

223. In both key stages, pupils develop a very secure knowledge and understanding of the beliefs and practices of Christianity and other major faiths such as Judaism and Islam.
224. Most pupils in key stage 1 have a good knowledge and understanding of Christian festivals which are celebrated in school. Most develop their own personal and social skills as they re-enact the story of the Good Samaritan and the importance of helping others. All pupils are aware of the importance of the Jewish festival of Sukkot and the sharing of family mealtimes following

the decoration of Succah in appropriate 'fruit and leaf' patterns. Pupils have a good awareness of the significance of the rituals associated with their designs.

225. By the end of the key stage pupils have a good knowledge of the main events of the Christian calendar and the importance of basic Christian symbols.
226. The majority of pupils in lower key stage 2 extend their knowledge and understanding of Christianity and of other religions. Most pupils accurately relate the origin of Judaism to the Torah. Most confidently tell the story of the birth of Moses and its significance in history. Most pupils search for, and understand, the meanings underlying religious stories from different faiths and apply these very successfully to their own situations. Pupils display a good knowledge of world religions.
227. Pupils in upper key stage 2 further extend their recognition of religious symbols and associated vocabulary through internet research and software programmes. Most understand the importance of religious beliefs and practices in shaping individuals and communities. For example, most pupils in upper key stage 2 have a very good awareness of the importance of prayer for those following Islam. In lessons, all pupils show great respect, tolerance and appreciation of each others' faiths.
228. By the end of key stage 2, all pupils acquire a good range of skills that enable them to explore and learn from a range of religions. Using a collection of valued personal artefacts placed in a 'Treasure Box', pupils explore and reflect on the spiritual dimension. Most understand why symbols and ceremonies are important to people and how these can be clearly related to their own lives in terms of tolerance, respect, empathy and co-operation.
229. Pupils with English as an additional language make good progress in religious education.

Shortcomings

There are no important shortcomings.

School's response to the inspection

The pupils, staff and Governing Body of Danygraig Primary School are delighted with the findings of the inspection and are proud of the many strong and outstanding features acknowledged in the report.

We are very pleased with the recognition of progress made since the last inspection, and of the level of standards achieved by the end of Key Stage 2 where the higher levels of attainment in English, Maths and Science often exceed national averages. The fact that good progress in all aspects of school life, the dedication of staff, and the wide range of learning experiences have been highlighted is particularly pleasing.

The many outstanding features identified in the report reflect the school's caring and inclusive ethos, the broad and interesting Curriculum of Opportunity, and exceptional levels of provision for children with additional or special educational needs - with the ability and enthusiasm of staff, including support staff, featuring strongly. Findings also highlight outstanding performance and attainment in areas such as Information and Communication Technology, Art, creative skills and Sport.

We are extremely proud of our strong community and family links and of our culture of equal opportunities. We are very pleased that inspectors have recognised these aspects along with our achievements in sustainable development and in embracing diversity. We are thrilled that inspectors highlighted the fact that children enjoy learning, are courteous, respectful, polite and that behaviour is exemplary.

Our good work in enthusiastically developing new initiatives such as the Foundation Phase and a skills-based curriculum has clearly been recognised with inspectors commenting that the school is in a strong position to raise standards further.

Danygraig Primary School is committed to raising standards and fully appreciates the inspectors' recommendations for further improvement. An action plan will be put in place to address the recommendations in the report. The school is confident it will successfully continue to raise standards in learning and teaching; ensure all leaders and managers set challenging targets and monitor progress in achieving them, and effectively refine its systems for school self-evaluation and development planning.

We wish to thank the inspection team for the courtesy and professionalism shown at all times to children, staff, parents, volunteers and governors, and for their rigour in reviewing and examining all evidence before reaching their final judgements.

Appendix 1

Basic information about the school

Name of school	Danygraig
School type	Primary
Age-range of pupils	3 to 11
Address of school	Ysgol Street, Port Tennant, Swansea
Postcode	SA1 8LE
Telephone number	01792 650946

Head teacher	Mr Nigel Morgan
Date of appointment	June 1997
Chair of governors/ Appropriate authority	Mrs Susan Driscoll
Registered inspector	Dr Jim Hewitt
Dates of inspection	09 – 12 March 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	23	29	22	36	40	26	31	33	240

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	12	3	13.7

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	14.9 :1
Pupil: adult (fte) ratio in nursery classes	7.6 :1
Pupil: adult (fte) ratio in special classes	2.4 :1
Average class size, excluding nursery and special classes	25.6
Teacher (fte): class ratio	1.1 :1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Autumn 2008	89.6	91.0	91.2
Summer 2008	90.2	88.1	91.2
Spring 2008	90.7	89.3	91.8

Percentage of pupils entitled to free school meals	30
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

