

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

***Gorseinon Infant and Nursery School
High Street
Gorseinon
Swansea***

School Number: 670-2146

Date of Inspection: 17-19 November 2003

***By
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Registered Inspector***

Date: 8 January 2004

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CURRICULUM NOMENCLATURE AND KEY STAGES

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

The term "Reception" (R) is applied to the year group of pupils in a primary school (not a nursery class) who attain the age of 5 during the academic year. "Year 1" (Y1) is applied to the year group of pupils who attain the age of 6 during the academic year and so on to Y13, the year group who attain the age of 18 during the academic year:

{PRIVATE }	R	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Years	4-5	5-6	6-7	7-8	8-9	9-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18

Key Stage (KS) 1 of the National Curriculum consists of Y1 and Y2; KS2 of Y3 to Y6; KS3 of Y7 to Y9; KS4 of Y10 and Y11 (which is the final year of compulsory education).

GRADE DESCRIPTIONS

The five-point grading scale used to represent the main judgements in this report is as follows:

1. Very good: many good features, some of them outstanding.
2. Good: good features and no major shortcomings.
3. Satisfactory: good features outweigh some shortcomings.
4. Unsatisfactory: some satisfactory work but shortcomings in important areas.
5. Poor: many shortcomings.

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CONTENTS

1. CONTEXT	1
THE SCHOOL AND ITS PRIORITIES.....	1
2. MAIN FINDINGS	1
THE MAIN FINDINGS OF THE REPORT.....	1
3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS	4
3.1 STANDARDS ACHIEVED IN SUBJECTS AND AREAS OF LEARNING	4
3.2 STANDARDS ACHIEVED IN KEY SKILLS ACROSS THE CURRICULUM	4
4. ETHOS OF THE SCHOOL	5
4.1 PUPILS’ SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT	5
4.2 BEHAVIOUR AND ATTITUDES.....	6
4.3 ATTENDANCE.....	6
5. QUALITY OF EDUCATION	7
5.1 TEACHING	7
5.2 ASSESSMENT, RECORDING AND REPORTING	7
5.3 CURRICULUM	8
5.4 SUPPORT, GUIDANCE AND PUPILS’ WELFARE.....	9
5.5 PROVISION FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS (SEN).....	9
5.6 PARTNERSHIP WITH PARENTS AND COMMUNITY, SCHOOLS AND OTHER INSTITUTIONS.....	10
5.7 PARTNERSHIP WITH INDUSTRY	11
6. MANAGEMENT	12
6.1 QUALITY OF SELF-EVALUATION AND PLANNING FOR IMPROVEMENT	12
6.2 LEADERSHIP AND EFFICIENCY	12
6.3 STAFFING, ACCOMMODATION AND LEARNING RESOURCES.....	13
7. SUBJECTS AND AREAS OF LEARNING	13
STANDARDS ACHIEVED BY PUPILS	13
PROVISION FOR THE UNDER-FIVES	13
ENGLISH	17
MATHEMATICS	17
SCIENCE.....	18
WELSH SECOND LANGUAGE.....	19
DESIGN AND TECHNOLOGY	20
INFORMATION TECHNOLOGY	20
HISTORY	21
GEOGRAPHY	21
ART	22
MUSIC	23
PHYSICAL EDUCATION	23
RELIGIOUS EDUCATION.....	24
8. SCHOOL IMPROVEMENT	24
8.1 PROGRESS SINCE THE LAST INSPECTION	24
8.2 KEY ISSUES FOR ACTION.....	25
APPENDIX	26
A. BASIC INFORMATION ABOUT THE SCHOOL	26
B. SCHOOL DATA AND INDICATORS	26
C. RESULTS OF NATIONAL CURRICULUM ASSESSMENTS AND PUBLIC EXAMINATIONS	27
D. THE EVIDENCE BASE OF THE INSPECTION	27
E. COMPOSITION AND RESPONSIBILITIES OF THE INSPECTION TEAM.....	28

1. CONTEXT

The school and its priorities

Gorseinon Infant and Nursery School is situated in the small town of Gorseinon on the outskirts of Swansea. The school occupies two sites, half a mile apart. The main building houses six classes comprising two reception classes (4-5 years); two Year (Y) 1 classes (5-6 years); and two Y2 classes (6-7 years). The two part-time nursery classes are housed in a separate building.

There are 138 full time pupils on roll and 53 children attend the nursery on a part-time basis (26 am and 27 pm). The school states that the area from which pupils are drawn is neither prosperous nor economically disadvantaged. Pupils represent the full ability range. Twenty-one per cent of pupils are registered as being entitled to receive free school meals.

Twenty-one pupils are on the school's register for special educational needs (SEN); 16 are on School Action, one is on School Action Plus, two are awaiting formal assessments and two have statements of SEN. Seven pupils for whom English is a second language receive additional help from the Local Education Authority's' (LEA) language support service.

The school has been awarded the Basic Skills Quality Mark and the Investors in People certificate.

The school lists its main priorities for the coming year as:

- to continue to raise standards in English and mathematics;
- to further develop science in the school;
- to prepare for the introduction of the Foundation Phase;
- to link the recently established monitoring system with the school's quality assurance procedure;
- to develop the roles of the subject co-ordinators and to establish a senior management team.

2. MAIN FINDINGS

The main findings of the report

The school has experienced above average staff changes and absences due to illness during the past year. In particular, the Y2 classes have experienced several changes of staff this term. It is to the credit of the head teacher and staff's professionalism that morale has remained high but, despite this, there has been some adverse effect on overall standards of achievement.

- The educational provision for the under fives is very good and successfully promotes the Desirable Learning Outcomes for Children’s Learning. Standards in the six areas of learning are as follows:

Areas of learning	Nursery	Reception
Language, literacy and communication skills	Good	Good
Personal and social development	Very good	Very good
Mathematical development	Very good	Very good
Knowledge and understanding of the world	Very good	Very good
Physical development	Very good	Very good
Creative development	Very good	Very good

- In Key Stage 1 (KS1), pupils’ standards of achievement in the National Curriculum (NC) subjects and religious education are as follows:

English	Satisfactory
Mathematics	Good
Science	Satisfactory
Welsh second language	Satisfactory (Y1) Good (Y2)
Design and technology	Good (Y1) Satisfactory (Y2)
Information technology	Good (Y1) Satisfactory (Y2)
History	Good
Geography	Good
Art	Very good (Y1) Satisfactory (Y2)
Music	Good
Physical education	Insufficient evidence
Religious education	Satisfactory

- In the 32 lessons observed, standards of achievement were good in 50 per cent, satisfactory in 47 per cent and unsatisfactory in the remaining three per cent.
- In the 2003 NC assessment tests, the school’s results were below the national average in English, mathematics and science. There was no significant difference in the performance of boys and girls.
- The standards achieved by pupils in applying key skills across the curriculum are satisfactory in speaking, listening, reading, writing, numeracy and information and communication technology (ICT).
- The school’s provision for spiritual and social development is satisfactory. The provision for pupils’ moral and cultural development is good.
- Standards of behaviour and attitudes to learning are very good in the nursery and reception classes and are generally good in Y1 and Y2. In the nursery and reception classes, pupils listen well, respond appropriately and are enthusiastic when approaching their learning tasks.
- In Y1 and Y2, most pupils listen attentively, answer questions effectively and are eager to learn. However, there are small groups of pupils across classes who have difficulty concentrating for extended periods and get restless and inattentive.
- Pupils’ attendance is satisfactory and most are punctual in arriving for school.
- The quality of teaching was very good in 25 per cent of the lessons observed. It was good in 41 per cent, satisfactory in 32 per cent and unsatisfactory in two per cent.

