

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

A Report on the Quality of Education in

**Glais Primary School
School Road
Glais
Swansea
SA7 9EY**

School Number: 6702023

Date of Inspection: 01 December 2008

by

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Glais 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 Glais Primary School took place between 01/12/08 and 03/12/08. An independent team of inspectors, led by Robert Stuart Wormleighton 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. Glais Primary School is situated in the village of Glais, at the southern end of the Swansea Valley, approximately six miles from Swansea. The school is 126 years old and consists of two adjacent buildings; front and back playgrounds and a large field and nature reserve approximately one hundred metres away. The school also has the use of an all-weather 'Multi Use Games Area' and children's playground which are situated just outside the school grounds adjacent to the rear playground.
2. The school caters for pupils aged three to eleven who are accommodated in four classes each spanning two age ranges. Numbers on roll are generally stable. Currently there are 90 pupils on roll, plus fifteen nursery children, nine of whom attend in the morning and six whom attend in the afternoon. Nursery children enter school on attaining their third birthday and are taught in the reception class.
3. The Head teacher has been in post since 1993. Recently there have been significant changes of staff resulting in the appointment of the deputy head in 2007 and three other teachers over the past three years. The school was last inspected in November 2002.
4. Seven percent of pupils claim their entitlement to free school meals, which is well below the Local Education Authority and Wales average of twenty and twenty-one percent respectively. Ninety-seven percent of pupils come from English-speaking homes; two pupils have Welsh as their first language and some grandparents are Welsh speaking. Currently there are no pupils learning English as an additional language. Eighteen pupils (17 per cent) have been identified as having special educational needs. This figure is below the LEA average of twenty-one percent.
5. On entry pupils' attainment covers a wide range of abilities, although overall most are above average with rising levels of literacy. The area is described by the school as being relatively prosperous. Approximately thirty-six per cent of pupils reside outside the school's catchment area.
6. There have been recent improvements to the building and modifications due to subsidence.
7. The school has achieved the Basic Skills Quality Mark 3, the Swansea in Bloom Gold Award 2008 and the Swansea Standard for Self Evaluating Schools Bronze Award.
8. Glais School is a 'Dyslexia Friendly' school and is working towards the Eco and Healthy Schools Awards and becoming a UNICEF Rights Respecting School.

The school's priorities and targets
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9. The School's Vision is:
To provide the highest quality education
to every child in our care.

10. The school has identified the following as its principal objectives:
 - To create a happy caring environment in which the key characteristics of self-confidence, individuality, self-esteem and an awareness of others can be fostered and developed, and in which every child can achieve their full potential.

 - To develop a vibrant school community and establish meaningful links with the wider community.

 - To provide a physical environment that allows for learning to take place in a safe, pleasant and stimulating atmosphere.

 - To provide a broad, balanced and differentiated curriculum which enables every child to fulfil their potential, whilst at the same time fulfilling statutory requirements.

 - To ensure that our staff are always of the highest quality and are well trained and motivated, that their conditions of employment's are met, and that they have access to, resources sufficient to meet the demands placed upon them.

Summary

11. Glais Primary School is a good school with no important shortcomings.
12. Progress since the previous inspection is good. The school has successfully addressed the key issues noted in the last inspection report and improvements are evident in all areas.

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 2
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

Grades for standards in subjects inspected

Inspection Area	Key Stage 1	Key Stage 2
English	2	2
Welsh second language	2	2
Mathematics	2	2
Information and communication technology	2	2
Music	2	2
Physical education	2	2

13. During the inspection, standards of achievement in the lessons observed of subjects being inspected were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	87.5%	12.5%	0%	0%

14. These statistics are above the national figures reported in Her Majesty's Chief Inspector's Annual Report 2006-07, where standards are good or better (grade 1 and 2) in 80 per cent of lessons.
15. Children's attainment on entry to the Nursery is above the expected LEA and national averages. The overall quality of the educational provision for under-fives is appropriate to their needs and the pupils are making good progress towards the Foundation Phase.

16. Most pupils, whatever their background, including pupils with additional learning needs, cope well with the targets that are set for them and make good and at times very good progress.
17. Pupils achieve good standards in the development of their key skills. Their communication skills of speaking, listening, reading and writing and their numeracy and information and communication technology skills are good. Their bilingual competence is developing well.
18. Numbers of pupils within each year group are relatively small so comparative analysis of assessment data for an individual year is difficult. However, an analysis of results for the previous five years indicates that the school is attaining above national and local averages in all core subjects in both key stages.
19. Statutory assessment results at the end of key stage 1 in 2008 were above the national average in English and science but just below the all Wales figure for mathematics. When compared with similar schools (those with approximately the same percentage entitled to receive free school meals), results were in the top 25 per cent for English and science and in the bottom 25 per cent for mathematics. At the end of key stage 2 in 2008 statutory assessment results were below the national average in each core subject. When compared to similar schools the school was placed in the bottom 25 per cent in each core subject.
20. Pupils' understanding of new knowledge and their progress in acquiring new skills is good. Most have a good awareness of what they have been taught and are developing a clearer understanding of what they need to do to improve.
21. Overall pupils' behaviour is good; they are mostly considerate of each other and all pupils treat adults with courtesy and respect.
22. Attendance is good and above the local average. Pupils are punctual for the start of the day and for classes.
23. A strength of the pupils' learning is the effectiveness of 'The Concept Mapping' process which is reflected in their personal and social education skills, their problem-solving skills, their ability to work with increasing independence and their team and collaborative work.
24. Standards of pupils' personal, moral and social education, is good overall. Pupils' attitudes to all members of the school community are good and they show empathy with those less fortunate than themselves.
25. Overall pupils' knowledge of Welsh culture is good and their respect for diversity is becoming well established. Pupils' awareness of their local community is an outstanding feature.

The quality of education and training

Grades for teaching

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	89%	11%	0%	0%

26. These figures compare favourably with those reported by HMCI in his latest annual report 2006-2007 when the quality of teaching throughout Wales was a Grade 2 or better in 80 per cent of lessons.
27. Staff demonstrate good subject knowledge, lessons are well planned and they successfully motivate pupils through a good range of teaching techniques and strategies. Staff promote positive attitudes to learning and support pupils' efforts with consistent praise and encouragement. Good relationships within classrooms are a notable feature throughout the school. Staff mostly meet the needs of all pupils, including those with additional learning needs and those for whom English is an additional language.
28. When teaching is good there is a brisk pace to lessons, objectives are shared, a variety of questioning techniques are used and there is effective use of incidental Welsh to encourage and develop pupils' bi-lingual competence. Where there are shortcomings in teaching the pace of lesson activities limit the engagement of pupils with their tasks and activities are insufficiently challenging. Overall the range of teaching methods and resources used by staff is good; however the school does not have a structured homework policy.
29. The quality of assessment is good, procedures are well established and are used effectively to monitor children's progress, to set targets and to plan the next steps in children's learning. However, information is not used effectively to identify and ensure provision to challenge more able pupils.
30. Marking is undertaken rigorously in all classes and provides good, clear guidance for pupils on their strengths and areas where improvements are needed. Pupils are fully involved in setting targets for their improvement in a range of contexts.
31. The school provides a curriculum which is well planned, broad, balanced and accessible to all pupils including those with additional and special learning needs. It meets statutory requirements.
32. Pupils' experiences are enhanced by the outstanding range of extra-curricular activities provided; these, together with visits and visitors, have a positive impact on the depth of pupils' knowledge and understanding across the curriculum.
33. The provision for promoting pupils' spiritual, moral, social and cultural development is good and is effectively integrated into the daily life of the school. Arrangements for the development of pupils' personal and social education are good and are promoted well in a supportive and caring

environment. The school provides pupils with a strong sense of right and wrong and encourages them to take initiatives and make decisions through the School Council.

