

INSPECTION UNDER SECTION 10 OF  
SCHOOL INSPECTIONS ACT, 1996

LLANRHIDIAN PRIMARY SCHOOL

Llanrhidian  
Swansea SA3 1EH

School Number: 670/2159

Date of Inspection: 12th – 14th January 2004

MRS. B. A. JONES

REGISTERED INSPECTOR: WO46/15969

20th February 2004

UNDER ESTYN CONTRACT NUMBER: T/184/03P

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## CURRICULUM NOMENCLATURE AND KEY STAGES

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

The term "reception" is applied to the year-group of pupils in a primary school (not a nursery class) who attain the age of five during the academic year. "Year 1" (Y1) is applied to the year-group of pupils who attain the age of six during the academic year and so on to Y13 — the year-group who attain the age of eighteen during the academic year.

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

Key Stage 1 of the National Curriculum consists of Y1 and Y2; Key Stage 2 of Y3 to Y6; Key Stage 3 of Y7 to Y9; Key Stage 4 of Y10 and Y11 (which is the final year of compulsory education).

## GRADE DESCRIPTIONS

The following five-point grading scale is used to represent the main judgments in the report:

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

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## 1. CONTEXT

### **The School and its Priorities**

The school is situated in the village of Llanrhidian, within a designated area of outstanding natural beauty, 12 miles from Swansea. The school was located on the present site in 1910 and was redeveloped in 1981. Infant and Junior pupils are taught in the main building. Nursery and reception children are accommodated in an adjacent demountable classroom with toilets and an outdoor play area separate from the main school. The site also includes a separate kitchen and dining hall, and what the school describes as an outdoor classroom and sports area. The school serves a large area of North West Gower and the majority of pupils travel by bus. The head teacher identifies the area served by the school as neither advantaged nor disadvantaged. Seven percent of the pupils are registered as entitled to free school meals and nine pupils are identified as having special educational needs (SEN). Three percent of pupils are from ethnic minority groups and no pupils speak Welsh as a first language.

The school consists of four classes, one nursery and reception class, one infant class and two junior classes, taught in mixed age groups. There are 102 pupils and sixteen nursery children who attend for half a day. The numbers have remained constant over the last five years.

The aims of the school are: -

- To create a happy, welcoming school environment in a caring but disciplined surrounding.
- To develop each individual to his/her potential through offering a wide range of high quality experiences.
- To promote equality of opportunity and respect for everyone, irrespective of race or sex.
- To develop social awareness, group responsibility and empathy through the social context of learning.
- To develop effective thinking, independent learning and the ability to solve problems.
- To achieve high academic standards in a happy, structured, caring and stimulating learning environment.
- To provide first-hand experiences which will enable children to acquire concepts and skills, which will help them to understand themselves, their culture and the world in which they live.
- To enable pupils to be given progressive responsibility for organizing their learning and management of time.
- To enhance self-esteem and the ability to value each person's own worth through a caring, secure environment. This will develop sensibility to others, self-discipline, high self-esteem and acceptable behaviour.
- To develop children's imagination and creativity by offering a wide range of experiences.
- To develop the natural curiosity that children exhibit about themselves and their world. And use their curiosity to foster positive attitudes to learning.
- To develop an appreciation of the heritage and history of Wales as well as learning the Welsh Language.

The main elements of the current school development plan are:

- To establish and develop a School Council
- To improve the quality of the curriculum and the learning environment
- To improve pupils' ability to use the internet and whiteboard
- To improve pupils' understanding of sustainability by fostering links with local industry.

The school was last inspected in June 1998.

## 2. MAIN FINDINGS

### The Main Findings of the Report

#### Educational Standards Achieved by Pupils

- \* During the inspection, standards of educational achievement were satisfactory or better in all sessions or lessons seen. Standards were good or better in 76% of sessions or lessons, including 21% where they were very good. Standards were satisfactory in 24% of sessions or lessons.
- \* Standards in the Early Years were satisfactory or better in all sessions observed. Standards were good or better in 54% of sessions, including 8% where standards were very good. Children achieve good standards in personal and social development, creative development and physical development. Standards are at least satisfactory in mathematical development and knowledge and understanding of the world. In language literacy and communication skills, standards, particularly in speaking and listening, are good.
- \* The educational provision for the early years has some shortcomings but there is evidence that these can soon be put right. Standards achieved in the six areas are as follows.

Area of Learning	Nursery/Reception
Language, Literacy and Communication Skills	Good
Personal and Social Development	Good
Mathematical Development	Satisfactory
Knowledge and Understanding of the World	Satisfactory
Physical Development	Good
Creative Development	Good

- \* Standards achieved by pupils at Key Stage 1 and Key Stage 2 are shown below:

<b>Subject</b>	<b>Key Stage 1</b>	<b>Key Stage 2</b>
English	Good	Good
Mathematics	Good	Good
Science	Very Good	Good
Welsh (as a second language)	Good	Good
Design and Technology	Very Good	Very Good
Information Technology	Very Good	Very Good
History	Good	Good
Geography	Good	Good
Art	Good	Good
Music	Very Good	Very Good
Physical Education	Good	Good
Religious Education	Good	Good

- \* National Curriculum assessment conducted by teachers last summer showed that at the end of Key Stage 1, the percentage of pupils achieving level 2 or above was 100% in reading, writing, speaking and listening, mathematics and science. This is significantly higher than the average both for the area and for Wales as a whole.
- \* The percentage of pupils at Key Stage 1 achieving the higher grade of Level 3 also significantly exceeded the local and national average in reading, writing, speaking and listening, mathematics, and science.
- \* At the end of Key Stage 2, National Curriculum test results indicated that the percentage achieving the expected norm of Level 4 or above was significantly above the national average in English, mathematics and science. The percentage achieving Level 5 was also well above the average in English, mathematics and science.
- \* The National Curriculum assessment and test results are in the top twenty-five per cent of the schools in Wales.
- \* In applying their key skills across the curriculum, pupils achieve good standards in speaking, reading, writing, and the application of number and very good standards overall in listening and information and communications technology.

### **Ethos of the School**

- \* The school makes very good provision for the spiritual, moral, social and cultural development of pupils. Relationships in the school are good and built on mutual trust and respect. Every pupil and adult is equally valued and the school provides a safe, happy and secure environment for staff and pupils. Good relationships between pupils and between staff and pupils are a strong feature of the school.
- \* The head teacher and staff provide very good role models, through their direct involvement, sharing of expertise and appreciation of pupils' achievements. This results in a most pleasant learning atmosphere throughout the school.
- \* Pupils' behaviour and their attitudes to learning are very good. The consistently high standards of behaviour and pupils' very good attitudes to learning contribute to the

efficient functioning of the school, to the high standards pupils achieve and to their personal and social development.

- \* Attendance rates are satisfactory having averaged 94% during the last three terms. This is similar to the attendance levels at the last inspection.

### **Quality of Education**

- \* During the inspection, the quality of teaching was satisfactory or better in all lessons observed, including 87% where it was good or better and 20% where it was very good. Teaching was satisfactory in some 13% of lessons.
- \* Relationships between pupils and staff are very good throughout the school. All staff are conscientious, enthusiastic and show a high level of commitment towards pupils in their care.
- \* Lessons are well planned and provide opportunities for reinforcing previous learning. Time is allowed for plenary sessions, when pupils can share and discuss their work. Targets are regularly shared with pupils.
- \* Problem-solving approaches are an integral part of learning in all classes. Pupils are encouraged to pose questions, carry out research, use information from a variety of sources and present their findings.
- \* Scope exists for reviewing classroom organisation for nursery and reception children, particularly during the morning session, to ensure that sufficient time and space are given to learning through practical activities.
- \* The quality of the school's procedures for assessing, recording and reporting of pupils' work and progress is good. Pupils' work is marked regularly and thoroughly. Teachers' comments are informative and rigorous; they help pupils and their parents understand what they need to do next in order to raise their standards of achievement. Individual targets are set for pupils every term. These are specific, stepped, measurable and achievable and are regularly reviewed with pupils.
- \* The quality of the school's curricular provision is good, overall. It provides a good quality, broad and balanced curriculum that is based on a wide range of relevant learning experiences.
- \* The planned curriculum for children under-five is satisfactory. Teachers' planning is focused upon the promotion of the desirable learning outcomes for children of this age. However, in practice, planning is not consistently matched to an appropriate range and variety of structured activities.
- \* The quality of the *Cwricwlwm Cymreig* is one of the strengths of the school. It is very well promoted in subjects across the curriculum and the local environment is very imaginatively used as a resource. A wide variety of rich and stimulating experiences is provided to promote pupils' awareness of the history, culture and traditions of Wales and of the Gower peninsula. Pupils have very good opportunities to visit a

large number of sites of historical and cultural importance, and talented visitors who are invited to the school reinforce and extend these opportunities.

- \* Good emphasis is placed upon maintaining continuity and progression in learning throughout Key Stages 1 and 2. Subject policies and schemes of work identify appropriate learning objectives and associated learning activities. They provide good guidance to ensure coverage of National Curriculum programmes of study in all areas of the curriculum. Requirements for the teaching of religious education fully meet statutory requirements.
- \* The school provides good quality support and guidance for all its pupils. Pupils work and play in a happy, secure and supportive environment where their personal and social development is of paramount importance. The quality of both personal and educational guidance provided for pupils is very good. Pupils are valued as individuals and their efforts and achievements are celebrated in assemblies and in the classroom. Pupils are made fully aware of assessment criteria and of what they need to do next in order to raise their standards of achievement; assessments are consistent and accurate and teachers make judicious use of praise to motivate. Target-setting for groups and individuals is developing very positively and has a marked impact upon the standards which they achieve.
- \* All pupils are given equal opportunities and have full access to all aspects of the curriculum, irrespective of gender, ability or prior achievements.
- \* Good provision is made for personal and social education.
- \* The school provides a warm, caring, welcoming environment, in which pupils feel happy and confident and readily turn to adults for guidance. Care and concern for pupils are very strong features of the school. The head teacher and staff know pupils well, and many of their families, and are sensitive to their needs.
- \* The school's provision for pupils with special educational needs (SEN) is good. The school's policies and procedures for SEN are well established and in line with the new Code of Practice. The head teacher retains overall responsibility for SEN and performs his duties efficiently and effectively. All documentation and records are meticulously maintained.
- \* The school's partnership with schools and other institutions is good and its partnership with parents and the community is very good.
- \* Parents are highly supportive of the school. They appreciate its welcoming nature and value the ready access they have to the head teacher and staff. Parents express a high level of satisfaction with the aims and values of the school and the high expectations of good behaviour and achievement that the school successfully promotes within a caring, supportive community.
- \* Parents make a valuable contribution to the life and work of the school. Many give freely of their time, helping out in the classroom, accompanying pupils on educational visits and in fund-raising for the school.

