

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

A Report on the Quality of Education in

**Gwyrosydd Primary School
Park Hill Terrace
Treboeth
Swansea
SA5 7DJ**

School Number: 6702238

Date of Inspection: 21 April 2008

by

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

The inspection of Gwrysydd Primary took place between 21/04/08 and 24/04/08. An independent team of inspectors, led by Wil Williams undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development.

The five-point scale used to represent all inspection judgements in this report is as follows:

Grade 1	good with outstanding features
Grade 2	good features and no important shortcomings
Grade 3	good features outweigh shortcomings
Grade 4	some good features, but shortcomings in important areas
Grade 5	many important shortcomings

There are three types of inspection.

For **all** inspections, there is a written report on seven key questions.

For **short** inspections, there are no subject reports.

For **standard** inspections, there are also reports on six subjects.

For **full** inspections, there are also reports on all subjects.

Estyn decides the kind of inspection that a school receives, mainly on the basis of its past performance. Most schools receive a standard inspection. All nursery schools, special schools, pupil referral units and any new or amalgamated schools receive a full inspection.

This school received a **full** inspection.

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The National Curriculum covers four key stages as follows:

Key stage 1	Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

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Context

The nature of the provider

1. Gwrosydd Primary School opened in September 2005 following the amalgamation of the separate Infant and Junior Schools. It is situated in the City and County of Swansea and serves the communities of Treboeth, Penlan and Clase.
2. The school was built in the early 1950's. It is a single storey building of brick construction with a flat roof and measures nearly 200m in length. It is set in its own extensive grounds, which offer good learning opportunities.
3. At the time of the inspection there were 328 full-time pupils attending the school together with 60 part-time nursery children. There has been a steady decline in the number of pupils on roll over the last two years with another fall predicted during the next academic year.
4. Nursery children attend five half-day sessions per week. Reception to Year 6 pupils are organised into fourteen single age, mixed ability classes. The teaching staff comprises eighteen full-time teachers.
5. The school is in the lowest fifteen ranked schools in Swansea using the Welsh Index of Multiple Deprivation with approximately two thirds of the pupils deemed to be socially and economically disadvantaged. The five-year average free school meals percentage is 33 per cent and at presents stands as 28 per cent. These averages are significantly higher than the national and local averages.
6. All pupils speak English as a first language and no child comes from a Welsh speaking home. There are three pupils who are 'looked after' by the local authority.
7. Pupils' baseline assessment scores on entry are on average, slightly lower than the Swansea average although the trend overall has been a downward trend. Approximately 27 per cent of pupils have been identified as having additional learning needs (ALN) five of whom have a statement of additional learning needs. These figures are significantly higher than the local and national averages.
8. This is the school's first inspection since its formation in September 2005.

The school's priorities and targets

9. The main aim of the school is to provide a happy, safe and secure environment where pupils and parents feel that they are welcome and part of a learning environment.

10. The school's main priorities and targets for the 2007-10 period include to:
 - improve the range and quality of pupils' literacy skills;
 - improve the quality of teaching and learning in information and communication technology (ICT) skills;
 - prepare for the implementation of the Foundation Phase; and
 - to develop school management expertise of the School Development Group.

Summary

11. The skills and vision of the head teacher have been key factors in securing the success and improvement of the school and ensuring that within a short time it has established its own unique identity, values and ethos. Staff and governors have a good understanding of the school's principles and priorities and as a result a strong sense of team spirit has been fostered.

Table of grades awarded

Key Question	Inspection grade
1 How well do learners achieve?	Grade 3
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 3
7 How efficient are leaders and managers in using resources?	Grade 2

12. The school's judgements in its self-evaluation agree with the findings of the inspection team in five of the seven key questions.

Standards

13. In the subjects inspected, standards of achievement are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
1%	61%	37%	1%	0%

14. These percentages are similar to the Welsh Assembly Government (WAG) target for 2010 but are lower than the national picture reported by Her Majesty's Chief Inspector (HMCI) in her latest annual report.
15. The quality of the educational provision for the under-fives is appropriate to their needs and pupils make good progress towards the Desirable Outcomes for Children's Learning.
16. Standards of achievement of children under five are as follows:

Areas of learning	Nursery	Reception
Language, literacy and communication	Grade 2	Grade 2
Personal and social development	Grade 1	Grade 1
Mathematical development	Grade 2	Grade 2
Knowledge and understanding of the world	Grade 2	Grade 2
Physical development	Grade 2	Grade 2
Creative development	Grade 2	Grade 2

17. Standards of achievement in the subjects inspected in key stage 1 and key stage 2 are as follows:

Subject	Key stage 1	Key stage 2
English	Grade 3	Grade 3
Welsh Second Language	Grade 2	Grade 3
Mathematics	Grade 2	Grade 2
Science	Grade 2	Grade 2
Information technology	Grade 2	Grade 2
Design and technology	Grade 2	Grade 1
History	Grade 2	Grade 2
Geography	Grade 3	Grade 3
Art	Grade 2	Grade 2
Music	Grade 2	Grade 2
Physical education	Grade 2	Grade 3
Religious education	Grade 2	Grade 2

18. The vast majority of pupils including those with additional learning needs make good progress in their work.
19. Pupils of all ages generally make good progress in the key skills of language and communication, using and applying mathematics and ICT.
20. Pupils of all ages show a positive attitude towards learning Welsh and are making good progress in their bilingual competency.
21. Pupil attainment at the end of key stage 1 has been consistently lower than local and national performance over the last two years and has on average, been in the lowest fifty per cent of schools in the same free school meal category. There has been significant improvement in attainment in key stage 2, which now stands in the highest fifty per cent of similar schools.
22. Most pupils have positive attitudes to learning. They are committed to their work and make good progress in their development as independent learners.
23. Good progress is made in pupils' personal, moral and social development. The quality of relationships is very positive and pupils work well together.
24. Pupils of all ages have a good understanding of other beliefs and cultures and are fully aware of equal opportunities matters. With the exception of a significant group of pupils in year 6, standards of pupils' behaviour are good.
25. Pupils' average level of attendance over the last three complete terms is approximately 91 per cent, which is lower than local and national averages.

The quality of education and training

26. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
5%	69%	23%	3%	0%

27. The number of lessons where teaching is Grade 2 or better is slightly lower than the WAG target and than the national picture reported by HMCI in her latest annual report.
28. Teachers generally have a good working relationship with pupils and create a positive climate for learning. In the vast majority of lessons they demonstrate good management skills and this has a positive impact on pupils' attitudes to their work and on their willingness to work purposefully and confidently.
29. In the small number of lessons where teaching has outstanding features expectations are high and imaginative strategies are used to develop pupils' skills and knowledge.
30. Common shortcomings in teaching include introductions that are too long and the over use of photo-copied worksheets.
31. Where there are significant shortcomings in teaching in year 6, tasks are insufficiently challenging for the more able and strategies to manage challenging behaviour are not consistently implemented.
32. The rigour of assessment and its use in planning and improving learning has good features that outweigh shortcomings. The recently formulated whole-school assessment policy has as yet not impacted fully on teaching and learning.
33. The annual reports to parents provide clear information about their children's progress in the core subjects but provide very limited information about progress in other subjects.
34. The curriculum is broad and relevant and successfully meets the needs of a range of pupils. It is supported by numerous extra curricular activities, which broaden and enrich their learning experiences. Provision for the *Cwricwlwm Cymreig* is a strength in the school.
35. Pupils' spiritual, moral, social and cultural development is promoted well. Collective acts of worship help to foster the ethos and values of the school and provide appropriate opportunities for reflection and critical thinking.
36. The school makes every effort to respond to parents' needs and keeps them well-informed. Many parents give generously of their time to support the school.

37. Work related education, the development of pupils' entrepreneurial skills and education for sustainable development are all at a relatively early stage of development.
38. Adults in the school provide good care and support to pupils. Strong provision for personal and social as well as emotional development underpins much of what the school aims to achieve.
39. Procedures to monitor and track attendance have good features although currently there are no procedures to follow up absences quickly on day one. There remains some inconsistency in the way all adults promote positive behaviour and attitudes.
40. There is a strong commitment to promoting the well-being and health of all pupils. This is a positive aspect of school. Health and safety arrangements are regularly reviewed and all staff have received training in child protection.
41. Provision for pupils with additional learning needs is good. There are well established and effective early identification procedures and the additional learning needs co-ordinator and her team give good support to both staff and pupils.
42. Equal opportunities and good race relations are promoted well. An appropriate outline accessibility plan and action plan have been drawn up and some of the many challenges which face the school are being considered sensibly.

