

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

A Report on the Quality of Education in

**Mayals Primary School
Fairwood Road
Swansea
SA3 5JP**

School Number: 6702076

Date of Inspection: 25th - 27th February 2008

by

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

The inspection of Mayals Primary School took place between 25/02/08 and 27/02/08. An independent team of inspectors, led by Dorothy Morris undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **standard** inspection.

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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Context

The nature of the provider

1. Mayals Primary School is situated on the western outskirts of the city of Swansea and occupies an elevated site overlooking Swansea Bay. There are 152.5 pupils (full-time equivalent) aged between 3 and 11 years on the register. Pupil numbers have decreased over recent years in line with the Local Education Authority (LEA) trends. The school admits pupils to the nursery class on a part time basis following their third birthday.
2. The school is of the view that its natural catchment area is neither prosperous nor economically disadvantaged. Fourteen per cent of the pupils are entitled to receive free school meals; this figure is below the county and national averages.
3. The school admits pupils from the full range of ability. Thirty-three pupils (22%) have been identified as having additional learning needs including five pupils who have a statement of special educational needs. This percentage is higher than the national average.
4. English is the main medium of the life and work of the school and is also the main language spoken in most of the pupils' homes. Welsh is taught as a second language in the school.
5. The school has received the Basic Skills Agency Quality Mark for the third time and has gained both the Green Flag award and the Swansea gold recycling award. The school provides a breakfast club and an after school club for its pupils.
6. The acting head teacher has been in post since September 2007 following the retirement of the previous headteacher. The school was last inspected in March 2002.

The school's priorities and targets

7. The school's main aim is to deliver a broad and balanced curriculum which provides the opportunities to enable pupils to achieve their own potential.
8. The school's main priorities and targets for 2008-2009 include:
 - to develop pupils' literacy, numeracy, and information technology and communications (ICT) skills further;
 - to improve the focus on practical science activities across the school;
 - to develop 'Assessment for Learning' strategies further;
 - to achieve phase 5 of the Healthy Schools Initiative;
 - to continue to prepare for the Foundation Phase.

Summary

9. The school succeeds in establishing a positive ethos for learning within a happy and stimulating environment. Since the last inspection, the school has improved pupils' standards of achievement in many of the subjects inspected and successfully enhanced the quality of the educational provision.
10. The self-evaluation report, produced by the school before the inspection, is a comprehensive document that identifies strengths and areas where improvements are needed. The inspection team agreed with the school's judgements in five of the seven key questions. A lower grade has been awarded to key question three as the inspection team judged that there were too few outstanding features to justify a grade 1. In key question 6, a lower grade has been awarded as aspects relating to this question have shortcomings that require further attention.

Table of grades awarded

Key Question	Inspection grade
1 How well do learners achieve?	Grade 2
2 How effective are teaching, training and assessment?	Grade 2
3 How well do the learning experiences meet the needs and interests of learners and the wider community?	Grade 2
4 How well are learners cared for, guided and supported?	Grade 2
5 How effective are leadership and strategic management?	Grade 2
6 How well do leaders and managers evaluate and improve quality and standards?	Grade 3
7 How efficient are leaders and managers in using resources?	Grade 2

Standards

11. In the lessons inspected, pupils' standards of achievement are as follows:

Pupils' standards of achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	12%	72%	16%	0%	0%

12. The school meets the Welsh Assembly Government (WAG) target for 2010 that the quality of learning assessed by Estyn is grade 3 or better in 98% of classes. In addition, the figures are above the national figures published in the Chief Inspector's latest Annual Report for 2006-2007, which states that standards are reported to be grade 1 and 2 overall in 80% of the lessons inspected. The figures are also higher than the 10% judged as grade 1.

Early years

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

Areas of learning for under-fives

14. In the six areas of learning inspected, the children's standards of achievement are as follows:

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

Grades for standards in subjects inspected

15. In key stage 1 and key stage 2, pupils' standards of achievement in the subjects inspected are as follows:

Subject	Key Stage 1	Key Stage 2
Mathematics	Grade 2	Grade 2
Science	Grade 3	Grade 2
History	Grade 3	Grade 3
Art	Grade 2	Grade 1
Physical education	Grade 1	Grade 1

16. The education the school provides effectively meets the needs and range of pupils. Overall, the pupils, including those with additional learning needs, make good progress in acquiring new skills, knowledge and understanding and achieve their personal targets.
17. In the National Curriculum assessment tasks at the end of both key stages in 2007, pupils' attainments according to teachers' assessments in English, mathematics and science are above the national and county averages. When compared with similar schools in Wales, on the basis of free school meals, the pupils' attainments are in the upper 50% in each subject except science in key stage 2, which is in the lower 50%. Over a three year period, pupils' attainments overall in key stage 1 are more uneven when compared with similar schools and range from the lower 50% to the upper 25%. In the same period, pupils' attainments overall in key stage 2 are consistently in the upper 25% of similar schools.
18. The Early Years children make good progress in developing their listening, speaking, early reading, writing, numeracy, and information and communication technology (ICT) skills. The children settle well into school routines and apply their learning skills effectively and confidently in their work.
19. In both key stages, good features outweigh shortcomings in pupils' standards and progress in the key skills of literacy, numeracy and ICT. In both key stages,

pupils develop and apply their literacy skills well across the curriculum. Pupils make appropriate use of their numeracy and ICT skills in aspects of their work and the best work is of a good standard. In general, however, pupils do not develop and improve their numeracy and ICT skills progressively across the school.

20. Pupils' moral, social and cultural development is good. Pupils' spiritual development is more uneven. In the daily acts of collective worship, pupils discuss social and moral issues effectively. However, they do not reflect sufficiently on spiritual matters.
21. Pupils show a good awareness of equal opportunity issues. Pupils understand that everyone should be treated fairly and demonstrate respect for the diversity of beliefs, attitudes and cultural traditions within society.
22. Pupils show good development in their personal and social skills, and in their ability to work together. They welcome visitors warmly to their school and are courteous when speaking with adults.
23. Pupils' bilingual competence has good features that outweigh shortcomings. Pupils communicate readily in English and are developing a basic vocabulary and language patterns in Welsh. Pupils have a good awareness of Y Cwricwlwm Cymreig (the Welsh Curriculum) through their studies in subjects such as history, geography and art.
24. Pupils have a good awareness of sustainable development and global citizenship. They are aware of the problems of litter and pollution and how they impact on the environment. They are very proud of their school and the local area and want to contribute to the care and development of their surroundings. Pupils also demonstrate a good understanding of a healthy lifestyle.
25. Older pupils are aware of their personal targets for improvement and the more able pupils can discuss well their particular strengths and weaknesses. In general, however, pupils' ability to understand what they need to do to improve the standard of their work is insufficiently developed. This aspect has been appropriately identified by the school for further development.
26. Most pupils' attitudes to their learning and the interest they show in their work are good. In the best practice, pupils' ability to work independently is developing well as demonstrated in subjects such as science in key stage 2. A minority of the pupils relies on teachers' support to complete many of their tasks.
27. Pupils' behaviour is good and most pupils have a clear understanding of what is expected of them.
28. Pupils' knowledge of their own community is good. Visits to places of educational interest and involvement in local activities effectively broaden their understanding of their own community. Visits, and the contribution of visitors from the community, successfully develop their awareness of people's jobs and offer an effective insight into the world of work.
29. Attendance rates average 94% over the previous three terms. These rates are above local and national attendance rates for pupils of primary school age. Most pupils arrive at school on time and punctuality during school hours is good. Pupils' attendance is carefully recorded.