34. Partnerships with parents, carers, outside agencies, the community and local schools and colleges are good. Parents are welcomed in school and there is a good induction process for parents and new pupils. The high quality personal support and guidance the school provides for its pupils is an outstanding feature overall and there is good provision for pupils' healthy development, safety and well-being.
35. The school's monitoring of attendance and punctuality is good and there is a close liaison with the Educational Welfare Officer who helps maintain links through letters, visits and class discussions.
36. The quality of provision for additional learning needs has outstanding features, such as the early diagnosis of pupils' needs, the effectiveness and quality of support of the Special Educational Needs Co-ordinator (SENCo) and the role of the teaching assistants, parents and volunteers in the overall provision.

Leadership and management

37. The clear direction the head teacher provides is a significant feature of the school. He is well supported by the deputy head teacher and this relatively new partnership has already become an influential factor in the positive development of the school. The recently formed curriculum teams of teachers and teaching assistants are also becoming more effective as they develop their own leadership and management roles.
38. There are good levels of communication throughout the school; liaison is good with staff working closely together in formal and informal settings. All staff are involved in the formulation of the school's development plan. These are outstanding features. The school takes good account of national priorities in its curriculum.
39. The governing body meets regularly and has established sub-committees. It is well led by the chairman, supportive of the school and aware of its responsibilities. A number of new governors have enthusiastically taken on committee portfolios and subject responsibilities and these roles are developing well. Individual governors visit the school to monitor provision. The governors contribute to the production of the school development plan and are prepared to point out areas for improvement in their role as a critical friend.
40. The self-evaluation process is based on first-hand evidence, pupils performance is monitored, analysed and areas for improvement are targeted. Teaching and learning are monitored by the head teacher and deputy head teacher on a regular basis, although there are currently few planned opportunities for subject leaders to observe lessons.

41. The way the school seeks out and takes account of the views of pupils, staff and other interested parties is an outstanding feature. All staff are involved in the process of self-evaluation and work together as a team reviewing provision and suggesting ways to improve standards; this is an outstanding feature. The school has made good progress since the last inspection.
42. The school has a good level of staffing to meet the needs of pupils and support the curriculum. Teachers and support staff are appropriately qualified and experienced and are effectively deployed. The good team spirit within the school ensures that staff work well together, sharing views and experience in the best interest of pupils.
43. Learning resources are of a good quality and are readily accessible to staff and pupils alike. The school has recently made substantial investment in outdoor play and learning equipment in order to facilitate the implementation and development of the Foundation Phase. Provision for Information and Communication Technology (ICT) has also been enhanced; however pupils' access to laptops and computers is still limited.
44. The school buildings are from the Victorian era and the school endeavours to ensure that they are well kept, clean and tidy. Scaffolding has recently been erected outside the Foundation Phase classroom and this has been managed particularly well by all concerned. Currently there is no direct access to 'the outside classroom' from the school, so pupils' opportunities to use this essential resource for the development of the Foundation Phase are limited.
45. Access to parts of the school has some shortcomings. Steps between the buildings do not allow the school to fully meet the requirements of persons with disabilities. However, the school is proactive in its attempts to remedy this.
46. Very strong emphasis is placed on the continuous professional development of staff. The provision for the induction of newly qualified teachers is well-organised and effective. The school has provided the opportunity for members of support staff to study for and obtain a foundation degree and to obtain additional qualifications. Other members of the teaching staff undertake management modules to develop and support their roles and these enable them to make an important contribution to the quality of teaching and leadership within the school. This is an outstanding feature of the provision.
47. The school budget and plans reflect those areas and aspects of school life that are current priorities for development and all spending applications are stringently reviewed and evaluated by the head teacher, LEA finance officer and governing body. The school provides good value for money.

Recommendations

48. In order to improve further the school should:
- R1 Raise the standard of achievement of the more able pupils.
 - R2 Extend the school's procedures for monitoring and evaluation and further develop the roles of subject leaders and curriculum teams.
 - R3 Formalise current arrangements for the setting of homework with an appropriate policy and ensure the active engagement of pupils and parents.

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

49. The findings of the inspection team match the judgement made by the school for this key question in its self-evaluation report.

Grades for standards in subjects inspected

50. During the inspection, standards of achievement observed in the lessons of subjects being inspected were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	87.5%	12.5%	0%	0%

51. These statistics are above the national figures reported in Her Majesty's Chief Inspector's Annual Report 2006-07, where standards are good or better (grade 1 and 2) in 80 per cent of lessons; but below the figure of 10 per cent for lessons where standards are outstanding (grade 1).
52. Children's attainment on entry to the Nursery is above the expected LEA and national averages. Baseline data at age four indicates that the majority of pupils show good levels of achievement in their first year in school. The overall quality of the educational provision for under-fives is appropriate to their needs and the pupils are making good progress towards the Foundation Phase outcomes.
53. In key stages 1 and 2, standards in the subjects inspected are as follows:

Inspection Area	Key Stage 1	Key Stage 2
English	2	2
Welsh second language	2	2
Mathematics	2	2
Information and communication technology	2	2
Music	2	2
Physical education	2	2

54. Most pupils, whatever their background, including pupils with additional learning needs, cope well with the work that is set for them and make good and at times very good progress. Tracking systems within the school confirm that there is a good match between results and the targets set by the school. Nearly all achieve their agreed learning targets and many pupils achieve in excess of those targets.
55. Children under five make good progress in their early mathematics and communication skills. They listen attentively and speak confidently to other

pupils and adults and their early writing skills in a range of situations are developing well. Their information and communication technology (ICT) and bi-lingual skills are of a good standard.

56. Pupils in key stages 1 and 2 achieve good standards in the development of their key skills. Their communication skills of speaking, listening, reading and writing and their numeracy and information and communication technology skills are good in both key stages and are used well with increasing confidence across the curriculum. Pupils' bilingual competence is developing well.
57. Statutory assessment results at the end of key stage 1 in 2008 were above the national average in English and science but just below the all Wales figure for mathematics. No pupil attained the higher level 3 in the core subjects, however the core subject indicator (the percentage of pupils reaching level 2 in each core subject) of 81 per cent, for 2008, was just above the national average of 80 per cent.
58. When compared with similar schools (those with approximately the same percentage entitled to receive free school meals), the 2008 key stage 1 results were in the top 25 per cent for English and science and in the bottom 25 per cent for mathematics.
59. At the end of key stage 2 in 2008 statutory assessment results were below the national average in each core subject. No pupil attained the higher level 5 in English and science and the core subject indicator (the percentage of pupils reaching level 4 in each core subject) of 69 per cent was just below the national average of 74 per cent. When the key stage 2 results are compared with similar schools, the school was placed in the bottom 25 per cent in each core subject.
60. Numbers of pupils within each year group are relatively small and because their pupil profiles can be variable comparative analysis of assessment data for an individual year is difficult. However, an analysis of results for the previous five years indicates that the school is attaining above national and local averages in all core subjects in both key stages. Over time there is no discernible pattern in the variation of the performance of boys or girls at either key stage.
61. Scrutiny of pupils' work past and present and discussions with pupils shows that their understanding of new knowledge and their progress in acquiring new skills is good. Most pupils have a good awareness of what they have been taught and many apply their understanding of skills to new and unfamiliar tasks. Most pupils are developing a clearer understanding of their own achievement and what they need to do to improve.
62. Overall the standard of pupils' behaviour throughout the school day is good. They move around the school in an orderly manner and their behaviour out of school is a noted feature. Older pupils in Key Stage 2 are well behaved, however staff have to work hard to keep the attention and channel the

enthusiasm of younger pupils. Pupils are mostly considerate of each other and all pupils treat the staff and adult visitors with courtesy and respect. There have been no exclusions since the previous inspection.