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- Some of the main factors that ensure the good and very good teaching are: secure subject knowledge, learning outcomes clearly identified, good pace to lessons, high expectations and challenging tasks set that match the needs of pupils of all abilities.
 - Where there are shortcomings, the following factors are present: pace of lessons is too slow and insufficient challenges are posed to maintain pupils' interest and enthusiasm; group activities do not follow subject content; and behaviour strategies are not always employed effectively.
 - The accuracy and consistency of assessment, recording and reporting is satisfactory overall with some good features.
 - Good features include making effective use of standardised tests to plan appropriate activities and the involvement of pupils in setting their own targets for improvement.
 - Shortcomings include inconsistencies in marking strategies and the presentation of pupils' work. There are also inconsistencies in the quality of reports to parents. At best, they are informative about pupils' progress and standards of achievement and include targets for future progress. In other cases, there is a tendency to report on pupils' attitudes rather than on their achievements.
 - The overall quality of the curriculum is good and meets all statutory requirements. All pupils have equality of access and opportunity to all areas of the curriculum. In all areas of its life and work, the school raises pupils' awareness of cultural differences and promotes racial harmony. The *Cwricwlwm Cymreig* features prominently in pupils' learning experiences.
 - The quality of support, guidance and pupils' welfare is good. The school provides a safe, happy and secure environment for pupils and they are well supervised at all times.
 - The quality of provision for pupils with SEN and for those for whom English is a second language is good. Pupils with SEN make good progress and achieve good standards in relation to the targets set. Pupils for whom English is a second language make good progress and achieve good standards in achieving fluency in English.
 - Partnership with parents, the community, local schools and a range of external agencies is very good. The commitment to developing and nurturing these close partnerships is central to the work of the school and is a major part of its provision.
 - The school's partnership with industry and the world of work is satisfactory overall. Good liaison arrangements exist with local businesses and work-related support agencies.
 - The quality of self-evaluation and planning for improvement is good. There has been a systematic approach to developing progress through the school development plan (SDP) since the head teacher's appointment in September 2002. The school's self-evaluation report is an effective document. Good procedures are also being developed for evaluating the standards achieved by pupils but these are not yet fully implemented.
 - The leadership and efficiency of the school is good. The head teacher has a clear vision of where she wants to lead the school and, despite several staff changes and numerous unavoidable absences during the course of the school year, has made a sound start in the leading the school forward.
 - Curriculum leaders have very good oversight of the work undertaken across classes in their subjects. They provide good quality advice and support for colleagues. Their role in

monitoring progress and standards of achievement in their subjects is, however, underdeveloped.

- The governing body is suitably informed on curriculum developments and most are fully involved in the life and work of the school. Two governors, in particular, visit the school on a regular basis. They provide very good support for staff and work with children.
- Budget setting is linked appropriately to the aims of the school, the SDP and the available resources. The generous surplus fund carried forward from last year's budget has been earmarked for the retention of staffing levels. Financial matters are effectively handled.
- The overall provision of staffing, accommodation and learning resources is good.
- The school has made satisfactory progress in addressing the six key issues highlighted in the last inspection report in March 1998. Some of the shortcomings noted in science and design and technology remain to be addressed, for example, pupils' recording and evaluating of their work.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards Achieved in Subjects and Areas of Learning

In the 32 lessons observed, standards of achievement were good in 50 per cent, satisfactory in 47 per cent and unsatisfactory in the remaining three per cent. There is evidence that the staffing difficulties encountered over the past year due to teachers moving to new teaching jobs and others suffering ill health has had an overall detrimental effect on standards of achievement.

- Children under five make good or very good progress in all areas of learning. They achieve good standards in language, literacy and communication skills and very good standards in their mathematical development, personal development, knowledge and understanding of the world, creative and physical development.
- Pupils in KS1 achieve good standards in mathematics, Welsh second language, history, geography and music. Overall, they achieve satisfactory standards in English, science, design and technology, information technology, art and religious education. Pupils in Y1 achieve good standards in design and technology and very good standards in art.
- Pupils with SEN and those for whom English is a second language make good progress, and achieve good standards towards the targets set.
- In the 2003 NC assessment tests, the school's results were below the national average for Wales in English, mathematics and science. There was no significant difference in the performance of boys and girls.

3.2 Standards achieved in key skills across the curriculum

The standards achieved in using the key skills of speaking, listening, reading, writing, numeracy and using ICT across the curriculum are satisfactory.

- The under-fives make very good progress in applying their developing skills of early literacy, early numeracy and use of ICT within and across the six areas of learning. All pupils, including those with SEN, achieve good standards in line with their stage of development.

- In KS1, the majority of pupils contribute to whole class discussion. Most show interest in their work and are eager to answer questions. Some less able pupils have a limited vocabulary and are sometimes reluctant to speak in class.
- The majority listen attentively to their teachers, their peers and visiting speakers. However, in most classes there is a small group of pupils who find listening and concentrating for an extended period difficult and they sometimes become restless and inattentive. In one assembly, most pupils displayed poor listening skills.
- Several of the older pupils read aloud with confidence and expression and can explain how to locate information in books.
- The pupils do not make enough use of their reading and writing skills to extend their learning across the curriculum. They have limited opportunities to use the Internet or CD-ROM effectively in Y2.
- The pupils learn the conventions of writing and are developing the skills satisfactorily. In some subjects, the pupils do not sufficiently develop their writing because the worksheets used limit their response.
- The pupils are beginning to use number patterns and relationships to make calculations.
- The use of numeracy to solve problems and present information in science and design technology is limited in Y2. Arrangements are currently in place to increase opportunities to use tables and graphs to present information in these subjects.
- In most classes, the children confidently work on appropriate computer programs by using the mouse and the keyboard and they can operate the 'listening station' and 'CD player' by themselves. In one Y2 class, however, regular opportunities are not provided for pupils to develop sufficient confidence in using a range of ICT applications.

4. ETHOS OF THE SCHOOL

4.1 Pupils' Spiritual, Moral, Social and Cultural Development

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

- In most assemblies, the school's arrangements for collective worship conform to statutory requirements. Most assemblies make a satisfactory contribution to pupils' spiritual development. In one instance, the reverence of the act of collective worship was marred by the unacceptable behaviour of pupils. Effective use is made of music to enhance school assemblies. There were no opportunities provided during acts of collective worship for quiet reflection on issues, feelings and emotions relating to their own and other people's lives.
- Pupils' moral development is good. Every effort is made by staff to promote good manners and mutual respect. Most pupils are polite and friendly and they respond well to the guidance given on the difference between right and wrong.
- Pupils' social development is satisfactory. There are opportunities for pupils to take responsibility such as '*Helpwr yr Wythnos*'. A very small number of pupils have difficulty relating to others in a class situation but the majority form good relationships with adults and with each other.