The quality of education and training

Grades for teaching

30. In the lessons inspected, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
7%	73%	20%	0%	0%

31. The school meets the WAG target for 2010 that the quality of teaching assessed by Estyn is grade 2 or better in 80% of classes. These figures are also above the national findings reported in the Chief Inspector's Annual Report for 2006-7, which notes that the quality of teaching is grade 1 and grade 2 overall in 80% of lessons inspected. However, they are below the 14% which was judged as grade 1.
32. The good relationships between teachers and pupils facilitate effective learning and create a positive work ethos in all classes.
33. The good and outstanding teaching includes characteristics such as teachers' high expectations, activities that consistently extend pupils' learning, skilled questioning, and good use of a variety of learning resources. Where the teaching is less effective, there is insufficient focus on subject knowledge and skills within the lessons, and there are too few opportunities for pupils to use their ICT skills to support their learning.
34. Teachers assess pupils' achievements and progress accurately and regularly and in the best practice there is good use of the information gained in future planning. Overall, however, assessment outcomes are not consistently used to plan future teaching and learning. The annual reports to parents conform to statutory requirements but do not always provide sufficient guidance on what pupils need to do to make further progress.
35. The school provides a broad, balanced curriculum that encompasses the National Curriculum, the Desirable Outcomes for Children's Learning and religious education. There is good provision to ensure that pupils acquire the necessary basic skills, but the planning to ensure the progressive development of the pupils' key skills, particularly numeracy and ICT, across the curriculum lacks sufficient structure.
36. Overall, the range of learning and curricular experiences provided successfully promotes pupils' spiritual, moral, social and cultural development. Nevertheless, the sessions of collective worship do not provide pupils with sufficient opportunities for personal reflection to enhance their spiritual development.
37. The school's partnerships with parents, other schools, institutions and the local community are good and enrich pupils' learning experiences. Parents and friends give freely of their time to support school activities, accompanying pupils on educational visits and in fund-raising for the school.
38. The quality of the pastoral care, support and guidance offered to pupils is good. This is an inclusive school which gives good attention to pupils' well-being. There are clear policies and procedures relating to health and safety including fire prevention and first aid. Supervision at playtimes is good and risk assessments

are undertaken prior to trips and visits. There is a suitable policy for child protection and all staff are aware of its guidance.

39. Provision for pupils with additional learning needs is good and meets the requirements of the Code of Practice. In classes, and during withdrawal sessions, teachers and experienced support staff offer pupils good support.

Leadership and management

40. The school is well led and managed by the acting headteacher. Clear aims and values, which promote equal opportunities for all, are well reflected in the positive ethos that permeates the life and work of the school. The school functions daily as an orderly community.
41. All members of staff work well together. There is a strong sense of mutual support in order to further pupils' educational development and achievements.
42. The school improvement plan clearly sets out the school's priorities with agreed time scales, costings and success criteria. The budget is managed with care and expenditure is closely matched to the school's targets. However, the targets do not fully reflect the findings of the self-review process and are not sufficiently linked to raising standards.
43. The acting headteacher is developing the self-evaluation programme further and there is a clear commitment among the staff and governors to raising standards and improving the quality of provision further. The monitoring of the subjects by the curriculum co-ordinators, however, does not focus sufficiently on the standards pupils achieve.
44. The governing body is very supportive, well-informed and fully involved in the life of the school. Governors help to set the school's strategic direction and their role in monitoring the quality of provision and pupils' standards of achievement is developing appropriately.
45. The school has addressed most of the key issues identified in the previous inspection report. In areas, such as the monitoring of standards and teaching, the school recognises the need for further progress.
46. The management and use of resources is good. There is a good complement of suitably qualified and experienced teachers and support staff to carry out the work of the school. There is good investment in resources and equipment. They are of good quality and are used effectively.
47. Overall, the quality of the accommodation is satisfactory and good use is made of the available space. An exception is the demountable classroom for Year 2 pupils. The school has been proactive with physical improvement. The caretaker has undertaken external painting and a group of parents, governors and teachers have undertaken the painting of corridors and the foyer. The internal learning environment is enhanced by good quality displays around the school with a good range of pupils' work.
48. The headteacher and finance sub-committee regularly review and monitor expenditure enabling the school to provide good value for money.

Recommendations

In order to improve further, the school needs to:

- R1. continue to raise standards in science in key stage 1 and history in both key stages;
- R2. strengthen curriculum planning and assessment further to ensure continuity and progression in pupils' learning in all subjects*;
- R3. extend the opportunities for pupils to develop their numeracy and ICT skills across the curriculum*;
- R4. continue to develop self-evaluation procedures and extend the role of subject co-ordinators in monitoring pupils' standards of achievement;
- R5. offer pupils more opportunities for personal reflection to foster their spiritual development.

*(The school has included the recommendations marked with * in its improvement plan.)*

The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

Standards

Key Question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

49. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
50. In the lessons inspected, pupils' standards of achievement are as follows:

Pupils' standards of achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	12%	72%	16%	0%	0%

51. The school meets the WAG target for 2010 that the quality of learning assessed by Estyn is grade 3 or better in 98% of classes. In addition, the figures are above the national figures published in the Chief Inspector's latest Annual Report for 2006-2007, which states that standards are reported to be grade 1 and 2 overall in 80% of the lessons inspected. The figures are also higher than the 10% judged as grade 1.

Early Years

52. The overall quality of the educational provision for the under-fives is appropriate to their needs and successfully promotes the Desirable Outcomes for Children's Learning. Baseline assessments and school data indicate that children's attainment on entry ranges from average to good.

Standards in areas of learning for under-fives

53. In the six areas of learning inspected, the children's standards of achievement are as follows:

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

Grades for standards in subjects inspected

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

Subject	Key Stage 1	Key Stage 2
Mathematics	Grade 2	Grade 2
Science	Grade 3	Grade 2
History	Grade 3	Grade 3
Art	Grade 2	Grade 1
Physical education	Grade 1	Grade 1

55. The majority of pupils, including pupils with additional learning needs, make good progress in gaining new skills, knowledge and understanding and achieve their personal targets.
56. In the National Curriculum assessment tasks at the end of both key stages in 2007, pupils' attainments according to teachers' assessments in English, mathematics and science are above the national and county averages. When compared with similar schools in Wales, on the basis of free school meals, the pupils' attainments are in the upper 50% in each subject except science in key stage 2, which is in the lower 50%. Over a three year period, pupils' attainments overall in key stage 1 are more uneven when compared with similar schools and range from the lower 50% to the upper 25%. In the same period, pupils' attainments overall in key stage 2 are consistently in the upper 25% of similar schools.
57. In key stage 1, the percentage of pupils attaining level 3, the highest level, is above the national averages in all subjects. In key stage 2, the percentage of pupils attaining level 5, the highest level, is below the national averages in all subjects.
58. Teachers' assessments indicate variations between the performance of boys and girls in most years, but no clear pattern emerges. The school is aware of these factors and is targeting its teaching support and grouping strategies with increasing effectiveness.
59. Early Years children make good progress in speaking, listening, early reading, writing, numeracy and using ICT skills. The development of their personal and social education skills, and their learning skills, is also good.
60. In both key stages, good features outweigh shortcomings in pupils' use of their literacy, numeracy and ICT skills across the curriculum. The majority of pupils listen well and most pupils respond effectively in group and whole-class discussions. In both key stages, pupils make appropriate use of their reading skills to gather information, and they write for a good range of purposes across the subjects. The best work is of a good standard.
61. In both key stages, pupils generally apply their numeracy skills appropriately in other subjects and the best work is of a good standard. Pupils use ICT skills for a variety of purposes in different subjects and aspects of learning. The best work in key stage 2 is of a good standard where pupils make extensive use of the Internet, for example, to gather information on a range of topics. Overall, pupils do not develop and improve their numeracy and ICT skills progressively across the school.
62. Pupils' bilingual competence has good features that outweigh shortcomings. Pupils communicate readily in English and are developing a basic vocabulary and language patterns in Welsh. Pupils respond appropriately to instructions and greetings but lack confidence in speaking in Welsh during informal situations during the school day.
63. Pupils have a good awareness of Y Cwricwlwm Cymreig through their studies in subjects such as history, geography and art. In discussion with pupils, they demonstrate a genuine respect for other faiths and cultural traditions within society and feel strongly that everyone should be treated equally, fairly and with respect.