63. Average attendance for the three terms prior to the inspection at 93.1 per cent is good and above the local average. Pupils are punctual for the start of the day and for classes.
64. A strength of the pupils' learning is the effectiveness of 'The Concept Mapping' process which is reflected in their personal and social education skills, their problem-solving skills, their ability to work with increasing independence, their team and collaborative work and in the overall standards achieved.
65. Most pupils become involved in their work, show good levels of motivation and make effective use of their time. Overall pupils of all age groups work well together and are becoming more confident learners.
66. Standards of pupils' personal, moral and social education is good overall. The school is effectively working towards becoming a UNICEF rights respecting school. Pupils' attitudes to all members of the school community are good and they show empathy with those less fortunate than themselves. Pupils listen to each other well and are able to discuss concerns and sensitive issues.
67. The cultural awareness of most pupils is developing well. Their knowledge of Welsh culture is good and their respect for diversity is becoming well established.
68. An outstanding feature of the school is the awareness of most pupils of their local community. Their understanding of the world of work and industry in the area is good with no important shortcomings. Although pupils' entrepreneurial skills are being promoted in some areas of the curriculum overall pupils' involvement needs developing further.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

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

70. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	89%	11%	0%	0%

71. The majority of teaching observed was judged to be good. These figures compare favourably with those reported by HMCI in his latest annual report 2006-2007 when the quality of teaching throughout Wales was a Grade 2 or better in 80 per cent of lessons.

72. Good features evident in lessons include:

- Purposeful use of resources that capture and stimulate pupils' interest and attention.
- Use of a variety of questioning techniques to extend pupils' knowledge and understanding.
- Sharing of lesson objectives with pupils.
- Effective use of incidental Welsh to encourage and develop pupils' bi-lingual competence.
- Brisk and lively pace to teaching and learning.

73. The shortcomings evident in some lessons include:

- Slow pace of lesson activities which limited the engagement of pupils with their tasks.
- Insufficiently challenging activities.

74. Overall, staff successfully motivate pupils through the purposeful use of a meaningful range of teaching techniques and strategies encouraging their involvement in activities through discussion and group work. Teachers promote positive attitudes to learning and support pupils' efforts with consistent praise and encouragement. Good relationships within classrooms are a notable feature throughout the school.

75. The quality of teaching within the Foundation Phase is consistently good. It successfully captures, sustains and extends children's knowledge and understanding through the use of a wide range of stimuli and experiential learning experiences. All practitioners show high levels of commitment to the success of Foundation Phase principles and work hard to make meaningful adjustments to practice and to promote new ways of learning. They ensure an

effective balance between child-led and adult-led activities through detailed and structured planning.

76. At Key Stages 1 and 2, teachers demonstrate good subject knowledge and lessons overall are planned to match pupils' needs. Lessons are well structured. Curricular requirements, activities, differentiation, key skills development, resources and assessment for learning opportunities are noted on short-term plans.
77. Overall the range of teaching methods and resources used by staff is good; however the school does not have a structured homework policy. Arrangements for the setting of homework are informal, vary from class to class and mostly involve only reading activities.
78. Teachers benefit from a wide range of opportunities to further develop their knowledge of the curriculum and the latest developments in education. Initiatives such as 'Thinking Skills' and 'Concept Mapping' are beginning to have a positive impact on pupils' attitudes to learning.
79. Teaching assistants provide extremely effective support and guidance for individual pupils and groups in all areas of the curriculum. They show a high level of commitment, initiative and sensitivity in their dealings with children.
80. Every opportunity is taken to promote equality of opportunity and staff ensure that all pupils are treated fairly and with respect. The provision for those pupils with Special Learning Needs within all areas of the curriculum is an outstanding feature of the school.
81. Staff mostly meet the needs of all pupils, including those with additional learning needs and those for whom English is an additional language. Good opportunities are provided to promote pupils' awareness of different languages and cultures. The provision for the development of bi-lingualism is good with no important shortcomings. The use of Welsh is actively encouraged by teachers and used purposefully in all classes. Appropriate guidance ensures consistency of approach and has a positive effect on developing pupils' ability to use both English and Welsh in areas of learning during the school day.
82. The planning to meet learners' individual needs, monitor and review pupil progress is generally good. Assessment for learning outcomes are used to inform and adjust planning for future learning.
83. The quality of assessment has good features and no important shortcomings. The school's assessment procedures are well established. Baseline assessments and standardised assessments, undertaken in the reception class, are used effectively to monitor children's progress and observational assessment of learning in the Foundation Phase is an integral part of the daily routine. These assessments are closely linked with planning for the next steps in children's learning.

84. Detailed analyses from a range of standardised tests are also kept in individual pupil files and these are used to monitor and track pupils' progress in core subjects from Reception to the end of year 6. This information is further enhanced by regular on-going assessment opportunities identified across all subjects. This information is used effectively to set targets for improvement and to group pupils to enable specific support to be provided when needed. However, assessment information is not used effectively to identify and ensure provision to challenge more able pupils.
85. Assessment and recording procedures for pupils with Special Educational Needs (SEN) are good and ensure that the targets set in Individual Education Plans provide adequate and appropriate planning for further improvement in a variety of social and learning skills.
86. The accuracy with which teachers assess pupils' work against levels of the National Curriculum is supported by good quality portfolios of work produced by the school for core subjects and areas of learning. Samples of foundation subjects are also levelled and annotated. The school works closely with its cluster primary and feeder comprehensive schools to produce portfolios of work in core subjects. These are used effectively to moderate standards of assessment and to ensure consistency and comparability of standards and levels awarded.
87. Marking is undertaken rigorously in all classes and provides good, clear guidance for pupils on their strengths and areas where improvements are needed. A good feature of the assessment process is the way in which pupils are given regular opportunities to be involved in evaluating their own learning. Pupils are fully involved in setting targets for their improvement in a range of contexts. All teachers encourage and develop pupils' ability to evaluate their own learning in lesson, plenary sessions or at the completion of pieces of work. The involvement of pupils in this process is effective and has a positive impact on encouraging them to take responsibility for their own learning.
88. Annual reports to parents conform to statutory guidance and include information on pupils' achievements. Parents have regular formal opportunities to visit the school to discuss their child's progress, to review work and have an opportunity to respond to annual reports in the summer term. There is an open invitation to parents to contact the school for informal discussion at any other time.

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

89. The findings of the inspection team match the judgement made by the school for this key question in its self-evaluation report.

90. The school provides a curriculum which is broad, balanced and accessible to all pupils, including those with additional and special learning needs. It meets statutory requirements including the provision for personal, social, health education and religious education.
91. The quality of learning experiences made available to pupils is good with no important shortcomings. The school ensures equality of opportunity for all through experiences that are planned and structured carefully. Schemes of work in all core subjects and many foundation subjects have recently been updated to comply with the new 2008 curricular orders. These show continuity and progression across the key stages. A timetable has been set to ensure the updating of the remaining schemes of work. Short-term plans are detailed and, generally, are matched to the particular learning needs of pupils.
92. The overall quality of the educational for under- fives is appropriate to their needs and the children are making good progress towards the Foundation Phase outcomes. The provision meets children's needs and covers each area of learning effectively. All children are given a good start in school. As a result of the varied and stimulating experiences provided in the nursery and reception classes, children develop their knowledge, understanding and skills well in all areas of learning. They have access to a well-planned and meaningful range of indoor and outdoor learning activities. These experiences allow children to make choices and become independent learners.
93. Basic and key skills are identified in all schemes of work and short-term planning documentation. Good opportunities are provided by staff during lessons to encourage pupils to use vocabulary related to these skills to help them reflect on their learning. The promotion of key skills is clearly displayed in every classroom and shared with classes at the beginning of most lessons and again during plenary sessions. The school has recently adopted a framework that underpins the tracking, planning and promotion of key skills across the curriculum and acknowledges this as an area for continued development.
94. Pupils' experiences and the standards they achieve are enhanced by the outstanding range of extra-curricular activities provided, both within and outside the school day. These enable pupils to participate in a wide range of sporting, musical and cultural activities; clubs are well attended, enjoyed by pupils and effectively support the school's commitment to the importance of healthy living. Visits are made to many places of interest, such as the Gower Heritage Centre and these, together with opportunities for residential visits to the outdoor education centre in Sealyham, have a positive impact on the depth of pupils' knowledge and understanding across the curriculum. Visits to the school by, for example, a retired miner or dance companies, make a positive contribution to the enrichment of the curricular provision.
95. The provision for promoting pupils' spiritual, moral, social and cultural development is good and is effectively integrated into the daily life of the school. Although collective worship is held daily it does not always contain moments when pupils can reflect quietly on matters relating to their own lives.

