

**Inspection under Section 10 of the  
Schools Inspections Act 1996**

**Knelston Primary School  
Reynoldston  
Gower  
Swansea  
SA3 1AR**

**School Number: 6702217**

**Date of Inspection: 18 – 20 April 2005**

**By**

**Mr Brinley Jones  
W263/78379**

**Date: 23 June 2005**

**Under Estyn contract number: T/225/04P**

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Knelston Primary School was inspected as part of a national programme of school inspection. The purpose 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 more information about 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 Knelston Primary School took place between 18 and 20 April 2005. An independent team of inspectors, led by Mr Brinley Jones 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. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

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

- |                |   |
|----------------|---|
| <b>Grade 1</b> | good with outstanding features                          |
| <b>Grade 2</b> | good features and no important shortcomings             |
| <b>Grade 3</b> | good features outweigh shortcomings                     |
| <b>Grade 4</b> | some good features, but shortcomings in important areas |
| <b>Grade 5</b> | many important shortcomings                             |

## Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years 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 attain the age of 5 during the academic year. Year 1 refers to the year group of pupils who attain the age of 6 during the academic year and so on. Year 13 is the year group of students who attain 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. Knelston Primary school was built in 1969. It has a large catchment area which includes: Oxwich, Penrice, Reynoldston, Burry, Scurlage, Port Eynon, Horton, Rhosili and Knelston. Currently there are 132 full-time pupils on roll and 17 part-time children of nursery age. The school states that the majority of pupils are drawn from backgrounds which are relatively prosperous while the remainder come from backgrounds which are neither prosperous nor economically disadvantaged. Approximately six and half per cent (full time equivalent) of pupils are entitled to receive free school meals. All pupils come from English-speaking homes and there are no pupils from an ethnic minority background. Nineteen pupils (15 per cent) have been identified as having special educational needs (SEN) and these include two pupils who have statements of SEN. During the last few years the school has won a wide range of awards which include the Welsh network of Healthy Schools award, The British Heart Foundation award, Eco schools awards (bronze silver and gold), the Swansea Youth Festival of Music award and the Swansea Book aid project award. The school was awarded a basic skills quality mark in November 2004. The school was last inspected in May 1999.

2. The school's philosophy statement includes the following:

“Children should have the opportunity of encountering a wide range of experiences, leading them to develop various skills, which will ultimately enable them to understand and adapt to the world around them. (The school) aims to make full use of the children's interest as a stimulus for learning which will enable them to adapt to new ideas and methods and thereby achieve their full potential.”

### The school's priorities and targets

3. The school's more specific aims are to:

- create a happy atmosphere in caring but disciplined surroundings;
- ensure a basic command of language and to be able to speak correctly with other people;
- encourage high standards of work and presentation;
- encourage children to enjoy reading;
- help children to understand and develop a sound basis in mathematics;
- encourage children to be curious about the world around them and organise studies which will involve the locality in which they live;
- help the child to realise that he/she lives in a society full of wonderful history and to understand as much as possible about others through history/geography and religion;
- teach skills in handwriting art/craft, physical education and music;

- provide the child with opportunities to enjoy games, drama and movement and teach him/her the basic rules of various games;
- help the children to learn that good manners and consideration for others are very important qualities;
- nurture in all persons attitudes to learning which will enable learners to adopt to new ideas and methods and thereby achieve their potential;
- help learners to become self-reliant, self-respecting and responsible adults;
- develop in all individuals the capacity to work both collaboratively and independently and also the ability to decide on appropriate methods for the task;
- develop a personal moral code sensitive to the needs of others;
- encourage communication with parents/governors so that there is understanding of educational provision available for children.

4. Current priorities:

- To complete a document of all computer resources and peripherals showing codes and locations.
- To meet legal requirements in relation to national workload agreements.
- To provide non-contact time for subject co-ordinators.
- To consider updating the present mathematics scheme.
- To consider with cluster group a linked behaviour strategy.
- To develop transition procedures in the field of personal and social education.
- To develop the school grounds environmental areas.
- To continue to review and develop resources in geography.
- To review the present history policy, scheme of work and create a resources booklet.
- To establish a school council.
- To provide equipment/activities for children to be involved in during break times so by encouraging co-operation and a healthier lifestyle.
- To try and repair driveway lights or find an alternative as a matter of urgency.

## Summary

5. Knelston Primary school is a happy school. The head teacher and staff are committed to giving high priority to raising pupils' self-esteem and work hard to provide pupils with a wide range of rich experiences. Relationships within the school are very good. There are very good links with parents and the community.

### Table of grades awarded

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

### Standards

6. The overall quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning. Baseline assessments indicate that attainment on entry is well above the local education authority (LEA) average particularly in language and in relation to personal and social features.
7. Across the school, the great majority of pupils from all backgrounds make good progress in their work and achieve good standards. At times, pupils achieve very good standards, particularly at the upper end of key stage 2.
8. Pupils at the upper end of both key stages achieve the realistic National Curriculum assessment targets set for them. Many achieve challenging targets. Most pupils with SEN make good and often very good progress in relation to their targets.
9. Children under-five make good progress in the development of their key skills. In key stage 1 and key stage 2, pupils' progress and standards in key skills are good overall. At both key stages in the areas of speaking and listening, standards are good with some examples of very good features. Standards in reading for information and writing for a range of purposes across the curriculum are good in both key stages. In both key stages, pupils' use of their numeracy and information communications technology (ICT) skills are

good. At the upper end of key stage 2, the use pupils make of key skills and standards reached are, often, very good.

10. The use that children under five make of the Welsh language is often very good. Pupils in key stage 1 and key stage 2 achieve good standards in Welsh and when given opportunities make appropriate use of their skills in more informal situations.
11. Most pupils make good progress in acquiring new knowledge and skills in subjects across the curriculum and in the development of creative and problem solving skills. Most are starting to develop an awareness of their strengths and areas for further development.
12. Results of the 2004 National tests for key stage 1, according to teacher assessment, show that pupils' achievement in English, mathematics and science were above the local and national averages for pupils achieving at least level 2, as was the core subject indicator (CSI - percentage achieving level 2 in all three subjects). Results in relation to schools with a similar background show the school to be in the upper 50 per cent. Numbers achieving level 3 were above local and national averages in English and well above in mathematics and science. The results show that boys outperformed girls. Trends indicate that results have been variable over the last few years.
13. National Curriculum test results for key stage 2 in 2004 show that the percentages of pupils achieving level 4 and the higher level 5 in the core subjects of English, mathematics and science were well above local and national averages as was the CSI (percentage achieving level 4 in all subjects). When compared to schools of a similar background, results show the school to be just below the top 25 per cent. Evidence from previous years shows that end of key stage 2, test results are consistently high. In 2004, girls outperformed boys in English and mathematics, a trend which has been evident for the last four years and one which the school is monitoring.
14. The majority of pupils demonstrate very good attitudes to work and school life in general.
15. Most pupils make very good progress in personal and social development. They work independently and effectively in pairs and in groups. They develop a good understanding of equal opportunities and that diversity should be respected.
16. The behaviour of the great majority of pupils is good and often very good. No instances of aggressive behaviour or bullying were witnessed.
17. Average attendance has been satisfactory at around 93 per cent. Punctuality is good.