64. Pupils' personal, moral, social and wider development is good. The supportive relationships that pupils enjoy with staff, the sensitive moral content of collective worship and the high priority given to the development of social skills through the personal and social education programme enables them to develop a secure set of moral and personal values to guide them. Pupils generally co-operate willingly when working in pairs and groups. In the best practice, pupils organise group activities fairly, ensure that everyone contributes, and help and support each other well.
65. Pupils' spiritual development is more uneven. Through the curriculum, pupils reflect successfully on poetry, artwork and the natural world. Pupils' ability to reflect on spiritual matters, however, is less well developed.
66. Most pupils' attitudes to learning, and the interest they show in their work are good. In the best practice, pupils' capacity to work independently is developing well, as demonstrated in Early Years classes and in subjects such as art in both key stages. At times, however, pupils rely heavily on adult support to assist them with their tasks.
67. In the best practice, pupils' skills in problem-solving are developing well, for example in science in key stage 2. Pupils increasingly apply their thinking and learning skills to good effect in their work across the curriculum. Pupils show good development in their creative skills throughout the school.
68. Older pupils are aware of their personal targets and the more able pupils can discuss well the general strengths and weaknesses of their work. Younger pupils can talk sensibly about what they enjoy. Overall, pupils' ability to evaluate their work and to identify what they have to do to improve is insufficiently developed. This aspect has been appropriately identified by the school as an area for further development.
69. Pupils make good progress regardless of their social, ethnic or linguistic background. Pupils of all abilities benefit from the additional support that they receive and make steady progress towards fulfilling their potential and moving on to the next stage of their learning.
70. Pupils' behaviour is good. Most pupils understand what is expected of them with regard to behaviour and they understand the need for school rules, which they perceive as fair. Pupils are polite, courteous and relate well to staff, to visitors and to each other.
71. Through educational visits and the contribution of expert visitors, pupils have a good awareness of people's work and businesses in the locality. Good features outweigh shortcomings in the development of pupils' entrepreneurial skills. Pupils run the school's healthy eating tuck shop and organise and manage stalls at the Christmas and summer fairs for example. This aspect has been appropriately identified by the school as an area for further development.
72. The school is successful in preparing pupils to take an active role in the life and work of the local community. Pupils make good use of the community as a learning resource and they regularly serve the community by supporting a range of environmental, cultural and charitable projects.

73. Attendance rates for the past three terms average 94% and instances of unauthorised absence are minimal. These rates are above local and national attendance rates for pupils of primary school age.
74. Pupils are punctual and keen to attend school; registration is conducted efficiently and lessons start promptly. The school complies with all attendance requirements set out by WAG.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

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

76. In the lessons inspected, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
7%	73%	20%	0%	0%

77. The school meets the WAG target for 2010 that the quality of teaching assessed by Estyn is grade 2 or better in 80% of classes. These figures also match the national findings reported in the Chief Inspector's Annual Report for 2006-7 which notes that the quality of teaching is grade 1 and grade 2 overall in 80% of lessons inspected. However, they are below the 14% which was judged as grade 1.
78. Teachers have a good knowledge of the NC subjects, religious education, the Desirable Outcomes, and of the common requirements.
79. The provision to promote pupils' bilingual competence has good features that outweigh shortcomings. There is a secure focus on developing pupils' language skills in English. Across the school, teachers make appropriate use of incidental Welsh in a range of lessons and activities. In the best practice, for example in physical education lessons in key stage 2, teachers make highly effective use of Welsh vocabulary in their teaching. There is also good planning and provision to develop Y Cwricwlwm Cymreig within a good number of subjects and aspects of the curriculum.
80. The good relationships between teachers and pupils facilitate effective learning and create a positive work ethos in all classes. All the staff treat the pupils equally, irrespective of their gender, race or ability.
81. Lessons are planned with clear objectives and include a range of teaching strategies and a variety of resources to secure the active engagement of pupils in the learning experiences provided. Classroom assistants and support staff are well deployed to support pupils' learning.
82. In the best practice, teachers cater effectively for the differing learning needs of their pupils. Overall, however, learning tasks do not always present the pupils, particularly the more able, with sufficient challenge. Short term planning clearly

identifies the learning objectives for each lesson but does not reflect the necessary differentiation for the wide range of ability within most classes.

83. The features of the outstanding teaching include:
- teachers' high expectations of pupils and the consistent challenge provided in all aspects of learning;
 - highly effective teaching approaches that motivate pupils to become confident learners; and
 - excellent teacher/pupil interaction that enables pupils to explore issues in increasing depth.
84. The features of the good teaching include:
- well-structured lessons with clear learning objectives that are shared with pupils;
 - clear explanations with good links being established with previous learning;
 - positive feedback and support for all pupils; and
 - good pace that maintains pupils' interest and involvement in their learning.
85. The most common shortcomings in the teaching include:
- insufficient focus on subject knowledge and skills within the lessons;
 - lack of pace to the teaching and learning; and
 - insufficient opportunities for pupils to use their ICT skills to support their learning.
86. The school's assessment, recording and reporting procedures have good features that outweigh shortcomings. Teachers use a range of methods to assess pupils' achievements and progress accurately and regularly. In the best practice, there is good use of the information gained from these procedures in future planning. Overall, however, assessment outcomes are not used consistently when planning future teaching and learning across all abilities.
87. The school's procedures meet statutory requirements. The baseline assessment is correctly implemented and national assessments are reported to parents at the end of both key stages. There is a thorough assessment, recording and review of the needs of pupils with additional learning needs.
88. Pupils' needs are identified early and appropriate action taken to provide support. In the Early Years, baseline assessment provides initial information, and on-going daily assessment is detailed and directly informs future planning. Teachers evaluate all lessons with the support staff and the future learning needs of groups and individuals are identified and appropriate teaching strategies agreed.
89. In both key stages, a wide range of assessment information is gathered throughout the school through standardised tests and end of key stage teacher assessments. However, there is some inconsistency in the record keeping and no clear structure to ensure that the analysis of information is used to group children appropriately or to provide suitably differentiated work.
90. There are current portfolios for all subjects containing photographs and levelled, annotated pupils' work. These have been recently compiled both in school and in workshop sessions with local schools. This collaborative approach strengthens the moderation and standardisation process of pupils' standards of achievement. The school has begun to use this useful resource to help staff assess standards of achievement more accurately and with greater consistency.