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- Pupils' cultural development is good. Visits to places of interest broaden the pupils' knowledge and understanding. The *Cwricwlwm Cymreig*, for example, is promoted through history, geography, music and the use of incidental Welsh in all classes. Appropriate emphasis is placed on developing pupils' awareness of the diversity of other cultures and encouraging them to respect the beliefs of others in their own country and abroad.
 - Pupils respond satisfactorily to the school's provision for spiritual, moral, social and cultural development.

4.2 Behaviour and attitudes

Standards of behaviour and attitudes to learning are very good in nursery and reception classes. They are mostly good in Y1 and Y2.

- Classroom rules, discussed with pupils, show appropriate expectations in relation to pupils' behaviour.
- Children's behaviour in nursery and reception classes is very good. Pupils listen well, respond appropriately, and are enthusiastic when approaching their learning tasks.
- Most pupils listen attentively, answer questions effectively and are eager to learn in the Y1 and Y2 classes. However, in most classes, there is a small group of pupils who have difficulty concentrating for extended periods and get restless and inattentive. For most of the time, the occasional bouts of misbehaviour are handled effectively and are not allowed to have too much impact on the quality of learning for other pupils. In one assembly, the behaviour of the majority of pupils was poor and this did have an adverse effect on the overall ethos and quality of learning for all involved.
- During the inspection, no evidence of bullying was seen or reported. No pupils have been excluded from the school.

4.3 Attendance

Pupils' attendance during the last academic year was satisfactory at 91.3 per cent.

- The school works diligently to improve attendance levels and the vast majority of the parents respond well to the school's efforts. A challenging target is set for increasing whole school attendance rates to 94 per cent and effective strategies are now in place towards achieving this level of attendance.
- Clear guidance is provided for staff, pupils, parents and carers on the procedures to follow in the event of unexpected absence.
- The head teacher, with the support of the school administration officer, closely monitors pupils' attendance on a weekly basis. There is an effective working relationship with the Education Welfare Officer who makes a valuable contribution in supporting the school's efforts to increase attendance levels.
- Staff have clear guidelines for registration and the computerised process of recording attendance conforms fully to the statutory requirements.
- Punctuality is good. Late arrivals are noted in a book kept in the school office and parents are contacted if their child's late arrival becomes a regular occurrence.

5. QUALITY OF EDUCATION

5.1 Teaching

The quality of teaching was very good in 25 per cent of the 32 lessons observed. It was good in 41 per cent, satisfactory in 32 per cent and unsatisfactory in two per cent. The teaching was never less than good in nursery and reception classes.

The main factors that ensure good teaching are:

- teachers of the under fives display very good understanding of the expectations of the Desired Learning Outcomes for Children's Learning;
- teachers have secure knowledge and understanding of the subjects they teach;
- sessions are well organised and learning outcomes are clearly identified;
- learning outcomes are shared effectively during plenary sessions;
- lessons proceed at a good pace and pupils' interest and involvement are constantly maintained;
- teachers provide good language models and use a range of good questioning techniques to probe pupils' understanding and to ensure thoughtful and extended answers;
- work is appropriately matched to pupils' abilities;
- good quality resources are used imaginatively to support and extend learning;
- behaviour management strategies are effectively employed;
- good support is provided by the learning support assistants (LSAs).

Where the teaching is very good, all the above factors are present and, in addition:

- there is very good class control with high expectations and challenges set that have a very positive impact on pupils' learning and the standards they achieve;
- in these lessons, pupils' behaviour is of a consistently high standard and their interest and enthusiasm for learning is maintained throughout.

In the lessons judged satisfactory and unsatisfactory, some of the good features listed are present but the following shortcomings were noted:

- introductions to lessons are too long, with insufficient involvement of pupils;
- the pace of lessons is too slow and there is insufficient variety and challenge in the activities provided to maintain pupils' interest and enthusiasm for lengthy periods;
- group activities do not always follow subject content; for example, after an introduction to a science or a design and technology topic, only one group of pupils follow the objectives of the lesson, the remainder have to await their turn later in the day;
- behaviour management strategies are not always employed to maximum benefit.

5.2 Assessment, recording and reporting

The accuracy and consistency of assessment, recording and reporting pupils' progress is satisfactory overall but with some good features.

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- The arrangements for assessing pupils' attainment through regular tests are good. A wide range of standardised tests and teacher assessments is used to record pupils' achievement and progress. These are used well to project levels in NC tests.
 - Good use is made of the information gained from a baseline assessment to plan appropriate learning activities for children under five.
 - The school's assessment policy provides clear guidelines for recording pupils' progress. A detailed tracking system has recently been put into operation. Individual pupil data is collected and the intention is to use these to set individual and group targets and to adjust teaching and learning strategies. However, at present, the tracking of individual pupil progress is not consistently used to improve their performance.
 - The framework for teachers' lesson plans is used for whole-class planning but is not always used to show grouping strategies and the use of time for each group.
 - Separate pupils' portfolios containing some samples of work have recently been introduced. At present these are not assessed and levelled against NC levels of attainment.
 - There is no marking policy and pupils are not always given clear guidance on how to improve their work. In the best practice, there is regular and constructive marking of pupils' tasks with supportive feedback to them, which is linked to the previous marking.
 - There is a policy for the presentation of pupils' work but the strategies contained within it are not consistently implemented in all classes. In some cases, pupils are given clear guidelines on how to present and organise their work, but in others, the presentation lacks care and is untidy.
 - In some classes, pupils are becoming involved in setting their own targets in order to improve the standard of their work. There is evidence that this is having a positive effect on their performance.
 - The quality of the annual written reports to parents is inconsistent. At best, they give a clear picture of pupils' progress by indicating what pupils can and cannot do in relation to the NC programme of study. They also provide detailed targets for future progress. In other cases, there is a tendency to report more on pupils' attitudes than on their achievements.

5.3 Curriculum

The overall quality of the curriculum is good, and it meets all statutory requirements.

- The very good planning of the curriculum for the under fives ensures that children are provided with rich and varied experiences in the six areas of learning.
- In KS1, there is evidence that all subjects have a sufficient time allocation during the course of the academic year. However, with the numerous staff changes that have occurred this term in the Y2 classes, art has not had a satisfactory time allocation within the curriculum.
- There are suitably updated policy documents and schemes of work of good quality for all subjects.
- The planning for developing key skills across the curriculum is satisfactory and is well implemented across classes.

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- Suitable prominence is given to personal and social education within the school's curriculum. Circle Time enables pupils to reflect on social and moral issues and encourages the development of listening and oral skills as well as pupils' self-esteem.
 - The provision is socially inclusive. All pupils, including those with SEN and those for whom English is a second language, participate fully in all aspects of the curriculum.
 - The school, in all aspects of its life and work, raises pupils' awareness of cultural differences and promotes racial harmony.
 - There are no extra-curricular clubs but pupils participate in a range of educational visits that enrich and extend their learning. Numerous visitors to the school also serve well to support and extend the school's curriculum.
 - The *Cwricwlwm Cymreig* features prominently in pupils' learning experiences.

5.4 Support, guidance and pupils' welfare

The quality of the school's provision for support, guidance and pupils' welfare is good.