## The quality of education and training

18. In the lessons observed, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
20%	52%	28%	0%	0%

19. The percentage of good or better teaching exceeds the Welsh Assembly Government target of 50 per cent good or better teaching. Good teaching was seen in all classes. Relationships between teachers and pupils are very good.
20. In lessons judged to be very good, teachers displayed a very good subject knowledge, there were imaginative approaches to developing pupils learning, clear links with previous experiences and very good opportunities for group and pair work. Features of lessons judged to be good included effective introductions and plenary sessions, opportunities for pupils to make extended oral contributions, challenging tasks, good use of learning support assistants (LSAs) and lessons developing at a good pace.
21. Features of lessons judged to have shortcomings included lack of pace, tasks that did not fully engage pupils in learning and opportunities for them to make choices, and less effective use of LSAs.
22. Good planning with clear objectives was seen in individual lessons observed during the inspection. In general, however, medium-term planning is insufficiently comprehensive and short-term planning is insufficiently rigorous.
23. The school meets all statutory requirements for assessment, recording and reporting. Baseline assessment is a very good feature. Termly assessments of pupils' work in core subjects of English, mathematics and science are undertaken and the results are used to inform teaching in those subjects. Pupils keep samples of work in records of achievement folders. There is no formal assessment of foundation subjects and there are no portfolios of assessed work in place for subjects.
24. Marking of pupils' work highlights the school's caring ethos, but in general does not indicate to pupils what they need to do in order to improve. Pupils are not sufficiently involved in evaluating their work and in setting their own learning targets.
25. Assessment procedures for pupils with SEN are good.
26. Annual reports to parents meet statutory requirements. They are comprehensive and give a clear picture of their child's achievement.
27. The school is successful in meeting pupils' needs and provides a broad and balanced curriculum. The breadth and richness of experiences the school provides is an outstanding feature.

28. While good opportunities are provided for the development of key skills, specific planning for their progressive development is more limited. The school has begun to effectively develop pupils' bilingual skills and *Y Cwricwlwm Cymreig* is well promoted.
29. There are good opportunities for the development of creative and problem solving skills.
30. There are good opportunities for extra-curricular activities. Amounts of homework are for most part increased as pupils move through the school.
31. Collective worship meets statutory requirements and contributes effectively to pupils' moral development. While the curriculum contributes significantly to pupils' experiences of awe and wonder, acts of worship do not always provide opportunities for quiet reflection.
32. The school's links with the local and wider community and the use made of visitors and visits are outstanding features of its life and work.
33. There are good opportunities to enhance pupils' knowledge and understanding of other cultures and their traditions.
34. Equal opportunities underpins all aspects of school life. The school's provision for personal and social education is wide ranging and is very good. The focus on health education is particularly well developed.
35. An outstanding feature of provision is the way in which the local environment is used to enhance the curriculum. Sustainable development is very well promoted throughout the school.
36. Pupils have good opportunities to take on responsibilities through the buddy system. Older pupils carry out their roles as prefects well. Pupils exercise responsibilities through the ECO and road safety committees. They are very aware of those less fortunate and contribute particularly well to a range of charitable causes.
37. There are very good links with parents. In received responses to the pre-inspection questionnaires, the overwhelming majority expressed positive and very positive views.
38. Pupils' contributions to community life are good; they participate in local activities and charity events and visit a local nursing home on a regular basis.
39. There are very good links with other primary schools in the area which include shared staff development experiences. Links with the comprehensive school are very good.
40. Pupils' awareness of the world of work is raised through educational visits and visitors from the community. There are a number of good links with local industries.

41. The school is a happy and caring community where all pupils are valued and relationships between staff and pupils, based on mutual respect are very good. Achievements are celebrated in a variety of ways.
42. The school has a wide range of relevant policies to support its pastoral care role. Good procedures are in place for working with parents and carers and with outside agencies.
43. Induction arrangements are very good. There are very effective links between the school and the secondary sector to ease the transition of year 6 pupils.
44. There are appropriate arrangements in place for child protection. There is a comprehensive health and safety policy and suitable procedures are in place. Governors and the caretaker play an important part. All teachers have upgraded first aid certificates.
45. Provision for supporting pupils with SEN is very well led by the special educational needs co-ordinator (SENCO). Teaching assistants contribute well in this field. Individual Education Plans (IEPs) are of very good quality. Parents have good opportunities to discuss their contents and progress made by their children. Teachers make good use of IEPs although reference to work to match pupils individual abilities is not always evident in short-term planning. Part-time teaching assistants provide good support for pupils with statements of SEN.
46. The school focuses well on maintaining good behaviour. There is a suitable anti-bullying policy and the code of behaviour is displayed prominently.
47. There are good procedures for monitoring attendance and for promoting good attendance and punctuality.
48. The focus on diversity and good race relations is good and a strong emphasis is placed on tolerance and respect.
49. There is easy access for adults and pupils with disabilities.

### **Leadership and management**

50. The head provides good leadership in ensuring that there is a clear direction to school development and that the aims of the school are reflected in its daily life. He is well supported by the deputy head, who has effectively taken on various aspects of management over the last few years and very cohesive staff.
51. The head monitors all aspects of school life. Curriculum co-ordinators ensure that they keep abreast of developments in their fields and support their colleagues well. The school takes good account of national priorities and local partnerships and consortia agreements.