91. In line with the school's marking policy, pupils' work is marked regularly with encouraging comments and suggestions for improvement. All pupils have individual target books for language and mathematics. These are reviewed termly, but the targets are sometimes too long-term and general to give pupils specific guidance on how to improve their work.
92. Pupils are encouraged to evaluate the standard of their own work. Every term through discussion, pupils and staff choose three samples of work for their individual 'Lighthouse Folder'. This compiles an informative record of progress and development that is presented to pupils when they leave the school.
93. Parents and carers have opportunities to discuss progress during the parent/teacher meetings that are held twice a year. Parents of pupils with additional learning needs are invited to meetings each term to review their children's individual education plans and agree new targets.
94. Annual reports to parents meet statutory requirements and include information on pupils' attainments and aptitude in all National Curriculum subjects, religious education and personal and social education. However, they do not provide comments on strengths and weaknesses, and areas for improvement in each subject.

Key Question 3: How well do the learning experiences meet the needs and interests of the learners and the wider community?

Grade 2: Good features and no important shortcomings

95. The findings of the inspection team do not match the judgement of grade 1 made by the school in the self-evaluation report as insufficient outstanding features were identified.
96. The school provides equal access to a broad and balanced curriculum and is successful overall in meeting pupils' learning needs and interests. The school is inclusive and provides pupils of all abilities and social and economic backgrounds with full access to the curriculum.
97. There are policies and schemes of work in place for all National Curriculum subjects and religious education but a few are not detailed enough to ensure continuity and progression through the school. The school is aware of this and is currently updating its schemes of work.
98. The overall quality of educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning. Children in the Early Years classes enjoy a curriculum rich in investigative and creative experiences in both the indoor and outdoor classrooms, and all the staff enthusiastically embrace the philosophy of the Foundation Phase.
99. There is a strong emphasis on developing pupils' basic skills and the school has gained the Basic Skills Quality Mark for the third time. Planning for the development and application of the key skills across the curriculum, however, is not sufficiently structured. This limits pupils' opportunities to develop and improve their numeracy and ICT skills progressively in a wide range of curriculum areas. In practice, literacy skills are generally developed well across the curriculum.

100. Provision for pupils' personal, moral, social and cultural development is good. Policies and schemes of work, which reflect national requirements, are in place for personal and social education. Pupils develop a good set of values, understand how to behave and have a clear sense of right and wrong.
101. Overall, the range of learning and curricular experiences provided successfully promotes pupils' spiritual development. There are daily acts of worship, sometimes led by local clergy, which effectively address social and moral issues. However, they do not offer sufficient opportunities for reflection that would enhance pupils' spiritual development.
102. 'Y Cwricwlwm Cymreig' fully meets current requirements and is effective in promoting pupils' awareness of the history, culture and traditions of Wales and the locality. Very good use is made of the local natural environment; there is regular participation in community events. Pupils have been successful in many locally organised competitions and visitors from the locality are invited to school to share their experiences and expertise, all reinforcing pupils' interest in and an understanding of their Welsh heritage. Through a number of homework projects, the pupils have produced a wide range of imaginative models and artwork for the annual St David's Day eisteddfod. The Welsh language features in displays throughout the school and incidental Welsh is used throughout the day.
103. The school's partnerships with parents, the local community, other schools and higher education institutions are good. Parents are supportive of the school and value the ready access they have to the headteacher and staff. Communication with parents is well established and effective, and the home/school agreement has been well received by most parents.
104. In the pre-inspection meeting with parents, and in the questionnaires returned to the inspection team, nearly all parents express high levels of satisfaction with the quality of education provided by the school and the good support and guidance offered to their children. Parents and friends give freely of their time supporting school activities, and accompanying pupils on educational visits for example. The Parent Teacher Association (PTA) makes a very good contribution to the life and work of the school, organising many social and fund-raising activities that enhance links with the local community.
105. There is good liaison with the partner primary schools and the receiving secondary school with well-established transition links including joint training events. The sharing of information and a series of staff and pupil visits ensures the smooth transition of pupils and effective and early awareness of pupils' individual needs. The school has developed productive partnerships with several institutes of higher education and provides training facilities for students. Students are carefully mentored and well supported by staff, and they make a positive contribution to the life and work of the school.
106. There are good links with the community through the school's many contributions to local life. The historical and geographical features of the locality feature prominently in the teaching and learning. There is valuable support between the community and the school including a strong link with the Mumbles Development Trust.
107. The school acts in a sustainable way and develops pupils' awareness and understanding of sustainable development well. The school has gained the

Green Flag award and the Swansea gold recycling award. Pupils are enthusiastic about their environmental work.

108. The school is part of the healthy schools programme and pupils are aware of the importance of a balanced diet and a healthy lifestyle. Year 6 pupils run a fruit tuck-shop and following representation from the ECO committee 'Fair Trade' is acknowledged in purchasing choices.
109. The school broadens and enriches pupils' experiences through a variety of activities, including off-site provision. Educational visits and the expertise of members of the local community make a positive contribution to pupils' learning in a number of subject areas. Older pupils have good opportunities for residential experiences, effectively linked to studies across the curriculum. Pupils benefit from extra curricular sport activities and there are successful and popular breakfast and after-school clubs that ensure a positive start to the day and further promote pupils' social skills.
110. The school effectively promotes pupils' appreciation of other cultures and their awareness of global citizenship through the curriculum and by developing links with other countries. The school has hosted visitors from France, for example.
111. The school's provision for work related education is good and teachers suitably address the vocational aspect of the personal and social education programme. Through their visits to a variety of retail and commercial sites, pupils are gaining an understanding of the variety of work undertaken in their locality and further afield. The school has developed positive partnerships with local businesses and relevant agencies, particularly Careers Wales (West) which has provided training courses for staff. No teachers have recently undertaken a relevant industrial or business placement.
112. Good features outweigh shortcomings in the development of pupils' entrepreneurial skills and the school recognises that there is scope for the further development of the skills pupils need to support economic development. Pupils help run the school's healthy eating tuck shop and organise and manage stalls at the Christmas and summer fairs for example. Opportunities to become involved in more extended enterprise activities are less well developed.
113. The school is successfully laying the foundations for lifelong learning and community regeneration through aspects such as developing pupils as confident learners, the breadth and quality of the learning opportunities offered, the attention to health education, and the focus on the importance of community links.

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

Grade 2: Good features and no important shortcomings

114. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
115. The school is friendly and supportive of all its pupils and pastoral care is a high priority. There are good partnership arrangements with parents, carers and outside agencies that ensures the effective social development and welfare of all the pupils. The acting headteacher and staff have a good knowledge of their pupils and the close and harmonious working relationships of all staff members are a particular strength of the school.