- \* Partnership with industry is well established throughout the school and the valuable links with industry, business and commerce enrich work in many curriculum areas. The school's partnership with industry is good.

### **Management**

- \* The quality of self-evaluation and planning for improvement is satisfactory overall. The good leadership of the head teacher ensures that there is a strong focus upon evaluating the quality of the school's provision and its impact upon standards.
- \* A self-critical culture is growing amongst staff, and subject leader monitoring of the quality and standards in their subjects has identified areas requiring further focus. However, the follow-up systems currently in place are too informal to enable leaders to identify and establish precise priorities and to draw up action plans which can be considered for inclusion in the school development plan.
- \* The staff are required to undertake self-evaluation exercises on whole school and curricular issues, partly in response to the introduction of Performance Management procedures. However, the systems currently in place are not sufficiently formal, regular or informative to ensure that the school is able to develop appropriate strategic forward planning policies, or to identify and establish priorities which would provide a clearer overview of how improvements can be achieved within a given time-scale.
- \* Leadership and efficiency are good overall, with the head teacher, staff and governors working closely together.
- \* The head teacher has a clear vision for the school and appropriate priorities for further development. The present and previous school development plans are well structured but targets, priorities and cost implications require further clarity. Staff development plans are linked to training needs and resources, and site issues are identified and addressed. Careful financial control has resulted in well-maintained premises, appropriate levels of staffing and good resources for subjects.
- \* Strategic planning to address the school's educational objectives and priorities in the context of recent and proposed reductions in the budget statements are not yet in place.
- \* The school received a good report from the auditors' inspection for 2001/2002. The three recommendations have been fully implemented.
- \* Routines and administration operate very efficiently and make a significant contribution to the smooth running of the school.
- \* The overall provision of staffing and learning resources is good and benefits pupils' standards of achievement. Arrangements for staff development are very good. The school's accommodation is satisfactory.

## **Progress since the Last Inspection**

- \* Good progress overall has been made in dealing with the key issues identified during the last inspection.

Overall, the school provides good value for money.

## **3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS**

### **3.1 Standards Achieved in Subjects and Areas of Learning**

During the inspection, standards of educational achievement were satisfactory or better in all sessions or lessons seen. Standards were good or better in 76% of sessions or lessons, including 21% where they were very good. Standards were satisfactory in 24% of sessions or lessons.

- \* Standards in the Early Years were satisfactory or better in all sessions observed. Standards were good or better in 54% of sessions, including 8% where standards were very good. Children achieve good standards in personal and social development, creative development and physical development. Standards are at least satisfactory in mathematical development and knowledge and understanding of the world. In language literacy and communication skills, standards, particularly in speaking and listening, are good.
- \* The educational provision for the early years has some shortcomings but there is evidence that these can soon be put right.
- \* At Key Stage 1, standards in all lessons observed are good or better and in 42% of lessons standards are very good. Standards are good in English, mathematics, Welsh, history, geography, art, physical education and religious education. Standards are very good in science, design technology, information technology and music.
- \* At Key Stage 2, standards are good or better in 76% of lessons observed, including 20% where standards are very good. Standards are satisfactory in 24% of lessons observed. Pupils achieve good standards overall in English, mathematics, science, Welsh, history, geography, art, physical education, and religious education. Standards are very good in design and technology, information technology and music.
- \* National Curriculum assessment conducted by teachers last summer showed that at the end of Key Stage 1, the percentage of pupils achieving level 2 or above was 100% in reading, writing, speaking and listening, mathematics and science. This is significantly higher than the average both for the area and for Wales as a whole.
- \* The percentage of pupils at Key Stage 1 achieving the higher grade of Level 3 also significantly exceeded the local and national average in reading, writing, speaking and listening, mathematics, and science.

- \* At the end of Key Stage 2, National Curriculum test results indicated that the percentage achieving the expected norm of Level 4 or above was significantly above the national average in English, mathematics and science. The percentage achieving Level 5 was also well above the average in English, mathematics and science.
- \* In National Curriculum assessments and tests, at both key stages, and in all subjects, girls out perform boys.
- \* The National Curriculum assessment and test results are in the top twenty-five per cent of the schools in Wales.

### **3.2 Standards Achieved in Key Skills across the Curriculum**

In applying their key skills across the curriculum, pupils achieve good standards in speaking, reading, writing, and the application of number, and very good standards overall in listening and information and communications technology.

- \* Pupils listen attentively and concentrate well during lessons, assemblies and other activities. They are interested, enthusiastic and eager to learn.
- \* Pupils are confident in answering questions. They speak clearly and use a good range of interesting vocabulary when explaining their reasoning.
- \* Pupils make good use of reading and research skills. Pupils in all classes carry out research and seek information from a variety of sources, including books, the Internet and CD-ROMs.
- \* Pupils use a variety of writing for different purposes across the curriculum. Descriptive and narrative writing feature in history and geography, and when they write about their experiences.
- \* Pupils at both key stages use ICT and the application of number when problem solving. They collect data, construct tables and simple spreadsheets, and graph the results. Pupils frequently use ICT to present their findings.
- \* Pupils use estimation to predict outcomes and then test their results using problem-solving approaches.
- \* Pupils use their knowledge of space, shape and measures in science, geography, and design and technology. They estimate and compare distances, measure, draw to scale, use co-ordinates and four-figure grid references.
- \* ICT is used extensively in all subjects to extend and enhance pupils' learning.

## **4. ETHOS OF SCHOOL**

### **4.1 Pupils' Spiritual, Moral, Social and Cultural Development**

The school makes very good provision for the spiritual, moral, social and cultural development of pupils.

- \* The ethos of the school centres on the provision of a secure and caring environment in which pupils learn to co-operate and form good relationships with adults and each other.
- \* The positive values reflected in the school aims are evidenced in many shared daily experiences
- \* Relationships in the school are good and built on mutual trust and respect. Every pupil and adult is equally valued and the school provides a safe, happy and secure environment for staff and pupils. Good relationships between pupils and between staff and pupils are a strong feature of the school.
- \* The head teacher and staff provide very good role models, through their direct involvement, sharing of expertise and appreciation of pupils' achievements. This results in a most pleasant learning atmosphere throughout the school.
- \* A wide range of educational visits and extra-curricular activities provide regular opportunities for social interaction outside the classroom.
- \* Pupils are confident and polite. They understand the difference between right and wrong, and have adopted a responsible attitude to the establishment of the Schools Council.
- \* Pupils are very aware of environmental issues, through their studies of the locality and their work with local craftsmen.
- \* Pupils' cultural development is very good. Through history, geography, art and music pupils are identifying with the cultural heritage and traditions of Wales. Pupils compare their own locality and culture with life in other countries such as France and India, through their work in geography.
- \* The daily act of worship is an excellent start to the day demonstrating the ethos, mutual respect and appreciation that permeate the school. The participation by pupils and staff, the singing, guitar, recorders and violin playing, and the choral speaking are of a very high standard and set the scene for worship.
- \* Daily acts of religious worship are predominantly Christian and reinforce the values taught by the school. Due attention is paid to biblical stories, and to prayer and quiet reflection. Good behaviour by pupils and active participation by the head teacher, staff and pupils enhance the quality of worship. Assemblies make a considerable contribution to religious education.

- \* Good opportunities are provided for pupils to become acquainted with other faiths and cultures, particularly during assembly and religious education. Growing knowledge is acquired of different customs and practices.
- \* Pupils respond very well to the school's provision for spiritual, moral, social and cultural development and show enjoyment of activities in this area.

## **4.2 Behaviour and Attitudes**

Pupils' behaviour and their attitudes to learning are very good. The school is a happy, caring and orderly community and pupils' positive attitudes to learning are a major strength of the school.

- \* The school is highly successful in its aim, set out in the discipline policy, to 'create a caring, family atmosphere in which teaching and learning can take place in a safe and happy environment'.
- \* The head-teacher, teaching and support staff have high expectations of pupils' behaviour and pupils respond positively to their calm and consistent approach.
- \* The school has an effective policy and set of procedures to promote positive behaviour that are implemented fairly and consistently by staff. School rules are positive, relevant and reflect the caring ethos of the school.
- \* The quality of relationships throughout the school is very good and this contributes significantly to pupils' self-esteem, confidence and positive behaviour. Pupils' relationships with teachers and support staff are mutually respectful and friendly. Pupils are courteous, polite and relate well to each other, to staff and to visitors.
- \* The recent *Peer Mediation* initiative is proving very successful. Pupils from Year 5 and Year 6 act as helpers and "be-frienders" to other children in the playground. They undertake their duties conscientiously and act responsibly, and they make a positive contribution to the good order that exists in the playground. They act sensitively to the needs of younger pupils.
- \* Pupils have very good attitudes towards learning. They listen carefully to their teachers, co-operate willingly with adults and their fellow pupils, settle quickly to task and sustain concentration. They are interested in their work, are keen to do their best and they take pride in their achievements which they readily share with others.
- \* Good behaviour and effort are celebrated in the classroom and in whole-school assemblies. Staff use praise to good effect to encourage and support pupils throughout the school day.
- \* Incidents of bullying, racism, sexism and other forms of discrimination are virtually unknown at the school, but procedures are in place should any incidents ever arise.

- \* There have been no exclusions at the school for many years. Procedures are in place to support any pupil who may be at risk of exclusion should such an occurrence arise.
- \* Parents value the efforts of the school in developing high standards of behaviour and are very supportive of the values that the school promotes.
- \* The consistently high standards of behaviour and pupils' very good attitudes to learning contribute to the efficient functioning of the school, to the high standards pupils achieve and to their personal and social development.

### **4.3 Attendance**

Attendance rates are satisfactory, having averaged 94% during the last three terms. This is similar to the attendance levels at the last inspection.

- \* There are no instances of unauthorised absence.
- \* Pupils are punctual and keen to attend school. Registration sessions and lessons start promptly.
- \* Registration is conducted efficiently and in accordance with statutory requirements.
- \* The head teacher monitors attendance and punctuality carefully. Effective procedures are in place to encourage good attendance and punctuality, to ensure pupils' absence is adequately explained and to follow up situations where necessary.
- \* Parents are supportive in advising the school, by telephone and letter, of the reasons for their children's absence from school.
- \* Regular and effective liaison takes place with the Education Welfare Officer (EWO).
- \* The governing body is rightly concerned about the number of parents who take their children on holiday during term time. This has an adverse impact on the continuity of pupils' formal education and on overall rates of attendance for the school.
- \* The school has set no formal targets for the continued improvement of attendance, but the high priority given to attendance and punctuality is frequently made known to pupils and parents.
- \* The school complies with attendance requirements set out in the National Assembly for Wales Circular 3/99, *Pupil Support and Social Inclusion*.

## **5. QUALITY OF EDUCATION**

### **5.1 Teaching**

During the inspection, the quality of teaching was satisfactory or better in all lessons observed, including 87% where it was good or better and 20% where it was very good. Teaching was satisfactory in some 13% of lessons.