Leadership and management

43. The head teacher has been the driving force in taking the school forward and has been well supported by the School Development Group and curriculum leaders.
44. The governors know the school and its community well and work closely with the head teacher in its strategic management.
45. Although the self-evaluation processes have many good features not all aspects have to date been fully incorporated into school improvement. The school's self-evaluation report is of good quality and has a clear focus on standards and performance.
46. The school employs a good number of qualified and experienced teachers and support staff, enabling it to deliver a broad and balanced curriculum. The level of deployment and condition of resources is good.
47. The budget is well managed by the head teacher and governors ensuring that the school provides value for money.

Recommendations

48. In order to move the school forward, the governing body and staff need to:
- R1 raise standards in English and geography in both key stages and Welsh Second Language and physical education at key stage 2;
 - R2 ensure that strategies to promote positive behaviour and attitudes are deployed consistently across the school;
 - R3 take positive actions to eliminate the few instances of significant shortcomings in teaching;
 - R4 further refine the procedures for assessing and recording pupils' progress; and
 - R5 strive to improve the attendance of those few pupils who are persistently absent from school and establish more robust procedures for following up absences quickly on the first day.

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 3: Good features outweigh shortcomings

49. The findings of the inspection team differ from the Grade 2 made by the school in its self-evaluation. Although overall standards in the vast majority of subjects are at least good, there were shortcomings in standards in thirty eight per cent of the lessons observed.

50. In the subjects inspected, standards of achievement are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
1%	61%	37%	1%	0%

51. These percentages are similar to the WAG target for 2010, which states that the quality of learning should be Grade 3 or higher in 98 per cent of lessons. However, they are lower than the national picture reported by HMCI in her latest annual report where nationally standards in 80 per cent of lessons were Grade 2 or better.

52. Standards of achievement of children under five are as follows:

Areas of learning	Nursery	Reception
Language, literacy and communication	Grade 2	Grade 2
Personal and social development	Grade 1	Grade 1
Mathematical development	Grade 2	Grade 2
Knowledge and understanding of the world	Grade 2	Grade 2
Physical development	Grade 2	Grade 2
Creative development	Grade 2	Grade 2

53. The quality of the educational provision for the under-fives is appropriate to their needs and pupils make good progress towards the Desirable Outcomes for Children's Learning.

54. Standards of achievement in the subjects inspected in key stage 1 and key stage 2 are as follows:

Subject	Key stage 1	Key stage 2
English	Grade 3	Grade 3
Welsh Second Language	Grade 2	Grade 3
Mathematics	Grade 2	Grade 2
Science	Grade 2	Grade 2
Information technology	Grade 2	Grade 2
Design and technology	Grade 2	Grade 1
History	Grade 2	Grade 2
Geography	Grade 3	Grade 3
Art	Grade 2	Grade 2
Music	Grade 2	Grade 2
Physical education	Grade 2	Grade 3
Religious education	Grade 2	Grade 2

55. The vast majority of pupils make good progress in their learning as they move up through the school. Pupils with additional learning needs make good progress achieving individual targets in support groups and within the mainstream setting.
56. Pupils generally make good progress in the key skills of language and communication, using and applying mathematics and ICT.
57. Children under five listen attentively during whole class sessions and express their ideas clearly. They apply their mathematical skills effectively during practical activities and are very confident users of ICT.
58. Key stage 1 and 2 pupils contribute effectively during class and group discussions demonstrating a sound understanding of subject specific vocabulary. They deploy their reading skills well when searching for information and using different websites. Although the range of their writing is rather narrow the vast majority of pupils use their writing skills effectively to record their work.
59. Pupils make good progress in their ability to use and apply their mathematical skills in different curricular contexts especially when using standard measures for detailed recording.
60. In both key stages, pupils use their ICT skills purposefully and skilfully for gathering and presenting information and data. They use a range of software confidently.
61. Pupils of all ages show a positive attitude towards learning Welsh and are making good progress in their bilingual competency. Under-fives use simple words and phrases when greeting adults and peers and know a good number of Welsh nursery rhymes. By key stage 1, pupils respond to structured questions in full sentences and talk about the weather and their well-being with increased confidence. Further progress is made in the majority of classes at key stage 2 as pupils extend their vocabulary and use more complex sentences.
62. Pupils' creative skills are good across the school. They use their skills well to explore situations, play imaginatively and develop and express their ideas.
63. Pupil attainment at the end of key stage 1 in the core subjects of English, mathematics and science has been consistently lower than local and national benchmarks over the past two years. On average, it is the lowest fifty per cent of schools in the same free school category. The school attributes the low attainment to the significant numbers of pupils with additional learning needs who were in both cohorts between 2006 and 2007.
64. In 2007, key stage 2 pupils' attainment in all three core subjects was slightly below national and local averages. Attainment has improved significantly during the last two years and now stands in the highest fifty per cent of similar

- schools. Fewer than average achieved the higher level 5 in all three core subjects.
65. There are no significant differences between the performance of girls and boys in either key stage although girls' performance does fall a little towards the end of Key Stage 2.
 66. Most pupils make good progress in their learning. They have positive attitudes to learning and work productively on their tasks for extended periods. They respond readily to challenges, organise the resources they need effectively and sustain work with a sense of commitment and enjoyment. The vast majority are well motivated, interested and keen to make progress in their learning.
 67. From an early age pupils are actively involved in making learning choices. As they mature, they make good progress in their ability to manage their own study skills and to organise and present their own work.
 68. The whole school practice of sharing lesson objectives with pupils, contributes substantially towards developing pupils' ability to come to realistic judgements about their performance during lessons and to identify what they need to do to improve.
 69. With the exception of a few individuals in year 6, pupils make good progress towards fulfilling their potential and moving onto the next stage of learning.
 70. Expectations for good behaviour are clearly understood by the great majority of pupils and good relationships between pupils and adults are well established. Although a significant group of year 6 pupils present challenging behaviour, which disrupts the learning of others, standards of behaviour in other year groups are consistently good.
 71. Good progress is made in pupils' personal, moral and social development. The quality of relationships within the school is very positive; pupils work co-operatively within groups and are encouraged to take an active and responsible role in school life. Achievements can be seen in the actions of the school council and the involvement of the pupils in a variety of improvement activities. They fulfil responsibility roles such as prefects and friendship buddies in different areas of the school very conscientiously and effectively.
 72. Through collective worship and their classroom studies pupils learn to understand other beliefs and cultures and demonstrate respect for those from other religious backgrounds. They are well aware of equal opportunities matters and of the need to treat others fairly.
 73. Pupils' average level of attendance over the last three complete terms is approximately 91 per cent, which is lower than the Local Education Authority (LEA) and national averages and the WAG target of 93 per cent. Punctuality is generally good.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

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

75. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
5%	69%	23%	3%	0%

76. The number of lessons where teaching is Grade 2 or better is slightly lower than the WAG target for 2010 that 80 per cent of teaching should be Grade 2 or better. They are also lower than the national picture reported by HMCI in her latest annual report where 14 per cent of teaching nationally was Grade 1, 66 per cent Grade 2 and 18 per cent Grade 3.

77. Teachers generally have a good working relationship with pupils and create a positive climate for learning. In the vast majority of lessons they demonstrate good management skills and this has a positive impact on pupils' attitudes to their work and on their willingness to work purposefully and confidently.

78. Teachers are good role models and the majority of pupils are aware of the expectations with regard to both work and behaviour. They make effective use of praise to motivate and encourage pupils to give their best efforts.

79. Teachers are enthusiastic and use a variety of learning strategies and appropriate resources. Where teaching is effective, time limits are set for the completion of tasks so that pupils remain motivated and interested in the lesson. The learning support assistants make a significant contribution to the teaching and learning, especially for those pupils with additional learning needs.