116. The school functions well as an inclusive, supportive community. Pupils are valued highly by staff. They feel that they are in a secure and happy environment and indicate that they readily approach staff who treat them with consideration and kindness. The high level of care, support and guidance of all pupils is a constant feature within the school.
117. The school works effectively in partnership with parents. The school's open door policy allows parents daily opportunities to discuss issues. More formal arrangements allow parents to meet with staff to discuss their child's progress with teachers. Teachers encourage parents to be partners in the education of their children.
118. Procedures for induction and transition are good. Well-established induction procedures ensure that children settle well into the nursery and feel safe and secure. There are systems that ensure information is shared between the home, the playgroup and the school. There are visits prior to entry, including the Teddy Bears' Picnic, that ensure that pupils and parents feel secure and are well prepared. Arrangements to support pupils to transfer smoothly to the secondary school are effective.
119. There is effective policy and practice on health and safety, and first aid. Risk assessments are carefully assessed prior to school visits and trips. Suitable procedures are in place for dealing with appeals and complaints.
120. Child protection procedures are in place and training has been provided for all staff and governors. It also forms part of the school induction process for staff.
121. The quality of personal support and guidance provided for pupils is good. A revision of the personal and social education scheme of work has successfully extended the learning opportunities across the curriculum. Daily routines encourage pupils to take responsibility for their own actions and to respect the views of others. The school peer patrol, Eco committee and school council make a significant contribution to this aspect of provision.
122. The school successfully encourages and enables pupils to be healthy, promoting regular exercise and a healthy diet. Water and fruit are available, and fresh fruit and vegetables are always provided with school lunches.
123. The school monitors pupils' punctuality and attendance well. Registration periods are administered appropriately and correctly, with attendance, absence and punctuality being monitored closely.
124. The behaviour policy and positive behavioural strategies are adhered to consistently by all the staff. Pupils behave well, understand what is expected of them and know that unacceptable behaviour will be sanctioned. Weekly recognition assemblies acknowledge effort, attainment and improvement and pupils can gain points for their Houses. There are regular opportunities for pupils to take responsibility including 'Helpwr y dydd' (today's helper), and the playground patrol demonstrates sensitivity and practical support for younger or insecure pupils.
125. The school council works effectively and actively contributes to the decision making process within the school. It consists of two elected members from each class. They have been well prepared for their task and have visits from members of the local community council. Councillors undertake their role seriously and act

- responsibly. They have been proactive in suggesting and implementing improvements to the school building and outside environment.
126. The provision for additional learning needs is good and fully complies with The Code of Practice. Pupils with additional learning needs make good progress relative to their age and stage of development.
 127. The school has 39 pupils on the additional learning needs register. All of these pupils have the benefit of an individual education plan which appropriately itemises strengths, needs, teaching and general strategies, and targets. There are regular reviews of the individual education plans but they do not contain short-term specific targets which would make them more effective. The statutory provision itemised within the statements of educational need is being met.
 128. Teachers regularly monitor pupils' development and there are effective procedures for the early identification of pupils with additional learning needs. There is good support from a range of outside agencies which is acknowledged by the school.
 129. The additional learning needs co-ordinator is in post for nine hours per week. She works closely with all staff, is well organised and offers effective support and leadership. The designated governor for additional learning needs has a good understanding of the school's provision and ensures that funding is spent on their needs.
 130. The school has ten learning support assistants/teaching assistants. Three assistants work in one to one situations with pupils who have a statement of educational need. The other assistants are allocated to classes and areas of learning to maximise their support of pupils. They fully understand their roles within the school and make a significant contribution to pupils' learning. This is a particular strength of the school.
 131. There are effective strategies for pupils with behavioural problems. Individual behavioural plans are prepared and the school has access to a behavioural support teacher.
 132. There are two pupils who are 'looked after' by the LEA. Communication and links between the relevant agencies are good. Support for the eight pupils for whom English is an additional language is effective and pupils make good progress.
 133. There are effective policies and provision to ensure equal opportunities, accessibility and inclusion. All aspects are evident in the working practices of the school. A Disability Equality Scheme and action plan have been prepared. The school's race equality policy meets current requirements. There is a high respect for diversity, and gender equality is operative in all aspects of school life.

Leadership and management

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

Grade 2: Good features and no important shortcomings

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

135. The acting headteacher's management is purposeful and offers the school a clear sense of direction. His effective leadership ensures that the school's core aims, values and objectives are actively promoted. Pupils feel valued and have an equal opportunity to succeed regardless of ability, race or gender.
136. There is a common sense of purpose amongst all school staff and governors to provide the best for the pupils. This is reflected in high ideals for pupils' well-being and the fulfilment of their potential.
137. The acting headteacher is clear about the future direction of the school to ensure further improvement. Areas for review and development are clearly recorded in the school improvement plan and self-evaluation report. Whole school policies have been updated and new policies formulated. These are known and implemented by staff.
138. The school takes good account of national initiatives including projects on developing pupils' understanding of a healthy lifestyle, sustainable development and global citizenship. These activities contribute effectively to raising pupils' awareness of environmental, health and global issues and impact effectively on their personal and social development. The school focuses well on issues concerning the imminent introduction of the new Foundation Phase.
139. The school plays a full role in local priorities and partnerships. It works effectively with catchment primary and secondary schools on curricular developments and link activities.
140. Performance management procedures are well-established and meet national requirements. The arrangements include focused staff appraisals which set achievable personal targets for each staff member. There is an increased focus on linking the professional development needs of the staff to relevant training opportunities.
141. There are appropriate processes in place to set challenging but realistic targets for pupils at the end of the key stage. The targets are based on the likely performance of each pupil. Most pupils achieve and on occasion exceed their targets.
142. The governing body is very supportive and closely involved in the life of the school. Members fully understand their roles and responsibilities and contribute effectively to strategic planning, including the management of the school budget. Their professional experience and expertise are well utilised.
143. Governors are well informed about the work of the school through written and oral reports provided by the acting headteacher and curriculum leaders, including analyses of assessment and monitoring outcomes. Members demonstrate a good understanding of the school's progress in achieving its targets.
144. Experienced governors take on specific responsibilities and visit the school to meet with relevant staff as part of their general monitoring role. They are informed of policy and practice, and feedback to the full governing body. Subject co-ordinators also make useful presentations to the governing body on curriculum developments in their specific areas of responsibility. The school has appropriately identified this area for further development.

145. The governing body meets regularly and fulfils its regulatory and legal responsibilities. School policies and documentation give good attention to statutory requirements.

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

Grade 3: Good features outweigh shortcomings

146. The findings of the inspection team do not match the judgement of grade 2 made by the school in its self-evaluation report. The monitoring of the subjects by co-ordinators is not yet consistently developed and lacks sufficient focus on monitoring pupils' standards of achievement.
147. The process of self-evaluation and planning for improvement is developing well. Since his recent appointment, the acting headteacher has established a sound culture of self-evaluation involving all staff and is inclusive of the views of all stakeholders.
148. Good use is made of the analysis of a wide range of assessments and test results including baseline and end of key stage teacher assessments. The governing body is fully aware of benchmark statistics.
149. Co-ordinators use a range of strategies to monitor their subjects and some have presented reports to staff and governors. However, the evaluation lacks the rigour to provide accurate information on the standards achieved. This hinders the process of identifying priorities for improvement.
150. Samples of pupils' work are included in good quality subject portfolios for all National Curriculum subjects and the areas of learning in the Early Years. These have been compiled recently and the levelled, annotated work encourages staff to discuss and reflect on standards and consistency across the school.
151. The school improvement plan is a detailed document outlining the school's current priorities with agreed time scales, costings and success criteria. However, the targets do not fully reflect the findings of the self-review process and are not always sufficiently linked to raising standards.
152. The self-evaluation report produced by the school before the inspection is a comprehensive document that clearly identifies strengths and areas for development. It is supported by a good evidence base. The inspection team agreed with the judgements made by the school in five of the seven key questions. A lower grade was awarded to key question three as the inspection team judged that there were too few outstanding features to justify a grade 1. In key question 6, a lower grade was awarded as aspects relating to this question have shortcomings that require further attention.
153. The school has made good progress since the last inspection successfully addressing most of the key issues identified in the previous report. The monitoring of standards and teaching is still not sufficiently established but appropriate systems are now in place to address this aspect further.

