

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

**A Summary Report for Parents
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

**Dorothy Morris
16211**

Date of Publication: 30th April 2008

Under Estyn contract number: 1112007

© Queens Printer and Controller of HMSO 2008: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The copyright in the material must be acknowledged as aforementioned and the title of the report specified.

Copies of this report are available from the school. Under the Education Act 2005, the school must provide copies of the report free of charge to certain categories of people. A charge not exceeding the cost of reproduction may be made to others requesting a copy of the report.

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.

A copy of this summary is sent to every family with a child at the school. The full report can be obtained from the 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

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.

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.