80. In the small number of lessons where teaching has outstanding features:

- teachers have very high expectations and challenge pupils' thinking;
- innovative and imaginative strategies are used very effectively to develop pupils' skills and knowledge; and
- resources especially ICT, are used imaginatively to enhance learning and maintain pupils' interest.

81. The features of good teaching include:

- carefully planned lessons with clear aims and learning objectives which are shared with pupils;
- lessons that move at a good pace;

- skilful questioning that builds effectively on what pupils already know and what they can do;
 - appropriate interventions and support for pupils;
 - good use of praise to motivate and encourage pupils;
 - appropriate opportunities given to develop pupils' bilingual skills; and
 - the effective reinforcement of the content of lessons in plenary sessions.
82. Common shortcomings in teaching include:
- introductions that are too long with teachers over directing the learning;
 - lessons that do not develop at an appropriate pace;
 - the over use of photo-copied worksheets which restricts the development of pupils' independent and creative learning skills; and
 - teachers' expectations of the standards of handwriting and general presentation of work are insufficiently demanding.
83. In the minority of lessons observed in Year 6 where there were significant shortcomings:
- lesson objectives are unclear and not understood by pupils;
 - tasks are insufficiently challenging to extend more able pupils;
 - teachers tend to dominate and over direct the teaching; and
 - strategies to manage challenging behaviour are not consistently implemented.
84. The rigour of assessment and its use in planning and improving learning has good features that outweigh shortcomings.
85. The quality of assessment undertaken in the nursery class and the baseline assessment undertaken in Reception is good and used effectively to meet children's needs.
86. The school has recently formulated a comprehensive assessment policy for key stages 1 and 2 which enables staff to identify individual pupils' strengths and weaknesses and to highlight areas to be developed. The policy is in its infancy, however, and has as yet not impacted fully on pupils' learning.
87. Aspects of the core subjects are assessed termly and at the end of an unit of work. This ensures that the school has a clear picture of each pupil's achievements. However, teachers' awareness of pupils' achievements in the foundation subjects is less secure.
88. Analysis of a range of national and standardised tests is used to identify pupils' strengths and weaknesses in English and mathematics and to guide priorities in the long term planning. The school has recently devised a pupil-tracking system, which provides additional information on pupil performance as they progress through the key stages. However, this system is in the early stages and has as yet to impact fully on pupils' learning.

89. Although pupils have individual targets the pupils themselves are insufficiently involved in setting short-term targets or in the process of reviewing and assessing them.
90. Pupils' work is marked regularly and conscientiously and in the best practice offer comments that provide further guidance to pupils on how to improve their work.
91. Subject co-ordinators have recently formulated very useful portfolios in all areas of the National Curriculum. However, the school acknowledges that the contribution of these documents when making judgements regarding standards and the moderating of pupils' work is an area for further development. Currently there are no arrangements for working with other local primary schools to strengthen teacher assessment.
92. Reporting procedures are generally good. However, although the annual reports to parents provide clear information about pupils' progress in the core subjects, regarding pupils' strengths, weaknesses and progress in some of the foundation subjects, is limited. Pupils contribute to the annual process by writing individual comments on progress made.

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

93. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
94. The curriculum meets the needs of a range of pupils. It is equally accessible to all and meets statutory requirements.
95. The curriculum is broad and relevant and builds systematically on what pupils know and can do. Appropriate policy documents and schemes of work for each subject help ensure continuity and progression. The requirements of personal and social education are included in detail in teachers' short-term planning.
96. Provision for the under fives is very well planned. A rich variety of stimulating learning experiences is offered for children to learn through play and practical tasks.
97. There are appropriate arrangements to ensure that all pupils develop the key skills of language and communication, using and applying mathematics and ICT. The key skills are identified in planning but are not discussed with pupils during lessons. Appropriate time is allocated for developing the basic skills.

98. The homework, which is set regularly, is well supported by both pupils and parents. The tasks set are both interesting and purposeful and support well, work which has been carried out in class.
99. All pupils have access to numerous extra curricular activities, which broaden and enrich their learning experiences. Good use is made of the local area and educational visits to support areas of the curriculum.
100. Pupils' spiritual, moral, social and cultural development is promoted well. The school provides its pupils with a strong sense of right and wrong to which the vast majority across all ages respond positively.
101. Collective acts of worship are broadly Christian in nature and meet statutory requirements. They help to foster the ethos and values of the school and provide appropriate opportunities for reflection and critical thinking.
102. The school makes every effort to develop pupils' cultural awareness. Plays, concerts and the annual 'Talent Show' provide very good opportunities for pupils to showcase a wide range of skills and talents.
103. Provision for the *Cwricwlwm Cymreig* is good with outstanding features. It is included in all subject areas and embraces a wide range of experiences, which supports the Welsh ethos of the school very well.
104. Parental links develop well and the school makes every effort to respond to parents' needs. Parental consultation meetings are held on a regular basis and newsletters are sent out regularly to update parents of forthcoming events. Parents give generously of their time to support the school; the daily healthy tuck shop run by parents is much appreciated by pupils.
105. The school runs an active Family Learning class, which helps parents to develop their literacy and numeracy skills.
106. Links with secondary schools are good and joint transition projects help pupils when they move. The school works very closely with local colleges and educational institutions.
107. Work related education is at a relatively early stage of development. No direct staff development or training has been explored but this is an area identified within the school's improvement plan. Visitors from the police service and post office are invited in to talk to pupils about their work and displays demonstrate how much such visits have been enjoyed.
108. Entrepreneurial skills such as problem solving and decision making are planned for within lessons and with some activities such as the "Rite Bite" snack bar which pupils help to manage. Overall good features outweigh shortcomings in many of these aspects, the shortcoming being that things have not been established long enough nor has their impact been monitored and evaluated.

109. The recently reviewed policy for equality of opportunity gives good and detailed guidance and confirms the school's aims and its strong belief in fair play. Pupils have equal access to the curriculum and to all that is provided by the school.
110. A recent policy for sustainable development is being implemented and the school is keen to see this aspect of school develop further. Through work in promoting health pupils have been encouraged to walk to school and are taking part in a "Safer Routes" project. Plans are in place to enable the children to monitor energy consumption but are not yet fully implemented. The gardening club is making a good start at raising awareness and gives pupils much enjoyment and pleasure.
111. Global citizenship is positively promoted through the high profile given to international charities and also through geography.

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

Grade 2: Good features and no important shortcomings

112. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
113. Adults in the school provide good care and support to pupils. Relationships are generally good and in some classes are exceptionally nurturing and so pupils thrive and feel safe and valued.
114. The head teacher and class teachers together with other staff plan and manage all arrangements effectively. Nearly all parents who commented before the inspection are satisfied with the level of guidance given although some did comment that they see behaviour in year 6 as not being consistently well managed.
115. Efforts are made to bring in outside support whenever necessary and there are good links within the LEA with many agencies all of which enhance provision. There is a recognised need to link closer with behaviour support services for particular groups of pupils who are not always sufficiently engaged with their learning.
116. Good account is always taken of parents' views and opinions when supporting pupils in school. Communication is open and the head teacher has made it a priority to meet parents as soon as they request to see him. Questionnaires are well used to find out what parents and what pupils think. The school council is successful in sharing views and is growing in confidence. Recently it was asked for members' opinions on how to improve attendance.
117. Induction is well organised into nursery and again into reception and many opportunities are taken to introduce children to school routines slowly and steadily. Thought has gone into making sure that pupils of all ages mix

together whenever they can and this too helps pupils when they move into key stage 2.