52. Development planning is undertaken in the light of the school's needs. The school development plan is detailed and wide-ranging. Targets are clearly identified but are not always prioritised. Progress in meeting targets are noted and reported to the governors.
53. The school's performance management plan works effectively. It promotes continuous professional development and continues to improve the quality of educational provision.
54. Links with school governors, who carry out their statutory duties conscientiously are effective. Governors contribute well to school development. Sub committees and in particular, the finance committee, play prominent roles. Governors are very much involved in health and safety matters.
55. There are some established procedures for self-evaluation and continuous improvement others are developing well. The process is informed by the work of staff, governors as well as outside contributors. The overall monitoring role of co-ordinators is, however, insufficiently developed with regard to monitoring the quality of teaching in their subjects. This an area which the school has identified for development.
56. While information gathered has ensured clear progression in a number of areas of school development, procedures are insufficiently developed in terms of there being a systematic approach to the collection of information.
57. Good use is made of test results to set realistic and challenging targets for pupils.
58. Prior to the inspection, the school produced a detailed and comprehensive self-evaluation document, based on a wide range of evidence which was made available to the inspection team. The team agreed with many of the strengths identified but judged that the document did not focus in a rigorous enough manner on areas for development.
59. For the most part, the school has been successful in effectively addressing the key issues identified in the last inspection report, although lack of pace in a minority of lessons observed, is once again noted as a shortcoming.
60. The school benefits from a number of experienced and suitably qualified teachers and a high number of support staff although in some instances, the latter are not always effectively deployed.
61. All staff have appropriate job descriptions and there is a positive commitment to undertake continuing professional development. The focus on the development of the proposed Foundation Phase is having a beneficial effect on developments.
62. The range of good quality learning resources, including SEN resources is used to good effect by teachers and support staff in providing pupils with a

wide range of learning experiences. Older pupils, in particular, make good use of the library to support individual projects.

63. The accommodation is appropriate and the space available, for the most part, ensures that the planned curriculum can be covered effectively. The spacious hall and shared area outside classrooms for ICT are used effectively. The walls of classrooms and central areas of the school are enhanced by very attractive and colourful displays of pupils' work and achievements.
64. The beautiful and extensive school grounds are very well used to enhance the pupils' learning. The attention to detail of the caretaker and cleaner is evident in the cleanliness and high standard of maintenance of both the school building and the grounds.
65. The head teacher, staff and the governing body carefully monitor the impact of spending decisions which are well matched to priorities. Overall, the school provides good value for money.

## Recommendations

66. In order to improve further, the school needs to:

- R1 Further extend the practice of good and very good teaching.
- R2 Further develop assessment procedures with particular reference to:
  - the involvement of pupils in the assessment process;
  - the foundation subjects.
- R3 Adopt a more rigorous approach to short and medium term planning and to the progressive development of key skills.
- R4 Further develop self-evaluation procedures, including the role of the curriculum co-ordinators in this process and link the outcomes more closely to school development planning.

The school identifies features relating to the last recommendation in its current school development 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

67. The findings of the inspection team do not match the judgement made by the school in its self-evaluation report and a lower grade was awarded to this key question.
68. The overall quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning. Baseline assessments indicate that attainment on entry is well above the LEA average, particularly in language and in relation to personal and social skills.
69. Across the school, the great majority of pupils from all backgrounds make good progress in their work and achieve good standards. At times, pupils achieve very good standards, particularly at the upper end of key stage 2.
70. Pupils at the upper end of both key stages achieve the realistic National Curriculum assessment targets set for them. Many achieve challenging targets. Most pupils with SEN make good and often very good progress in relation to their targets.
71. Children under-five make good progress in the development of their key skills. In areas of listening and speaking, reading, writing, numeracy and using ICT, standards are good.
72. In key stage 1 and key stage 2, pupils' progress and standards in key skills are good overall. At both key stages in the areas of speaking and listening, standards are good with some examples of very good features. Standards in reading for information and writing for a range of purposes across the curriculum are good in key stage 1 and key stage 2. In both key stages, pupils' use of their numeracy and ICT skills is good. At the upper end of key stage 2, the use pupils make of key skills across the curriculum and standards achieved are often very good.
73. Bilingualism is promoted through positive strategies. Classroom and whole school displays make an important contribution in this context. The use that children under five make of the Welsh language is often very good. Pupils in key stage 1 and key stage 2 achieve good standards in Welsh and when given opportunities, make appropriate use of their skills in more informal situations.
74. Most pupils make good progress in acquiring new knowledge and skills in subjects across the curriculum and in the development of creative and problem solving skills.
75. Most pupils are starting to develop an awareness of their strengths and areas for further development. During the current academic year, individual targets

for improvement have been set in English and mathematics which are beginning to help pupils focus more specifically on these features.

76. The majority of pupils demonstrate very good attitudes to work and school life in general. For the most part, they focus well on given tasks and concentrate effectively. These very positive attitudes are important elements which contribute to the progress they make and the success they achieve.
77. At the end of key stage 1 in 2004, pupils' achievements in the National Curriculum core subjects of English, mathematics and science, according to teacher assessments, were above the local and national percentages of pupils achieving at least level 2 as was the CSI (percentage achieving level 2 in all three subjects). Results in relation to schools with a similar background show the school to be inside the upper 50 per cent. Numbers achieving level 3 were above local and national percentages in English and well above in mathematics and science. The results show that boys outperformed girls. Trends indicate that results have been variable over the last few years.
78. Key stage 2 National Curriculum results for 2004 show that the percentages of pupils achieving level 4 and level 5 in the core subjects were well above local and national averages for English, mathematics and science, as was the CSI (percentage achieving at least level 4 in the three subjects). When compared to schools of a similar background, results show the school to be just below the top 25 per cent. Evidence from previous years shows that end of key stage 2 tests results are consistently high. In 2004, girls outperformed boys in English and mathematics, a trend which has been evident for the last four years and one which the school is monitoring.
79. Most pupils make very good progress in the development in their personal and social skills. The great majority of pupils are very considerate and sociable and have very good relationship with each other and with staff; they are very courteous and friendly to visitors. They work independently and effectively in pairs and in groups. Pupils develop a good understanding of moral values such as fairness and consideration, features which they exhibit during the school day.
80. Pupils develop a good understanding of the importance of equal opportunities, an awareness that people have different traditions and beliefs, and that diversity should be respected. These are strong features, which are well promoted.
81. The behaviour of the great majority of pupils is good and often very good, both in classrooms and around the school. These attributes have a very positive effect on school life. No instances of aggressive behaviour or bullying were witnessed. No pupils have been excluded from the school.
82. Attendance over the last three terms has been on average 93 per cent, which is broadly in line with the Wales average but above the average for the LEA. Punctuality is good.

83. Pupils develop a good understanding of the ways in which they can contribute to the life of the community and of the working world.

## The quality of education and training

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

#### Grade 3: Good features outweigh shortcomings

84. The findings of the inspection team do not match the judgement made by the school in its self-evaluation report and a lower grade was awarded to this key question.

85. In the lessons observed, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
20%	52%	28%	0%	0%

86. The percentage of good or better teaching exceeds Welsh Assembly Government target of 50 per cent good or better teaching. Good teaching was seen in all classes.

87. Relationships between teachers and pupils are very good. Teachers ensure that all pupils receive equal opportunities to succeed.

88. Overall, teachers have a good knowledge of the subjects they teach. Good examples were seen of teachers extending pupils' bilingual skills. Overall, teachers ensure that pupils enjoy learning and this contributes to the good and very good progress that pupils make during their time at school.