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

Grade 2: Good features and no important shortcomings

154. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
155. The school employs an appropriate number of qualified and experienced teachers to deliver a broad and balanced curriculum. Teachers successfully create a stimulating learning environment and approach their work with enthusiasm
156. Overall, the deployment of teachers is effective. The Year 5/6 class and Year 4/5 class have disproportionate pupil numbers. The bigger class has a very wide ability range creating a challenging teaching situation. There are historical reasons for the composition of these classes and the acting headteacher is very aware of the needs of older key stage 2 pupils and ensures that there is ample adult support for group activities. There are plans in place to reorganise the classes for the next academic year.
157. There is effective deployment of support staff who make a good contribution to all aspects of school life. The school secretary makes a valuable contribution to the organisation and smooth running of the school. All members of the ancillary staff demonstrate clear commitment to the school and pupils.
158. Staff professional development is well organised. Training is matched to priority areas in the school improvement plan and to the individual staff targets for improvement.
159. At present there is an acting headteacher at the school, and the role of the deputy head is shared between two senior members of staff. A new headteacher will be appointed for September 2008. There are good arrangements in place for providing planning, preparation and assessment time for staff and these contribute well to extending the curriculum offered to pupils. Statutory requirements are met, and resources are managed efficiently.
160. Overall, the accommodation is satisfactory and good use is made of the available space. An exception is the demountable classroom for Year 2 pupils. There is a good internal learning environment but the fabric of the building is not of a satisfactory standard. There is an annual review of the use of space in relation to class sizes and needs of the pupils. The school has been proactive with physical improvement. The caretaker has undertaken external painting and a group of parents, governors and teachers have undertaken the painting of corridors and the foyer.
161. The school has improved its external environment effectively with several pupil friendly areas. The school has a well-used rugby field. The internal learning environment is enhanced by good quality displays around the school with a good range of pupils' work.
162. Overall, there is a good range of resources to support the curriculum; they are appropriate for different needs and the age-range. The acting headteacher and governing body have identified key areas from the school improvement plan for priority funding. There has been good investment in resourcing curriculum areas that were recognised as being under resourced. Examples include a new core mathematics scheme and additional interactive whiteboards. New furniture and

carpeting have recently been purchased and have enhanced several areas. There are plans for a rolling programme to continue this development.

163. There is a good structure for organising resource spending. The more recent school spending has benefited from thoughtful consideration of competing priorities and has been well managed. The thoughtful processes involved in the identification of areas for spending, the overall progress of pupils and the good leadership of the acting headteacher ensures that the school offers good value for money.

Standards achieved in subjects and areas of learning

Under 5s

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

Language, literacy and communication skills

Grade 2: Good features and no important shortcomings

Good features

165. Children listen well in class and group sessions and can talk about what they have heard and seen. They listen to stories in English and Welsh and use them as a stimulus for play. They can discuss their involvement in activities and can state preferences and offer opinions. Older children describe events in increasing detail using a good range of appropriate vocabulary. They talk confidently to their peers, staff and visitors.
166. Children's early reading skills are developing well. Children enjoy looking at books and understand that some contain stories and rhymes and others provide information. They can retell familiar stories with good expression and will discuss the actions and behaviour of different characters. Younger children can recognise the initial sound of their name and some letters, and older children can read words and simple text.
167. Children respond positively to the many opportunities to write and are confident to make marks on paper. They compose freely with an adult acting as scribe. They engage in emergent writing activities with brushes and chinks outside, and choose from a range of writing implements in the role play areas to write lists, postcards and bills. They develop the motor skills necessary for writing by engaging in the 'Write Dance' programme, using a variety of media and moving to music. Older children demonstrate good control and letter formation.

Shortcomings

168. There are no important shortcomings

Personal and social development

Grade 2: Good features and no important shortcomings

Good features

169. Children behave well and show respect and care for one another. They understand the simple class rules, and learn to take turns and listen in circle time activities. Children understand basic hygiene rules and can name some healthy foods.
170. Children are enthusiastic about their learning and participate eagerly, maintaining good levels of involvement. They are happy and secure in school and explore and experiment confidently with new learning opportunities.
171. Children know that there are children less fortunate than themselves and participate in 'Children in Need' fundraising activities. They respond positively to a range of cultural and linguistic experiences.
172. Younger children are beginning to engage in co-operative play. Older children can share and take turns and show good skills of negotiation. They have very good attitudes to their learning and persevere well when solving problems or completing tasks.

Shortcomings

173. There are no important shortcomings

Mathematical development

Grade 2: Good features and no important shortcomings

Good features

174. Children are developing a sound grasp of basic number concepts. Younger children can count sets of objects to 10 and find the corresponding numeral. Older children can count to 100 and back from 20 demonstrating a good grasp of numerical order. They can recognise numerals beyond twenty and understand the concept of more and less.
175. Children use mathematical language appropriately when sorting by colour, size and shape. They measure and order heights using brick towers and use the vocabulary of length when making train tracks. In water play, children demonstrate an understanding of capacity and can accurately predict which container will hold more or less.
176. In the different role-play areas, children demonstrate awareness of coin values and the concept of giving change. Older children can name the different coins and talk about their relative values. Children can accurately name two-dimensional shapes, match three-dimensional shapes, and identify shapes in the environment.

Shortcomings

177. There are no important shortcomings

Knowledge and understanding of the world

Grade 2: Good features and no important shortcomings

Good features

178. Children are developing a good understanding of the world they live in. They talk about planting daffodil bulbs and explain clearly what plants need to grow. They are aware of the different seasons and know that water will freeze into ice when the weather is cold and that it will melt in the sun.
179. Children know about the different jobs people do including the fireman and garage mechanic. They can discuss the roles of the cook, the caretaker and the teachers at school. Older children know that they live in Swansea which is in Wales. They know that there are other countries like England, France and Japan and can suggest appropriate different methods of transport to visit these places.
180. Children show understanding of the uses of a range of kitchen tools. They can talk about the change they observe through cooking when making soup, and can name the different vegetables and express preferences.
181. Children can independently select materials to create their own bridge for the Billy Goats Gruff and investigate the properties of materials in the water tray. Children are confident and competent using different computer programs and operating the interactive whiteboard.

Shortcomings

182. There are no important shortcomings

Physical development

Grade 2: Good features and no important shortcomings

Good features

183. Children's fine motor skills are well developed. They use a range of tools with good control including scissors, writing implements, crayons and paint brushes. They can model with play dough and clay, print with different objects and successfully manipulate construction blocks.
184. Children demonstrate good control and co-ordination in physical education sessions and respond appropriately to music. Following directions, they can change shape, speed and direction. Most children can balance hop, jump and crawl, and the more able can skip. The development of their gross motor skills is good. They use the large wheeled toys with skill and confidence and manipulate a selection of larger tools and implements with increasing skill.

Shortcomings

185. There are no important shortcomings

Creative development

Grade 2: Good features with no important shortcomings

Good features

186. Children are familiar with and enjoy singing a range of songs and rhymes in English and Welsh, using actions where appropriate. They can talk about percussion instruments and can explain how the sounds are produced.
187. Children produce an effective range of pictures, patterns and collages. They can draw, paint and print using a range of media. They look at the work of artists, such as Klee and Matisse, and experiment with colour and pattern and produce very good self-portraits. They can explain well what they did and what they like about their work. In role-play situations, the children successfully assume different roles and happily include visitors in their play.