- The school provides a safe, happy and secure environment for pupils.
- The head teacher, staff and governors all contribute to creating a happy, caring environment where pupils feel safe and valued as individuals. The head teacher and staff know pupils well and effectively support pupils' academic progress, social development and personal well being.
- Opportunities for discussion during 'Circle Times' have made a good contribution to the development of pupils' self-esteem and confidence.
- The school has a range of policies to ensure the health, safety, and welfare of pupils. The school has adopted the policy and guidance of the LEA for dealing with child-protection issues. Procedures are well established and understood by staff.
- The school makes appropriate provision for first aid. Arrangements are in place to deal with pupils with specific medical needs and who are ill or have an accident.
- Relationships between staff and pupils are good. Pupils are well supervised throughout the day and they are confident in seeking the help and support of staff.
- The school's policy for equal opportunities is implemented effectively and priority is given to the social inclusion of all pupils.
- Appropriate attention is paid to personal and social education and measures to promote equal opportunities and racial harmony.

5.5 Provision for pupils with special educational needs (SEN)

The quality of provision for pupils with SEN is good. Pupils make good progress and achieve good standards in relation to the targets set.

- Pupils with SEN have full access to a broad and balanced curriculum. They are provided with work appropriate to their needs and make good progress in relation to their capabilities.
- Twenty one pupils are on the school's SEN register; 16 are on School Action, one is on School Action Plus, two are awaiting formal statements and two are the subject of statements of SEN. Most of the support provided is within the classroom but with

sufficient flexibility for withdrawal when and where necessary. Learning support assistants provide very good support for the pupils concerned.

- Pupils' individual education plans (IEPs) clearly identify areas of difficulty and set suitable targets for learning. Class teachers build well on these plans. The LSAs are fully involved in the planning of the work.
- The co-ordinator for SEN effectively ensures that provision meets the requirements of the SEN code of practice. The policy is clear and the school's procedures are systematic and very effective.
- Parents and carers are kept fully informed of their child's progress. They are strongly encouraged to contribute to regular review meetings and there are good opportunities for dialogue with the class teacher.
- The school makes good use of the support and advice available from external agencies. The provision to meet the needs of the two pupils with a statement of SEN is effective and both make satisfactory progress towards the targets set.
- Seven pupils for whom English is a second language receive additional help for one session a week from the LEA's language support service. This provision was not seen during the inspection but there is evidence that the pupils concerned are deriving much benefit from the additional support and are making good progress and achieving good standards in achieving fluency in English. There is good liaison with class teachers and each pupil is already able to take a full and active part in all school activities.

5.6 Partnership with parents and community, schools and other institutions

Partnership with parents, the community, local schools and a range of external agencies is very good. The commitment to developing and nurturing these close partnerships is central to the work of the school and is a major strength of its provision.

- There is a well-explained policy on home, school and community partnership, with a central aim of involving the children's relatives and other members of the community in the life of the school.
- The school keeps the parents well informed and provides a good range of varied and regular information for parents. There is a very good series of booklets and pamphlets welcoming pupils and parents to the three stages of nursery, reception and infants. The Home-School Liaison book which incorporates the home/school agreement is an effective link between the home and the school. Parents receive regular correspondence on school activities; for example, they receive termly newsletters which include classroom themes undertaken throughout the year, and pamphlets on numeracy and attendance when pupils start school. Good use is made of the parents' notice board. There is an informative school prospectus but it does not fully conform to statutory requirements.
- The school encourages parents to play an active part in the life of the school and very good arrangements exist to ensure that this takes place. All staff work hard to maintain regular contact with parents and carers. A number of parents make a very good contribution to the school by supporting classroom activities. Parents are invited to a wide range of open evenings, and nursery coffee gatherings are a regular feature. Parents and families are invited to all school performances. A number of Y1 parents participate in the Family Learning Scheme, which promotes basic skills with their children, and parents of nursery age children participate in a language and play programmes.

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- There is an active Friends Association that is well supported by all parents and plays an important role in supporting the work of the school. The contribution made by the association to the provision of classroom and external resources is significant.
 - The school has very good links with the town community and surrounding area. Pupils, staff and governors participate fully in the life of the community and they make a very good contribution to local activities. A number of concerts are held during the traditional festival periods and, along with other events, are well supported by parents and the community. Pupils attend the homes for the elderly at Christmas to sing and talk with the residents. In addition, pupils perform publicly in support of Fostering Fortnight and the Community Health Initiative. Very good use is made by the school of the local church, library, health centre and fire station as learning opportunities for the pupils. The relationship with external agencies such as the Gorseinon Regeneration project, Swansea Guild of Artists and the Parks Department is very strong and the activities the pupils are involved with through these links make a positive contribution to their overall development. Pupils and staff support a range of local and national charities.
 - A large number of members of the community visit the school, including representatives of religious, voluntary, charitable and environmental organisations as well as the medical, fire and police services. They all share their experiences and expertise with the pupils and staff and provide very good support. Members of performing arts groups in dance, drama and art also make a good contribution to the life of the school.
 - The school has very good partnership arrangements with the local junior school. The pastoral and academic arrangements for pupils' transition from KS1 to KS2 are effective. Pupils are invited to each other's concerts and special events and a very good feature is the holding of regular sessions where junior pupils listen to KS1 children reading. Staff share important academic and other information relating to those pupils who are about to enter the junior school, organise cross-phase classroom visits and participate in joint training days. The head teacher is a member of the local comprehensive school cluster group and good partnership arrangements exist, particularly with staff development.
 - The school has good partnership arrangements for initial teacher training with local institutions and students from Gorseinon College regularly attend the school as part of their studies in child care.

5.7 Partnership with industry

Overall, the school's partnership with industry and the world of work is satisfactory. Good liaison arrangements exist with local businesses and work-related support agencies.

- The school has a statement on Economic and Industrial Understanding with the aim of enabling pupils to understand more about economic life.
- There are close working arrangements with a range of small and larger local businesses in the town and surrounding area. Visits are made to these businesses in order to extend the pupils' understanding and knowledge of working life and world of work activity in their community. Local shopping and traffic studies are carried out by pupils as well as comparative studies of economic activity in Mumbles. The visits which take place make an effective contribution to curriculum provision and to pupils' understanding and experiences of the world of work.
- Local businesses are supportive of school activities and some make contributions by visiting the school to talk of their experiences, make donations to school fundraising events and provide materials and resources for classroom use. Close working

arrangements with the local authority's Parks Department has enabled the school to make use of a garden allotment in which pupils tend and grow plants and vegetables.

- Teaching staff experiences and understanding of industry and the world of work as part of their professional development are underdeveloped. However, the developing partnership with Careers Wales is enabling some staff to attend courses on management and work related issues.

6. MANAGEMENT

6.1 Quality of Self-Evaluation and Planning for Improvement

The quality of self-evaluation and planning for improvement is good.

- The school has appropriate procedures to evaluate pupils' attainment. The head teacher works alongside staff to produce planning sheets to guide the work in classrooms and these are monitored regularly by her. Co-ordinators have written new schemes of work and have good oversight of the work undertaken in their subjects. Their role has recently been extended by having a delegated budget for their subjects. Their roles in monitoring and evaluating teaching and learning are underdeveloped.
- The head teacher, who has been in post for one year, devised a new SDP to take the school up to the end of 2003. It is intended that inspection issues for development, as highlighted in the inspection report will be incorporated into the following SDP which will have a long term outline of three years, with detailed yearly targets and priorities.
- The school's self-evaluation report is a good, effective document. Good procedures are also being developed for evaluating the standards achieved by pupils but these are not yet fully implemented.
- There has been a systematic approach to developing progress through the SDP since the head teachers' appointment in September 2002.