National Curriculum Assessment Results: End of key stage 1

National Curriculum Assessment KS1 Results 2008 INCLUDING statemented pupils			Number of pupils in Y2:					42
Percentage of pupils at each level								
			D	W	1	2	3	
English:	Teacher assessment	School	0	2	29	48	21	
		National	0	4	14	63	19	
En: reading	Teacher assessment	School	0	2	10	57	31	
		National	0	4	15	55	26	
En: writing	Teacher assessment	School	0	2	33	64	0	
		National	0	5	16	68	11	
En: speaking and listening	Teacher assessment	School	0	2	24	45	29	
		National	0	2	11	64	23	
Mathematics	Teacher assessment	School	0	2	33	64	0	
		National	0	2	11	65	22	
Science	Teacher assessment	School	0	2	26	52	19	
		National	0	1	9	66	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	62	In Wales	81

National Curriculum Assessment KS1 Results 2008 EXCLUDING statemented pupils			Number of pupils in Y2:					38
Percentage of pupils at each level								
			D	W	1	2	3	
English:	Teacher assessment	School	0	0	24	53	24	
		National	0	4	14	63	19	
En: reading	Teacher assessment	School	0	0	3	63	34	
		National	0	4	15	55	26	
En: writing	Teacher assessment	School	0	0	29	71	0	
		National	0	5	16	68	11	
En: speaking and listening	Teacher assessment	School	0	0	18	50	32	
		National	0	2	11	64	23	
Mathematics	Teacher assessment	School	0	0	29	71	0	
		National	0	2	11	65	22	
Science	Teacher assessment	School	0	0	21	58	21	
		National	0	1	9	66	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	68	In Wales	81

D Pupils who have been disapplied from the statutory arrangements

W Pupils who are working towards level 1

Some percentages are rounded up or down, so may not always total 100%. National percentages are derived from 2008 data.

**National Curriculum Assessment Results:
End of key stage 2**

National Curriculum Assessment KS2 Results 2008 INCLUDING Statemented pupils							Number of pupils in Y6		42		
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	5	0	0	24	43	29
		National	0	0	0	1	1	3	16	51	29
Welsh	Teacher assessment	School									
		National									
Mathematics	Teacher assessment	School	0	0	0	5	0	0	26	33	36
		National	0	0	0	1	1	3	15	51	30
Science	Teacher assessment	School	0	0	0	5	0	0	17	45	33
		National	0	0	0	1	1	2	11	54	32

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	64	In the school	
In Wales	76	In Wales	

National Curriculum Assessment KS2 Results 2008 EXCLUDING Statemented pupils							Number of pupils in Y6		38		
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	21	47	32
		National	0	0	0	1	1	3	16	51	29
Welsh	Teacher assessment	School									
		National									
Mathematics	Teacher assessment	School	0	0	0	0	0	0	24	37	39
		National	0	0	0	1	1	3	15	51	30
Science	Teacher assessment	School	0	0	0	0	0	0	12	51	37
		National	0	0	0	1	1	2	11	54	32

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	71	In the school	
In Wales	76	In Wales	

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
Because some percentages have been rounded up or down, they may not always total 100 per cent
National percentages are derived from 2008 data.

Appendix 4

Evidence base of the inspection

Four inspectors spent the equivalent of 12 inspector days in the school and met as a team before the inspection. Additionally, the head teacher acted as nominee.

These inspectors visited:

- 35 lessons or part lessons in the six subjects;
- registrations, assemblies and acts of collective worship; and
- a range of extra-curricular activities.

Members of the inspection team had meetings with:

- staff, governors and parents before the inspection;
- senior managers, teacher, support and administrative staff;
- groups of pupils representing each year group;
- the school council; and
- representatives of organisations associated with the school.

The team also considered:

- the school's self-evaluation report;
- 21 responses to a parents' questionnaire;
- documentation provided by the school before and during the inspection; and
- a wide range of pupils' past and current work; and samples of pupils' reports.

After the inspection, the team held meetings with subject departments, senior managers and governors.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Dr Jim Hewitt Registered Inspector	Context Summary Recommendations Key Question 1; Key Question 5; Key Question 6 Aspects of Key Question 4 SEN provision; Provision for Early Years Information technology
Mr Ogwyn Phillips Team Inspector	Key Question 7 Aspects of Key Questions 1 and 2 Bilingual provision Welsh second language; Design Technology; Art
Mr Peter Clarke Team Inspector	Key Question 2; Key Question 3 English; Religious education
Mrs Denise Shields Lay Inspector	Aspects of Key Questions 1, 3, 4 and 5
Mr Nigel Morgan Head teacher and Nominee	Liaison with inspectors, contribution to team discussions and the school's response

The contractor was:

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Acknowledgement

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