89. Features of lessons judged to be very good include:

- teachers displaying a very good subject knowledge;
- very imaginative approaches to developing pupils' learning;
- very clear links with previous experiences;
- very good opportunities for group and pair work.

90. Features of lessons judged to be good with no important shortcomings include:

- effective introductions and plenary sessions;
- a good range of teaching strategies;
- the use of stimulating material and first hand experiences to gain and maintain interest;
- good questioning skills and opportunities for pupils to make extended oral contributions;
- suitably challenging tasks;
- good use of LSAs;
- lessons developing at a good pace.

91. In lessons judged to have shortcomings, these include:

- lack of pace;

- tasks that did not fully engage the pupils in learning and opportunities for them to make choices;
  - lapses of concentration and a lack of understanding of tasks on the part of a small minority of pupils;
  - less effective use of LSAs.
92. Homework activities are set throughout the school. Amounts of homework are, for the most part increased, as pupils move through the school.
93. Good planning with clear objectives was seen in individual lessons observed during the inspection. In general, however, medium-term planning is insufficiently comprehensive and short-term planning is insufficiently rigorous in focusing on learning objectives and opportunities for assessment.
94. The school meets all statutory requirements for assessment, recording and reporting. Baseline assessment is a very good feature. It is carefully analysed for specific foci and the analysis is used to inform provision for the under fives. Formal assessments of pupils' work in core subjects of English, mathematics and science is undertaken and the results are used to inform teaching in those subjects. Pupils keep samples of work in records of achievement folders. There is no formal assessment of foundation subjects.
95. Teachers assess pupils' standards informally. There are no portfolios of assessed work in place for subjects in order to assist teachers when assessing pupils' performance against National Curriculum criteria.
96. Marking of pupils' work highlights the caring ethos. Teachers often make positive comments but marking generally does not indicate to pupils what they need to do in order to improve. Although, recently pupils have been set individual targets for improvement in English and mathematics, they were not actively involved in this process. Pupils are not sufficiently involved in evaluating their work and in planning for their own improvement.
97. Assessment procedures for pupils with SEN are good.
98. Annual reports to parents meet statutory requirements. They are comprehensive and give a clear picture of their child's achievement.

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

<b>Grade 1: Good with outstanding features</b>
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99. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
100. The overall quality of the provision for the under-fives is appropriate to their needs and the children are making good progress towards the Desirable Outcomes for Children's Learning.

101. The breadth and richness of experiences the school provides is an outstanding feature of its work. The school is successful in meeting pupils' needs and provides a broad and balanced curriculum for all pupils which meets legal and course requirements. The equal opportunities policy reflects the school's strong commitment to equality of access and opportunity for all pupils and underpins all aspects of school life.
102. While appropriate opportunities are provided for the development of key skills, specific planning for their progressive development is more limited. Good opportunities are provided for the development of pupils' creative and problem solving skills.
103. The school receives very good support from the visiting Welsh teacher and has begun to effectively develop pupils' bilingual skills. Staff and pupils alike demonstrate enthusiasm for the Welsh language. Good use is made of displays and good efforts are being made to integrate Welsh into the general life and work of the school.
104. The school offers good opportunities for extra-curricular activities and teachers are involved in providing a good range of sporting activities throughout the school year, namely rugby and netball in the winter and cricket and tennis in the summer.
105. Good opportunities are provided to promote pupils' moral, development. Collective worship meets statutory requirements and contributes effectively to pupils' development in this area. It is particularly effective in relation to their understanding of right and wrong and truth and justice. Visitors from local places of worship make important contributions to school life. While the breadth and richness of the curriculum provided contributes significantly to the pupils' experiences of awe and wonder, the focus on spiritual development, during acts of worship, does not always provide opportunities for quiet reflection.
106. Pupils have good opportunities to take on responsibilities through the buddy system. Older pupils carry out their roles as prefects well. They exercise responsibilities through the ECO and road safety committees. They are very aware of those less fortunate than themselves and contribute particularly well to a range of charitable causes.
107. The school provides pupils with very good opportunities to enhance their knowledge and understanding of other cultures and their traditions through work in a range of areas and in particular in religious education and geography.
108. The school's links with the local and wider community and the use made of visitors and visits are outstanding features. There are very strong links, for example with local churches, whose visiting ministers frequently conduct assemblies. Equally strong links exist with organisations such as the National Trust. Frequent visitors include the police liaison officer, professional arts groups and community workers who make a valuable contribution in extending

the range of experiences for pupils. Visits to places of historical and cultural interest such as Welsh art galleries, and workshops with local artists, enhance pupils' understanding of Wales and its culture and effectively promote *Y Cwricwlwm Cymreig*. The richness and variety of provision make a positive contribution to standards of achievement and pupils' personal development.

109. Pupils also contribute well to community life, for instance they participate in local activities and charity events and visit a local nursing home on a regular basis. There are very good links with other primary schools in the area which include shared staff development experiences. Links with the comprehensive school are very good. There are effective procedures to ease transition of year 6 pupils to the school of their choice.
110. The school's provision for personal and social education is wide ranging and is very good. There is a carefully chosen and well-developed programme in place. Circle Time is well developed and the ECO and road safety committees and a recently formed citizenship workshop, play important roles in pupils' personal development.
111. The focus on health education is very well developed. The school promotes healthy eating and encourages pupils to adopt a healthy lifestyle. This is reinforced by the topics pupils study during the course of their learning. The school has gained a number of healthy schools accreditation awards.
112. An outstanding feature of provision is the way in which the local environment is used to enhance the curriculum and to raise pupils' awareness of sustainable development and environmental issues. The school has won a number of high awards, locally and nationally for its contributions as an ECO-school and there is a high level of commitment among pupils to caring for the environment. The promotion of sustainable development is a very strong feature.
113. Pupils' awareness of the world of work is raised through educational visits and visitors from the community. There are a number of good links with local industries such as the Principality building society and Trostre works.
114. The great majority of parents are very supportive and have good relationships with the school. Parents come into the school to talk to the pupils about their work. A very active friends association raises funds and supports the school in a variety of ways. Parents receive very good information about the life and work of the school which include monthly newsletters. In received responses to the pre-inspection questionnaires the overwhelming majority expressed positive and very positive views. The school prospectus and governors annual reports meet requirements.