6.2 Leadership and efficiency

The leadership and efficiency of the school is good.

- The head teacher has been in post for one year. She has a clear vision of where she wants to lead the school and, despite several staff changes and numerous unavoidable absences during the course of the school year, has retained staff morale and made a sound start in leading the school forward.
- All co-ordinators have job descriptions and well-defined leadership roles. They have reviewed and updated policies and schemes of work in subjects for which they have special responsibility. Most have very good oversight of the work undertaken across classes in their subjects. They provide good quality advice and support for colleagues. Their role in monitoring progress and standards of achievement in their subjects is, however, underdeveloped.
- The governing body is very supportive of the head teacher and staff. They are suitably informed on curriculum developments and most are fully involved in the life and work of the school. Two governors, in particular, visit the school on a regular basis and provide very good support for staff. They read stories for nursery children, support groups and take an interest in all that goes on in the school.

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- Budget setting is linked appropriately to the aims of the school, the SDP and the available resources. The generous surplus fund carried forward from last year's budget has been earmarked for the retention of staffing levels. Financial matters are effectively handled.
 - The day-to-day organisation and administration of the school is good.

6.3 Staffing, accommodation and learning resources

The overall provision of staffing, accommodation and learning resources is good.

- There are sufficient qualified and experienced teachers to meet the needs of the NC and for the ages of pupils taught. Staff are suitably deployed and occasional opportunities are appropriately taken to share expertise.
- All teachers and support staff have job descriptions. All fulfil these descriptions efficiently.
- There is a clear policy for performance management and the arrangements for teachers' continuing professional development are good.
- There is an appropriate handbook for staff and for student teachers to inform them of school routines.
- The school receives very good support from two visiting teachers for Welsh and music, five LSAs and the LEA's Language Support Service. The two nursery nurses make a particularly valuable contribution to learning in the nursery and the two reception classes.
- Good support is provided by the part-time school clerk, the caretaker and cleaning staff, canteen and lunchtime staff and this all contributes well to the smooth running of the school.
- The adequacy of the accommodation for the number of pupils on roll is good. Effective use is made of all available spaces. The school grounds, particularly the outside play area for the reception classes and the garden area outside the nursery, provide good facilities for play and for teaching purposes.
- The internal and outside walls are enhanced by the colourful displays of pupils' work.
- Standards of cleanliness inside and outside the school are very high.
- Learning resources are good for all areas of the curriculum and are easily accessible. Computers are used well in most classes to enhance learning across the curriculum.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

Provision for the under-fives

The overall quality of the educational provision for the under-fives is appropriate to their needs and, as a result, the children make good progress towards the Desirable Outcomes for Children's Learning.

Standards achieved in the nursery and reception classes are very good in their personal and social development, mathematical development, knowledge and understanding of the world, creative and physical development. Standards are good in their language, literacy and communication skills.

Twenty-six children attend the nursery class in the morning and twenty-seven attend in the afternoon. There are nineteen children in each of the two reception classes.

Nursery (3-4 years)

Good features

- Most children achieve good standards in **language, literacy and communication skills**. They listen attentively and enjoy a range of stimulating activities. They make good progress in being able to express their needs and ideas. Their interest in reading is fostered by sharing stories in the library, looking at books in the garden and by using a wide range of very good quality story sacks which has been organised by their teacher. They understand that writing is used for a variety of purposes and can use appropriate materials and go through the process of letter writing. They respond well to visitors and ask meaningful questions. They respond in Welsh to simple commands and join in with Welsh action songs and rhymes.
- Children achieve very good standards in their **personal and social development**. They have already formed very good relationships with adults and with each other. They are developing an awareness of feelings and are sensitive to the needs of others. They learn to take turns and share equipment around the nursery. Snack time is particularly pleasant and enjoyable when pupils wait their turn and eat and chat quietly. They know the importance of washing and drying their hands before eating and after using the toilet. They socialise well during role play activities and when visiting the elderly to perform for them.
- Children's **mathematical development** is very good. Most children can sort items of furniture into four rooms of a house. They use a laced mapping card to show 'belongs to' relationships. A significant majority can count from one to ten. A few are confident with one to one relationships. They successfully create a repeating pattern of two colours and shapes. Most can name two-dimensional shapes and recreate simple patterns using the language of shape and position. They are able to recall number rhymes and counting games.
- Children achieve very good standards in their **knowledge and understanding of the world**. They are developing confidence in using the listening stations and the computer. Their interest in the senses is fostered by listening to music, being aware of colour and light, touching a variety of textiles, tasting different flavours and smelling a variety of aromas in the newly-developed sensory area. They help to dig the flower bed and plant bulbs and can describe what happens to the weather at different times of the year. During an educational visit, they see mothers and baby animals, milk a cow and feed a goat. They learn a simple prayer offering thanks for the good things that they have.
- Children's **physical development** is very good. They move confidently and imaginatively and show very good control and co-ordination. They take part in their own sports day and sponsored skip. They make good use of the outdoor environment and explore spaces in parachute games. They use construction toys with increasing confidence and enjoy regular opportunities to play on large apparatus and use wheeled toys. They develop their fine motor skills by using scissors, making observational drawings of flowers and by helping to make pancakes and other cakes.
- Children's **creative development** is very good. They express themselves well using various materials and a wealth of techniques. They handle tools and malleable materials safely, for example, they use clay to make a house. They use their fingers to make marks and develop pre-writing skills in shaving foam. They enjoy making choices whilst mixing

water and paint and print using different textures. They sing tunefully, perform action songs, explore pitch and dynamics and are able to name the percussion instruments they use. They have opportunities to use unusual instruments.

Shortcomings

- There are no significant shortcomings.

Reception (4-5 years)

Good features

- Children achieve good standards in their **language, literacy and communication development**. Most children can sort items starting with the letter 'c' into the correct group and place the other items into another group. All children make an attempt to write their own name and a large group can write their name clearly. They are confident to browse through books in the reading area and on the outside benches, and understand that print has meaning. They are stimulated by the interesting materials in their story sacks. The more able children can write a simple sentence by using either an alphabet prompt or a word bank using emergent writing. They read out their sentences to the whole class. A small number are able to talk very clearly and confidently and can portray a character in role-play. They respond to simple commands in Welsh, can talk about the weather and can count forwards and backwards to ten in Welsh.
- Children continue to make very good progress in their **personal and social development** and achieve very good standards. They listen to the views and news of other children and treat one another and their environment with care and concern. They are developing the ability to keep on task and work independently.
- Children achieve good standards in their **mathematical development**. Most children can count forwards to 10 and backwards from 10. More able children can count orally to 20. They can put numbers that have been jumbled, back in the correct order. Most can write the numbers 2, 6, 9 and 10 recognisably. They confidently sort, match and order. They can create a repeating pattern. They can make height comparisons and understand the language of size. They understand sequencing when ordering the youngest to the oldest members in their family.
- Children's **knowledge and understanding of the world** is progressing well and standards of achievement are very good. They know what they need to make cakes. They begin to understand the need for hygiene. With help they can follow a recipe card, weigh out the ingredients and take turns to stir the mixture. They use appropriate vocabulary well. Most children can instruct a programmable toy to go forwards and make progress in their understanding and manipulation. During an educational visit they learn to look after a range of animals. They confidently use information technology to select and move items on screen and use a graphics package. They successfully use small construction toys and choose and use appropriate tools and equipment. They are aware of key religious celebrations, know the name of the days of the week and are developing a time vocabulary.
- Children achieve very good standards in their **physical development**. They make good use of the outdoor environment by using the painted road with road markings, in the playground, to park the right number bike in the parking bay. They push, pull and pedal using large equipment and understand positional language. They make progress in their understanding of the five senses by using concave and convex mirrors, listening to the vehicles and touching the 'feely' tiles.