118. The school's philosophy is centred on making children confident and able to express and understand their emotions and feelings and from a very young age this is demonstrated very clearly. Strong provision for personal and social as well as emotional development underpins much of what the school aims to achieve and although policy and practice has yet to be monitored formally there is much evidence to show that with the exception of behaviour amongst a small minority of pupils in year 6, this is generally a very successful part of the school.
119. Procedures to monitor and track attendance have good features, which outweigh shortcomings. With help from education welfare services a number of families are being carefully monitored and encouraged to send their children to school every day. Letters to parents of nursery age children urging them to send their children more often has seen a significant improvement in figures this school year. Currently there are no procedures to follow up quickly on the first day of absence. Procedures to monitor lateness are good and punctuality is not an issue for the vast majority of pupils.
120. Despite training and a review of the behaviour policy and procedures there remains some inconsistency in the way all adults promote positive behaviour and attitudes. Individual plans are however being used very well in some instances to support social and emotional development. Exclusion from school is only used as a very last resort.
121. Two members of staff co-ordinate provision for Healthy Schools and accreditation is being achieved which demonstrates strong commitment to promoting the well-being and health of all pupils. This is a positive aspect of school as spoken of by the pupils who know what makes up a healthy lunch box, understand the importance of exercise and fresh air and are confident to express their views and feelings.
122. Governors review health and safety arrangements regularly and staff and governors are vigilant in ensuring pupil safety on what is a very large site. Audits are completed with the support of the local authority and fire safety procedures have been reconsidered. The new CCTV system is being well used to promote standards of safety and security.
123. Training needs have been identified and met to raise expertise in first aid. All staff have received training in child protection. The named person overseeing child protection is closely supported by another senior member of staff and together they keep confidential records and support pupils effectively. All volunteers and governors are police checked.
124. Children who are in care who attend the school are very well supported and staff deal sensitively with their particular needs and over time they settle well and make good progress in the school.

125. Provision for pupils with additional learning needs is good. The school policy is comprehensive and complies with the requirements of the Code of Practice. The additional learning needs co-ordinator and her team give good support to both staff and pupils.
126. There are well established and effective early identification procedures. Detailed assessment and monitoring of needs contribute significantly to the educational and social progress of all pupils.
127. Learning Support Assistants provide good and effective educational and emotional support for pupils both within the classroom setting and in small groups. They enjoy positive relationships with pupils and have a positive impact on both their educational development and behaviour.
128. Targets set by class teachers in individual education and behaviour plans and monitored by the additional learning needs co-ordinator are appropriate and relevant. They are reviewed regularly and parents invited to discuss them with class teachers and the co-ordinator. A small minority of older pupils with challenging behaviour do not have appropriate individual behaviour plans to support their development.
129. All pupils with additional learning needs including those with statements of additional learning needs have full access to the curriculum and benefit from the differentiated work provided for them by their class teachers.
130. Appeals and complaints policies and procedures have been revised and shared with staff and parents. They are rarely used however because the head teacher is very accessible and available to sort any problems or difficulties which may arise.
131. Staff recognise the diversity of pupils' backgrounds and strive to support them all equally taking note of the clearly written policy which guides good provision for equality of opportunity overall. Staff are good at challenging stereotypical thinking especially in the way role play is encouraged in all classes in key stage 1, reception and nursery.
132. Good race relations are promoted well and any racial incidents are properly dealt with involving parents where necessary. Pupils are open minded and speak with interest about their visits to the mosque as well as of the different religious groups who come into school to talk to them. An identified priority within the school development plan is to continue to look at building links with outside groups including schools to promote racial tolerance and understanding.
133. An outline accessibility plan and action plan have been drawn up and some of the many challenges which face the school are being considered sensibly.

Leadership and management

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

Grade 2: Good features with no important shortcomings

134. The findings of the inspection team match the judgement made by the school in its self-evaluation report. The team felt because of the many good features in the quality of the leadership provided by the head teacher, this key question merited a higher grade than that awarded to key question 1.
135. The skills and vision of the head teacher have been key factors in securing the success and improvement of the school and ensuring that within a short time it has established its own unique identity, values and ethos. It has a clear set of aims that firmly puts the welfare and education of the pupils at its heart and this is reflected in practice throughout the school. Staff and governors have a good understanding of the school's principles and priorities and as a result a strong sense of team spirit has been fostered.
136. The head teacher has been the driving force in taking the school forward and has ensured a strong commitment to high standards in all aspects of the work of the school. The School Development Group takes on important roles in school development, instigating change and with the general management of the school.
137. Subject leaders have clear responsibilities that they undertake conscientiously. They take full responsibility for the development of their assigned subject and have played a key role in updating policy documents and schemes of work. Their work has impacted significantly on improving the quality of provision and raising standards.
138. The day-to-day running of the school is managed effectively by the head teacher and the teaching and administrative staff.
139. The school takes good account of local and national priorities. It has worked hard to promote awareness of bilingualism and creativity and has adopted many of the principles of the forthcoming Foundation Phase. It is recognised as a 'healthy school' at several levels with aspects being highlighted with other schools as good practice.
140. Productive partnerships have been established with other primary and secondary schools on various projects and events such as the Democracy Project. The school works closely with local training institutions and accepts placements for trainee students.
141. The targets set at the end of the two key stages are both challenging and realistic taking appropriate account of pupils' current and potential attainment. Individual groups of pupils are identified and are given additional support to help them achieve their targets.

142. Staff development is a strong focus priority for the school and has a positive impact on teachers' and support staff's competency and performance. The training opportunities provided through school-based training, staff meetings, peer mentoring and attendance at externally organised courses, are of good quality.
143. Performance management procedures are securely in place with senior staff working with teams of teachers throughout the school. The objectives agreed upon take into account both the needs of the individuals and the school's priorities. Newly qualified teachers (NQTs) and students are well supported by their assigned more experienced mentors.
144. The governors know the school and its community well and have involved themselves in the setting of the whole school vision. They are supportive of the school and act appropriately as its 'critical friend'. They have overseen the amalgamation of the infant and junior schools and have been effective in resolving many of the management and logistical difficulties that followed.
145. Governors work closely with the head teacher in the strategic management of the school, providing good support for its pupils and staff. With the help of the head teacher, they monitor progress regularly and help to determine targets for improvement. They monitor the curriculum by visiting classes and working in partnership with staff and subject leaders, however, this development is at its early stages.
146. The governing body fully meets all its statutory duties.

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

Grade 3: Good features outweigh shortcomings

147. The findings of the inspection team do not match the grade 2 awarded by the school in its self-evaluation report. Although the self-evaluation processes have many good features not all aspects have to date been fully incorporated into school improvement.
148. The self-evaluation processes principally address the quality of the education, individual development and standards. They are embedded in strategic planning and draw on direct evidence from a number of sources that include pupils' work, informal lesson observations, curriculum audits, benchmarking information and feedback from the School Council. Although the outcomes of self-evaluations are shared orally with the governors this is not done formally through written reports.
149. All members of staff and governors are involved in self-evaluation. The School Development Group has a good overview of the strengths and shortcomings of the school and uses the information effectively to direct future planning.

150. Subject co-ordinators play a key role in the self-evaluation processes. They share good practice with staff and have recently collated very useful portfolios of pupils' work which when completed, will be used to moderate teacher assessments. The lack of opportunities provided for them to observe teaching and learning is a shortcoming, which has not yet been addressed.
151. Parents and member of the wider community spontaneously offer their opinions about aspects of the school work but there are no clear procedures for canvassing their views.
152. The school's judgements in its self-evaluation agree with the findings of the inspection team in five of the seven key questions. It differs in Key Questions 1 and 6 where the school awarded a Grade 2; this is because the team identified shortcomings that need to be addressed.
153. The school's self-evaluation report is of good quality and has a clear focus on standards and performance. All the criteria in each key question are addressed fully and the comments made are evaluative rather than descriptive. The judgements made are clear, honest and evidence based. Both the strengths of the school and the areas for improvement are identified in the report.
154. The information from self-evaluation is used effectively to set clear priorities for action in its School Development Plan. Detailed development plans are drawn up which are monitored against clear targets and success criteria. Specific tasks are identified and individual members of staff are assigned to put the plans into action.
155. Following their identification of aspects in need of improvement, subject leaders attend courses and conduct staff meetings to inform and develop the confidence and expertise of their colleagues. This process has led to measurable improvements in the standards of science, maths, communication and the range of writing in English as well as facilitating enhanced learning in Welsh, art and other foundation subjects.

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

Grade 2: Good features with no important shortcomings

156. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
157. The school employs a good number of qualified and experienced teachers and support staff, enabling it to deliver an interesting, broad and balanced curriculum, with many enrichment activities. Office and other staff, such as the librarian and caretaker, ensure that the daily routines of the school run smoothly.