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

<b>Grade 2: Good features and no important shortcomings</b>
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115. The findings of the inspection team do not match the judgement made by the school in its self-evaluation report and a lower grade was awarded to this key question.
116. The school is a happy and caring community where all pupils are valued and relationships between staff and pupils, based on mutual respect are very good. The school provides good quality personal support and guidance for pupils, including the promotion of a healthy lifestyle. The success of efforts to raise pupils' self-esteem is a noteworthy feature. Pupils' achievements are celebrated in a variety of ways.
117. The school has a wide range of relevant policies to support its pastoral care role. Good procedures are in place for working with parents and carers and links with outside agencies are good.
118. Induction arrangements are very good. Information packs for parents are effective in helping new pupils settle quickly into school life. Nursery aged children join pupils in the reception class each morning.
119. Child protection arrangements are appropriate. Suitable attention is drawn to child protection procedures at the beginning of each academic year.
120. There is a comprehensive health and safety policy and appropriate procedures are in place. Governors and the caretaker play an important part in this context. Regular meetings are held and safety inspections are carried out. All teachers have upgraded first aid certificates. An appropriate accident reporting system is in place.
121. A comprehensive policy document which complies with the code of practice is in place for SEN. Procedures for the early identification of needs are effective. Provision is very well led by the SENCO who has Dyslexia approved status. She provides well focused support during in-class and withdrawal sessions. Teaching assistants contribute well in this field. The school has good links with outside agencies. The SEN governor is very well informed.
122. IEPs drawn up by the SENCO and class teachers are of very good quality. They contain clear targets. There are good record keeping systems in place to monitor individual progress. IEPs are reviewed on a termly basis and parents are given good opportunities to discuss their contents and progress made. Part-time teaching assistants provide good support for pupils with statements of SEN in the context of the hours allocated to these pupils.
123. SEN pupils are given good opportunities to take part in the whole curriculum. Teachers make good use of IEPs although reference to work matched to pupils individuals abilities is not always evident in short-term planning.

124. The school focuses well on maintaining good behaviour. A positive approach is adopted and behaviour is well promoted through the general ethos of the school and effective initiatives such as circle time and school rules. Arrangements to eliminate oppressive behaviour and bullying are effective. There is a suitable anti-bullying policy and the code of behaviour is displayed prominently in classrooms. Issues relating to bullying are regularly discussed with pupils and all staff are encouraged to be vigilant in this context. The buddy system is developing effectively. Pupil peer mediation has a positive impact on school life.
125. The school has good procedures for monitoring attendance and for promoting good attendance and punctuality. Appropriate support is given by the educational welfare officer.
126. The focus on diversity and good race relations is good and a strong emphasis is placed on tolerance and respect. The promotion of an understanding of different cultures is well promoted through topics and displays.
127. The manner in which the school is planned ensures easy access for pupils or adults with disabilities, should the need arise.

## Leadership and management

### Key question 5: How effective are leadership and strategic management?

#### Grade 2: Good features and no important shortcomings

128. The findings of the inspection team do not match the judgement made by the school in its self-evaluation report and a lower grade was awarded to this key question.
129. The school has clear aims and values. The head teacher provides good leadership in ensuring that there is a clear direction to school development. He ensures that the aims of the school are reflected in its daily life particularly with regard to ensuring that pupils are given a wide range of rich, and very often first hand experience. He also ensures a very positive school ethos where individuals are valued and where equality of opportunity underpins its daily life.
130. There is a clear management structure in place with appropriate job descriptions. The head is very well supported by a hard working deputy, who has effectively taken on various aspects relating to school management over the last few years and a very cohesive staff who are actively involved in on-going decision making. Regular meetings are held relating to a wide range of issues and this collegiate approach is seen as a strength of the school.
131. The head monitors all aspects of school life, including the quality of teaching. Curriculum co-ordinators draw up yearly reports which identify achievements and areas for development in their subjects.
132. The school takes good account of national priorities and local partnerships and consortia agreements. It is very much involved in working closely with local schools in the cluster group, an approach which contributes well to the development of the school in a number of areas. Initiatives such as the development of ICT, extending the Welsh language skills of teachers, the focus on health education and education for sustainable development have had a marked impact on pupils' learning experiences. The school continues to seek additional grants to further develop areas of school life.
133. Development planning is undertaken in the light of the school's needs. The school development plan is wide ranging and outlines current focus and reflects longer-term aims but is not closely enough linked to the school's developing self-evaluation systems. Targets are clearly identified. These are not, however, always prioritised. Progress in meeting targets are noted and reported to the governors.
134. The school's performance management plan works effectively. Staff training needs are regularly examined and this promotes continuous professional development and continues to improve the quality of educational provision.

135. Links with school governors, who carry out their statutory duties conscientiously, are effective. Governors contribute well to the management process and to school development. They are well very informed about a wide range of aspects of school life. Individual governors are assigned to curriculum areas and produce good quality reports to the governing body following school visits. Sub committees and in particular, the finance committee, play prominent roles. Governors are very much involved in health and safety matters.
136. Day to day routines are very effective; the school secretary carries out daily routines and responsibilities very efficiently.

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

<b>Grade 3: Good features outweigh shortcomings</b>
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137. The findings of the inspection team do not match the judgement made by the school in its self-evaluation report and a lower grade was awarded to this key question.
138. There are some established procedures for self-evaluation and continuous improvement others are developing well. The self-evaluation process is informed by the monitoring work of the head teacher. Curriculum co-ordinators ensure that they keep abreast of developments in their fields and support their colleagues well. Their overall monitoring is, however, insufficiently developed, particularly with regard to monitoring the quality of teaching in their subjects. This is an area which the school has identified for development.
139. In gathering evidence for its self-evaluation, good use is made of governor reports, following visits to focus on various areas of school life. Good use is also made of reports undertaken by outside agencies in relation to areas such as Basic skills, Eco Schools and the Swansea Healthy Schools Initiative. The school has not of late involved parents in the process on a formal basis. Although the pupil Eco and Road Safety committees make contributions, pupils are not as yet sufficiently involved in the process.
140. The school gathers a great deal of valuable information which contributes informally to its further development and information which has ensured clear progression in a number of areas. Nonetheless, procedures are insufficiently developed in terms of there being a systematic approach to collate information that informs the school's development planning.
141. The school makes good use of teacher assessments, standardised tests and teacher expertise to set realistic and challenging targets for pupils by the end of each key stage. The governors are made fully aware of benchmarking statistics, the main findings of the analysis of results and the steps to be taken as a result of the analysis to inform the teaching and learning programmes.

The school has identified the use of Performance Data as an area for development.

142. Prior to the inspection, the school produced a detailed and comprehensive self-evaluation document, based on a wide range of evidence produced by the head, staff and governors. The evidence on which the document was based was made available to the inspection team. The team agreed with aspects noted in the document in relation to many of the school's strengths but judged that the document did not focus in a rigorous enough manner on areas for development.
143. For the most part the school has been successful in effectively addressing the key issues identified in the last inspection report although lack of pace in a minority of lessons is once again noted as a shortcoming.