- \* Relationships between pupils and staff are very good throughout the school. All staff are conscientious, enthusiastic and show a high level of commitment towards pupils in their care.
- \* Maximum use is made of all space to display, inform, and support learning. The school climate promotes learning and enables pupils to engage in meaningful learning activities.
- \* Teachers, in the main, have a sound knowledge of the subjects they teach. They all engage in regular staff development to update their subject expertise and to extend their professional knowledge and understanding of learning.
- \* Schemes of work have been drawn up for all subjects and provide a sound foundation for planning.
- \* Lessons are well planned and provide opportunities for reinforcing previous learning. Time is allowed for plenary sessions, when pupils can share and discuss their work. Targets are regularly shared with pupils.
- \* Teachers employ a suitable variety of strategies and make good use of the plentiful resources available.
- \* Problem-solving approaches are an integral part of learning in all classes. Pupils are encouraged to pose questions, carry out research, use information from a variety of sources and present their findings.
- \* Regular use is made of visits to extend pupils' knowledge and understanding. Evidence suggests that teachers plan well for these occasions, which contribute significantly to pupils' learning.
- \* Close team work ensures that support staff are properly used and deployed. Nursery nurses and classroom assistants make a good contribution to pupils' learning in all classes.
- \* Homework supports work undertaken in school, in both core and foundation subjects.
- \* Some exceptionally good teaching takes place at Key Stage 1, where high expectations of pupils are held in all areas of the curriculum. All teaching observed at this level was good or better.

- \* On the few occasions where teaching is less successful, lessons lack pace and differentiated and independent learning strategies are underused.
- \* Scope exists for reviewing classroom organisation for nursery and reception children, particularly during the morning session, to ensure that sufficient time and space are given to learning through practical activities.
- \* Due to lack of space, reception children are often sedentary, and undertake the same task together. At such times, learning objectives are not sufficiently differentiated to match the development needs of all children.
- \* Activities provided for nursery children have specified learning objectives related to the desirable outcomes, but these are not matched appropriately to the differing developmental needs of children.

## **5.2 Assessment, Recording and Reporting**

The quality of the school's procedures for assessing, recording and reporting of pupils' work and progress is good.

- \* The progress of children in the Early Years is appropriately assessed and recorded. Parents are kept well informed of their children's progress.
- \* Teachers' assessments of pupils' standards of achievement in English, mathematics and science are accurate and consistent. Samples of pupils' work in these subjects are compiled in portfolios, which are levelled and annotated according to National Curriculum criteria. This helps the school to ensure that teachers have a good common understanding of national expectations.
- \* The ongoing development of subject portfolios of work in the Foundation subjects of the National Curriculum is a well-targeted initiative to ensure that teachers' assessments of work in these curricular areas are accurate and consistent.
- \* The school's policy for assessment, recording and reporting establishes clear guidance for teachers. There are good, manageable and purposeful systems in place, which are designed to ensure that there is regular tracking of pupils' progress. Effective procedures ensure that teachers use assessment information to inform the planning of future work in order to address identified areas, which require further reinforcement.
- \* Pupils' work is marked regularly and thoroughly. Teachers' comments are informative and rigorous; they help pupils and their parents understand what they need to do next order to raise their standards of achievement. Individual targets are set for pupils every term. These are specific, stepped, measurable and achievable and are regularly reviewed with pupils.
- \* Pupils are made aware of assessment criteria and expectations before they complete their tasks. Useful strategies to encourage pupils to evaluate their own work and progress are being developed to enable pupils to play a greater part in setting targets.

- \* Teachers' records of assessment outcomes are detailed and enable them to track the progress of individual pupils in skills, knowledge and understanding. The school's use of a variety of standardised assessment tests from Reception to Year 6 gives teachers a good basis for identifying individual strengths and shortcomings, for predicting outcomes and for setting realistic targets to raise standards.
- \* Monitoring of pupils' standards and of the progress they make, especially in the core subjects of the National Curriculum, is done regularly by the head teacher and subject leaders who examine examples of pupils' work and teachers' planning. They regularly observe the quality of teaching and learning in the classroom; this has a beneficial effect in ensuring consistency of provision across the school.
- \* Assessment and recording procedures are effective in ensuring that all pupils have equality of opportunity and that they are provided with learning experiences which match their needs and abilities. The requirements of the SEN Code of Practice are fully met and Individual Education Plans (IEPs) identify progressive learning steps, which are regularly reviewed. Teachers and support staff successfully intervene to support pupils and help them achieve their targets.
- \* Regular consultation meetings are held for parents to discuss their children's progress with teachers. The head teacher and staff make themselves readily available to discuss matters of concern at other times. Annual reports to parents give a clear indication of achievement and progress across the curriculum. They specify well-focused learning targets, though there is no room for parental comments on the present report format.
- \* The school has good systems to analyse the data from national and other tests in order to raise pupils' performance. Detailed analysis of test papers and of pupils' responses to individual questions provides the school with good information about areas of difficulty which require further attention.

### **5.3 Curriculum**

The quality of the school's curricular provision is good, overall. It provides a good quality, broad and balanced curriculum that is based on a wide range of relevant learning experiences.

- \* The planned curriculum for children under-five is satisfactory. Teachers' planning is focused upon the promotion of the desirable learning outcomes for children of this age. However, in practice, planning is not consistently matched to an appropriate range and variety of structured activities.
- \* Good emphasis is placed upon maintaining continuity and progression in learning throughout Key Stages 1 and 2. Subject policies and schemes of work identify appropriate learning objectives and associated learning activities. They provide good guidance to ensure coverage of National Curriculum programmes of study in all areas of the curriculum. Requirements for the teaching of religious education fully meet statutory requirements.

- \* Curriculum planning is closely linked to assessment tasks so that it accurately addresses specific areas, which require further reinforcement. Thus, assessment clearly informs the planning of future work; it is well structured to identify individual needs and to introduce appropriate flexibility to the operation of the curriculum.
- \* The quality of whole-school planning for the development of the key skills is good. Teachers' short-term plans identify the key skills to be targeted in each lesson, though they do not link these with the learning activities in sufficient detail. Very good attention is paid to developing literacy, numeracy and ICT skills across the curriculum.
- \* Curriculum provision for pupils with special educational needs is very effective and sensitive; all have very good opportunities to have access to the full range of learning experiences provided by the curriculum. The quality of social inclusion in the school is very good.
- \* Efficient and effective monitoring procedures ensure that there is a good overview of the use of curriculum time on a whole-school basis. Appropriate time is given to each subject area and discretionary time is wisely used to enhance the quality of pupils' learning experiences.
- \* Effective and efficient systems ensure that the delivery of the curriculum is regularly monitored. Subject leaders are given adequate time to monitor the quality of provision in their areas of responsibility; the results of their monitoring activities are well recorded, identifying strengths and shortcomings, and formulating plans for further improvements. However, the link between subject leader plans and the school development plan needs to be strengthened.
- \* The quality of the *Cwricwlwm Cymreig* is one of the strengths of the school. It is very well promoted in subjects across the curriculum, and the local environment is very imaginatively used as a resource. A wide variety of rich and stimulating experiences is provided to promote pupils' awareness of the history, culture and traditions of Wales and of the Gower peninsula. Pupils have very good opportunities to visit a large number of sites of historical and cultural importance, and talented visitors who are invited to the school reinforce and extend these opportunities.
- \* Teachers' planning ensures that very effective and productive links are made between subjects to enhance and enrich pupils' learning. The school makes imaginative use of cross-curricular skills and links to extend learning and to provide pupils with real motivation and challenge. The emphasis upon cross-curricular approaches is a major strength of the school.
- \* The good quality curriculum provision has a positive impact upon pupils' achievement. Good use is made of relevant homework, linked to work covered in lessons, to further support the quality of pupils' learning. Tasks challenge pupils and encourage their development as independent learners. There are very good planned opportunities for the use of information and communications technology across the curriculum to enhance pupils' research skills.

- \* Pupils' personal and social development is very well catered for in all aspects of school life. Teachers know their pupils very well and a very caring ethos permeates the school; pupils are given many opportunities to build positive and supportive relationships with their peers and with adults. Pupils are keen to contribute to the life of the school by assuming responsibilities for duties and routine tasks. The establishment of the School Council provides pupils with further opportunities to work for the general good and they participate willingly and enthusiastically.
- \* The school has an appropriate health education policy. Sex education is addressed in accordance with the policy of the governing body.
- \* A very good range of extra-curricular activities, which enrich pupils' learning, very well supports the curriculum. Many links have been established with the local community to provide a wide variety of experiences, which broaden pupils' knowledge. A large number of pupils participate in the extra-curricular clubs and performances organised by the school. The sizeable school choir perform expertly and proudly; the local community greatly appreciate their performances. Extra-curricular clubs provide pupils with very good opportunities to take part in team games, chess, computer-related and practical and cultural activities. Teachers give very generously of their time and expertise to extend their pupils' learning and promote their social skills.

#### **5.4 Support, Guidance and Pupils' Welfare**

The school provides good quality support and guidance for all its pupils.

- \* Pupils work and play in a happy, secure and supportive environment where their personal and social development is of paramount importance. The quality of both personal and educational guidance provided for pupils is very good. Pupils are valued as individuals and their efforts and achievements are celebrated in assemblies and in the classroom. Pupils are made fully aware of assessment criteria and of what they need to do next in order to raise their standards of achievement; assessments are consistent and accurate and teachers make judicious use of praise to motivate. Target-setting for groups and individuals is developing very positively and has a marked impact upon the standards which they achieve.
- \* The quality of relationships throughout the school is very good. Teachers and other staff know their pupils very well and take a keen interest in their progress and their well-being. Pupils are confident in seeking the help and support of adults in the school.
- \* A good policy and scheme of work for the personal and social health education curriculum have been successfully introduced. Pupils have very good opportunities to discuss matters which concern them during occasions such as Circle Time. The close links with the local community, the Church and agencies such as the police and fire service help to promote their understanding of current social issues and problems and their development as citizens.

- \* Sex education is delivered in accordance with the policy agreed by the governing body. Pupils are made aware of the dangers which exist in modern society, such as drugs.
- \* Procedures for dealing with child protection are well established. A full and detailed policy has been fully implemented and is clearly understood by staff.
- \* Equal opportunities apply to all connected with the school; pupils have access to the curriculum at a level appropriate to their needs and abilities. Early identification of special educational needs gives all pupils the opportunity to experience success, and support staff are well deployed to provide extra guidance and confidence.
- \* An effective security system ensures that pupils and staff work in a safe and secure environment.
- \* Pupils are well supervised at break and lunchtimes. Mid-day supervisors make a valuable contribution to the care and welfare of pupils.
- \* The quality of day-to-day support offered by the school is very good and enhances pupils' learning.