Good opportunities, however, are provided during the school day to reflect on the importance of caring for the natural world and on the wonders of the world of nature and these contribute effectively to developing the spiritual awareness of pupils.

96. Arrangements for the development of pupils' personal and social education are good. They are promoted well through opportunities provided for pupils to discuss sensitive issues in a supportive and caring environment. The school provides pupils with a strong sense of right and wrong. Pupils across the school are polite and demonstrate respect for each other, adults and visitors. Regular, opportunities for pupils to work together across all subject areas effectively develop their social relationships. Activities in the community, particularly pupils' association with the residents of Glais Nursing Home, provide them with a wide range of opportunities for social interaction.
97. Pupils are encouraged to behave as responsible members of their local community and the wider world and this is further developed by pupils' efforts to raise money for good causes both nationally and internationally. The school provides many opportunities for pupils to be responsible for various aspects of school life, to take initiatives and to make decisions through the school council.
98. The school actively promotes pupils' cultural development. Pupils' awareness of the culture of Wales is effectively enhanced through visits to places of cultural interest such as St. Fagan's, participation activities, and through the celebration of St. David's Day. Pupils develop a good understanding of other cultures through geography, art and religious education.
99. The curriculum is enriched by outstanding partnerships with parents and the community. Many parents and other family members regularly volunteer to support pupils' learning both in the classroom and on visits. The school's effective PTA arrange regular social and fund-raising events for specific resources such as equipment for the outdoor areas. Parents are kept well informed of school life through regular newsletters, bulletins and information booklets. Open evenings to raise parents' awareness of the implications of the impending Foundation Phase and Meet the Teachers meetings further strengthen links.
100. Visitors from the local community attend school on a regular basis to assist pupils with their award-winning class gardens. They also volunteer with valuable classroom support. Pupils are involved in fund-raising activities for the Glais Community Development Trust. Such experiences encourage pupils' sense of pride and ownership of their local community. These are outstanding features of the school's provision and enrich pupils' education. The personal and social education curriculum is well supported by visits from many community services and charities and these have a positive effect on pupils' learning and provide a range of valuable experiences from the outside world.
101. Good links have been established with other neighbouring schools. Transition links and arrangements with local comprehensive schools involving visits,

sharing of information and curriculum bridging units are good. These ensure that pupils move to the next stage of their education with confidence. The school provides regular training facilities for student teachers and other students undertaking vocational qualifications.

102. The school's promotion and development the *Cwricwlwm Cymreig* is good and incorporated in all schemes of work. Older pupils' recent work on mining in Morfa Colliery, Taibach gave them a valuable insight into their own local heritage. The provision for the promotion of pupils' bi-lingual skills is good and the use of incidental Welsh during school routines and lessons is effective.
103. The school has good arrangements in place for dealing with social disadvantage and raises the awareness of pupils of the importance of appreciating the diverse needs of others; for example, the school caretaker is involved in instructing pupils in the use of sign language. Staff ensure that all pupils have access to all parts of the curriculum and have the opportunity to participate in all aspects of school life.
104. The promotion of sustainable development within the school has good features and no important shortcomings. Pupils are very aware of the need to care for the environment and to conserve natural resources. Sustainability schemes for recycling have been successfully incorporated into the daily routine of the school and regular charitable fund-raising activities succeed in raising pupils' awareness of being citizens of the world. The school is in the process of establishing e-twinning links with other European schools and acknowledges this as an area to be developed.
105. The school effectively promotes pupils' knowledge and understanding of the world of work through good links with a number of local and national businesses. Such links, together with the involvement of parents who are, for example, police officers or hairdressers, develop pupils' awareness of work within the community. Pupils regularly visit the local International Nickel Company (INCO) works for project work and reciprocal visits are arranged. These contacts have a positive impact on curricular provision.
106. The school provides pupils with good entrepreneurial experiences. Pupils produce and are responsible for the selling of jewellery and cards at the school's Summer and Christmas Fairs. Detailed accounts are kept by pupils of expenditure and profit is used to purchase resources for the production of items.
107. The school sets sound foundations for lifelong learning through ensuring that pupils nurture skills in ICT, bi-lingualism, thinking and personal and social skills. Pupils acquire citizenship skills through the opportunities they have to express their opinions and make decisions through the school council.

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

Grade 2: Good features and no important shortcomings

108. The findings of the inspection team are one grade lower than the judgement of grade 1 made by the school in its self-evaluation report. The inspection team did not identify sufficient outstanding features to corroborate the school's judgement.
109. The school works with a number of outside agencies, such as the educational welfare officer (EWO), educational psychologist, social services and others, to ensure the best possible care for its pupils. Pupils feel that they have good relationships with teachers and non-teaching staff and can raise issues of concern in a confidential manner.
110. Partnerships with parents and carers are good. They expressed good support through the pre-inspection meeting and questionnaire. They receive regular newsletters which advertise events and school plans. A number of parents and grandparents help out both in and out of class, including on school visits. These are long and well established links. Some older volunteers have helped out at the school for over twenty years.
111. The school council is run differently from the pattern usually seen in other schools. They gather as a 'Grand School Council' and discuss issues and make suggestions in large groups that have an even spread of ages. The Eco Council is run in a similar manner. The idea is for all pupils to feel included in the life of the school and pupils say that they value this. There are, however, no executive roles defined and the democratic process of voting for class representatives is not exercised.
112. There is a good induction process for parents and new pupils. This exists equally for pupils new to education or for those transferring from elsewhere. They are invited to the school and provided with documentation which outlines the rules and what their child should expect on a daily basis. A local mother and toddler group is invited to use some facilities as a means of familiarising the pupils with their future school.
113. The high quality personal support and guidance the school provides for its pupils is an outstanding feature overall. Pupils are monitored effectively by teachers who know them well. Personal and social education is appropriately embedded in the curriculum through activities such as Circle Time, sex education, work-related education, physical education and various other routines; and appropriate and effective use is made of specialist services such as the Police, EWO and others.
114. The school's monitoring of attendance and punctuality is good. Targets are set and there is a close liaison with the EWO, who helps maintain them through letters, visits and class discussions. Where pupils are absent without explanation, the home is contacted during that first morning to ensure that all is well. Pupils who turn up late have to report to the secretary who keeps a

log and feeds the information into the registration system. The front door is locked shortly after the start of the day ensuring pupils cannot avoid this routine. Rewards are mostly team based. However, pupils with 100 per cent attendance records receive prizes annually. Individual stickers are issued by classroom staff and the cook for good work, effort or canteen behaviour. Friday assemblies celebrate individual achievements.