### **Key question 7: How efficient are leaders and managers in using resources?**

<b>Grade 2: Good features and no important shortcomings</b>
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144. The findings of the inspection team do not match the judgement made by the school in its self-evaluation report and a lower grade was awarded to this key question.
145. The school benefits from a number of experienced and suitably qualified teachers who possess appropriate expertise to teach all aspects of the curriculum. They are well deployed. There are good relationships between teachers and the high number of LSAs. In some instances, however, support staff are not always effectively deployed.
146. All staff have appropriate job descriptions and there is a positive commitment to undertake continuing professional development. There is a good programme for the continuing professional development of staff. Teachers have attended a broad range of courses over the last year and share expertise gained with their colleagues. The school receives a grant from the General Teaching Council for Wales (GTCW) for the development of the proposed Foundation Phase. This is having a beneficial effect on the development of the outdoor curriculum in the nursery and reception classes. Teachers in key stage 1 are also beginning to implement positive changes in their use of the outdoor area which is enhancing children's learning. The school ensures that the LSAs attend courses in addition to the initial induction course provided by the LEA.
147. The school has a range of good quality learning resources, most of which are accessible to pupils. All available resources are used to good effect by teachers and support staff in providing pupils with a wide range of learning experiences. For example, pupils' make ceramic representations of a high standard which are fired in the school's kiln. The ICT bay has very good new equipment for use by all classes in key stage 2 on a regular basis. There is

an interactive whiteboard in each key stage. Effective use is made of the whiteboard in key stage 2 in particular, to enhance pupils' learning.

148. A variety of SEN resources are used very effectively to support pupils' learning. There is a well-resourced library, where books are catalogued by a system of colour coding which makes them accessible to pupils of all ages. Older pupils in particular make good use of the library to support individual projects.
149. The standard of accommodation is appropriate. The space available, for the most part, ensures that the planned curriculum can be covered effectively. The spacious hall is used effectively. Effective use is made of shared areas outside classrooms for ICT. The walls of classrooms and central areas of the school are enhanced by very attractive and colourful displays of pupils' work and achievements. They reflect many examples of extensive work in all areas of the curriculum and the life and work of the school. The outside of some buildings are in need of re-painting.
150. There are well-maintained playing fields and play equipment for younger pupils. The beautiful and extensive school grounds are very well looked after and the school makes very good use of them in order to enhance the pupils' learning.
151. The attention to detail of the caretaker and cleaner is evident in the cleanliness and high standard of maintenance of both the school building and the grounds. The school secretary ensures effective day-to-day administration of the school and carries out her duties efficiently.
152. Spending decisions are well matched to the school's priorities. The focus on the effective investment in ICT equipment, for example, has moved the school forward in this field and the employment of an increasing number of LSAs has had a positive effect on standards achieved in the area of SEN. The head teacher, staff and the governing body carefully monitor the impact of spending decisions.
153. Overall the school provides good value for money.

## **School's response to the inspection**

We welcome this most positive report which celebrates and recognises many of our strengths, success and outstanding features particularly agreeing with the inspecting team that:

- Knelston Primary School is a happy school.
- Headteacher and staff are committed to giving priority to raising pupils self esteem and work hard to provide pupils with a wide range of rich experiences.
- The breadth of experiences that the school provides is an outstanding feature of its work, providing a broad and balanced curriculum for all its pupils which include links with the local and wider community.

The school believes that its success is a result of the manner in which it operates.

We welcome the report in helping us to move forward as a school. We will carefully consider those recommendations made by the inspecting team, as a means of furthering the already well established procedures that provide our pupils with opportunities to achieve their full potential.

## Appendix A

### Basic information about the school

Name of School	Knelston Primary School
School type	Primary
Age-range of pupils	3 – 11 years
Address of School	Reynoldston Gower Swansea
Post-code	SA3 1AR
Telephone number	01792 390071
Head teacher	Roy Davies
Date of appointment	April 1991
Chair of governors/ Appropriate authority	Mr Rob Lloyd City & County of Swansea
Registered inspector	Mr Brinley Jones
Dates of inspection	18 – 20 April 2005

## Appendix B

### School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	8.5	14	19	24	20	19	24	13	141.5

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	6	1	6.5

Staffing information	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	19
Pupil : adult (fte) ratio in nursery classes	
Pupil : adult (fte) ratio in special classes	
Average class size, excluding nursery and special classes	22
Teacher (fte) : class ratio	1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Whole School
Term 1	89.4	93.18	94.12
Term 2	88.9	89.75	93.05
Term 3	88.0	92.20	94.10

Percentage of pupils entitled to free school meals	6.6%
Number of pupils excluded during 12 months prior to inspection	0

## Appendix C

### National Curriculum Assessment Results End of Key Stage 1:

National Curriculum Assessment KS1 Results 2004			Number of pupils in Y2					18	
Percentage of pupils at each level									
			D	W	1	2	3	2+	
English:	Teacher Assessment	School	0	0	11	61	28	89	
		National	0	4	13	63	20	83	
En: reading	Teacher Assessment	School	0	0	0	67	33	90	
		National	0	4	14	54	28	82	
En: writing	Teacher Assessment	School	0	0	11	56	33	89	
		National	0	5	13	71	10	81	
En: speaking and listening	Teacher Assessment	School	0	0	17	56	28	84	
		National	0	2	11	64	22	86	
Mathematics	Teacher Assessment	School	0	0	0	39	61	100	
		National	0	2	9	61	26	87	
Science	Teacher Assessment	School	0	0	0	45	55	100	
		National	0	2	10	68	20	88	

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	89	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 2004							Number of pupils in Y6					25
Percentage of pupils at each level												
			D	A	F	W	1	2	3	4	5	4+
English	Teacher Assessment	School	0	0	0	0	4	0	8	36	52	88
		National	1	0	1	0	1	5	16	46	30	76
	Test/Task	School	0	0	0	0	0	4	4	36	56	92
		National	0	2	0	1	0	4	13	42	37	79
Mathematics	Teacher Assessment	School	0	0	0	0	0	0	12	40	48	88
		National	0	0	0	0	1	4	19	46	30	76
	Test/Task	School	0	0	0	0	0	0	12	44	44	88
		National	1	2	1	0	0	3	18	46	31	77
Science	Teacher Assessment	School	0	0	0	0	0	0	0	40	60	100
		National	1	0	0	0	0	1	11	50	37	87
	Test/Task	School	0	0	0	0	0	0	0	40	60	100
		National	0	1	0	0	0	0	1	9	51	39

Percentage of pupils attaining at least level 4 in mathematics, science and English or Welsh (first language)			
By Teacher Assessment		By Test	
In the school	88	In the school	88
In Wales	71	In Wales	70

- 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 D

### **Evidence base of the inspection**

The inspection was carried out by a team of three inspectors who spent a total of five inspector days at the school.