## **5.5 Provision for Pupils with Special Educational Needs**

The school's provision for pupils with special educational needs (SEN) is good. Currently there are 9 pupils on the SEN register, including 3 with formal statements.

- \* The school's policies and procedures for SEN are well established and in line with the new Code of Practice. The head teacher retains overall responsibility for SEN and performs his duties efficiently and effectively. All documentation and records are meticulously maintained.
- \* All pupils on the SEN register have an individual education plan (IEP).
- \* IEP's are the result of co-operation between the special needs co-ordinator (SENCO), the class teacher and support staff. They are of good quality, have clear targets and resource implications. They are reviewed termly.
- \* The school works actively to engage parents at all stages of the SEN process. They are fully informed of pupils' needs and the progress they make. Parents attend the review meetings but they do not yet sign the IEP's.
- \* Pupils with potential difficulties are identified early. Where necessary, additional support is sought from outside agencies.
- \* Pupils with statements receive well-targeted support from within class and in withdrawal groups. Teachers work closely with support staff to ensure that, for pupils, such learning experiences are well integrated into classroom activities.

- \* Good use is made of a variety of resources, including information and communications technology.
- \* Pupils with statements of special educational needs have equal access to the curriculum. Statements are reviewed annually.
- \* Regular support is received from external agencies such as the speech and language support teachers. The level of provision generally meets the needs of the school.
- \* The link governor for SEN works closely with the school and keeps the governing body informed on SEN matters. An appropriate report on the implementation of the school's SEN policy is included in the Governors' Annual Report to Parents and there is a brief paragraph on special educational needs in the school prospectus.

## **5.6 Partnership with Parents and Community, Schools and Other Institutions**

The school's partnership with schools and other institutions is good and its partnership with parents and the community is very good.

- \* Parents are highly supportive of the school. They appreciate its welcoming nature and value the ready access they have to the head teacher and staff. Parents express a high level of satisfaction with the aims and values of the school and the high expectations of good behaviour and achievement that the school successfully promotes within a caring, supportive community.
- \* A useful home/school agreement has been drawn up which has readily been accepted by the majority of parents.
- \* Parents are kept well informed through regular letters, a useful prospectus, an informative annual report of the governing body and by regular meetings with teachers to discuss children's work and progress. These meetings are very well attended by parents.
- \* Parents make a valuable contribution to the life and work of the school. Many give freely of their time helping out in the classroom, accompanying pupils on educational visits and in fund-raising for the school. The Parents' Association (PA) organises social and fund-raising events, which enhance links with the local community and provide the school with a valuable source of additional income. Parents receive regular information from the PA through a monthly newspaper. The contribution of parents is greatly valued by the head teacher and staff, and parents make a positive contribution to pupils' learning.
- \* The recently established after-school club is valued by parents and enjoyed by pupils.
- \* Good pastoral and administrative links have been developed with the main receiving secondary school. Arrangements for the transfer of pupils are good and ensure that Year 6 pupils look forward to secondary school with confidence. Curriculum links are developing well; regular liaison meetings, an exchange of information and ideas,

teacher exchanges, and the introduction of work units that span Key Stage 2 and Key Stage 3 help to promote continuity of education for pupils.

- \* The school enjoys a close partnership with an institute of higher education and regularly provides training facilities for student teachers. Pupils from local secondary schools regularly undertake work-experience placements at the school. Students are well supported by staff and they make a positive contribution to school life.
- \* The school is at the heart of the local village community and enjoys very good partnerships within the community. Very good use is made of the local community as a learning resource; educational visits and the expertise of members of the local community make a positive contribution to pupils' learning in many subject areas.
- \* The school readily makes available its facilities to a variety of community organisations and is used regularly for meetings. The school and its various activities are well supported and valued by the local community.
- \* Overall, the productive links that the school enjoys with parents and community, schools and institutions, have a positive impact on pupils' motivation, standards of achievement and personal and social development.

## **5.7 Partnership with Industry**

The school's partnership with industry is good.

- \* Partnership with industry is well established throughout the school and the valuable links with industry, business and commerce enrich work in many curriculum areas.
- \* The school has a useful policy for industry links and some effective strategies are in place to raise the economic and industrial understanding of pupils and to give them insight into the world of work.
- \* No teachers have yet undertaken a relevant industrial placement with a view to enhancing professional development and enriching curriculum provision for pupils. Working relationships with relevant agencies such as the Education and Business Partnership (EBP) have not yet been forged but the school receives good support from the LEA in its efforts to promote economic and industrial understanding.
- \* Through their visits to a number of industrial, retail and commercial sites within their locality and further afield, including shops, supermarkets, a colliery, a weather station, an enterprise park and local factory, pupils are gaining first-hand knowledge of different working environments and an understanding of the variety of work undertaken in the area.
- \* Teachers encourage personnel from a variety of professions and occupations to speak to pupils about their work. The contribution of personnel from the emergency services, together with health professionals, local craftspeople and a metallurgist, has had a positive impact on pupils' learning.

- \* Older pupils have a good understanding of their local area and the importance of both agriculture and the tourist industry to the economic prosperity of the Gower.
- \* The school enjoys very productive partnerships with the Forestry Commission and Gower Society and has worked closely with these agencies to develop the woodland area of school grounds. The whole school community is justly proud of this development and pupils speak with enthusiasm about the work they undertake outdoors.
- \* The school's long-standing and thriving links with its partner school in France give pupils valuable insight in life and work in a contrasting European country.
- \* Older pupils' understanding of the work of the emergency services has been enhanced by the school's involvement in the *Crucial Crew* programme.
- \* Local business, industry and commerce view the school in a positive light and are supportive of the school.
- \* The school is committed to the continuing development of a positive partnership with industry. The links already established contribute significantly to pupils' motivation, learning and standards of achievement.

## **6. MANAGEMENT**

### **6.1 Quality of Self-Evaluation and Planning for Improvement**

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

- \* The good leadership of the head teacher ensures that there is a strong focus upon evaluating the quality of the school's provision and its impact upon standards.
- \* Effective use is made of a range of standardised test results, together with teachers' assessment of pupils' capabilities, to set suitable whole-school targets for achievements in English, mathematics and science.
- \* The head teacher has worked hard to establish a good team spirit and a shared vision on ways of taking the school forward. Pupils and staff are valued as individuals and are encouraged to reach their full potential.
- \* From the baseline profile, pupils' performance is monitored and their progress is tracked through the Key Stages. Information gathered from assessments, and test data is effectively used to predict expected levels of achievement. The very good levels of performance in recent years suggests that these procedures are effective and that areas which require further development are identified and targeted for improvement.
- \* The school has introduced effective systems for monitoring the quality of teaching and learning, especially in the core subjects of the National Curriculum. The

outcomes of monitoring are carefully recorded to keep track of strengths and areas, which require further reinforcement. Subject leaders have good opportunities to monitor the quality of provision in their areas of responsibility, including the foundation subjects.

- \* The development of portfolios of moderated and annotated work ensures that teachers have a common understanding of expected levels, especially in the core subjects of the National Curriculum.
- \* A self-critical culture is growing amongst staff, and subject leader monitoring of the quality and standards in their subjects has identified areas requiring further focus. However, the follow-up systems currently in place are too informal to enable leaders to identify and establish precise priorities and to draw up action plans which can be considered for inclusion in the school development plan.
- \* The staff are required to undertake self-evaluation exercises on whole-school and curricular issues, partly in response to the introduction of Performance Management procedures. However, the systems currently in place are not sufficiently formal, regular or informative to ensure that the school is able to develop appropriate strategic forward planning policies, or to identify and establish priorities which would provide a clearer overview of how improvements can be achieved within a given time-scale.
- \* Teachers are very keen to develop their professional expertise through attendance at a wide range of in-service training courses. Some have taken part in prestigious research projects, for example, in the teaching of literacy, linked to the London Institute, and the teaching of numeracy, led by the LEA. The head teacher is very supportive of his staff's professional development and provides very good opportunities for them to witness and share good practice. Specialists, advisers and advisory teachers have provided valuable training and advice.
- \* The school development plan is well based upon areas requiring further development. However, the school development plan does not establish sufficiently clear priorities, which can be reviewed and evaluated within an identified time-scale.
- \* The governing body is supportive of the head teacher and staff in evaluating the quality of the school's provision and measuring the progress made by pupils. However, some subjects lack the allocation of a link governor to oversee and monitor standards and the progress made by pupils.

## **6.2 Leadership and Efficiency**

Leadership and efficiency are good overall, with the head-teacher, staff and governors working closely together.

- \* The head teacher has a clear sense of purpose for the school, which is widely celebrated via the aims. He is highly respected by staff, parents and the governing body as a very caring person. He engenders mutual trust and respect within his team of professionals who share in his common purpose for the school.

- \* The head teacher, staff and governors ensure that the aims of the school are reflected in the day-to-day operation of the school, with an appropriate emphasis on improving pupils' learning. The head teacher is committed to the ethos of the school and with the support of staff has created a good working environment.
- \* Effective collaboration takes place between the head and deputy head teacher in all matters concerning the management of the school. They meet every morning before school and at lunchtime to ensure good communication and the smooth running of the school.
- \* The co-operation and practical support given by the governing body in many aspects of school life is good. The head teacher and the chairman of governors meet informally several times a week. There is a small committee to oversee curriculum matters but many subject areas have no link governor, and currently there is no separate finance sub-committee.
- \* Good support is received from subject leaders in respect of curriculum issues. Due attention is given to clear guidelines for teaching and learning, attendance at courses, and responsibilities for resources and visits. Arrangements have also been made for subject leaders to undertake some direct observation of teaching and learning in individual classes. Strategies for monitoring work in each subject are at varying stages, with scope for further development in some areas.
- \* The head teacher has a clear vision for the school and appropriate priorities for further development. The present and previous school development plans are well structured but targets, priorities and cost implications require further clarity. Staff development plans are linked to training needs and resources and site issues are identified and addressed. Careful financial control has resulted in well-maintained premises, appropriate levels of staffing and good resources for subjects.
- \* The budget is planned, managed and monitored by the head teacher; spending priorities are identified. Expenditure is carefully planned and monitored with good support from the LEA officer. Regular financial information is provided to the governing body. However, the link between the budget and the school development plan is not currently sufficiently well developed.
- \* Strategic planning to address the school's educational objectives and priorities in the context of recent and proposed reductions in the budget statements are not yet in place.
- \* The school received a good report from the auditors' inspection for 2001/2002. The three recommendations have been fully implemented.
- \* Daily routines and administration operate very efficiently and make a significant contribution to the smooth running of the school.
- \* The school's major cost to the school budget is staffing. Standards of pupils' achievement are good to very good. Overall, the school provides good value for money.

### **6.3 Staffing, Accommodation and Learning Resources**

The overall provision of staffing and learning resources is good and benefits pupils' standards of achievement. Arrangements for staff development are very good. The school's accommodation is satisfactory.