115. There is good provision for pupils' healthy development, safety and well-being. The school is working towards the Healthy Schools award and there is a breadth of physical activity and sports on offer. The canteen provides a good choice of healthy dinners and snacks and the numbers taking school dinner is rising steadily. The Head Teacher has raised awareness amongst parents of what is on offer and encourages those who prepare lunch boxes to provide healthy contents for their children. Every member of staff has attended a first-aid training course. This has recently been extended to include all year 5 and year 6 pupils. The building is usually well secured during the day and the site is kept clean and securely fenced.
116. The head teacher is the designated person with overall responsibility for child protection with the fully trained deputy head teacher able to deputise in his absence. The head teacher has attended a higher level of child protection training. All staff and governors have attended basic training and are aware of procedures. All staff, governors and volunteer helpers have been Criminal Record Bureau (CRB) checked and the secretary maintains a monitoring system to ensure that this is updated regularly.
117. The quality of provision for additional learning needs is an outstanding feature of the school. There are good procedures in place for the early diagnosis of pupils' needs whether they enter the school in the Nursery or transfer from other schools. An outstanding feature is the way in which the SENCo liaises very effectively with class teachers, teaching assistants, parents, the local authority and other external agencies. Detailed and appropriate individual educational plans are drawn up and suitable support is provided for the pupils. The way in which teachers, parents and pupils are all actively involved in the process and are aware of the targets set, together with how pupils' performance is monitored and reviewed termly and throughout the year, are outstanding features.
118. Support and provision for pupils both within the class and during withdrawal sessions is an outstanding feature. The school has been recognised as a Dyslexia friendly school and nearly all staff have been able to access training for a range of additional needs, with some gaining additional qualifications. The wide range of provision, together with the methods used, are very effective and compliment the work in class; as a result pupils make measurable progress and generally meet or exceed the targets set for them. Pupils with SEN are well supported by well qualified learning support assistants and effective volunteers who freely give of their time.
119. Overall the support the school provides for pupils whose behaviour may impede their own progress and the progress of other pupils is good. There

have been no exclusions from the school and any incidents of disruptive behaviour are dealt with effectively by teachers and support staff.

120. Pupils are treated equally whatever their social or ethnic background or their academic ability. They have equal access to the curriculum and to physical and cultural activities. Equal opportunities and race equality policies are in place and operated appropriately. The school recognises and respects the diversity of pupils and the society in which they live. Boys and girls are treated equally in all aspects of the school's activities; they have equal access to all areas of the curriculum and extra-curricular activities.
121. Ethnic minority pupils are given good support to ensure that they have an equal access to the curriculum. Non-Christian festivals and cultures are celebrated in assemblies and special events. Instances of bullying or other oppressive behaviour are recorded in a diary kept by the head teacher. Children are encouraged to report incidents and pupils say that they believe that they would be supported and treated fairly should they do so.
122. The school is mostly accessible to disabled learners, staff and visitors. This is not the case, however, for the building which contains the hall and canteen. The school is actively pursuing plans to provide a ramp so that this can be remedied. A Disability Equality Scheme and attendant action plan are in operation.

Leadership and management

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

Grade 2: Good features and no important shortcomings

123. The findings of the inspection team match the judgement made by the school for this key question in its self-evaluation report.
124. The clear direction the head teacher provides is a significant feature of the school. He has high expectations of himself and his members of staff. He works hard to promote the ethos of the school and ensures that all members of staff understand and implement the school's values, aims, objectives and priorities.
125. The head teacher is well supported by the deputy head teacher and this relatively new partnership has already become an influential factor in the positive development of the school and its staff over the past few years. The recently formed curriculum teams of teachers and teaching assistants are also becoming more effective as they develop their own leadership and management roles and some have already been successful in raising standards within their respective areas.
126. Leadership and management is an inclusive feature and the school promotes equality for all. There are good levels of communication throughout the school; liaison is good with staff working closely together in formal and informal settings. All staff are involved in the formulation of the school's development plan: these are outstanding features.
127. The school takes good account of national priorities in its curriculum; the school has been awarded its third Basic Skills Agency's award, and is working to gain the Healthy Schools and Eco Schools Awards. The school also works in partnership with other small schools through initiatives such as the recently completed science project.
128. The school sets challenging, yet realistic targets, both statutory and non-statutory, for its pupils, based on their individual potential and needs, and these are successfully met and often surpassed. Targets are also set and met for areas of school improvement in its development plan.
129. Effective arrangements are in place for the induction of new staff and to review and monitor the performance of all members of staff, including all practitioners, and to identify their training needs. The development and involvement of the teaching assistants is an outstanding feature. The continuing professional development of staff and targets set for staff, as part of their performance management reviews, are having a positive impact on school improvement and the raising of standards.

130. The governing body is well led by the chairman, who has developed good links with the local authority and levels of communication are good. The governing body is supportive of the school and fully aware of its responsibilities. It has a number of new governors who have enthusiastically taken on committee portfolios and subject responsibilities and these roles are developing well. The governors contribute to the production of the school development plan.
131. The governing body meets regularly and has established sub-committees. A number of individual governors visit the school and particular classes and record their experiences, to help with the school's development plan. There are those who have specialist responsibilities, such as SEN and child protection governors.
132. Apart from some minor omissions in the previous annual report to parents, the governing body meets all its statutory requirements and helps provide the school with a sense of direction. They are prepared to point out areas for improvement in their role as a critical friend.

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

Grade 2: Good features and no important shortcomings

133. The findings of the inspection team match the judgement made by the school for this key question in its self-evaluation report.
134. The school achieved the Swansea Standard for Self Evaluating Schools Bronze Award in June 2008 and overall the process of self evaluation is developing well.
135. The judgements of the inspection team agree with the school's self-evaluation in six of the seven key questions. In Key Question 4, however, the inspection team did not identify sufficient outstanding features to corroborate the school's judgements of grade 1 and graded it as grade 2.
136. The self-evaluation process is based on first-hand evidence, pupils performance is monitored, analysed and areas for improvement and development, such as reading and spelling, are identified and targeted. Teaching and learning are monitored by the head teacher and deputy head teacher on a regular basis as part of the performance management process and the ongoing induction arrangements. Although there are currently few planned opportunities for subject leaders to observe lessons, standards are reviewed regularly through staff discussion, work scrutiny and listening to learners. Self-evaluation reports and action plans are produced for subjects and areas such as special education.
137. The way the school seeks out and takes account of the views of pupils, staff and other interested parties is an outstanding feature. The views of all

members of staff are actively sought formally and informally on a regular basis. 'Parent friendly' versions of the School Development Plan and an update on progress made from previous ones are sent out to parents and suggestions for future developments are requested; pupils' views are also sought and acted upon via the grand school council.

138. All staff are involved in the process of self-evaluation and work together as a team reviewing provision and suggesting ways to improve standards within the school, this is an outstanding feature. The quality of the self-evaluation report produced prior to the inspection is of a good quality. It provides a comprehensive overview of the school's present position and accurately identifies the areas and aspects that are strengths within the school. It is a detailed document and 'The Way Forward' for each key question is clearly identified.
139. The school's priorities for improvement are based on the school objectives and form the School Development Plan. Initiatives have appropriate timescales and costings and progress towards achieving them is reported regularly to the governing body by the head teacher, who ensures appropriate resources are made available.
140. Progress since the previous inspection is good. The school has successfully addressed the key issues noted in the last inspection report and improvements are evident, for example, in its self-evaluation processes, in its assessment, recording and reporting procedures and in the raising of standards in subjects such as Welsh second language.

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

Grade 2: Good features and no important shortcomings

141. The findings of the inspection team match the judgement made by the school for this key question in its self-evaluation report.
142. The school has a good level of staffing to meet the needs of pupils and support the curriculum. Teachers are appropriately qualified and experienced and are effectively deployed. The head teacher, governors and primary support officer manage the budget and maintain a good pupil-teacher ratio enabling teaching assistants to be employed who make an outstanding contribution to the overall quality of learning. The good team spirit within the school ensures that staff work well together, sharing views and experience in the best interest of pupils.
143. Learning resources are of a good quality and are readily accessible to staff and pupils alike. Effective planning ensures that considerable investment is made in resources for learning to cater for the needs of pupils. The school has recently made substantial investment in outdoor play and learning equipment in order to facilitate the implementation and development of the Foundation Phase. Provision for ICT has also been enhanced and all classes

have interactive whiteboards; however, pupils' access to laptops and computers is still limited.