158. The school has been going through a long period of staff turbulence due to many factors, such as illness and maternity leave, staff moving for promotion, retirement, and moving out of the area. This has proved a great challenge for the new head teacher at a time of amalgamation. Despite these difficulties, the head teacher and governing body have managed the amalgamation well, and curriculum co-ordinators are already making an important contribution to the development of the new school.
159. The professional development of all staff is seen as a high priority, and although consideration is given to personal need, national and school priorities are of paramount importance. The impact of staff training is already evident on pupils' standards of achievement in ICT and in pupils' improved personal and social skills and good attitudes to learning in many classes across the school.
160. All staff are effectively deployed and newly qualified and new teachers are carefully inducted into the life and work of the school. The arrangements for teachers' planning, preparation and assessment time are effectively managed by using the expertise of current staff and employing sports and music specialists, who also work alongside staff to develop their expertise. This is having a positive impact on standards of pupils' learning.
161. The head teacher and governors have responded positively to the requirements of workforce remodelling and are in the process of reviewing the roles and responsibilities of all the teaching staff.
162. The level of deployment and condition of resources is good. Resources are easily accessible to pupils due to the new and improved storage facilities that have been provided in most classes. Recently the school has spent a very large sum on new reading and other books, and although the impact on pupils' reading standards has yet to be realised, pupils are already showing far more interest in reading and research skills are improving. The school is good at accessing other resources, outside the school site, such as museums, galleries, theatres and historical sites.
163. Much has been done to improve the internal accommodation, which is now good. Displays of pupils' work enhance the environment and large halls provide ample room for physical and other activities. The new staff room has helped raise teachers' expectations. Many improvements have been made to ensure disabled learners can properly access the building and their own learning.
164. Outside much of the school is still in a poor state of repair but the school is addressing this as funds become available. The school has extensive attractive and well-kept grounds, however, and provision for outdoor play for children in the early years is outstanding.
165. In liaison with the finance officer of the LEA, the head teacher and governing body work hard to ensure that the school's priorities for development are properly financed. Staff present their audit findings to the governing body,

after careful discussion with the senior management team. The governing body challenges the requests to ensure that resources are purchased on a “must have” rather than a “would like” basis. Staff and the head teacher are very good at accessing grants and sponsorship funding, and this is most beneficial to the school.

166. Although recently there has been a potential budget deficit, governors can show that budget plans since the amalgamation have been well managed. They acknowledge, however, that the school could be better at accessing exactly where the budget is, on a day-to-day basis, to help them be even more rigorous in monitoring provision.
167. Overall the school gives value for money.

Standards achieved in subjects and areas of learning

Under 5s

Language, literacy and communication skills

Nursery: Grade 2 - Good features and no important shortcomings

Reception: Grade 2 - Good features and no important shortcomings

Good features

168. Children in both the nursery and reception classes make good, often very good progress in the development of their language, literacy and communication skills. By the time they are ready to enter year 1 their standards of achievement are good. Bilingual development is a strength.
169. In the nursery children are eager to engage a visitor in conversation about their activities in both English and Welsh. Most speak expressively and fluently and are eager to share their experiences. Their bilingual skills also develop with children keen to try out their new vocabulary.
170. Nursery children enjoy books and stories and will choose to sit quietly enjoying a book in the reading area. They listen attentively to stories and each other's contributions in lessons. They engage readily in early writing activities.
171. Reception children speak thoughtfully and sensibly, taking turns in discussion and listening really well to each other's contributions. A good number have an increasing phonic knowledge and read a small bank of familiar words with interest and pleasure. Most write their own names independently and form legible letters in their simple writing. More able children, with support, write interesting and meaningful sentences.

Shortcomings

172. There are no important shortcomings.

Personal and social development

Nursery: Grade 1 – Good with outstanding features

Reception: Grade 1 – Good with outstanding features

Outstanding features

173. Children's achievement in this area of their learning is a real strength of early years provision and an outstanding feature. They develop very warm and supportive relationships with all the adults that care for them. They are enthusiastic and happy learners who relish a challenge, and are highly motivated. Behaviour in all classes is outstanding.

Good features

174. Nursery children work and play for long periods with good concentration and a high degree of independence. Personal hygiene skills are in place. Children take turns and share sensitively and confidently choose from a good range of activities. They are eager to explore new learning and solve problems.
175. Reception children display good awareness of a range of emotions and in discussion show they are beginning to understand how peoples' feelings and actions can affect others. They demonstrate this well in their role-play of traditional stories. They show a good understanding of right and wrong and confidently and openly express what they think. They fully engage in independent, investigative work, making suitable choices of place and activity.
176. Nursery and Reception children develop a good familiarity with the diversity of the faiths and cultures of the world around them. They visit a Chinese restaurant for a meal as part of their celebration of Chinese New Year and celebrate occasions in the Christian calendar.

Shortcomings

177. There are no important shortcomings.

Mathematical development

Nursery: Grade 2 – Good features and no important shortcomings

Reception: Grade 2 – Good features and no important shortcomings

Good features

178. Nursery children make a good start with their numeracy skills. They accurately count, sort and match items in their play, for example, animals in the farm, readily identifying large and small ones. They sequence patterns of beads, sort and match cutlery in the home corner and sing a wide range of counting songs in English and Welsh. They name basic two and three dimensional shapes, identify them in familiar objects around the classroom, and in their "shapes" song. They use familiar objects to print shapes patterns, choosing and naming the colours they are using in Welsh.
179. Reception children use mathematical language in a relevant context. They identify and sort numbers to 20 in the correct order mainly in Welsh. They understand "more than" and write two digit numbers independently. They add single numerals readily and count on accurately in 2's to 10.

Shortcomings

180. There are no important shortcomings.

Knowledge and understanding of the world

Nursery: Grade 2 – Good features and no important shortcomings

Reception: Grade 2 – Good features and no important shortcomings

Good features

181. Children across the early years make good progress in this area of their learning because they are excited by the wider world and eager to explore what is going on. They are keen to investigate as they go out into the school grounds, the wild and sensory gardens, and the locality beyond.
182. Nursery children come to understand that things change over time when they compare what they did as babies with now. Learning is helped by productive role-play in the “Baby Clinic”, and when they study and follow the life cycle of frogs. In their farm topic they identify animals and accurately match them to their homes. Technological skills are developing well when they independently access computer programs, control the movements of a programmable toy, and listen to a story tape at the “Listening Station”.
183. Reception children experience “awe and wonder” as they explore and turn over rocks and log piles in the wild garden to find mini-beasts. They display understanding of the need to treat all living things with respect and concern, as they carefully observe them under magnifying glasses. They use reference materials to identify those unknown to them, before replacing them, equally carefully, in their natural habitat. They gasp with pleasure to see how rapidly the willow trees they have planted are growing and explain in detail how they will soon bend and weave them to make “dens”.
184. They enjoy trying out new vocabulary in English and Welsh to describe parts of different fruit and understand that fruit is a necessary part of a healthy diet.

Shortcomings

185. There are no important shortcomings.

Creative development

Nursery: Grade 2 – Good features and no important shortcomings

Reception: Grade 2 – Good features and no important shortcomings

Good features

186. Nursery children are enthusiastic music makers, participating with enormous enjoyment. They name and play a wide range of musical instruments confidently and accurately, creating a tuneful accompaniment to their songs. They attentively listen to each other playing and sing tunefully, responding to soft and loud sounds as they pretend to be hibernating bears. After listening to firework music, they choose instruments that they think might make good

firework sounds. When singing their firework song they clap and tap the steady beat and learn rhythm patterns for each verse.

187. Nursery children enjoy pattern making, printing, and painting. They work well with a wide range of media and materials. Paintings are bold and very colourful, showing that they are keen to mix new colours. Paintings depicting the story of Gelert are exceptionally detailed, with a developing sense of line and form.
188. Reception children thoughtfully mix new and interesting colours from a small range of powder paint to create different tones from light to dark. Their teddy bear paintings illustrating different weather conditions are precise, colourful and interesting. After listening to the story of Rama and Sita, they create attractive hand patterns.
189. Reception children sing a variety of simple Welsh and English songs with some control of breathing, dynamics and pitch, identifying and maintaining a steady beat. They respond to music and rhythm very well and keep a steady beat when playing instruments. They create interesting loud and soft sounds to depict emotions that they know, such as anger and fear.