- \* There are sufficient numbers of well-qualified teachers who are deployed appropriately. They work purposefully as a team to provide a secure, supportive and industrious environment for pupils.
- \* For the most part, teachers' qualifications are in the arts and humanities but a highly effective, structured programme of professional development and training ensures that teachers have an appropriate range of expertise to cover all areas of the National Curriculum.
- \* Arrangements for staff development are very good and effective performance management procedures are in place. The head teacher actively encourages staff development as a tool to enhance teaching and empower individual teachers. All Key Stage 1 and Key Stage 2 teachers have undertaken further professional development courses, which have benefited the school and the individual. The deputy head teacher is currently undertaking the National Professional Qualification For Headteachers (NPQH).
- \* Learning support staff within the classroom, together with the school secretary, caretaker, cleaner, canteen staff and mid-day supervisors, make a valuable contribution to the smooth running and overall quality of life in the school.
- \* Overall, the adequacy and quality of the accommodation is satisfactory. In the main school building, space is sometimes limited due to the large number of pupils in some classes. However, teachers make good use of all additional space outside the classroom, and the library is well used to support pupils' learning.
- \* Standards of display in classrooms and corridors are good and effectively celebrate pupils' achievements and stimulate their learning.
- \* The nursery/reception class is housed in a separate, demountable building with its own outdoor play area. Whilst the building is structurally sound, space is limited for the number of children on roll and its ambiance is not particularly bright and stimulating.
- \* The school has adequate outdoor play areas for pupils and the development of the school grounds, especially the woodland area, is proving highly beneficial to pupils.
- \* The provision and quality of resources for the teaching of NC subjects are good and teachers and pupils make good use of all the available resources. In the nursery/reception class some resources are well worn and uninspiring.
- \* The new computer suite is well utilised and is a significant asset to pupils and teachers.

- \* The school makes good use of educational visits, including residential visits, to support pupils' learning.

## **7. SUBJECTS AND AREAS OF LEARNING**

### **Standards Achieved by Pupils**

#### **Provision for Children under Five**

The educational provision for the under fives has some shortcomings but there is evidence that these can soon be put right.

Children achieve good standards in language, literacy and communication (where standards in speaking and listening are good). personal and social development, creative development and physical development. Standards are at least satisfactory in mathematical development and knowledge and understanding of the world.

#### **Good Features**

- \* Sound emphasis is placed on language development, and pre-reading and writing skills. Nursery children listen well. They answer questions sensibly and show good comprehension of story. Most children answer in complete sentences and can relate the story to their own experiences. Some children can explain why they liked the story. The majority talk confidently and handle books sensitively. Nursery children enjoy early marking and basic writing experiences using crayons and pencils.
- \* Children are beginning to use mathematical language and explore patterns and relationships, Many can count to five. They are encouraged to make patterns by threading. When they join reception children for cooking, they observe weighing, measuring and have an opportunity to use mathematical language such as more than, less than and equal to. Children can recall a range of number songs. During free choice activities, children are given opportunities to build to develop their spatial awareness.
- \* Children's personal and social development is good. They play well together in small and large groups. They talk happily about what they do and plan to do, and act out roles in the transport café.
- \* Nursery children are developing good physical control and awareness of space that they demonstrate during the infant music session and by marching in time to the beat in their Dance of the Dragon. They use large and small apparatus with growing confidence. Children are improving their fine manipulative skills through, for example, painting masks, percussion instruments and early writing experiences.
- \* Most nursery and reception children have helped make dragon masks and tabards to take part in the Dance of the Dragon to celebrate the Chinese New Year. They express their ideas by pulling scary faces, and playing percussions instruments. Together with

children in reception, they are learning about different cultures through Chinese artefacts and they know that the Dance of the Dragon will bring them good luck.

- \* Reception children enjoy books and handle them appropriately. Most can recognise initial sounds, and simple words. Many are beginning to read. They read to their teacher and to their parents, who record the progress made in a reading record. Most reception children hold implements correctly. They are learning to form letters and many can write or copy their name. They are able to follow instructions, colour within lines, and record on simple worksheets with increasing dexterity. They listen well to stories and answer questions, using appropriate vocabulary.
- \* In mathematical development, reception children can count and order to ten. Most recognise their own name and month of their birthday on a wall display. Children are learning to read dials on scales when cooking and to describe size and shape. Most are familiar with two-dimensional shapes such as circles and squares, and many are able to use light, heavy and heavier correctly. Good use is made of the outdoors do demonstrate short, long, longer and longest.
- \* Reception children demonstrate good personal and social development in the way they join with other pupils in assembly, the way they co-operate in music and dance and the way they share and consider others in the classroom. They are learning the value of routines and are patient in taking turns.
- \* Making Fortune Cookies for the Chinese New Year provided a good opportunity for children to use early scientific vocabulary. They describe flour as fine and dry, and margarine as slippery and wet. Children were able to predict what would happen throughout the making process and comment on the changing state of the ingredients such as from fine and dry, to, like an orange, lumpy yellow, to the final stage as a cookie.
- \* A class portfolio of children's work contains evidence of the use of the computer to draw pictures, the use of sand and water in the classroom and evidence of the many opportunities children have to celebrations and visits.
- \* Good use is made of the hall and the outside, for physical development. Reception children demonstrate very good control in music; they are able to move body parts in time to the music, such as hands, feet and other parts of the body, to keep a beat. Children work harmoniously with nursery and Key Stage 1 pupils and partake enthusiastically and wholeheartedly in music activities. Reception children demonstrate good fine manipulative skills in their choice of percussion instruments, their use of clay, pencils, crayons, paintbrushes, scissors and small apparatus.
- \* In creative development, reception children have a wide range of experiences. They sing in time and are learning to sing in tune. They have made a tree, using handprints as leaves, and made leaf prints. Reception children express their ideas and feeling using sound, colour, texture, form and space in two and three dimensions when, for example, they helped make tabards and dragon masks for the Chinese New Year and performed the dance. They are beginning to select instruments to reflect sound and actions.

## **Shortcomings**

- \* Activities provided for nursery children require more focussed attention to meet children's individual development needs.
- \* Activities planned for the whole class to undertake together, such as cooking or work with the mathematics display, require further differentiation to encourage the development of children's self-reliance and independent learning skills.
- \* Children lack spontaneous access to outside areas for learning and play due to the nature and design of the building.

## **English**

Standards of achievement are good in both key stages. Standards of speaking, reading and writing in Key Stage 2 have several very good features.

## **Good Features**

- \* Pupils have good speaking skills in both key stages. They can express their ideas fluently and articulately, playing a full part in class discussions. As pupils mature, their vocabulary shows good progress; they choose imaginative and colourful adjectives and metaphors to enhance their oral and written work. In Key Stage 1, pupils answer questions in complete sentences, often providing extended responses to skilful teacher questioning. By the end of Key Stage 2, pupils speak confidently, expressing themselves clearly and convincingly in subjects across the curriculum.
- \* Pupils' listening skills are very good in both key stages; they listen carefully to each other and to their teachers. Pupils learn to take turns to express their views and, by the end of Key Stage 2, they use logical and well-reasoned arguments to put forward their opinions and ideas. Listening skills are enhanced by the strong value that is placed upon every individual in the school.
- \* Pupils develop good subject-specific vocabulary in all subjects across the curriculum. Key Stage 1 pupils know what an author and an illustrator do and by the end of Key Stage 2, pupils can explain the purposes of the blurb, the index and the glossary. They are clear about the difference between fiction and non-fiction publications and most have sound library skills. Pupils use the Internet very confidently to access and edit information.
- \* Pupils achieve good standards in reading in both key stages. Most pupils read fluently and accurately, using appropriate expression and pronunciation. In Key Stage 1, pupils make good progress in developing their phonic skills and they use pictorial cues in their reading books intelligently. Pupils with special educational needs are well provided with reading strategies designed to increase their confidence and extend their reading interests.

- \* By the upper end of Key Stage 2, many pupils are proficient and engaged readers, who have developed decided tastes for different genres of writing and for different authors. Their prediction skills are appropriately developed and they can use texts to develop their ability to infer and deduce. Pupils read with understanding; they use a good range of non-fiction books to locate information, which help them extend their knowledge and understanding of the topics they study in subjects across the curriculum.
- \* Comprehension skills are well developed in both key stages. Pupils can extract accurate and relevant information from texts and other sources. They record their findings appropriately for use in their writing activities.
- \* By the end of Key Stage 1, pupils construct sentences correctly and they begin to structure a story plan in a variety of ways. A significant number of average and above average attaining pupils write independently and make good use of speech marks, commas and capital letters.
- \* Pupils in both key stages show confidence and enjoyment in tackling extended writing tasks; by the upper end of Key Stage 2, there are good, and sometimes very good, examples of extended writing, using appropriate styles, in all areas of the curriculum. Teachers' focus upon writing for different purposes across the curriculum is very good and is a major factor in encouraging pupils' good literacy skills.
- \* Writing skills are well developed in Key Stage 1; pupils have a good understanding of the structure and sequence of a story and many pupils make good progress in writing extended stories and in developing poetic images and language. Handwriting and presentation of written work are secure; pupils take pride in the quality of their work.
- \* By Years 3 and 4, pupils' imaginative writing shows a good use of interesting images. Ideas are sensitive and well expressed and pupils start to write poetry in a variety of styles. Descriptive and narrative writing contain aptly chosen verbs and adjectives; pupils make good progress in securing their accuracy in spelling and they have access to a growing range of vocabulary, which they use in the correct context. Their writing is given added interest by the use of more complex sentences and images.
- \* By the end of Key Stage 2, pupils write for a wide variety of purposes in all curricular areas, and they have good understanding of the appropriate style to use to appeal to different audiences. Empathetic writing on their World War II topic in history shows a very thorough approach to research and to the biographical genre. During the inspection, there were some very good examples of accounts of pupils' grandfathers' experiences during the war and one very good and moving account of the experiences of a German prisoner of war who had become a naturalised Briton and had been employed in agriculture in Gower. Some good work was also seen on the experiences of pit children in the Victorian period. Pupils' descriptive writing is perceptive and acute; in the best examples, they write humorously.
- \* Instructional writing is well developed through the well-planned cross-curricular links with subjects such as science, design and technology and ICT.

- \* Pupils make good progress in planning, drafting and redrafting their written work, often using IT word processing and Internet sources to help them develop their editing and presentation skills. They become more self-critical in analysing and reviewing the quality of their work as they mature and their evaluations of their projects are often well focused and accurate.
- \* Presentation of written work is good in both key stages. Handwriting is neat, legible and well formed; pupils use paragraphs appropriately and take pride in the appearance of their work. They make good use of computer graphics to enhance the presentation of their written work.
- \* Pupils make good use of word books and dictionaries to ensure that spelling is accurate. Standards of punctuation are also good as a result of the planned focus upon grammatical rules and the specific targets that are set to reinforce achievement in this area.