144. The school is well stocked with books and materials. Resources in the library are also good and carefully selected to cater for the needs of all pupils. This encourages and enables pupils to extend their knowledge, understanding and key skills and ensures that their independent learning skills are developing appropriately.
145. The school buildings are from the Victorian era and the school endeavours to ensure that the buildings are well kept, clean and tidy. Scaffolding has recently been erected outside the Foundation Phase classroom and this has been managed particularly well by all concerned. Currently there is no direct access to 'the outside classroom' from the school and pupils' opportunities to use this essential resource for the development of the Foundation Phase are limited.
146. The school makes extensive use of the nearby fenced-in community playground and all weather games court and makes good and frequent use of Lowland Heath, a Site of Scientific Importance. Classroom accommodation is sufficient for the number of pupils on roll. The learning environment is enhanced with bright, colourful and stimulating displays of pupils' work and achievements. The main hall is well used for Physical Education, clubs and assemblies.
147. Access to parts of the school is restricted and has some shortcomings. Steps between buildings do not allow the school to fully meet the requirements of persons with disabilities. However, the school is proactive in its attempts to remedy this.
148. The school fully meets the statutory requirements for workload remodelling and every member of the teaching staff is allocated appropriate planning, preparation and assessment time. Effective use is made of the teachers employed to cover for colleagues during these sessions and this ensures continuity and progression in pupils' learning and has had a positive impact on standards in areas of the curriculum involved.
149. The school plans effectively to ensure that all resources are fully utilised to support teaching and learning. There is a wide range of educational material available to meet the varying needs of pupils of all abilities and ranges. Priorities for further development are identified in line with the objectives outlined in the School Development Plan and careful consideration is given to costs and benefits for the school. The school seeks ways of raising additional funds and successfully secures grants from a wide range of sources, thus saving money from its allocated budget. This additional funding is used well to support learning opportunities for all pupils and the professional development of staff. A recent School Improvement Grant has been used effectively to allow members of staff to attend a Common Assessment Model for the new skills-based Curriculum.

150. Very strong emphasis is placed on the continuous professional development of staff. The provision for the induction for newly qualified teachers is well-organised and effective. Teachers update their teaching skills and knowledge by attending a wide range of in-service training sessions both within and outside the school. These training sessions are well matched to the needs, requirements and priorities of the school and to the personal development of individual members of staff. The continued professional development of teaching assistants within the school is a priority and they are fully included in all whole school training events. The school has provided the opportunity for members of support staff to study for and obtain a foundation degree and to obtain further graduate qualifications. Other members of teaching staff undertake management modules to develop and support their roles which enable them to make an important contribution to the quality of teaching and leadership within the school. This is an outstanding feature of the provision.
151. The school's administrative team, caretaker, cleaners, cook, lunch-time supervisors and canteen staff are valued members of the school community and ensure that day-to-day routines are smooth and efficient.
152. The school budget and plans reflect those areas and aspects of school life that are current priorities for development. Subject leaders regularly review the quality and quantity of resources in their areas of responsibility and all spending applications are stringently reviewed and evaluated by the head teacher, LEA finance officer and governing body to ensure that sufficient funds are available and that money is well spent. The school provides good value for money.

Standards achieved in subjects and areas of learning

English

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

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

Good features

153. Nearly all pupils make good progress in the development oracy skills throughout the school. Pupils confidently read 'Giant Stories' from the 'Author's Chair'; they accurately explain how they made 'Egg Parachutes' and knowledgeably discuss what they have learnt in their mining project. Most pupils are learning to evaluate their own and others talk, adapting vocabulary, tone and pace. Older pupils successfully take part in hot-seating characters from 'Charlotte's Web', whilst the class listen and watch attentively. Most pupils achieve good standards in the use of vocabulary through for example the use of clay characters in role play and in animation projects linked to ICT.
154. Nearly all pupils show good progression in their reading skills. Pupils' show an interest in reading characters for book week. Older pupils show good levels of achievement as they read with buddies to share books with friends and younger pupils. They confidently read from a wide range of reading from seed catalogues to articles of many different genres and are able to successfully read for a variety of different purposes, including retrieving and collating data, researching the solar system and reading play scripts. Older pupils' higher -order reading skills, including skimming and scanning, are developing well.
155. Most pupils throughout the school are developing their writing skills well. They show good progression in the process of writing from being emergent writers as younger pupils in key stage one to becoming confident independent writers in key stage two. They write with increasing confidence for a range of different purposes. They become increasingly proficient in the structure of the process and all pupils use mind maps to brainstorm and plan. They draft and improve their work using ICT as appropriate, changing fonts to improve presentation. Presentation is also improved through the development of handwriting and pupils' proficiency in spelling.
156. In key stage 1 the development of pupils' skills of speaking and listening is progressing well and standards of achievement are good. Pupils listen attentively to a letter they have received from 'Merlin' and make appropriate suggestions for the spells they create.
157. Many of the older pupils in key stage 1 are beginning to write independently, they know sentences start with capital letters and end with full stops. Some write independently on the computers and there are examples of good spelling techniques and a few are beginning to self correct. The pupils in year two have good word-processing skills and use them to plan and write their lists of

spells, which they read back fluently. The handwriting skills of the majority of the older pupils are developing well.

158. Many younger pupils in key stage two make good progress in their writing for their Celtic project. They record suitable requests for food and family and are beginning to use their knowledge of writing techniques to good effect. They use alliteration and incorporate similes in their work suggesting relevant examples in prayers they compose to Celtic gods. Most use their mind maps or planners effectively to recall their visit to Castell Henllys and to prepare imaginative drafts and well presented final copies of very detailed accounts and short stories. They make good creative use of their senses and produce imaginative poems about autumn.
159. Most older pupils in key stage 2 have a good recall of stories that have been read to them. They show good listening skills and discuss the features of the books. They know the structure of a story well and use that as an exemplar to plan their own stories such as those based on 'Wolves on the Wall'. They are confident and knowledgeable about the process of writing planning, drafting and editing their work and discuss this as they create their work. They show good progression in the use of writing techniques using alliteration to describe the creaking, cracking, crunching sound. They use punctuation and speech marks appropriately.
160. Pupils' writing is descriptive across a range of subjects, such as in their garden diaries, and when they produce imaginative harvest poems and thoughtful work for Armistice Day. Pupils are aware of the need for accurate spelling and dictionaries are used well and work, whether hand-written or word processed, is well presented.

Shortcomings

161. There are no important shortcomings.

Welsh second language

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

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

Good features

162. Most pupils in key stage 1 make good progress in their speaking and listening skills. They listen attentively and have a good understanding of the names of colours and everyday objects. Most pupils have a good awareness of simple greetings as they engage in basic conversations with adults and with each other using appropriate vocabulary. They respond well to instructions. They confidently ask and answer questions on topics such as the weather or personal details using familiar language patterns. They effectively seek, understand and communicate simple information by asking and answering questions about clothing and what they are wearing. They respond and perform enthusiastically in their role play scenario of "Y Tylwyth Teg a'r Ddraig".

163. Pupils in key stage 1 begin to make progress in reading basic words from flashcards and from the Interactive Whiteboard. They read words accurately and with increasing confidence. By year 2, many pupils make good progress in reading from basic Welsh reading schemes. They read confidently and generally accurately, using appropriate expression to show understanding of the content.
164. In key stage 2, many pupils display good speaking and listening skills and they use an increasing vocabulary and variety of sentence patterns effectively. Most pupils enunciate well when speaking. They are enthusiastic when asking and answering questions about daily school routines, giving personal details or commenting about the weather. The majority of pupils confidently ask and answer questions about their likes or dislikes of particular sporting activities games, or food. They successfully use previously learnt patterns, together, with newly acquired questioning and answer structures.
165. Most pupils make good progress in their reading skills. Most read their own work, worksheets, dialogues and books with appropriate expression and intonation. A few discuss what they have read and express preferences.
166. Writing standards progress well in Key Stage 2. Pupils use appropriate vocabulary and sentence patterns when they write sentences, paragraphs and dialogues. Younger key stage 2 pupils write an imaginative recount of their visit to Castell Henllys or a menu of their favourite foods. Many older pupils produce a variety of good quality independent writing for example, self – portraits, descriptions of a well-known personality or celebrity, dialogues concerning details of a leisure centre or questionnaires. Many pupils confidently e-mail Welsh questionnaires to other classes within the school.