Shortcomings

190. There are no important shortcomings.

Physical development

Nursery: Grade 2 – Good features and no important shortcomings
Reception: Grade 2 – Good features and no important shortcomings

Good features

191. Children across the early years make very good progress in this area of their learning because provision is so good. They enjoy vigorous physical outdoor play on the wide range of equipment that is provided for them. They manipulate pencils and other small tools appropriately and with some dexterity.
192. In both the nursery and reception classes children play very competently with very good quality apparatus and toys. They experiment confidently with different ways of moving. They balance along the beams, climb into the tree, and slide down the long slide. They pull themselves up the ropes to the top of the bank, and run down again with a very good degree of co-ordination and control.
193. They travel over and under equipment with a very good awareness of space, and push and pull equipment co-operatively. They persevere by repeating some actions until they have got it right. Most negotiate a pathway well when using wheeled toys.

English

Key stage 1: Grade 3 – Good features outweigh shortcomings

Key stage 2: Grade 3 – Good features outweigh shortcomings

Good features

194. In classes across key stage 1 pupils listen with growing attention and concentration. They speak clearly and confidently, adapting what they say for different audiences and purposes. They collaborate well with their talking partners and what they say is interesting. They are keen to contribute to discussion in lessons and respond thoughtfully to questions. They participate confidently in dramatic role-play. They make good progress in their listening and speaking development.
195. Overall many pupils in key stage 1 make good progress with reading. They talk readily about characters and events in their stories and correctly predict what might come next. Their reading is mainly accurate, with some fluency, and older pupils self-correct because they have a good phonic knowledge and a range of strategies to attack new words.
196. Towards the end of key stage 1 most pupils' writing shows individual ideas and conveys meaning to the reader. These pupils write for a wide range of purposes and the use of descriptive phrases adds detail and emphasis. There is an understanding of the use of punctuation, and this, together with phonetically plausible spelling, reflects a growing knowledge of sentence structure. Handwriting is clear, with consistent letter formation.
197. Pupils in key stage 2 are good talkers, and in discussion offer contributions that are lively and informative. They listen carefully to teachers and to each other. They thoroughly enjoy participating in dramatic role-play, which is having a considerable impact on standards of speaking and listening.
198. Most pupils make good progress with their reading. They read accurately, often with fluency and expression and readily express likes and dislikes of a wide range of fiction and non-fiction books. They demonstrate more advanced reading skills when they research for information.
199. Throughout key stage 2 most pupils make good progress with their writing. Some pupils, for example, create vivid descriptions of characters they wish to portray in their writing and use a colourful range of adjectives in their interpretations of traditional stories. There are some good examples of interesting writing in other subjects, such as history and geography, helping pupils to practise and extend their writing skills.

Shortcomings

200. The reading of a significant minority of pupils at both key stages lacks fluency and accuracy.

201. Not enough pupils at both key stages produce extended pieces of writing.
202. Pupils right across the school fail to use joined writing in the first draft of their work although they do have the skill to do this.

Welsh second language

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

Key stage 2: Grade 3 – Good features outweigh shortcomings

Good features

203. In both key stages, pupils have a positive and often enthusiastic attitude to learning Welsh as a second language.
204. In key stage 1, pupils know and use simple greetings confidently and ask simple questions to retrieve personal information. They recognise and respond well to commands and instructions and know a range of useful sentence patterns to describe where they live. They confidently describe features associated with the weather and 'Tedi Twt's' adventures at the seaside. They use a developing vocabulary to name basic colours, parts of the body, articles of clothing and the more able confidently add up to 20.
205. By the end of the key stage, pupils read labels and flash cards correctly and the more able read confidently both individually and as a group from Big Books. They are developing effective early writing skills as an extension to their oral and reading work. They compose coherent sentences to describe the weather, construct a simple party menu and a 'Welsh Passport for Barnaby' displaying a good understanding of basic punctuation.
206. In key stage 2, pupils extend their range of vocabulary by repeating and extending set phrases about themselves, days of the week, months of the year and colours. The more able confidently express their likes and dislikes of certain types of food, subjects they study in school and their favourite hobbies. They confidently engage visitors in an interesting dialogue and discussion describing their families, their favourite television programmes and their school.
207. Pupils read with increasing accuracy and levels of understanding. Pupils in year 3 and year 4 read with good expression and confidently answer questions based on their work. The more able pupils in year 6 read simple class books with much enthusiasm demonstrating an understanding of the text.
208. Writing skills in years 3 and 4 develop well and the majority of pupils use a variety of sentences in their written work. They use appropriate adjectives when describing suitable clothing to be worn in summer, record weather patterns in various capital cities and compose an interesting biography. Pupils in years 5 and 6 write for different purposes, using a variety of forms suitable

for the task. They compose self-portraits, describe their favourite foods, seek information regarding holiday destinations and the more able write an interesting description using a range of extended sentences.

Shortcomings

- 209. In both key stages, pupils lack confidence in their oral responses.
- 210. In key stage 2, pupils' reading and writing skills are underdeveloped.

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

- 211. Key stage 1 pupils make good progress in their understanding of number. By the end of the key stage they are able to order numbers to 100 correctly and begin to count in sets of numbers such as tens and hundreds. They show understanding between tens and units and an increasing knowledge of simple fractions. At the end of the key stage pupils halve and double numbers up to 30 confidently.
- 212. In key stage 1 pupils show an increasing understanding of both non-standard and standard measures. Year 1 pupils use mathematical terms such as same, bigger and smaller correctly and regularly compare and evaluate their work for accuracy. Across the key stage pupils make and use graphs adeptly to record their work.
- 213. By year 2, pupils make nets from a variety of three dimensional shapes including pyramids, cuboids and cylinders. They cut out and recognise symmetrical shapes and correctly identify lines of symmetry.
- 214. Key stage 2 pupils' mathematical vocabulary develops well. They answer questions confidently explaining in detail the mathematical processes they have used.
- 215. Year 3 pupils recognise unit fractions such as a half, quarter and eighth correctly and use them effectively to find fractions of numbers.
- 216. Key stage two pupils show increasing skill in understanding co-ordinates and use terms such as axis, horizontal and vertical correctly when answering questions. Year 3 and 4 pupils plot regular two-dimensional shapes such as squares and rectangles very competently with the more able plotting complex shapes such as triangles and hexagons.
- 217. Year 5 and 6 pupils work confidently with more complex two and three dimensional shapes. They use mathematical terms such as angles, vertices

confidently when answering questions and correctly identify regular and irregular shapes. They show increasing skills in calculating the sum of three right angles. All pupils know the points of the compass and correctly calculate the size of angles when using eight point compasses.

218. Across all key stages pupils gain an increasing understanding of time. By year 5 they solve problems relating to 24 hour timetables with increasing confidence.

Shortcomings

219. There are no important shortcomings.

Science

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

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

Good features

220. Key stage 1 pupils use a range of sources, which include reference books and ICT, to obtain information and communicate their ideas effectively using simple diagrams, graphs and tables. With teacher support they plan and carry out a good number of investigations demonstrating a good understanding of the requirements of fair testing. They use their knowledge and understanding very effectively to make sensible predictions about the likely outcome of their investigations. Pupils discuss their work confidently, record their results on pre-prepared worksheets and offer simple explanations of what they have discovered.
221. Key stage 1 pupils recall previous learning effectively demonstrating a good understanding of the scientific principles underlying their investigations. They sort plant and animals methodically according to specific criteria and correctly name parts of green plants describing in detail their functions. By year 2 pupils identify the common features of all plants and explain how their growth is effected by their environment.
222. Pupils' ability to plan and carry out scientific enquiries systematically and safely develops in key stage 2. Year 3 and 4 pupils use planning boards purposefully to plan their investigations offering imaginative solutions to the problems that have been set. They correctly identify the main variables in an investigation and choose which of these are to be constant and which are to be changed. They make systematic observations and measurements and communicate their findings effectively using text, diagrams, graphs, tables and labelled drawings.
223. By year 5, pupils plan and perform their investigations with a good degree of independence. They work methodically, repeat measurements to ensure

accuracy and are very quick to identify discrepancies in the data they have collected.