### **Shortcomings**

- \* There are no significant shortcomings.

### **Mathematics**

Standards of achievement in mathematics are good at Key Stage 1 and Key Stage 2.

### **Good Features**

- \* In Year 1, pupils are confident with number symbols and learn to sequence numbers correctly. They begin to identify patterns, including odd and even, and can count to 20. During practical activities, pupils subtract from 5 quickly and confidently. They are encouraged to use mental strategies to find the correct answer and to use the correct mathematical language such as less than.
- \* In a mental mathematics session, Year 2 pupils showed good recall of previous work, demonstrating very good understanding of the concept of subtraction. They use a range of strategies and offer logical explanations of how to achieve the right answer. Challenging tasks were set for different ability groups and the pupils responded to the expectations of the teacher. Pupils are able to explain their methods very well often using their knowledge of patterns, including doubles and multiples of numbers. They enjoy the pace of challenges against the clock to complete ten questions in ten minutes.
- \* Pupils in Year 3 and 4 use a range of mathematical activities to aid mental recall of numbers, such as the geo-board, the white board, board games, IT and formal work sheets and work books. Pupils are on task, enjoy the active pace and the participation in the activities. They rotate groups and demonstrate their learning in a plenary session conducted at a good pace. Pupils respond to the challenge of quick-fire questions to add money by displaying the correct amount. When challenged to add quickly in 50p's and 60p's and to explain their process, pupils demonstrate strategies based on their knowledge of tables.

- \* Pupils in Year 5 use mental strategies to halve three-digit numbers. They know the relationship between doubling and halving to a hundred and even numbers beyond. Most pupils are able to use partition techniques to halve four-digit numbers to two thousand.
- \* Pupils in Year 6 are able to use two alternative methods to divide a three-digit number by a single digit. They understand repeated additional and place value and can evaluate the alternative methods of long and short division.
- \* All the lessons observed at the time of the inspection were addressing the programmes of study: Using and Applying Mathematics and Number. Evidence from portfolios, wall displays and other subjects records pupils' work in Shape, Space and Measures and Handling Data. Standards achieved by pupils across all the programmes of study are good overall.

### **Shortcomings**

- \* Pupils at the end of Key Stage 2 need greater access to differentiated and independent learning strategies, to maximise their potential in mathematics.

### **Science**

Standards of achievement in science are very good at Key Stage 1 and good at Key Stage 2.

### **Good Features**

- \* At Key Stage 1, pupils learn that materials have properties that can be recognised by our senses. They can group objects into shiny and dull hoops. More able pupils can sort objects that are shiny and dull into overlapping hoops. They record their groupings and label appropriately.
- \* At Key Stage 1, pupils identify properties of materials of a range of objects using appropriate vocabulary such as rough, smooth, dull and shiny. They are able to classify according to a matrix of the criteria. Pupils develop their classification skills using different types of paper and one group continues using the computer to record their classification, save work and print their work. When sorting, they are able to identify similarities and differences, and give accurate descriptions of the properties of items.
- \* Pupils are refining their investigation skills and gaining confidence in the scientific approach; they use proforma, to guide their process and remind them that they need to consider how to make the test fair.
- \* Pupils investigated whether taller pupils jumped farther. They collected data by measuring and then recorded their results; they interrogated the data to answer a range of questions such as who jumped the furthest. Pupils noted their observations, including whether they considered the investigation a fair test and why.

- \* At Key Stage 2, pupils work independently of the teacher but collaboratively to respond to a series of challenges related to paper. A large group decamp to another practical area to recycle old paper into attractive coloured paper for craftwork. A smaller group researches how paper is made from wood.
- \* Using digital microscopes, a group of pupils identifies the structure and form of a variety of papers. They save the digital images of the structures and recall them to use them in their presentation sheet to compare with the original sample.
- \* One group of pupils uses microscopes to examine paper and draw from observation the structure; they find out whether the fibrous nature of paper is reflected in its properties. Pupils' awareness of environmental and conservation issues is demonstrated through their posters about recycling and saving paper.
- \* By the end of Key Stage 2, pupils have developed a good understanding and knowledge of materials through investigation and study. They are aware of different states of solids, liquids and gases, and use correct terminology.
- \* When challenged to produce clear water from samples taken from the neighbouring field, pupils use filtration to separate the solids from liquid. They record their methods and results. The more able can explain evaporation and condensation. Knowledge is well applied in separating solids from liquids.
- \* Problem-solving and investigative approaches throughout Key Stage 1 and Key Stage 2 make a significant impact on standards.

### **Shortcomings**

- \* Towards the end of Key Stage 2, pupils need more independent learning opportunities for developing and using scientific skills and to record methods, calculations and findings.

### **Welsh as a second language**

Standards are good in both key stages. Pupils have very good opportunities to develop their confidence in using the language during assemblies and the routines of the school day, when very good use is made of incidental Welsh.

### **Good Features**

- \* In Key Stage 1, pupils have a good range of vocabulary to describe their homes, their state of health and the weather. They construct simple sentences accurately and can use their vocabulary appropriately in response. Pupils have good knowledge of the different parts of the body.
- \* Role-play activities in Key Stage 1 encourage pupils' confidence in speaking Welsh and in understanding the idiomatic structure of the language. Their pronunciation is secure and many introduce appropriate expression into their speech patterns.

- \* Pupils have good recall of songs, hymns and prayers which help them to consolidate their vocabulary skills. They recognise simple words written on labels and displays, and achieve good standards in recording their work.
- \* In the lower end of Key Stage 2, pupils can read simple dialogue to help them in their role-play activities; a significant number of pupils can vary the dialogue to add more interest to the conversation.
- \* The “Helpwr y Dydd” system provides good opportunities for giving instructions to the rest of the class in Welsh. Question and answer openings to assemblies are very good strategies for reinforcing vocabulary skills and understanding of sentence structure.
- \* By the end of Key Stage 2, pupils can read Welsh competently and can choose appropriate adjectives to describe drawings and pictures.
- \* Pupils in both key stages have a good understanding of the past and present tenses; by the end of Key Stage 2, pupils are also secure in their command of the future tense.
- \* Whole school gatherings and assemblies are very well used to promote the use of the Welsh language; pupils sing Welsh hymns and prayers from memory and by reading the words accurately from an overhead projector. The quality and depth of pupils’ performances of Welsh language hymns and prayers during assemblies is frequently very moving, and their diction and pronunciation are very good.
- \* Pupils’ ability to gather information about Wales is enhanced by very good displays throughout the school. Welsh-medium labels are of very good quality and are very well used to target comprehension and reading skills.
- \* Pupils are very well aware of their heritage, culture, history and traditions. The very good quality of the *Cwricwlwm Cymreig* across the school is a fundamental element in ensuring that standards in Welsh as a second language remain high. The local environment is very well used to reinforce this awareness. This is a major strength of the school.

### **Shortcomings**

- \* There are no significant shortcomings.

### **Design and Technology**

Standards of achievement in design and technology are very good at both Key Stage 1 and Key Stage 2.

### **Good Features**

- \* Pupils at Key Stage 1 are aware of the design process and are making good progress in acquiring a range of skills. They undertake projects that demonstrate confidence in the

process. Pupils produced a fruit product, as part of a project on Healthy Eating, to encourage all pupils to eat more fruit and vegetables. They recorded what they did, evaluated their result and set out improvements to be made.

- \* Pupils use the design, make, and evaluate process to design posters to support the Healthy Eating project. The resultant posters show appropriate independence and good levels of skill.
- \* Pupils at Key Stage 1 observe a variety of different puppets, respond to a number of key questions about type, materials and operation, and identify the equipment and materials they need. Pupils design their puppet and label it accurately. Pupils demonstrate very good drawing, analysing and observational skills and are realistic in their evaluations.
- \* Skills in design, construction and evaluation are further developed at Key Stage 2. Pupils consider how to help younger pupils identify their classroom; they demonstrate good lateral thinking in response to suggested logos. Pupils work collectively and collaboratively to generate ideas; they use Problem, Research, Ideas, Make, Evaluative proforma to guide their process and record ideas. Pupils are becoming familiar with this problem-solving strategy and are developing good research skills.
- \* Pupils have researched items such as musical instruments before designing and making their own. They carefully choose their materials and methods of joining, and appreciate the need for strength as well as appearance. They evaluated the success of their instruments and identified how they could be improved.
- \* Year 5 and 6 pupils investigate the properties of paper. In a link with history they explore, develop and communicate aspects of their design proposals by modelling their ideas using paper. Pupils create tubing to make strong structures and try different methods of joining. They are aware some structures can fail when loaded; they evaluate their designs and discuss improvements.
- \* The consistent application of the design, make, evaluate process linked to problem-solving approaches has a significant impact on standards.

### **Shortcomings**

- \* There are no significant shortcomings.

### **Information Technology**

Information technology is not taught as a discrete subject. Evaluation of standards in information technology is based on the observation of pupils using information technology in subjects, displays of pupils' work and detailed school records of pupils' achievements and progress in information and technology skills.

Standards of achievement in information technology are very good at both key stages.

## Good Features

- \* All pupils have regular and easy access to computers. They are confident and able in using information technology as an integral part of their learning.
- \* Pupils at Key Stage 1 are familiar with the keyboard and make confident and effective use of the mouse.
- \* They understand that computers can be used to store and retrieve information, and are able to operate relevant programmes for practising a variety of skills. Competent use is made of the mouse to click upon items and move them across the screen.
- \* Pupils write first draft examples of book reviews using a scaffold. They write their own stories straight on to the computer and undertake character descriptions.
- \* Pupils use an established data-collection programme to collect information about themselves. Year 1 pupils can interrogate the database on one criterion, Year 2 on two.
- \* Pupils are able to test their data capture sheet against information in the database; they produce graphs for hair colour, eye colour and favourite foods.
- \* Pupils have created posters using Splosh and can search databases of photographs of themselves and drop their photograph into a worksheet.
- \* Word-processing skills at this level are developing well, with regular use of computers to label work and write simple phrases and sentences.
- \* At Key Stage 2, pupils are able to change font styles and sizes, move and insert text, and save, print and retrieve.
- \* Pupils use different fonts, pictures, borders and colours frequently to enhance work. Skills in this area are well used to make presentations and to create eye-catching posters for events.
- \* Pupils use digital microscopes in science to snap photographs and export the digital image to a folder. Using Textease, pupils design their worksheet, then open a file to retrieve the image and import it into Textease. Pupils edit and print confidently.
- \* Effective use is made of an interactive whiteboard to demonstrate and develop skills.
- \* Older pupils make good use of CD-ROMs and the Internet for research and reference purposes.
- \* Pupils use information technology to solve directional problems, for problem solving and for mathematical operations.
- \* Pupils currently have very good information technology skills in word processing, graphics, adventure stimulation, logo and data handling.