Shortcomings

167. Although not a major shortcoming, the oral skills of a few key stage 2 pupils are less well developed; they have an insecure grasp and recall of vocabulary and sentence structure.

Mathematics

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

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

Good features

168. Pupils' standards of achievement are good in both key stages and their use and understanding of number and its application to investigations and problem-solving activities are developing well.
169. All pupils in key stage 1 are proficient in counting on in twos and many understand doubling numbers from 1-20 and explain the process. Pupils' counting skills are further developed with many pupils correctly counting in tens and units to 100 and multiplying by 10. Many show good counting strategies and can transfer this to practical situations when measuring liquids.

170. They show good problem-solving techniques, through a wide range of activities. They estimate with increasing accuracy, such as when they judge the amount of liquid in a magic potion they are preparing for Merlin.
171. Most pupils are making good progress in their ability to measure using standard and non-standard units. Older pupils successfully measure in millilitres and many measure and make readings with increasing accuracy, using 10 millilitre syringes and 50 and 100 millilitre containers, with a few extending their skills using centilitres. Most read measurements accurately and some older year two pupils use standard measures independently. They show very good progress and achievement.
172. Many pupils apply their knowledge of number and measurement successfully as they carry out further investigations and problem-solving activities, for example as they measure the school yards.
173. Many younger pupils in key stage 2 show good levels of proficiency in mental mathematics as they carry out warm up activities based on the 4 times table at the start of lessons and the majority show increasing levels of proficiency with multiples of 6. Nearly all know that fractions are equal parts of a whole one and make a range of fractions and record their answers. Many successfully identify and order fractions based on halves and thirds. Pupils' understanding of number is reinforced as they learn how to calculate in different ways, partitioning and investigating the four rules of number and emerging patterns.
174. Most make good progress in the areas of shape, space and measure. They are aware of the features of symmetry and have a good understanding of a range of measurements. They use their knowledge well to draw an accurate timeline based on Caerphilly Castle and to measure and time the temperature of melting ice.
175. Most show good skills in using and applying mathematics. They successfully carry out calculations involving money and complete interesting investigative work such as Million Maths. They investigate patterns in numbers, explore standard and non-standard measurements and accurately weigh potatoes and measure beans grown in the school garden, which is also measured to record its angles and dimensions. Many of the results of these activities are carefully recorded on bar graphs together with other data-handling activities. Most older pupils in key stage 2 respond correctly to simple calculations based on $\frac{1}{2}$ and $\frac{1}{4}$. Nearly all identify equivalent fractions and carry out simple multiplication sums. They nearly all work accurately on place values from units to tens of thousands. Many have a good understanding of decimal fractions and patterns of multiplication.
176. Older pupils progress well in the areas of shape, space, and measure successfully building on their previous experiences. They use and apply their knowledge well carrying out more advanced investigations and problem-solving activities, for example on area and population. They make appropriate predictions regarding perimeter area and distance as they record how far they can jump. They use their mathematical skills well across the curriculum as

they work with the police to record the speed of traffic passing through the village and act as giant protractors to measure angles in the school grounds.

177. Results from investigations are well recorded electronically. Most older pupils create and use data-bases confidently. For example, they successfully interrogate historic evidence and, using tally charts, create a data base they transfer information to a spreadsheet and produce accurate well presented pie charts showing the occupations of parents in Glais School over 100 years ago. Similar work is also successfully completed recording colliery accidents as part of their project on mining.

Shortcomings

178. There are no important shortcomings.

Information and communication technology

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

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

Good features

179. The school delivers the Information and Communication Technology (ICT) programmes of study in a cross-curricular way and so few subject specific lessons are delivered. Although during the inspection only one ICT specific lesson was observed judgements are also based on the ICT observed in the lessons of all the other subjects inspected and from other relevant evidence scrutinised during the inspection.
180. Pupils throughout the school make good progress in all aspects of ICT, and good standards are being achieved as pupils develop and utilise these skills in a relevant way in all subjects across the curriculum.
181. Many pupils successfully use word-processing and numeracy skills on the Interactive White Board. Younger pupils in key stage 1 highlight words and change the colour of the font. They confidently use 'Kidspiration' and locate icons and load programs. Many pupils work independently on lap-tops, they successfully use mind-mapping programs to plan and write spells for 'Merlin'. Nearly all pupils estimate steps and program the 'Beebot' roamer to successfully traverse the classroom.
182. Many confidently use 'Clicker' and '2 Publish' on lap-tops. Many import pictures and images from lists provided in the program they are using, dropping and dragging them into their work. A few use a web-cam to record images of themselves and make a border to decorate their work.
183. A very good feature is the way the pupils use animation techniques across the curriculum in a range of situations and older pupils within key stage 1 and 2 are beginning to develop their skills of animation. These techniques are used effectively in key stage 1 to help develop their literacy skills, especially those of oracy and writing. Information and Communication Technology (ICT) skills

are further developed as many pupils within the key stage enthusiastically use the program 'Compose' to explore a range of sounds and sources to compose their own notation.

184. Younger pupils in key stage 2 show good progression in their ICT skills and they further explore a range of sound sources electronically to compose music. Many pupils use e-mails to send messages to other classes, with attachments of photographs from their visit to Castell Henllys. They have a good awareness of the functions of the appropriate icons and check messages sent and respond to replies.
185. Most are confident in their use of the Interactive White Board and use the digital camera to record and evaluate each others performances during their Physical Education lessons.
186. Older pupils in key stage 2 continue to develop their ICT skills well and there is continuity and progression from their earlier experiences. They communicate and share ideas well and extend their musical composition skills creating a Welsh Rap, and pupils make more advanced use of the Interactive White Board for the introduction and evaluation of PE shapes, movement and sequences.
187. Many pupils are beginning to evaluate a range of appropriate web-sites and use them to good effect as they research a range of projects and subject areas.
188. The animation work continues to be a very good feature of the school with older pupils using these short films to further develop their literacy. Pupils' achievement in the use of ICT for data-handling in mathematics is good.

Shortcomings

189. There are no important shortcomings.

Music

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

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

Good features

190. Most pupils in both key stages sing a wide variety of songs in both Welsh and English. They derive enjoyment from singing and have an increasing awareness of pitch and dynamics.
191. Key stage 1 pupils begin to develop a good understanding of the basic music elements of dynamics and rhythm. They begin to have a good awareness of high and low sounds and of the significance of a graphic score as a means of composing. When composing a "Fairy Spell" score, nearly all pupils show good understanding of the duration of sounds. They explore sound sources confidently before making choices of tuned or untuned instruments to

represent high and low sounds in their compositions. Most pupils perform their compositions confidently and begin to realise the importance of following a conductor when performing.