224. Key stage 2 pupils have a secure understanding of the scientific principles associated with their investigations. Current work involving the properties of different rocks, the features of different organisms and the sound-proofing qualities of materials, is of good quality.

Shortcomings

225. There are no important shortcomings.

Information 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

226. Key stage 1 pupils use an appropriate range of equipment and information technology software with increasing skill in a variety of contexts. Their ability to enter and store information on the computer independently is good. They use a word processor with only a minimal amount of help, adapting the text as required, for example changing the type, size and colour of the font before saving and printing it. By year 2, pupils competently add information to an existing file before saving it for future use.
227. Key stage 1 pupils make appropriate progress in their keyboard skills. They move images on the screen with confidence and select and use simple tools effectively to create pictures and colourful patterns.
228. At key stage 2, pupils demonstrate good data handling skills. They create their own database with very little assistance and delete or add new information as required.
229. A good number of key stage 2 pupils are confident users of equipment and information technology software and have good keyboard skills. They communicate and exchange information effectively in different forms, including text, graphs and pictures.
230. Key stage 2 pupils copy and paste images independently, insert borders and rotate images on screen in order to create different effects. They use the internet confidently when searching for specific information on different websites and show good problem solving skills. They access e-mails independently and attach documents when sending messages to other users.
231. The ability of key stage 2 pupils to compose multimedia presentations develops well. They import images from different locations and add animation

and sound to their presentation. Year 5 pupils make good progress in their ability to write simple on-screen procedures to produce repeated patterns.

Shortcomings

232. There are no important shortcomings.

Design technology

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

Key stage 2: Grade 1 – Good with outstanding features

Outstanding features

233. Year 5 pupils have a thorough understanding of the brief for their task, which they use very effectively when researching information, formulating their own ideas and designing their product. Their ability to work independently and make their own decisions about which materials and equipment is also an outstanding feature.

234. In year 5, pupils demonstrate an outstanding understanding of electrical components and of the properties of rigid structures during every stage of designing and making a battery powered buggy.

Good features

235. Across both key stages pupils understand that materials have different features and properties. They use a wide range of materials effectively and employ a range of techniques. They have a good understanding of the importance of hygiene and other aspects of health and safety.

236. Key stage 1 pupils use basic tools skilfully and assemble and join materials effectively. Year 1 pupils use a variety of equipment and construction kits well to construct a model frame for an outside playhouse. They explain clearly why certain materials are or are not suitable to build the house and they understand the different stages of planning and design.

237. Older key stage two pupils look at a selection of puppets and base their puppet designs on their investigations. They cut and join fabric using a variety of techniques to make their puppets. They evaluate their work sensibly and identify areas for improvement.

238. Year 1 and 2 pupils produce very interesting designs when planning, making and decorating photograph frames. They employ a range of techniques for strengthening the structure of the frame and for enabling it to be free standing.

239. Across both key stages in food technology, pupils develop a good understanding of what constitutes a healthy diet. They plan and make a range of products very effectively.

240. Across the school, pupils have a clear understanding of what the outcomes of their work will be and explain in detail the processes involved in producing their work.

Shortcomings

241. There are no important shortcomings.

History

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

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

Good features

242. Pupils in both key stages develop a good awareness and understanding of chronology and their historical concepts and knowledge are secure.
243. In key stage 1, pupils' knowledge about the passing of time is good; they place artefacts in the correct order and understand the difference between old and new. Their understanding and their use of historical terms and vocabulary are developing well. Using old photographs of the locality and household objects, they make valid comparisons between lifestyles in the past and in modern times. They make good use of their observational skills in noting how people travelled in the past from Swansea to the sea-side resort of Mumbles and reflect on and compare the transport of today with that of the Victorian era.
244. Key stage 1 pupils' knowledge and understanding is extended effectively through studies of events and famous people. Pupils come to know about living conditions in the past through their studies of Guy Fawkes, the Great Fire of London and the life of Florence Nightingale.
245. In key stage 2, pupils appreciation that the past is represented and interpreted in different ways develops appropriately by the use of pictures, artefacts and stories. They develop a good understanding of life in Wales during the Celtic age and are aware of materials used to construct Celtic roundhouses. They compare in detail the weapons, food, clothes, jewellery and the way of life in the past with the present.
246. Year 4 pupils have a good understanding of some aspects of life during the Victorian era as they compare and contrast the lives of rich and poor children with those of today. They use role play very effectively to reinforce their knowledge and understanding of living conditions during this period.
247. Pupils in years 5 and 6 have a sound understanding of the characteristics of life in the Stuart period and demonstrate a developing competence in using a range of sources to identify historical information.

248. Across key stage 2 pupils ask and respond purposefully to historical questions and differentiate between primary and secondary sources.

Shortcomings

249. There are no important shortcomings.

Geography

Key stage 1: Grade 3 – Good features outweigh shortcomings

Key stage 2: Grade 3 – Good features outweigh shortcomings

Good features

250. Key stage 1 pupils develop a good awareness of their local area. They confidently discuss the features and location of their homes and the occupations of individuals within the community. The more able describe the difference between villages, towns and cities. Following their field study visit to the village of Treboeth, pupils in key stage 1 use their geographical skills effectively to identify both physical and human features within the local area.
251. Pupils in key stage 1 use the points of a compass correctly and know of the relationship between a globe and an atlas. The more able identify the countries of the United Kingdom and locate them correctly on a map.
252. Year 2 pupils discuss the similarities and differences in the weather patterns between two contrasting countries in some detail using the appropriate geographical terminology.
253. Pupils know the main features of the daily weather in Wales, they understand the changes in the seasons and confidently discuss the different types of clothes worn in both summer and winter.
254. Pupils in years 3 and 4 develop their knowledge and understanding of the locality well in their study of the physical and human developments, which have affected Llangyfelach Road between 1937 and 2008. They sensibly discuss the importance of maintaining the local 'amenities' within the village and the threat posed by the expansion of large out-of-town shopping areas.
255. Years 5 and 6 pupils' knowledge of a less economically developed country develops well. After collating information from a number of sources they identify and compare in detail the differences between the geographical features of the two localities.
256. By the end of the key stage 2, pupils show an increasing grasp of complex issues relating to the environment and the concept of global citizenship. They fully appreciate the importance of safeguarding the environment and have a good understanding of the concept of sustainable development.

Shortcomings

257. In both key stages, pupils' mapping skills are underdeveloped.
258. In key stage 2, pupils' geographical research skills are limited.

Art

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

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

Good features

259. In most classes pupils use their sketchbooks productively to develop and practise their art skills. They enthusiastically appraise the work of a very wide range of artists from the Welsh, European and worldwide cultures. They use a good range of tools and materials, including art computer programs, skilfully. They work in two and three dimensions, independently and confidently. Their multi-cultural artwork is of a very good quality.
260. Younger pupils in key stage 1, after listening thoughtfully to music replicate the emotions portrayed in their own artwork effectively using pencil and charcoal to illustrate dark, sombre and sad tones. They explore how shape and colour can be combined to create repeating patterns in their own weaving. They use a relevant vocabulary, such as warp threads, weft threads, pattern and weaving, naturally and appropriately.
261. In the lower end of key stage 1, year 3 pupils create eye-catching geometric collage patterns and work well in three dimensions when they create natural sculptures. Year 4 pupils experiment enthusiastically to try to create fine detail in their observations of still life flower arrangements. They use a range of techniques very skilfully.
262. Older pupils in key stage 2 build effectively on previously learned skills when they investigate tone, mark making and colour techniques well using a wide range of pencils and charcoal to good effect. They create good quality charcoal and black paint drawings. Pupils thoughtfully evaluate each other's contributions.