- \* The regular use of a well-equipped computer suite between Years 3/4 and Years 5/6 makes a significant contribution to the development of pupils' skills in the subject.

### **Shortcomings**

- \* There are no significant shortcomings.

### **History**

Standards are good in both key stages. Very good attention is paid to developing all the historical skills and competencies.

### **Good Features**

- \* Pupils have good levels of chronological awareness and sequencing skills. Key Stage 1 pupils show understanding of the passage of time and can identify the differences between past and present when examining Teddy bears and other toys. Pupils show a clear understanding of accurate sequencing of the story.
- \* By the end of Key Stage 1, pupils have good opportunities to investigate the conditions in which children lived and worked in the local coal industry in the 18<sup>th</sup> and 19<sup>th</sup> centuries. They use their investigative and imaginative skills to good purpose and make good use of pictorial evidence to extend their learning.
- \* Key Stage 1 pupils produce good quality diaries based on their study of pit children and make valid comparisons with their own experiences of life. Pupils record their learning successfully and are articulate and knowledgeable in explaining their ideas to others in the class. Pupils' numeracy skills are reinforced by the effective use of time-lines in all classrooms.
- \* Key Stage 1 pupils make good progress in extracting accurate and relevant information from a range of interesting sources of evidence. They use subject-specific vocabulary accurately and have good recall of previous learning.
- \* In lower Key Stage 2, pupils' understanding of what constitutes primary and secondary historical evidence is very well promoted. They begin to look at the evidence before them critically and are becoming increasingly aware of the operation of bias in historical interpretation. Pupils have good opportunities to consolidate their chronological understanding by studying the history of the school.
- \* Pupils extend and enhance their historical knowledge by very good use of the locality. Links with the local historical and conservation societies encourage pupils' interest and access to the history of their environment. They are regular visitors to the Celtic hill fort, Arthur's Stone and Cathole Cave. Pupils recall and record the information provided for them by local experts and historians; they record their learning in a variety of forms, including tables and charts, and their oral contributions to class discussions are confident and extended. Pupils provide valid and convincing reasons for their ideas about life in Celtic times.

- \* Pupils' project work on the Tudors is often of very good quality, showing a considerable degree of pride in the way work is presented and illustrated, often using word processing and graphic programs. Pupils make good use of the Internet to access information and their projects contain a very wide range of detailed information on the full spectrum of Tudor political, social, economic and cultural life.
- \* By the end of Key Stage 2, pupils' work on the Blitz is well focused on Swansea's experience. Pupils' enquiry skills are developed through interesting artefacts and written evidence. By Year 6, they draw appropriate inferences from the evidence before them. Pupils use maps of the area confidently and accurately to identify the main Luftwaffe targets in the city and they can provide sensible reasons for Nazi strategy. Pupils' writing across the curriculum is well targeted in work on this topic; biographical accounts of some grandfathers' experiences in the war are well written and sensitive. One very evocative poem, seen during the inspection, was composed to describe the feelings that would have been aroused during an air-raid.
- \* Key Stage 2 pupils become increasingly aware of the importance of using evidence to substantiate opinions. Investigative and enquiry skills are well developed through the use of a range of stimulating source material and by the good quality displays linked to the history curriculum throughout the school. Very effective cross-curricular links enhance pupils' awareness of the history, culture and traditions of Wales.
- \* Pupils record their learning effectively, writing in a variety of styles and organising their findings systematically. Pupils make good use of ICT tools in both Key Stages to seek further information and to develop independent research and enquiry skills.

### **Shortcomings**

- \* There are no significant shortcomings.

### **Geography**

Standards of achievement are good in both Key Stages.

### **Good Features**

- \* In Key Stage 1, pupils are developing a good spatial awareness and are able to draw simple floor plans of their surroundings in the classroom and in the school. They have good awareness of the differences between life in towns and in rural areas. They use appropriate subject vocabulary when discussing their ideas.
- \* Key Stage 1 pupils make good progress in their study of different forms of travel; they can list the advantages and disadvantages of the increase in different types of transport, such as the car.
- \* Pupils' geographical skills are well developed in Key Stage 1 through their comparisons of their own houses with those in Sweden, Switzerland, desert and swampy areas. They are clearly aware of the impact of climate upon traditional types

of housing.

- \* In Key Stage 2, pupils have a good understanding of co-ordinates and can transfer data from tables into graph form. They have a good understanding of directions and their mapping work shows that they are confident in using and interpreting keys, symbols and scales.
- \* Pupils' ICT skills are well developed by the very good cross-curricular approaches to encourage research and independent learning. Pupils use computer graphics to produce charts and graphs of land use and different occupations. They make good use of spreadsheets to record their learning.
- \* In Years 3 and 4, pupils have good levels of understanding of the features and importance of the River Llwchwr in their locality. They can explain why settlements have grown up at various places on sketch maps, recognising the significance of tracks, streams, hills and rivers in determining where settlements developed. Pupils link these concepts well with their historical knowledge of the building of Weobley Castle on its particular site.
- \* Year 3 and 4 pupils regularly send e-mails to their friends at Glyncollen School in Morriston. They compare details such as class sizes and surroundings with this contrasting area and recognise the most important similarities and differences.
- \* Years 5 and 6 pupils send e-mails to friends in their partnered school in Vienne in France. They can locate Vienne and Lyons in their atlases and successfully recognise the big difference of scale between the area of France and that of Wales. Pupils identify similarities and differences between the environment of Llanrhidian and that of Vienne, and use subject-specific vocabulary accurately when recording their learning.
- \* Year 5 and 6 pupils focus upon the geography of Chembakoli in India. They make useful and valid comparisons of its population, housing, weather, agriculture and industrial developments with their own locality. Pupils collect data carefully and interpret it successfully to arrive at well-judged conclusions which show good reasoning skills. They record their findings in a variety of ways, including graphs, tables and pie-charts.
- \* Pupils use geographical sources of evidence confidently; they extract relevant information from these sources to support their judgements.

### **Shortcomings**

- \* There are no significant shortcomings.

### **Art**

Standards of achievement are good in both Key Stages.

## Good Features

- \* Key Stage 1 pupils achieve good standards in colour mixing, for instance in their studies of fruit and vegetables. They are confident in choosing colours to achieve a desired effect, basing their work effectively on the colours found in nature.
- \* Key Stage 2 pupils make effective use of pencils in exploring ways of making different marks and achieving a range of tones. They confidently use an IT paint program to extend their competence in achieving colourful images linked to their observational drawings.
- \* Very good references to the *Cwricwlwm Cymreig* are made by the study of the mining pictures of Nicholas Evans. Key Stage 1 pupils achieve good standards in their efforts to paint in the style of this artist; they have produced careful and well-crafted charcoal drawings of miners' lamps and have achieved studies which clearly evoke the darkness of the pits and the hollowness of miners' faces as they descend into the dark.
- \* In lower Key Stage 2, very good work using tonal colour in blacks, whites and shades of blue is produced, based on wintry landscapes. Silhouettes of churches, trees and snowscapes are effectively painted and pupils' work is valued by the quality of the display of this exercise.
- \* Year 3 and 4 pupils continue to develop their skills in colour mixing when they study Constable's painting of "The Mill on the Ford". They successfully divide the painting into squares, examine the colours and shapes within the squares and produce carefully crafted work to represent the techniques used by the artist in constructing the painting.
- \* Knowledge and understanding of perspective in architecture and paintings is successfully achieved by lower Key Stage 2 pupils in their investigation into the lines of perspective in the Taj Mahal and in street paintings by Lowry. They show a clear awareness of the need to establish the correct focal point; they recognise that the lines of perspective get wider as they come towards the foreground. Pupils work carefully and neatly in their own representations of the laws of perspective.
- \* Key Stage 2 pupils have good opportunities to work with clay and they are supported in this by regular visits from a local artist. They produce clay tiles portraying aspects of the local environment and their own experience of it; the entrance hall and corridors are enhanced by the very attractive arrangement of these tiles into murals. Good quality work portrays reliefs of the Gower peninsula, daffodils, cricket equipment, books and mathematical symbols.
- \* Year 5 and 6 pupils make very good quality quilted textile panels based on the theme of reflections in water. They plan, design, make and evaluate their compositions very carefully; the process which they follow is well displayed and shows how determined they are to improve the quality of their work. The quilting and sewing techniques employed show the attention which pupils pay to achieving interesting textures; the finished products are of good quality and reflect the extent to which they take pride in the standards of their work.

- \* Regular visits to the Glynn Vivian art gallery enable pupils to examine the techniques used by Welsh artists. They make fruitful links in working with artists in residence like Rita Mitchell.

### **Shortcomings**

- \* There are no significant shortcomings.

### **Music**

Overall, standards in music are very good at both key stages.

#### **Good Features**

- \* Key Stage 1 pupils sing in tune and in time to live music provided by the teacher on guitar and piano. They respond very well, singing from memory.
- \* Singing makes a considerable contribution to the quality of morning assemblies. Pupils sing in tune with clear diction and accurate pitch at both key stages. Pupils sing in two-part harmony to the accompaniment of the piano, and pupils playing recorders and violins. Pupils perform to a very high standard.
- \* Pupils throughout the school listen well and show enjoyment of the music of famous composers. They enjoy different styles of music, such as jazz, folk, etc, and music from other countries in addition to Wales. Good emphasis is placed on the development of appraisal skills.
- \* Younger pupils are able to differentiate between high and low sounds, follow hand signals, and use body parts and percussion instruments to create simple rhythms.
- \* All Key Stage 2 pupils are learning to read music. All are at different stages of learning to play the recorder. The more advanced play accurately, tunefully and with expression. They are developing their music vocabulary and this is evident in their singing and playing.
- \* All Key Stage 2 pupils have the opportunity to sing in the school choir and most do. The choir undertakes many performances in the community and beyond.
- \* A number of pupils benefit from violin tuition; they gain good orchestral experiences when they play with pupils from neighbouring schools in the orchestra at Gowerton Comprehensive.
- \* Pupils have the opportunity to learn to play the guitar during extra-curricular sessions at the school. They play chords accurately and accompany pupils in assembly.
- \* Pupils throughout both key stages have many opportunities to compose music, using stories, poems and artwork as stimuli and are innovative in their use of symbols. Pupils

in Year 5 and Year 6 used a variety of symbols to represent sounds when composing a sound backcloth to reflect atmosphere as part of their history project.

- \* Pupils interest in and respect for excellence in music is fostered by the enthusiasm and significant contributions of the head teacher and staff, and the many musicians invited into school to play for and to work with pupils

### **Shortcomings**

- \* There are no significant shortcomings.

### **Physical Education**

Standards of achievement are good in both Key Stages.