#### **Before the inspection:**

- meetings were held with the head teacher and staff, the governing body and parents;
- questionnaires were distributed to all parents and 49 completed questionnaires were analysed and note was taken of the results;
- school documentation was examined.

#### **During the inspection:**

- evidence of lessons or sessions observed was based on the inspection of classes in a total of 28 lessons or sessions across age groups;
- other observations included assemblies, registration, playtimes and lunch-time;
- discussions were held with pupils about aspects of their work and life in the school;
- an inspector listened to a representative sample of pupils read;
- inspectors scrutinised pupils' work from each year group, as well as work in the classrooms and on display around the school.

#### **After the inspection:**

- post-inspection meetings were held with the head teacher, staff and the governing body.

## Appendix E

### Composition and responsibilities of the inspection team

<b>Team member</b>	<b>Responsibilities</b>
Mr B Jones Registered Inspector	Key questions 1, 4, 5 and 6. Contributed to key question 3
Mrs B Jones Team Inspector	Key questions 2, 3 and 7. Contributed to key question 3
Mr G Davies Lay Inspector	Contributions to key questions 1, 3, 4 and 7.

The contractor was:

Evenlode Education Ltd  
6 Abbey Close  
Alcester  
Warwickshire  
B49 5QW

### Acknowledgement

The inspection team would like to thank the governors, head teacher, staff and pupils for their co-operation and courtesy throughout the inspection.

**Inspection under Section 10 of the  
Schools Inspections Act 1996**

**Knelston Primary School  
Reynoldston  
Gower  
Swansea  
SA3 1AR**

**Summary for Parents**

**School Number: 6702217**

**Date of Inspection: 18 – 20 April 2005**

**by**

**Mr Brinley Jones  
W263/78379**

**Date: 23 June 2005**

**Under Estyn contract number: T/225/04P**

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	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	6	1	6.5

### A SUMMARY REPORT FOR PARENTS

Knelston Primary School was inspected as part of a national programme of school inspection. The purpose 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 more information about 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 Knelston Primary School took place between 18 and 20 April 2005. An independent team of inspectors, led by Mr Brinley Jones 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.

## Summary

Knelston Primary school is a happy school. The head teacher and staff are committed to giving high priority to raising pupils' self-esteem and work hard to provide pupils with a wide range of rich experiences. Relationships within the school are very good. There are very good links with parents and the community.

### Table of grades awarded

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

### Standards

The overall quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning. Baseline assessments indicate that attainment on entry is well above the local education authority (LEA) average particularly in language and in relation to personal and social features.

Across the school, the great majority of pupils from all backgrounds make good progress in their work and achieve good standards. At times, pupils achieve very good standards, particularly at the upper end of key stage 2.

Pupils at the upper end of both key stages achieve the realistic National Curriculum assessment targets set for them. Many achieve challenging targets. Most pupils with SEN make good and often very good progress in relation to their targets.

Children under-five make good progress in the development of their key skills. In key stage 1 and key stage 2, pupils' progress and standards in key skills are good overall. At both key stages in the areas of speaking and listening, standards are good with some examples of very good features.

Standards in reading for information and writing for a range of purposes across the curriculum are good in both key stages. In both key stages, pupils' use of their numeracy and information communications technology (ICT) skills are good. At the upper end of key stage 2, the use pupils make of key skills and standards reached are, often, very good.

The use that children under five make of the Welsh language is often very good. Pupils in key stage 1 and key stage 2 achieve good standards in Welsh and when given opportunities make appropriate use of their skills in more informal situations.

Most pupils make good progress in acquiring new knowledge and skills in subjects across the curriculum and in the development of creative and problem solving skills. Most are starting to develop an awareness of their strengths and areas for further development.

Results of the 2004 National tests for key stage 1, according to teacher assessment, show that pupils' achievement in English, mathematics and science were above the local and national averages for pupils achieving at least level 2, as was the core subject indicator (CSI - percentage achieving level 2 in all three subjects). Results in relation to schools with a similar background show the school to be in the upper 50 per cent. Numbers achieving level 3 were above local and national averages in English and well above in mathematics and science. The results show that boys outperformed girls. Trends indicate that results have been variable over the last few years.

National Curriculum test results for key stage 2 in 2004 show that the percentages of pupils achieving level 4 and the higher level 5 in the core subjects of English, mathematics and science were well above local and national averages as was the CSI (percentage achieving level 4 in all subjects). When compared to schools of a similar background, results show the school to be just below the top 25 per cent. Evidence from previous years shows that end of key stage 2, test results are consistently high. In 2004, girls outperformed boys in English and mathematics, a trend which has been evident for the last four years and one which the school is monitoring.

The majority of pupils demonstrate very good attitudes to work and school life in general.

Most pupils make very good progress in personal and social development. They work independently and effectively in pairs and in groups. They develop a good understanding of equal opportunities and that diversity should be respected.

The behaviour of the great majority of pupils is good and often very good. No instances of aggressive behaviour or bullying were witnessed.

Average attendance has been satisfactory at around 93 per cent. Punctuality is good.

### **The quality of education and training**

In the lessons observed, the quality of teaching was judged as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
20%	52%	28%	0%	0%

The percentage of good or better teaching exceeds the Welsh Assembly Government target of 50 per cent good or better teaching. Good teaching was seen in all classes. Relationships between teachers and pupils are very good.

In lessons judged to be very good, teachers displayed a very good subject knowledge, there were imaginative approaches to developing pupils learning, clear links with previous experiences and very good opportunities for group and pair work. Features of lessons judged to be good included effective introductions and plenary sessions, opportunities for pupils to make extended oral contributions, challenging tasks, good use of learning support assistants (LSAs) and lessons developing at a good pace.

Features of lessons judged to have shortcomings included lack of pace, tasks that did not fully engage pupils in learning and opportunities for them to make choices, and less effective use of LSAs.

Good planning with clear objectives was seen in individual lessons observed during the inspection. In general, however, medium-term planning is insufficiently comprehensive and short-term planning is insufficiently rigorous.

The school meets all statutory requirements for assessment, recording and reporting. Baseline assessment is a very good feature. Termly assessments of pupils' work in core subjects of English, mathematics and science are undertaken and the results are used to inform teaching in those subjects. Pupils keep samples of work in records of achievement folders. There is no formal assessment of foundation subjects and there are no portfolios of assessed work in place for subjects.

Marking of pupils' work highlights the school's caring ethos, but in general does not indicate to pupils what they need to do in order to improve. Pupils are not sufficiently involved in evaluating their work and in setting their own learning targets.