192. Key stage 2 pupils develop good listening skills as they evaluate their responses to the "The First of Autumn" sung by Enya and confidently identify the music elements within the piece and the emotions generated by the music.
193. Younger key stage 2 pupils collaborate well when exploring a range of sound sources to select, combine and arrange sounds effectively and imaginatively to compose and perform "Celtic Battle Music". They play a widening range of tuned and untuned instruments with increasing dexterity and control and practise and refine their compositions before their performances. The majority perform their graphic score representations correctly, follow a conductor and appraise their performances effectively through the use of digital camera footage on the interactive whiteboard.
194. Older key stage 2 pupils explore texture within music. They demonstrate a good awareness of ostinato as they compose a graphic score using rhythmic patterns of leaf names and perform their "Woodland" compositions confidently.
195. Most pupils' gain an increasing awareness of music from other cultures through appraising music from such countries as Turkey and Jamaica. They identify and describe the main characteristics of the music and name some of the instruments used.
196. In both key stages many pupils develop a good understanding and knowledge of composing using ICT. In key stage 2 they enhance their compositions by incorporating musical elements into their finished work.
197. Most pupils throughout both key stages show a developing awareness of the importance of appraising their own performances and those of others. They offer positive suggestions as to how to improve their compositions and performances.
198. Standards of the performing skills of Key stage 2 pupils are further enhanced through instrumental lessons, opportunities to perform in front of their peers, in assembly and when taking their music out into the community.

Shortcomings

199. Although not a major shortcoming, many pupils have only limited awareness of Welsh composers and their music.

Physical education

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

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

Good features

200. Nearly all pupils respond well to the range of activities provided and standards of Physical education are good in both key stages. Standards achieved are enhanced further through the development of pupils' skills in activities provided by the school during the less structured times of the day, in tournaments and matches and by outside agencies and providers.
201. In key stage 1, most pupils achieve good standards in their creative activities. They practise and refine their gymnastic sequences well. They develop an effective understanding of health and fitness issues, they know the importance of warm up activities and carry them out, along with the safe setting up of equipment, as an established procedure of their lessons.
202. Many identify and perform to a good standard a range of shapes and activities. All perform, for example Happy Cats and Angry Cats, Bunny Hops and Frogs. They know their start and end position and nearly all perform sequences with a range of at least 3 shapes. Most have a clear awareness of others around them. They show good body control and overall have good standards of performance, containing the natural inclusion of some shapes. Most decide their own sequences and work well together. Many show a good transfer of skills from floor activities to large equipment. Most pupils make a good start at evaluating the performance of others and are aware of the need for safety during their performance.
203. Many younger pupils in key stage 2 recognise the principles of simple choreography and use them successfully to plan sequences and a range of movements. They confidently perform shapes and body actions for a dance with a good recall of those taught previously such as Happy Cat, Cup and Saucer and straddle. Many have a good knowledge of high, medium and low levels and incorporate them well into their performances. Most respond well to the musical beat as they work out their sequences for dance linked to their Celtic project. Overall nearly all show very good achievement in dance sequences, with stimulating movement and body control. Most pupils make good evaluations of the performances of others during the lesson with a few using digital cameras for class evaluation later.
204. All pupils throughout the school dress suitably for lessons. The awareness of the older pupils of health, fitness and well-being activities shows good progression. All have a good awareness of safety in the hall and they perform effective warm up activities and are aware of the reasons why. Most have a good awareness of shape and movement and use them well in their sequences. Most pupils have good starting and ending positions. Nearly all stretch and balance well and they show good body tension. Pupils recognise features and shapes during the introduction on the Inter-active white board in class and this is used well during the lessons in the hall. Most pupils have a

good knowledge of shapes learnt previously and incorporate those and the recently introduced ones appropriately into their sequences. They develop a confident appreciation of Physical education vocabulary. Pupils' ability to evaluate is developing well and they are successfully involved in paired assessment to explore, evaluate and improve sequences.

205. Pupils throughout the school develop their skills with other Physical education activities throughout the year. They reach good standards in adventurous activities both off-site and on the school grounds and improve their skills and performances in a good range of competitive activities, such as the invasion games of basketball and hockey.

Shortcomings


206. There are no important shortcomings.

School's response to the inspection

The governors of Glais Primary School are very pleased with the findings of the inspection team. The staff at Glais Primary School are also very happy with the content of the report which the governors and staff feel reflects the position of the school.

Again the staff and governors are happy with the way in which the inspection was carried out and with the detail given in the report on all aspects of the school.

The governors and staff are implementing an action plan to address the Recommendations and the governing body will monitor these actions.



Appendix 1

Basic information about the school

Name of school	Glais Primary School
School type	Nursery and Primary
Age-range of pupils	3-11
Address of school	School Road, Glais, Swansea
Postcode	SA7 9EY
Telephone number	01792 842627

Head teacher	Robert Jones
Date of appointment	1 st January 1993
Chair of governors/ Appropriate authority	Mr. R Morris
Registered inspector	Stuart Wormleighton
Dates of inspection	1 st – 3 rd December 2008

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	7.5	14	10	13	14	11	15	13	97.5

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	4	3	5.7

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	23:1
Pupil: adult (fte) ratio in nursery classes	9.5:1
Pupil: adult (fte) ratio in special classes	n/a
Average class size, excluding nursery and special classes	23.7
Teacher (fte): class ratio	1:4

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Summer 2008	89.05	92.6	92.0
Spring 2008	91.9	90.1	92.6
Autumn 2007	90.6	94.1	94.7

Percentage of pupils entitled to free school meals	7%
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			Number of pupils in Y2:					16
Percentage of pupils at each level								
			D	W	1	2	3	
English:	Teacher assessment	School	0	0	0	100	0	
		National	0	3	14	63	20	
En: reading	Teacher assessment	School	0	0	0	81	19	
		National	0	4	15	55	26	
En: writing	Teacher assessment	School	0	0	44	56	0	
		National	0	5	16	67	11	
En: speaking and listening	Teacher assessment	School	0	0	0	100	0	
		National	0	2	11	64	23	
Mathematics	Teacher assessment	School	0	0	19	81	0	
		National	0	2	11	65	22	
Science	Teacher assessment	School	0	0	0	100	0	
		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	81	In Wales	80.7

D Pupils who have been disapplied from the statutory arrangements

W Pupils who are working towards level 1

National Curriculum Assessment Results

End of key stage 2:

National Curriculum Assessment KS2 Results 2008			Number of pupils in Y6					13			
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	31	69	0
		National	0	0	0	0	1	4	16	50	29
Mathematics	Teacher assessment	School	0	0	0	0	0	8	23	46	23
		National	0	0	0	0	1	3	15	50	30
Science	Teacher assessment	School	0	0	0	0	0	0	23	77	0
		National	0	0	0	0	0	2	12	52	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	69	In the school	n/a
In Wales	75.5	In Wales	n/a

D Pupils who are exempted under statutory arrangements from part or all of the National Curriculum

A Pupils who have failed to register a level because of absence

F Pupils who have failed to register a level for reasons other than absence

W Pupils who are working towards level 1

Appendix 4

Evidence base of the inspection

A team of three inspectors spent a total of six inspector days in the school. A team meeting was held prior to the inspection. The head teacher acted as nominee, but a peer assessor was not assigned to this inspection.

Inspectors visited and observed:

- Nineteen lessons or part lessons;
- all classes;
- acts of collective worship;
- lunch times and break times; and
- extra-curricular activities.

Members of the inspection team had meetings with:

- staff, governors and parents before the inspection began, and
- teachers, governors, support and administrative staff, representatives of the school council and groups of children during the inspection.

The team also considered:

- the school's self evaluation report;
- forty three responses to the parents'/carers' questionnaire;
- a comprehensive range of documentation provided by the school before and during the inspection;
- dialogue with a representative of the local authority;
- documentation from the local authority; and
- samples of pupils' work from across the age and ability ranges were scrutinised.

The inspection team held post-inspection meetings with the head teacher staff and governors.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Stuart Wormleighton Registered Inspector	Key questions 1, 5 and 6 and contributions to key question 4. English, Mathematics, Information and communication technology and Physical Education.
Eleri Honour Team Inspector	Key questions 2, 3 and 7. Welsh Second Language and Music.
Dylan Jones Lay Inspector	Key question 4 and contributions to key question 1 and 5.

Contractor

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Acknowledgement

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