### **Good Features**

- \* Pupils in both Key Stages display appropriate body control in performing warm-up activities.
- \* In Key Stage 1, pupils work well together when using apparatus. They have good motor skills and spatial awareness, planning their movements confidently.
- \* Key Stage 1 pupils perform a range of actions, including running and jumping. They make good progress in co-ordinating their body movements and most can improve their accuracy and control in handling a ball.
- \* Key Stage 2 pupils make good progress in developing their swimming skills; they improve their confidence in the water and, by the end of Key Stage 2, most pupils have achieved a degree of competence.
- \* In Key Stage 2, pupils show good awareness of safety rules; they have an appropriate awareness of space and have good physical control of their movements when transferring their weight to different parts of their bodies.
- \* Key Stage 2 pupils collaborate well in team games, such as hockey. They have a healthy spirit of competition and are keen to contribute their best efforts to ensure their team's success.
- \* Key Stage 2 pupils use equipment effectively to develop their ball control skills and they devise improved ways of controlling the ball, for instance when using hockey sticks. They master new techniques quickly, evaluating their performance and developing more skilful movements. They handle equipment with care.
- \* Standards in games are enhanced by the wide range of sports in which pupils have the opportunity to participate. Soccer, rugby, netball, tennis and cricket give pupils a good variety of experiences. Skills are further developed when the school participates in a number of competitions involving the local community and other schools.

- \* Extra-curricular clubs for sport and dance are well attended and enhance pupils' standards in physical education, especially in Key Stage 2.

### **Shortcomings**

- \* There are no significant shortcomings.

### **Religious Education**

Standards in religious education are good at both key stages.

### **Good Features**

- \* The school follows a broad, balanced programme of study that accords with guidance from the local standing advisory council for religious education. Pupils show interest in and enthusiasm for the subject.
- \* Pupils learn about devotional elements within religion during collective worship that contributes significantly towards their understanding of Christianity and other faiths.
- \* Pupils at both key stages are acquainted with a range of stories from the Old and New Testaments and show good recall in discussion. Older pupils often display understanding of the purpose and meaning of stories and can relate them to their own experiences.
- \* Appropriate knowledge is shown of Christian beliefs, traditions and festivals. Visits are made to local chapels and the church to reinforce learning and enhance understanding. Leaders of local chapels and the local church visit the school regularly and make significant contributions to school assemblies.
- \* Pupils are developing a good understanding of basic elements in Islam. Learning is well supported by artefacts, while in-depth questioning prompts discussion and helps pupils to understand differences and similarities in customs and practices.
- \* Good use is made of circle time to enable pupils to explore their feelings towards others and themselves.
- \* Very good links are made between class work and themes in assemblies. Pupils demonstrate in their attitudes and behaviour that they are absorbing many of the values taught in stories and lessons.

### **Shortcomings**

- \* Opportunities are not always taken for emphasising similarities between various beliefs and practices.

## **8 SCHOOL IMPROVEMENT**

### **8.1 Progress since the Last Inspection**

#### **1. Maintain the present high standards evident during the inspection.**

The school has, since the last inspection, consistently achieved high standards at Key Stage 1 and Key Stage 2. Progress is very good.

#### **2. Review and modify where necessary, the present schemes of work, particularly for English and Science, as identified in the SDP, and incorporate a whole school approach to curriculum planning.**

The school has regularly reviewed the schemes of work for all subjects since the last inspection. The schemes of work are broadly consistent in their approach to the curriculum. The main components are aims, main activities, extension activities, assessment, and resources. The curriculum is approached in two cycles.

Teachers have adopted a consistent whole school approach to curriculum planning. Progress is good.

### **8.2 Key Issues for Action**

The school now needs to:

- \* maintain and improve the good and very good standards achieved by pupils.
- \* review the organisation of children in the early years so that all children have the opportunity to develop independent learning approaches through practical learning activities.
- \* make self-evaluation and development planning more effective by including specific measurable targets, pupil-related success criteria, and rigorous monitoring and evaluation strategies;
- \* continue to develop the monitoring, evaluation and review procedures undertaken by subject leaders, by including teaching and learning, based on clear and well developed criteria, and by ensuring that these procedures result in action plans for prioritisation and subsequent inclusion in the school development plan.
- \* address the other shortcomings identified in the report.

*The inspection team would like to express their warm appreciation of the co-operation, assistance and welcome they received from the head teacher, staff, governors, parents and pupils of the school.*

## APPENDIX A

### Basic Information about the School

Name of School	Llanrhidian Primary School 1
School Type	LEA
Age-Range of Pupils	3 – 11 years
Address of School	Lanrhidian Swansea
Post Code	SA3 1EH
Telephone Number	01792 390181

Head teacher	Mr. John Howell
Date of Appointment	1st March 1982
Chairman of Governors	Mr. Peter Froom
Registered Inspector	Mrs. B.A.Jones
Dates of Inspection	12th – 14th January 2004

## APPENDIX B

### 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	8	19	12	17	15	17	11	11	110

Total Number of Teachers			
	Full-Time	Part-Time	Full-Time Equivalent (fte)
Number of Teachers	4	3	5.4

Staffing Information	
Pupil : Teacher (fte) Ratio (excluding nursery and special classes)	19: 1
Pupil : Adult Ratio in Nursery Class	8 : 1
Average Class Size (excluding nursery)	25.5
Teacher (fte) : Class Ratio	1.35: 1

<i>Percentage Attendance for Three Complete Terms Prior to the Inspection</i>					
	N	R	KEY STAGE 1	KEY STAGE 2	Whole School (excluding nursery)
Term 1	83	90.74	94.88	93.87	93.84
Term 2	85	93.7	95.77	93.94	94.44
Term 3	85	92.48	95.35	93.68	94.04

Number of Pupils Excluded during Twelve Months prior to Inspection	0
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## APPENDIX C

### Results of National Curriculum Assessments

National Curriculum Assessment KS 1 Results: 2003			Number of Pupils in Y2 15					
Percentage of Pupils at Each Level								
			D	W	1	2	3	4
ENGLISH:	Teacher Assessment	School	0	0	0	47	53	0
		National	0	4	14	63	20	0
ENGLISH: Speaking and listening	Teacher Assessment	School	0	0	0	33	67	0
		National	0	3	12	63	22	0
ENGLISH: Reading	Teacher Assessment	School	0	0	0	47	53	0
		National	0	4	14	55	27	0
ENGLISH: Writing	Teacher Assessment	School	0	0	0	67	33	0
		National	0	5	14	69	11	0
MATHEMATICS	Teacher Assessment	School	0	0	0	47	53	0
		National	0	2	11	63	24	0
SCIENCE	Teacher Assessment	School	0	0	0	40	60	0
		National	0	2	10	66	22	0

Percentage of Pupils Attaining at least Level 2 in Mathematics, Science and English (or Welsh as a First Language) according to Teacher Assessment			
In the School:	100%	In Wales:	79%

D Pupils who have been disapplied from the statutory arrangements

A Pupils who were absent from the tests/tasks

W Pupils who are working towards Level 1

National figures relate to 2004.

The majority of seven-year-old pupils are expected to attain Level 2.

National Curriculum Assessment KS 2 Results: 2003								Number of Pupils in Y6: 18						
Percentage of Pupils at Each Level														
			D	A	N	B	W	1	2	3	4	5	6	
English	Teacher Assessment	School	0	0	0	0	0	0	0	0	11	89	0	
		National	0	0	0	0	0	0	1	6	16	45	31	0
	Test/Task	School	0	0	0	0	0	0	0	0	0	11	89	0
		National	0	2	1	1	0	0	0	5	12	38	40	0
Mathematics	Teacher Assessment	School	0	0	0	0	0	0	0	0	28	72	0	
		National	0	2	1	0	0	0	0	4	19	46	30	0
	Test/Task	School	0	0	0	0	0	0	0	0	0	28	72	0
		National	0	2	1	0	0	0	0	4	18	42	33	0
Science	Teacher Assessment	School	0	0	0	0	0	0	0	0	39	61	0	
		National	0	0	0	0	0	0	0	2	13	49	35	0
	Test/Task	School	0	0	0	0	0	0	0	0	0	44	56	0
		National	0	2	0	0	0	0	0	1	9	48	39	0

Percentage of Pupils Attaining at least Level 4 in Mathematics, Science and English (or Welsh as a First Language)			
By Teacher Assessment		By Test	
In the School:	100%	In the School:	100%
In Wales:	71%	In Wales:	70%

- D Pupils who have been disapplied under statutory arrangements from part or all of the National Curriculum
- A Pupils who have failed to register a level because of absence
- N Pupils who have failed to register a level for reasons other than absence.
- B Pupils who have not been entered for tests because they are working outside the levels of the tests
- W Pupils who are working towards Level 1 but have not yet achieved the standards needed for Level 1

The majority of eleven-year-old pupils are expected to attain Level 4.

## **APPENDIX D**

### **The Evidence Base of Inspection**

The inspection was carried out by a team of three inspectors over a period of two and a half days.

- Pre-inspection meetings were held with the head teacher, staff and governing body.
- 22 parents attended a meeting with two inspectors including the Registered Inspector.
- 44 questionnaires were returned, analysed and summarised.
- All documentation submitted by the school was analysed and discussed, including the school development plan, policy and curriculum documents and teachers' planning files.
- Pupils were observed as they arrived and departed from school and during the midday and other breaks.
- At various times during the day, inspectors took the opportunity to talk to pupils and to discuss their work.
- Thirty five lessons or parts of-lessons were observed.
- Pupils were heard reading and were examined in their knowledge and understanding of English, mathematics, science and other subjects.
- A wide range of pupils' written and other work was examined in each class.
- Inspectors discussed pupils' work with class teachers and examined assessment records.
- Discussions were also held with the head teacher, subject leaders and other staff.
- The work of pupils with special educational needs was examined.
- Minutes of meetings and documents relating to the financial management of the school were discussed.
- Budget figures were examined and discussed with the head teacher.
- Attendance and pupil records were inspected.
- Inspectors attended acts of collective worship.

## APPENDIX E

### Composition and Responsibilities of the Inspection Team

Team Member	Subject Responsibilities	Aspect Responsibilities
Mrs. B. A. Jones	Areas of Learning for Children under Five Mathematics Science Design and Technology Information Technology Music Religious Education	The School and its Priorities Main Findings Standards of Achievement in Subjects and Areas of Learning Standards of Achievement in Key Skills across the Curriculum Pupils' Spiritual, Moral, Social and Cultural Development Behaviour and Attitudes Teaching Special Educational Needs Leadership & Efficiency Progress since the Last Inspection Key Issues for Action
Mrs A Newman	English Welsh (as a second language) History Geography Art Physical Education	Main Findings Assessment, Recording and Reporting Curriculum Support and Guidance Self-Evaluation and Planning for Improvement Key Issues for Action
Mrs J. Warr		Main Findings Attendance Partnership with Parents, the Community, Schools and Other Institutions Partnership with Industry Staffing, Accommodation and Learning Resources Key Issues for Action