Assessment procedures for pupils with SEN are good.

Annual reports to parents meet statutory requirements. They are comprehensive and give a clear picture of their child's achievement.

The school is successful in meeting pupils' needs and provides a broad and balanced curriculum. The breadth and richness of experiences the school provides is an outstanding feature.

While good opportunities are provided for the development of key skills, specific planning for their progressive development is more limited. The school has begun to effectively develop pupils' bilingual skills and *Y Cwricwlwm Cymreig* is well promoted.

There are good opportunities for the development of creative and problem solving skills.

There are good opportunities for extra-curricular activities. Amounts of homework are for most part increased as pupils move through the school.

Collective worship meets statutory requirements and contributes effectively to pupils' moral development. While the curriculum contributes significantly to pupils' experiences of awe and wonder, acts of worship do not always provide opportunities for quiet reflection.

The school's links with the local and wider community and the use made of visitors and visits are outstanding features of its life and work.

There are good opportunities to enhance pupils' knowledge and understanding of other cultures and their traditions.

Equal opportunities underpins all aspects of school life. The school's provision for personal and social education is wide ranging and is very good. The focus on health education is particularly well developed.

An outstanding feature of provision is the way in which the local environment is used to enhance the curriculum. Sustainable development is very well promoted throughout the school.

Pupils have good opportunities to take on responsibilities through the buddy system. Older pupils carry out their roles as prefects well. Pupils exercise responsibilities through the ECO and road safety committees. They are very aware of those less fortunate and contribute particularly well to a range of charitable causes.

There are very good links with parents. In received responses to the pre-inspection questionnaires, the overwhelming majority expressed positive and very positive views.

Pupils' contributions to community life are good; they participate in local activities and charity events and visit a local nursing home on a regular basis.

There are very good links with other primary schools in the area which include shared staff development experiences. Links with the comprehensive school are very good.

Pupils' awareness of the world of work is raised through educational visits and visitors from the community. There are a number of good links with local industries.

The school is a happy and caring community where all pupils are valued and relationships between staff and pupils, based on mutual respect are very good. Achievements are celebrated in a variety of ways.

The school has a wide range of relevant policies to support its pastoral care role. Good procedures are in place for working with parents and carers and with outside agencies.

Induction arrangements are very good. There are very effective links between the school and the secondary sector to ease the transition of year 6 pupils.

There are appropriate arrangements in place for child protection. There is a comprehensive health and safety policy and suitable procedures are in place. Governors and the caretaker play an important part. All teachers have upgraded first aid certificates.

Provision for supporting pupils with SEN is very well led by the special educational needs co-ordinator (SENCO). Teaching assistants contribute well in this field. Individual Education Plans (IEPs) are of very good quality. Parents have good opportunities to discuss their contents and progress made by their children. Teachers make good use of IEPs although reference to work to match pupils individual abilities is not always evident in short-term planning. Part-time teaching assistants provide good support for pupils with statements of SEN.

The school focuses well on maintaining good behaviour. There is a suitable anti-bullying policy and the code of behaviour is displayed prominently.

There are good procedures for monitoring attendance and for promoting good attendance and punctuality.

The focus on diversity and good race relations is good and a strong emphasis is placed on tolerance and respect.

There is easy access for adults and pupils with disabilities.

## **Leadership and management**

The head provides good leadership in ensuring that there is a clear direction to school development and that the aims of the school are reflected in its daily life. He is well supported by the deputy head, who has effectively taken on various aspects of management over the last few years and very cohesive staff.

The head monitors all aspects of school life. Curriculum co-ordinators ensure that they keep abreast of developments in their fields and support their colleagues well. The school takes good account of national priorities and local partnerships and consortia agreements.

Development planning is undertaken in the light of the school's needs. The school development plan is detailed and wide-ranging. Targets are clearly identified but are not always prioritised. Progress in meeting targets are noted and reported to the governors.

The school's performance management plan works effectively. It promotes continuous professional development and continues to improve the quality of educational provision.

Links with school governors, who carry out their statutory duties conscientiously are effective. Governors contribute well to school development. Sub committees and in particular, the finance committee, play prominent roles. Governors are very much involved in health and safety matters.

There are some established procedures for self-evaluation and continuous improvement others are developing well. The process is informed by the work of staff, governors as well as outside contributors. The overall monitoring role of co-ordinators is, however, insufficiently developed with regard to monitoring the quality of teaching in their subjects. This an area which the school has identified for development.

While information gathered has ensured clear progression in a number of areas of school development, procedures are insufficiently developed in terms of there being a systematic approach to the collection of information.

Good use is made of test results to set realistic and challenging targets for pupils.

Prior to the inspection, the school produced a detailed and comprehensive self-evaluation document, based on a wide range of evidence which was made available to the inspection team. The team agreed with many of the strengths identified but judged that the document did not focus in a rigorous enough manner on areas for development.

For the most part, the school has been successful in effectively addressing the key issues identified in the last inspection report, although lack of pace in a minority of lessons observed, is once again noted as a shortcoming.

The school benefits from a number of experienced and suitably qualified teachers and a high number of support staff although in some instances, the latter are not always effectively deployed.

All staff have appropriate job descriptions and there is a positive commitment to undertake continuing professional development. The focus on the development of the proposed Foundation Phase is having a beneficial effect on developments.

The range of good quality learning resources, including SEN resources is used to good effect by teachers and support staff in providing pupils with a wide range of learning experiences. Older pupils, in particular, make good use of the library to support individual projects.

The accommodation is appropriate and the space available, for the most part, ensures that the planned curriculum can be covered effectively. The spacious hall and shared area outside classrooms for ICT are used effectively. The walls of classrooms and central areas of the school are enhanced by very attractive and colourful displays of pupils' work and achievements.

The beautiful and extensive school grounds are very well used to enhance the pupils' learning. The attention to detail of the caretaker and cleaner is evident in the cleanliness and high standard of maintenance of both the school building and the grounds.

The head teacher, staff and the governing body carefully monitor the impact of spending decisions which are well matched to priorities. Overall, the school provides good value for money.

## **Recommendations**

In order to improve further, the school needs to:

- R1 Further extend the practice of good and very good teaching.
- R2 Further develop assessment procedures with particular reference to:
  - the involvement of pupils in the assessment process;
  - the foundation subjects.
- R3 Adopt a more rigorous approach to short and medium term planning and to the progressive development of key skills.
- R4 Further develop self-evaluation procedures, including the role of the curriculum co-ordinators in this process and link the outcomes more closely to school development planning.

The school identifies features relating to the last recommendation in its current school development 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 visiting inspectors wish to thank the governors, the headteacher and all the staff for the co-operation and courtesy they received during the inspection.**