Shortcomings

188. There are no important shortcomings

Mathematics

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

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

Good features

189. In both key stages, pupils at all levels make good use of appropriate mathematical vocabulary and explain their mathematical reasoning well. They apply an increasing number of strategies successfully for working out mental mathematics problems.
190. In key stage 1, most pupils have a good understanding of basic number bonds and patterns. They can double and halve numbers and they recognise number sequences, including odd and even numbers. They recognise and name larger numbers and more able pupils have a secure understanding of place value.
191. Key stage 1 pupils have a good knowledge of two-dimensional shapes. They can identify and describe their properties correctly. They use the appropriate language of side and edge and most can count the sides correctly to identify the shape.
192. Pupils know the value of different coins and they use them correctly to count small amounts of money. They can accurately order up to eight coins by value. They discuss their thinking well and can explain the mathematical processes involved.
193. Pupils can collect and display information in the form of graphs. They discuss their conclusions sensibly.

194. In key stage 2, pupils use known number facts and place value to calculate accurately. More able pupils complete more complex calculations using the four operations of number with understanding. They make good progress in their knowledge and understanding of decimals and fractions.
195. Pupils' understanding of shape, space, measurement and time is developing well. They have a secure understanding of measuring using standard units. Pupils use a local bus timetable, for example, to develop and apply their understanding of time. Pupils show a good understanding of co-ordinates. They recognise lines of symmetry and create symmetrical patterns accurately. Pupils respond well to the problem solving exercise and show good understanding of the processes used.
196. Pupils collect data, and collate and analyse graphs effectively in different forms to communicate information.

Shortcomings

197. In key stage 2, a minority of pupils' mathematical recording and presentation skills are underdeveloped.

Science

Key Stage 1 - Grade 3: Good features outweigh shortcomings

Key Stage 2 - Grade 2: Good features and no important shortcomings

Good features

198. In key stage 1, pupils know the difference between living and non-living things. They can name the parts of the body correctly and they know the purpose of their senses. Pupils are developing a good understanding of the food which humans need to live healthy lives.
199. Pupils can identify the different parts of a plant correctly, and through their investigations they know what plants need in order to grow. Pupils are familiar with the characteristics of different materials and they use correct terminology, such as opaque and transparent, to describe them. Younger pupils can predict well whether some materials are waterproof or not and can conduct a simple test to verify their predictions.
200. More able pupils are developing a good awareness of friction as they investigate the restrictions on movement of different types of surfaces. More able pupils explain their conclusions effectively. Pupils present their findings simply in the form of pictures and writing.
201. In key stage 2, pupils recognise the main characteristics of materials and ascribe those to their use. Through their investigations, they understand that there are attracting and repelling forces between magnets, that their strength varies and that some metals are not attracted by them. Most pupils demonstrate a good understanding of the concepts of force and gravity. Pupils record their work appropriately in diagrams and writing.
202. Pupils have a good knowledge of life processes and living things. They understand the meaning of a balanced diet and they can explain well what foods

are necessary for healthy growth. They understand clearly the effect of physical exercise on the heartbeat.

203. Pupils successfully categorise a range of different materials. They collaborate well as groups to determine their own criteria for different tasks, for example, identifying and classifying different bones. They justify their observations well. When given criteria, they apply their reasoning skills well to categorise food items as those that are energy giving, body building or body maintenance.
204. More able key stage 2 pupils make good oral contributions during scientific investigations and they use correct scientific vocabulary with understanding.
205. The majority of key stage 2 pupils has a good awareness of what is needed in order to undertake a fair test and they make sensible predictions of possible results of their inquiries. Pupils collaborate well in planning and carrying out their investigations.

Shortcomings

206. In key stage 1, older pupils' investigative skills are insufficiently developed.
207. In key stage 1, the range and depth of the older pupils' scientific knowledge and understanding is underdeveloped.

History

Key stage 1: Grade 3: Good features outweigh shortcomings

Key stage 2: Grade 3: Good features outweigh shortcomings

Good features

208. In key stage 1, pupils have an increasing understanding of the concept of the past and present. When discussing houses, the older pupils can meaningfully compare houses past and present referring to specific features. Individuals make correct use of words and phrases relating to the passage of time.
209. Following a visit to a local castle, pupils recall the key features well and use correct terminology, such as turrets and moat, accurately when recording their observations. More able pupils use photographs and pictures well to gather information.
210. In key stage 2, pupils display a broad understanding of chronology by locating correctly the historical periods they have studied on a time-line.
211. The pupils are well informed about facts relating to the Second World War, particularly the blitz on Swansea. They can interpret specific circumstances and have a good understanding of the hardship of the period. They display an appropriate degree of empathy in discussing and writing about the period, for example, the circumstances of the evacuees.
212. Following a residential experience and school visits, older and more able pupils can discuss well the main historical features of the local area. Pupils record their observations appropriately in the form of writing and drawing.

213. Pupils are aware that there are many sources of evidence that inform us about the past including photographs, documents, books and visits. When undertaking specific projects, such as the Mumbles Railway Project, pupils make good use of their skills of enquiry to assist them in their investigations. They present their results in a variety of ways including art, writing and ICT. The best work is of a good standard.

Shortcomings

214. In both key stages, pupils' range of historical knowledge and understanding is limited.

215. In key stage 1, pupils' understanding of chronology is insufficiently developed.

216. In key stage 1, pupils' ability to use a range of sources to make historical inquiries is insufficiently developed.

217. In key stage 2, pupils' knowledge of key historical figures in Welsh history is underdeveloped.

Art

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

Key Stage 2: Grade 1: Good with outstanding features

Outstanding features

218. In key stage 2, pupils' acquisition and development of an exceptionally wide range of skills is an outstanding feature. They experiment with a wide variety of different materials and tools and their work demonstrates flair and originality. Older pupils, for example, apply learnt techniques and observations highly skilfully to create detailed and well-observed portraits.

219. Older pupils produce exceptional paper sculptures inspired by the work of Cooze van Bruggen and Claes Oldenburg. They can explain the techniques and discuss the scale and form of their work knowledgeably and confidently. They demonstrate a secure grasp of correct terminology.

220. Pupils demonstrate mature critical awareness suggesting possible refinements and identifying specific areas for development in their own work. They can justify their views highly effectively making very good use of their knowledge and understanding.

Good features

221. In key stage 1, pupils work confidently with a wide range of media including pencil, pastels and paint to produce original imaginative artwork. They demonstrate a good understanding of line and texture in their charcoal drawings of the Mumbles railway, for example.

222. Pupils experiment with different materials and techniques, in two and three dimensions, to produce effective work. They have an increasing awareness of texture through producing collages using man-made and natural objects.

223. Pupils can recognise and talk well about the work of Andy Warhol and Picasso. They produce effective self-portraits, observing closely and mixing colours carefully to produce accurate representations of the styles.
224. Pupils know a range of print processes and have developed their skills to create different visual effects. They practise and refine their skills well and produce some examples of work of a very good standard.
225. In key stage 2, younger pupils' still-life drawings of World War 2 artefacts show good observational skills and they can paint these pictures in the styles of different artists. They talk effectively about the techniques and colour tones that create the different effects.
226. Following research on the work of Laura Ashley, pupils design and produce their own repeating patterns using printing materials, tools and techniques with growing confidence.
227. Pupils respond creatively to the work of Welsh artists Nick Holly and Kyffin Williams and use their knowledge and skills to produce their own very good paintings of the local area in different representative styles.