Shortcomings

263. 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

264. Year 1 pupils use a variety of sound sources, such as bodies, voices and instruments effectively when composing their own music, They listen to and discuss the effectiveness of their own compositions, using an appropriate musical vocabulary generating good ideas. Year 2 pupils use a computer program with good effect to compose and communicate their musical ideas showing some understanding of how patterns can be repeated to create a sequence of musical phrases. They make choices, play tunes and adapt and improve as they go along. They listen attentively to their own and others' music in order to make broad distinctions within the musical elements of duration, pitch and rhythm.
265. Year 3 and 4 pupils succeed in keeping a steady beat by using clicks to accompany the rhythm of a catchy tune. They develop this further by using their voices, more body percussion and unturned instruments, which they choose carefully to accompany their precise rhythm work.
266. By year 4, pupils demonstrate good knowledge and understanding of different kinds of accompaniments and confidently compose and arrange music imaginatively in response to a range of stimuli. Most keep a steady beat and show a good sense of rhythm. They are good listeners and evaluate each other's work, accurately pinpointing where some pupils lose the steady beat.
267. When listening to African music, year 5 and 6 pupils identify most of the instruments being played and subsequently perform their own African cyclic pattern using body percussion and instruments. They join in enthusiastically and produce some interesting sounds.

Shortcomings

268. Although there are no important shortcomings, pupils' ability to identify how to improve their own compositions is rather limited.

Physical education

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

Key stage 2: Grade 3 – Good features outweigh shortcomings

Good features

269. Almost all pupils in both key stages dress appropriately for lessons and work physically hard during the session. They demonstrate a good understanding of the beneficial effects of exercise on the body.

270. During gymnastic and games lessons, key stage 1 pupils move lightly on their feet showing good body control and poise when they work on the floor and on low apparatus. They produce a good variety of jumps and balances to produce short sequences of movements. Their basic game playing skills and in particular throwing and catching a ball, develop well.
271. During dance lessons key stage 1 pupils create and repeat their own movements in response to music to form imaginative short dances. They work confidently at different levels showing good control when holding their position at the end of the sequence. At the end of country dancing lessons they evaluate their performance critically identifying ways of improving their performance.
272. By year 6, pupils work effectively as a group to create longer and more complicated sequences of movements. A good number of the pupils hold their body shapes well showing an appropriate awareness of tension, form and shape.
273. Year 6 pupils play competitive games enthusiastically with a few showing some regard toward the rules of the game. The majority work physically hard demonstrating an appropriate level of fitness.

Shortcomings

274. The standards achieved by year 6 pupils during gymnastics and games lessons varies significantly with a substantial minority making very little attempt to persevere with their tasks and improve the quality of their work.
275. The ability of year 6 pupils to evaluate their own work and that of others critically is too superficial.
276. A significant number of year 6 pupils pay little attention to the structure and rules of games.

Religious education

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

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

Good features

277. Across both key stages pupils develop a good awareness and understanding of other religions. Their knowledge and understanding develop well through their involvement in numerous sensory experiences and their practical use of a variety of religious artefacts.
278. Through classroom reflection and daily acts of worship pupils in both key stages have a very good awareness of religion and the concept of prayer. They are familiar with a variety of religious establishments through visiting local places of worship, including the synagogue and other centres.

279. Key stage 1 pupils have a good awareness of the Bible as a special book for Christians and they repeat a number of stories from it, discussing characters' feelings. They have a good awareness of values such as friendship, kindness and identify some of the people who are special in their lives.
280. Key stage 1 and 2 pupils know about the main Christian religious festivals and associate these with specific events in the life of Jesus. They have an appropriate understanding of the significance of Easter celebrations to Christians.
281. Key stage 2 pupils have a detailed knowledge and understanding of world religions. They know that people have different beliefs and values and these can have an effect upon how they lead their lives. They show a good understanding of right and wrong. They discuss their feelings confidently and write honestly about negative and positive places that affect their lives.

Shortcomings

282. Although there are no important shortcomings, year 6 pupils only have a limited understanding of the Bible as a holy book.

School's response to the inspection

Having carefully read and considered the report the Governors and all staff would like to thank the inspection team for an accurate and honest report that reflects the work that has been carried out to date but also sets targets for future development.

From the outset it was obvious that the team were very experienced and thorough with high expectations of what they expected to see. However, they were also understanding and sympathetic to the position and challenges facing the school and used their experience to focus on key strengths and issues that will help the school to develop further and raise standards higher.

We believe that the Inspection was rigorous and comprehensive and that it captures the essence of life in our school at this time. The report acknowledges the school's achievements in the brief period since amalgamation and the hard work and endeavour that has been made by all involved.

We are pleased that the Inspection teams' judgements closely match those made by the school as we believe that this supports our view of where we are and the vision we have of our future development. In view of the fact that we are a recently amalgamated school we concur with the judgements indicating that some of our systems and procedures are still in their infancy and we are pleased that Inspectors share the view that what has been established will produce good quality results in the coming years.

Following on from this report the school will undoubtedly move forward by incorporating the recommendations in to the School Development Plan and with the knowledge that the team's views of the crucial development priorities closely match the schools views of itself.



Appendix 1

Basic information about the school

Name of school	Gwyrosydd Primary
School type	Nursery and Primary
Age-range of pupils	3 – 11 years
Address of school	Park Hill Terrace, Treboeth, Swansea,
Postcode	SA5 7DJ
Telephone number	01792 797117

Head teacher	Mr Jonathan Atter
Date of appointment	September 2005
Chair of governors	Cllr Ceinwen Thomas
Registered inspector	Wil Williams
Dates of inspection	21 – 25 April 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	30	37	40	48	57	42	43	61	358

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	18	0	18

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	19.2:1
Pupil: adult (fte) ratio in nursery classes	13:1
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	23
Teacher (fte): class ratio	1.2:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Summer term 2007	78.65%	89.3%	90.77%
Autumn term 2007	77.35%	89.1%	92.25%
Spring term 2008	84%	91.4%	91.8%

Percentage of pupils entitled to free school meals	28%
Number of pupils excluded during 12 months prior to inspection	none

Appendix 3

National Curriculum Assessment Results End of key stage 1:

National Curriculum Assessment KS1 Results 2007			Number of pupils in Y2:					57
Percentage of pupils at each level								
			D	W	1	2	3	
English:	Teacher assessment	School	0	9	39	53	0	
		National	0	3	14	63	20	
En: reading	Teacher assessment	School	0	7	37	33	23	
		National	0	4	15	55	26	
En: writing	Teacher assessment	School	0	21	42	37	0	
		National	0	5	16	68	11	
En: speaking and listening	Teacher assessment	School	0	9	37	54	0	
		National	0	2	11	64	23	
Mathematics	Teacher assessment	School	0	4	18	47	32	
		National	0	2	11	65	22	
Science	Teacher assessment	School	0	0	23	77	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	52.36%	In Wales	80.1%

- 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 2007						Number of pupils in Y6:		47		
Percentage of pupils at each level										
			D	A	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	6	19	64	11
		National	0	0	0	1	4	16	50	29
Mathematics	Teacher assessment	School	0	0	0	0	6	15	66	13
		National	0	0	0	1	3	15	50	30
Science	Teacher assessment	School	0	0	0	0	4	15	51	30
		National	0	0	0	0	2	12	53	32

Percentage of pupils attaining at least level 4 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	72.34	In Wales	74.1%

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

Appendix 4

Evidence base of the inspection

Five inspectors spent a total eighteen inspector days in the school and met as a team before the inspection. The head teacher undertook the role of nominee.

There was no peer assessor present.

These inspectors visited:

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

Members of the inspection team had meetings with:

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

The team also considered:

- the school's self-evaluation report;
- 47 parents' questionnaire of which 89 per cent of responses were positive;
- comprehensive documentation provided by the school before and during the inspection; and
- a wide range of pupils' past and current work.

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

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Wil Williams Registered Inspector	Context, Summary, Recommendations, Annexes, Key questions 1, 5 and 6. Science, information technology, physical education
Mrs Iorwylle Aubrey Team Inspector	Key question 3 and 4 additional learning needs (ALN) Mathematics, design & technology, religious education
Mrs Kay Andrews Team Inspector	Key Question 7 Under fives, English, music, art
Mr Ogwyn Phillips Team inspector	Key Question 2 Welsh 2 nd Language, history, geography
Mrs Charlotte Roberson Lay Inspector	Contributions key question 3 and 4
Mr Jonathan Atter Nominee	Provision of information Contributions to all key questions

Contractor

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