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- Children achieve very good standards in their **creative development**. They can make sensible choices whilst selecting materials to make bears. They successfully learn the technique of mono-printing and make progress in the way they express themselves with various materials and are able to make moving joints. They confidently use malleable materials. They listen intently and recall musical phrases or rhythms. They are able to chant using three different pitches. They can introduce dramatic sounds into the phrases and are able to suggest suitable sounds to accompany them. They have the opportunity to listen to the music of a visiting African dance group.

Shortcomings

- There are no significant shortcomings.

English

Standards of achievement are satisfactory.

Good features

- Most pupils listen attentively to their teachers and to each other. They answer questions sensibly and they follow instructions effectively. In all classes, pupils enjoy talking about matters and events of immediate interest to them.
- Year 2 pupils recognise vowel digraphs when reading from the poem of the week with their teacher.
- Most pupils read satisfactorily according to age and ability. The quality of their word recognition and word building skills is generally good. Most display satisfactory understanding of the text they are reading and a few read with good expression. More able pupils in Y2 can predict outcomes and discuss plot and character in their reading books.
- Pupils write for a range of purposes such as when describing their visit to Bracelet Bay, expressing different opinions on their likes and dislikes of their local area, writing a letter to thank a visitor to the school and retelling stories. Standards of achievement in the development of writing skills are satisfactory overall. A few pupils are beginning to write at length and without too much prompting.
- Pupils learn to present their work in joined up handwriting from the reception classes. Standards in handwriting are at least satisfactory and are often good. The overall presentation of work is satisfactory in three classes.

Shortcomings

- A small group of pupils in some classes have difficulty listening for extended periods and become restless and inattentive.
- A significant minority of pupils in all classes have a limited range of vocabulary and their oral responses are very brief.
- Pupils in Y2 cannot make comparisons with other books they have read. They cannot talk about different authors.
- Many pupils in Y2 need a lot of support with their writing and manage to produce only one or two sentences in a lesson.

Mathematics

Standards of achievement are good.

Good features

- Pupils are developing appropriate strategies to undertake a range of mental calculations. More able pupils can describe the strategies they use. In oral mental mathematics, pupils make satisfactory progress in the speed of their responses from Y1 to Y2.
- Pupils count and order numbers correctly. Pupils in Y1 can count forward and backwards to twenty, both in single units and multiples of twos. Good use is made of a number line.
- They tell the time accurately on the hour.
- Year 2 pupils are secure in their knowledge of number bonds and have a good understanding of place value. They count in ones, twos, fives and tens, forward and

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backwards with ease, to a hundred and beyond. They identify odd and even numbers and can double and halve familiar numbers correctly.

- Pupils in Y1 and Y2 are willing to offer tentative replies to questions because they know that teachers will value their answers.
- Year 2 pupils use their understanding of number operations effectively to select the method of solving a variety of mathematical problems.
- They recognise and name two and three-dimensional shapes well and describe them according to the number of sides and corners. They have a good understanding of symmetry and recognise one or two lines of symmetry in shapes.
- Pupils use non-standard units and are beginning to use standard units to measure length and weight and use this knowledge in their activities across the curriculum. They carry out a range of measuring activities accurately and successfully. They understand and use mathematical vocabulary accurately such as 'more than', 'less than', 'greater', 'smaller', 'heavier', 'lighter', to compare quantities.
- Year 2 pupils have a sound knowledge of coin values. They identify coins and simple calculations up to £1 and beyond. They solve real-life shopping problems and have a good understanding of addition and subtraction of money.
- They collect data and produce bar graphs to represent their findings, sometimes using the computer.
- Good use is made of plenary sessions in all classes to encourage pupils to explain their work and to share their ideas with each other, using correct mathematical terms.

Shortcomings

- There are no significant shortcomings.

Science

The standards achieved in science are satisfactory.

Good features

- Year 1 pupils find out where light comes from. They carry out an investigation to find out which torch batteries last the longest. They begin to understand the need for a fair test.
- They successfully sort objects into shiny and dull. They understand that objects are shiny because light shines on them.
- Previous work shows that they have played with a wide range of wheeled toys and asked the question 'how do they move?'. They begin to develop their language of science. They successfully investigate magnets.
- They plant sunflower seeds and learn that plants need water to grow. An educational visit develops their knowledge of the plants that grow in a desert.
- Year 2 pupils look at, feel and describe a wide variety of fruit. They taste and confidently express their preferences, discussing the texture on their tongue. They sensibly predict what will happen to the fruit when left in a box.
- They learn that stretching is a kind of push and pull force that can change the shape of things. They investigate the 'stretchiness' of thin, medium and thick tights. They understand the concept of a fair test.

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- Previous work shows that they name a range of materials and begin to identify their characteristics. They distinguish between metal and plastic, describe the characteristics of materials used for clothing and know the materials used in their homes. The more able know that materials are chosen for specific purposes on the basis of their properties.
 - They have successfully investigated the best material for making a waterproof coat. They measured the distance a car travelled after running it down slopes with different surfaces. They display satisfactory understanding of the work covered.

Shortcomings

- Pupils do not use their experiences and the information they have gained from their investigations, to develop their own scientific ideas.
- Recording for scientific purposes is in the early stage of development in the school. During investigations, pupils use a limited number of methods of recording information.
- Few opportunities are provided for pupils to discuss and evaluate their work.
- Year 2 pupils have limited opportunities of using ICT to enhance their work in science.

Welsh second language

Standards of achievement are satisfactory in Y1 and are good in Y2.

Good features

- Y1 pupils read sentences with the teacher from class books they have compiled about their pets.
- Pupils in both year groups know everyday greetings and use them appropriately.
- They can ask and answer simple questions on their name and how they are feeling.
- They remember and sing the words of a few Welsh songs.
- Pupils copy sentences involving common language patterns and vocabulary.
- Most pupils in Y2 have a deeper understanding of the Welsh language and achieve good standards. They know basic colours, parts of the body and can respond effectively to instructions in Welsh. They can sustain a simple conversation in the language.
- There is good use of incidental Welsh in most classes and pupils respond confidently in Welsh to the calling of the register and whether they want sandwiches or school dinners.

Shortcomings

- Although pupils read sentences from class books confidently with their teacher, they cannot respond orally to the same sentences without the books.
- In most classes, pupils' ability to sustain a simple dialogue, using sentence patterns and vocabulary learnt, is very limited.
- Many pupils are hesitant in their response to simple questions.

Design and technology

Standards of achievement are good in Y1 and satisfactory in Y2.