Shortcomings

228. There are no important shortcomings.

Physical education

Key Stage 1: Grade 1: Good with outstanding features

Key Stage 2: Grade 1: Good with outstanding features

229. Lessons were observed in dance and gymnastics in both key stages

Outstanding features

230. In dance lessons, pupils in both key stages discuss the tasks set with a high degree of understanding of the requirements. They apply prior knowledge and learning to very good effect. Pupils consistently approach the tasks set with purpose, skill and confidence.
231. Pupils show creativity, imagination and command of a range of skills when devising and performing sequences of movement. They display a high level of body control and discipline in response to the music.
232. Pupils understand the purpose of evaluation and apply their skills highly effectively for self and group evaluation. In both key stages, pupils make accurate and pertinent suggestions as to how the quality of their work might be improved. They use correct terminology with understanding and express their views confidently. In both key stages, pupils consistently improve their levels of performance based on the evaluation.

Good features

233. Pupils in both key stages warm up effectively and show a good awareness of space. They have a good appreciation of the need to work safely during lessons.

234. In both key stages, pupils work hard in lessons exerting themselves physically. They have a good knowledge of the advantages of regular exercise for a healthy way of life.
235. Pupils listen and respond carefully to instructions and suggestions. In some lessons in key stage 2, pupils demonstrate a good understanding of the instructions given in Welsh.
236. In their gymnastics lessons, key stage 1 pupils exhibit good physical co-ordination and control. They demonstrate good balancing, jumping and climbing skills.
237. In key stage 2, pupils make good use of a range of equipment. They co-operate well setting up the equipment required paying due regard to their own safety and that of classmates. Most pupils show a good range of movement, shapes and balances when using the equipment. Pupils use their self-evaluation skills well to improve their performance.

Shortcomings

238. There are no important shortcomings.

School's response to the inspection

The Governing Body and staff of Mayals Primary School are proud of the report resulting from our recent inspection. The inspection team observed many good and outstanding features, and the inspection grades reflect the commitment and consistent hard work of all concerned with the school. We were especially pleased that the inspection team recognised that 'the good and outstanding teaching includes characteristics such as teachers' high expectations, activities that consistently extend pupils' learning, skilled questioning, and a good use of a variety of learning resources.' We were also pleased to note that the school was deemed successful in establishing a positive ethos for learning within a happy and stimulating environment.

We were delighted that the school already exceeds the WAG target for 2010 that the quality of learning assessed by Estyn is grade 3 or better in 98% of classes. In addition, the figures are above the national figures published in the Chief Inspector's latest Annual Report for 2006/7, which states that standards are reported to be grade 1 and grade 2 overall in 80% of the lessons inspected. The figures are also higher than the 10% judged as grade 1. It is also pleasing to note that the support given to pupils by teaching assistants in class, and on a one to one basis, was seen as a particular strength of the school.

The report also acknowledges the excellent support derived from the PTA, and parent body in general, with high levels of satisfaction being expressed in the pre-inspection meeting and in parent questionnaires. The strong links with the community and outside agencies are also seen as a strength.

Staff and governors will ensure that recommendations contained in the inspection report will be incorporated into our School Development Plan. The governors' annual report to parents will inform parents of the progress we are making towards addressing these recommendations. We will continue to strive to maintain and build upon our high standards.

In conclusion, the staff and pupils of Mayals Primary School would like to thank the inspection team for the polite, professional and courteous way in which they conducted the inspection.

Appendix 1

Basic information about the school

Name of school	Mayals Primary School
School type	Nursery and Primary
Age-range of pupils	3-11
Address of school	Fairwood Road West Cross Swansea
Postcode	SA3 5JP
Telephone number	01792 402755

Headteacher	Mr N G Sanders (Acting Headteacher)
Date of appointment	September 2007
Chair of governors/ Appropriate authority	Mrs S Wilson
Registered inspector	Miss D Morris
Dates of inspection	25-27 February, 2008

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	13.5	22	17	24	27	16	23	10	152.5

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	7	1	7.3

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	23.1
Pupil: adult (fte) ratio in nursery classes	9:1
Pupil: adult (fte) ratio in special classes	-
Average class size, excluding nursery and special classes	23.4
Teacher (fte): class ratio	1.04:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Spring 2007	83.4%	95.6%	92.9%
Summer 2007	83.6%	93.5%	93.7%
Autumn 2007	77.8%	95.5%	94.6%

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

Appendix 3

National Curriculum Assessment Results End of key stage 1:

National Curriculum Assessment KS1 Results 2007			Number of pupils in Y2:					27
Percentage of pupils at each level								
			D	W	1	2	3	
English	Teacher assessment	School	0	0	12	52	36	
		National	0	3	14	63	20	
Mathematics	Teacher assessment	School	0	0	4	54	41	
		National	0	2	11	65	22	
Science	Teacher assessment	School	0	0	4	50	42	
		National	0	1	9	66	24	

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	85%	In Wales	80%

D Pupils who have been disapplied from the statutory arrangements
W Pupils who are working towards level 1

National Curriculum Assessment Results End of key stage 2:

National Curriculum Assessment KS2 Results 2007			Number of pupils in Y6:					21			
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0	8	0	0	0	0	4	60	28
		National	0	0	0	0	1	4	16	50	29
Mathematics	Teacher assessment	School	0	8	0	0	0	0	4	68	20
		National	0	0	0	0	1	3	15	50	30
Science	Teacher assessment	School	0	8	0	0	0	0	4	56	32
		National	0	0	0	0	0	2	12	53	32

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by teacher assessment			
In the school	88%	In Wales	74%

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

Appendix 4

Evidence base of the inspection

- A team of four inspectors who were present at the school for seven inspector days undertook the inspection. A nominee and peer assessor also formed part of the inspection team.
- Pre-inspection meetings were held with the staff, parents and the governing body to discuss the life and work of the school.
- Parents completed 47 questionnaires and they were carefully analysed.
- Discussions were held with the head teacher, staff with specific responsibilities and support staff.
- The school's documentation was examined.
- Thirty lessons were inspected, as well as other parts of teaching sessions.
- Inspectors listened to pupils from the whole ability range in year-groups reading.
- Discussions were held with pupils about their work and the life of the school.
- Pupils' behaviour was observed during break-times, lunchtime and at the beginning and end of school sessions.
- The inspectors attended daily acts of collective worship.
- Post-inspection meetings were held with the head teacher, staff and governing body to discuss the findings of the inspection.

Appendix 5

Composition and responsibilities of the inspection team

Miss Dorothy Morris Registered Inspector	Context, Summary, Recommendations, Key Questions 1, 2a, 5 Appendices Subjects - science, history
Mrs Christine Phillips Team Inspector	Key Questions 2b, 3, 6 Subjects - Early Years, art
Mr William Rees Team Inspector	Key Questions 4, 7 Subjects - mathematics, physical education
Mrs Janet Warr Lay Inspector	Contributions to key questions 1, 2, 3, 4, 7
Mr Norman Sanders Acting Head teacher/ Nominee	Attending meetings and supplying information
Miss Justine Proctor Peer Assessor	Contributions to key questions 1, 2, 3, 4, 7

Acknowledgement

The inspectors wish to thank the governors, the headteacher, staff, pupils and parents of the school for their willing co-operation during the inspection.

Contractor:

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