Good features

- Pupils in Y1 design and make a cat puppet. They make sensible suggestions about the colour of the cat's fur and consider whether it has stripes or markings. They successfully use a design sheet to consider the purpose and produce paper patterns to work from. They produce work of a good standard.
- The evidence from previous work indicates that pupils use split pins to make a person with moving parts and design and make cards and calendars. They have designed and made tiles to produce very good quality wall murals.
- They make a model village from paper and textiles. With help they, learn to sew quite skilfully.
- They make very good progress and achieve good standards when using a programmable toy. They enter specific instructions in order to send the toy on a journey. They successfully store instructions and modify these when necessary.
- Year 2 pupils know what features are needed to make a bird house. They display good co-ordination when using tools to put the bird house together. They compare their own plan with the completed bird houses and note the differences.
- Previous work in Y2 indicates that pupils successfully designed, made and evaluated water bottles. The completed work was of a good standard and received a national award.
- Most pupils are able to give satisfactory reasons for improving their product.

Shortcomings

- Year 2 pupils do not consistently build on their knowledge and skills. There is limited use of tools and techniques. There is little evidence of continuity and progression in learning across age groups.
- Year 2 pupils use a limited range of materials and their written evaluations are in the early stages of development.

Information technology

Standards of achievement are good in Y1 and are satisfactory in Y2.

Good features

- Most pupils in Y1 can use a word processing package to write simple sentences. They can successfully insert a word from a word bank and create some meaningful sentences. They creatively use an art package to make calendars.
- They have successfully entered and stored information on pirates and created bar charts. In small groups, they interrogate the data.
- In one Y2 class, the pupils use a word processing package with increasing confidence to write sentences and create class booklets on the term's topic.
- They use a data handling package to present information as a pictogram and a table. With help, they enter their own fields.

Shortcomings

- Pupils make insufficient use of appropriate CD-ROMs and software packages to enhance their learning experiences throughout the curriculum.
- Year 2 pupils do not consistently build on their knowledge and skills. There is little evidence of continuity and progression in learning across age groups. Pupils use an insufficient range of software to fully develop their learning in information technology.

History

Standards of achievement are good.

Good features

- Pupils in Y1 display good recall of the stories of Grace Darling and Swansea Jack. They know the difference between a hero and a heroine.
- They compare old and new objects displayed in the school's foyer museum with modern objects.
- Pupils in Y2 know the origin of the name Gorseinon and display good recall of the battle between Prince Einion and his enemies. They know the Welsh meanings of 'gors' and 'goch' and know that Garngoch was a famous battlefield in Welsh folklore.
- They have enacted events leading up to the battle of Garngoch. Later in a class session, they ask perceptive historical questions to the pupil who played the part of Prince Einion and he, in turn, answered effectively, displaying good understanding of the reasons for the battle.
- Year 2 pupils can compare objects from the past with modern objects. They know the materials from which the artefacts are made and can compare the durability of similar modern items with those from the past.
- Pupils have visited the Swansea Museum and been introduced to Mrs Mahoney, a character from the past. They compare how hard their mothers work when washing and ironing with how Mrs Mahoney worked in her household. They have compiled a factual file on events in Mrs Mahoney's life and devised a character sketch of her. Through the work, pupils have developed a good understanding of how life in her times was different from life today.

Shortcomings

- There are no significant shortcomings.

Geography

Standards of achievement are good.

Good features

- Pupils know their address and can locate it in relation to a map of Gorseinon. They can identify their route to school. They have drawn maps of their local area and inserted a key to denote important buildings and features.
- Pupils visit the surrounding area and recognise geographical features such as shops, traffic lights, police station and junior school. They discuss and record what they like and dislike about their neighbourhood.

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- They have followed a local trail around Gorseinon and found answers to questions about their locality.
 - They have visited another locality, the Mumbles, which contrasts with their own. They note its prominent features and compare and contrast it with their own locality.
 - Last term, pupils drew maps of their ideas of 'Paradise' and inserted keys and symbols to denote significant features.
 - Older pupils can locate Wales on a map of the British Isles. Able pupils can point to the general area of where Gorseinon is situated on a map of Wales.
 - They know about seasonal changes and how these affect weather conditions.
 - They use geographical language appropriately when discussing their work.

Shortcomings

- There are no significant shortcomings.

Art

Standards of achievement are very good in Y1 and are satisfactory in Y2.

Good features

- Pupils in Y1 develop a good knowledge of a wide spectrum of techniques and materials.
- They display good observational skills using pencil, paint and pastels to produce effective images of shells. They have used viewfinders to concentrate on small parts of the shell and produced detailed observations of these. The work is of very good quality.
- They successfully investigate colour by mixing paint to produce different hues and shades.
- They have produced seaside Batik designs and patterns on cloth that are attractive, colourful and of a very good standard.
- They experiment with different printing techniques and have produced very effective wall displays of autumn leaf designs. Following a walk to the nursery class garden, pupils have produced their own autumn leaf palettes.
- Working with a local artist, they have produced very good quality images of the streets of Gorseinon, using the technique of colour washing over pastels.
- Following a visit to Swansea Museum, pupils have produced very effective felt pictures using wool fluffs, soap, hot water and a rolling machine. Their 'Under the sea' completed pictures are of outstanding quality.
- They create good quality art work by means of the computer and have emulated the style of Laura Ashley and William Morris to develop repeating patterns of flowers and ladybirds.
- Houses made with fabric crayons have been carefully edged with stitching and are of very good quality.
- Pupils in Y2 have made close observational drawings in paint and pastel of different fruits they have studied in science. The finished products are of a satisfactory standard.
- Pupils have illustrated their written work with coloured drawings that are of a satisfactory standard.

Shortcomings

- Mainly because of the numerous changes of staff encountered in the Y2 classes since the beginning of term, the high quality work developed in Y1 has not been sustained in Y2. During this term, pupils have not been provided with a range of techniques and media and, as a result, their artistic skills have not been progressively developed. Within the work done, pupils achieve satisfactory standards but the range and scope of the opportunities offered are very limited.

Music

Standards of achievement are good.

Good features

- The standards in singing are good throughout the school.
- All pupils are given opportunities to listen to a wide range of music, including the music of Wales.
- Year 1 pupils develop their listening skills well in music. They can discuss and decide on an appropriate instrument for particular sounds associated with the sea. They co-operate well in groups to suggest calm sounds, stormy sounds and those associated with a shipwreck. They understand the importance of duration, tempo and dynamics. They transfer their compositions to a graphic score and perform the composition confidently.
- Year 2 pupils can sing unaccompanied phrases tunefully and discriminate between high, medium and low sounds. They confidently suggest notes for a graphic score. They know the names of an impressive number of composers.
- They listen to a short musical excerpt on a recording and begin to understand how pitch is used to create a particular effect.
- Most pupils name and recognise a wide variety of percussion instruments. They are aware of the correct playing technique. They watch a pupil conductor carefully, follow a graphic score, and can play an instrument at the appropriate time with the correct dynamics.
- Scrutiny of a portfolio of work shows that pupils have had opportunities to work alongside visiting musicians. They have listened to instruments from around the world.
- Older pupils are given the opportunity of receiving recorder lessons and a few pupils performed to a good standard when playing in an assembly during the inspection.

Shortcomings

- There are no significant shortcomings.

Physical education

During the inspection, it was not possible to observe the full range of work in physical education. There is therefore insufficient evidence to make an overall judgement of standards achieved throughout the school.

A lesson in gymnastics was observed in Y2 and standards are judged to be good.

Good features

- Pupils change suitably and undertake a range of different movements during warm-up exercises. They lift, transport and use equipment safely. Pupils listen attentively to instructions and make good use of space.

- Good body control is shown and pupils can perform an effective series of movements and maintain good balance and shape when travelling on floor, tables, mats or bench. They display good skills, adopt good posture and control when balancing, jumping, moving and landing.
- Pupils understand how important exercise is and the effect of activity on the heart. Appropriate attention is paid to the importance of cooling down after vigorous activity.
- They appraise their own work and the work of others and offer suggestions for improvement. They work well in groups.

Shortcomings

- There were no significant shortcomings in the lesson observed.

Religious education

Standards of achievement are satisfactory.

Good features

- Pupils understand the importance of values such as friendship, kindness and caring for others. They are aware of the need for school rules.
- More able pupils can recall some familiar Bible stories from the old and new testaments such as the parable of the Good Samaritan, Noah's Ark and the Birth of Jesus.
- Pupils' understanding of Christian beliefs is enhanced by visits to the local church. Pupils can name and describe its main features well.
- Pupils know about Christian festivals such as Harvest, Christmas and Easter. They are aware of the significance of prayer and thanksgiving. They understand that praying is part of worship.
- Pupils are aware of other religions as well as Christianity. They know about Hinduism and the story of Rama and Sita and the traditions associated with the Diwali festival of light.

Shortcomings

- Some pupils' recall of some previous work covered is insecure.
- Pupils' written recording of work covered is limited.
- Pupils have limited opportunities to visit places of worship such as synagogues and mosques.

8. SCHOOL IMPROVEMENT

8.1 Progress Since the Last Inspection

The school has made satisfactory progress in addressing the key issues in the last inspection report of March 1998.

1. Maintain the current good ethos and high standards that exist in the school.

The good ethos has been sustained. High standards continue, and have improved, in nursery and reception classes and, for the most part, in Y1 classes. However, the numerous staff changes because of staff sickness in Y2 have had a detrimental effect on standards. Standards

have dropped slightly in English, design and technology, art and religious education. They have remained constant in other subjects and have improved in mathematics.

2. Remedy the health and safety issues that cause concern.

All health and safety issues relating to playground surfaces, perimeter wall and gate have now been rectified.

3. Rectify shortcomings identified in subject reports.

Most, in particular data handling across the curriculum and understanding the principles of fair testing, have been successfully addressed. However, some in science and design and technology remain unresolved; for example, recording and evaluating the work undertaken remain in the early stages of development.

4. Provide a more flexible type of support for pupils with SEN.

This has been addressed fully. The main form of support is within the class but with the flexibility of withdrawing pupils as and when necessary.

5. Set specific quantitative targets for whole school improvement.

There are targets set for whole school development and these have been prioritised according to importance. Timescales for implementation are appropriate.

6. Provide more guidance for support staff.

Teaching and support staff work effectively as a team. Support staff know their duties and how to undertake them and provide very good support for the children in their care.

8.2 Key Issues for Action

The school needs to:

- raise standards by addressing shortcomings in subjects judged to be satisfactory and give appropriate attention to all other shortcomings identified in the report;
- employ consistent behaviour management strategies through the school;
- improve the presentation of pupils' work in all classes, but particularly in one Y2 class;
- devise strategies for marking that are consistently undertaken by all staff and are suitably detailed and constructive to ensure an improvement in pupils' work;
- improve the management of time in Y1 and Y2 classes by increasing the pace of lessons and ensuring more in-built rigour and challenge within the activities planned for pupils;
- develop the monitoring roles of curriculum leaders to ensure that they have appropriate oversight of progress and standards of achievement in their subjects.

APPENDIX

A. Basic Information About the School

Name of School	Gorseinon Infant and Nursery School
School type	Nursery/infants
Age-range of pupils	3-7
Address of school	High Street Gorseinon Swansea
Post-Code	SA4 4BN
Telephone Number	01792 892739

Headteacher	Mrs Glenda Gibbon
Date of appointment	September 2002
Chair of Governors	Mr John Gough
Registered Inspector	Ms L Thomas
Dates of inspection	17-19 November 2003

B. School Data and Indicators

<i>Number of pupils in each year group</i>					
Year group	N (fte)	R	Y1	Y2	Total
Number of pupils	26.5	38	53	48	165.5

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	8	0	8

<i>Staffing information</i>	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	17.3:1
Pupil : adult (fte) ratio in nursery classes	25.5:2
Pupil : adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	23.1
Teacher (fte) : class ratio	23.1:1

<i>Percentage attendance for three complete terms prior to the inspection</i>			
	R	KS1	Whole school
Term 1	91.44	91.42	91.43
Term 2	89.53	88.27	89.10
Term 3	93.92	93.2	93.45

Percentage of pupils entitled to free school meals	21
Number of pupils excluded during 12 months prior to inspection	0

C. Results of National Curriculum Assessments and Public Examinations

END OF KEY STAGE 1: 2003

National Curriculum Assessment KS1 Results: 2003			Number of pupils in Y2: 48					
Percentage of pupils at each level								
			D	W	1	2	3	4
ENGLISH:	Teacher Assessment	School	6	4	17	48	25	
		National		4	13	63	20	
MATHEMATICS	Teacher Assessment	School	6	2	13	31	48	
		National		2	9	61	26	
SCIENCE	Teacher Assessment	School	5	0	15	40	40	
		National		2	10	68	20	

Percentage of pupils attaining at least level 2 in mathematics, science and English according to teacher assessment

In the school	67	In Wales	80
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D Pupils who have been disapplied under sections 364 and 365 of the Education Act 1996 or, in the case of the Task/Test were absent.

W Pupils who are "working towards" level 1, but have not yet achieved the standards needed for level 1.

D. The Evidence Base of the Inspection

- Four inspectors visited the school, including a lay inspector, for a total of nine inspector days.
- The life and work and other aspects of the school were discussed during pre-inspection meetings with the teachers, head teacher, governors and parents.
- Questionnaires from 67 parents were returned and analysed.
- Pupils were observed in lessons, groups, assemblies, dining room, play-times and around the school.
- A sample of pupils was heard reading and a number were spoken to and asked about their work.
- Samples of written work and practical work in subjects were examined.
- Discussions were held with the head teacher and teachers about a range of issues regarding the school's work.
- Documentation relating to financial management and minutes of meetings were scrutinised.
- Teachers' records, their planning and assessment files were inspected.
- Attendance figures were checked.

E. Composition and Responsibilities of the Inspection Team

Inspector	Type	Aspect Responsibilities	Subject Responsibilities
Ms L Thomas	RgI	Context; Main findings; Standards achieved in subjects and areas of learning; Teaching; Curriculum; Leadership and efficiency; Progress since the last inspection; Key issues.	English Welsh second language history geography art
Ms H Smith	Team	Standards achieved in key skills across the curriculum; Assessment, recording and reporting; SEN; Quality of self-evaluation and planning for improvement; Staffing, accommodation and learning resources.	Early Years science design and technology information technology music
Mr M Lewis	Team	Spiritual, social, moral and cultural development; Support and guidance.	mathematics physical education religious education
Mr G Jones	Lay	Attendance; Partnership with parents, community, schools and other institutions; Partnership with industry.	

The visiting inspectors wish to thank the governors, the headteacher and all the staff for the co-operation and courtesy they received during the inspection.