

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

**A report on the quality of education in**

**Morrison Primary School  
Neath Road, Morrison  
Swansea  
SA6 8EP**

**School number: 6702040**

**Date of inspection: 07/12/09**

**by**

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**Date of publication: 11/02/10**

**Under Estyn contract number: 1103909**

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## Introduction

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

The inspection of Morrison Primary School took place between 07/12/09 and 09/12/09. An independent team of inspectors, led by Peter Mathias, 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.

Estyn's reports follow its guidance for the writing and editing of reports, which is available on the Estyn website ([www.estyn.gov.uk](http://www.estyn.gov.uk)). The table below shows the terms that Estyn uses and a broad idea of their meaning. The table is for guidance only.

<b>Nearly all</b>	with very few exceptions	<b>Half/around half</b>	close to 50%
<b>Most</b>	90% or more	<b>A minority</b>	below 40%
<b>Many</b>	70% or more	<b>Few</b>	below 20%
<b>A majority</b>	over 60%	<b>Very few</b>	less than 10%

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

There are three types of inspection.

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

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

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

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

**Estyn decides the kind of inspection that a school receives, mainly on the basis of its past performance. Most schools receive a standard inspection.**

**All nursery schools, special schools, pupil referral units and any new or amalgamated schools receive a full inspection.**

This school received a **standard** inspection

## Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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## Context

### The nature of the provider

- 1 Morrison Primary School is situated close to one of the main routes into the City of Swansea which is the Local Authority (LA). It serves the community of Morrison which is generally economically disadvantaged.
- 2 The school provides education for boys and girls between the ages of three and eleven. Currently there are 23 nursery children who attend on a part-time basis and 153 pupils from YR to Y6, making in total 176 full-time equivalent pupils on roll. These include 18 pupils who attend one of two specialist teaching facilities (STF's) for pupils who have moderate to severe learning difficulties. Nearly all of these pupils travel some distance to the school. The school numbers have fallen from 205 full-time equivalent pupils at the time of the previous inspection in October 2003 when the current headteacher was in post.
- 3 Pupils come from a wide range of backgrounds and are broadly below average basic skills of maturity when they begin school in the nursery. Approximately 32% of pupils are considered eligible for free school meals, which is well above the LA average of 20.6% and the all-Wales average of 17.5%. Four pupils are looked after by the LA which is a high proportion for a school of this size. 93% of pupils have English as the language of the home and the remainder have a range of different first languages, 7% of pupils have support in English as an additional language. No pupil has Welsh as a first language. Three percent of pupils are from 'traveller' families who live either temporarily or permanently in the area.
- 4 Thirty-seven percent of pupils have some degree of special educational needs (SEN) which is well above the LA and national averages. Of these 27 pupils have statements of SEN 18 of who attend one of the STF's.
- 5 No pupil has the National Curriculum (NC) disapplied. There were two temporary exclusions in the previous school year.
- 6 The school holds the Basic Skills' Quality Mark (3) and the Eco-Schools' bronze and silver awards.

### The School's Aims

- 7 The school's aims are wide and appropriate.
- 8 The school's mission statement is "Together Everyone Achieves More".

### The school's priorities and targets

- 9 The school's priorities and targets for 2009/2010 are very extensive and contain a very wide range of priorities for all subjects and areas of school life:
- most significantly they refer to raising standards in Welsh and pupils' bilingual competence;
  - improvement in handwriting;
  - strengthening assessment procedures;
  - raising levels of attendance; and
  - continuing to develop skills for learning.

### Summary

- 10 Morrison Primary School is a very successful school where all pupils are highly valued. It provides very good value for money. The headteacher gives a strong and purposeful lead. The school has made good progress since its last inspection in October 2003. Nearly all of the key issues of that inspection have been thoroughly addressed.

#### Table of grades awarded

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

- 11 The inspection team agreed with five of the seven judgements made by the school in its self-evaluation report and about the standards it has achieved in other areas of its work. The grades awarded for Key Question 2 and Key Question 3 were one grade lower than that given by the school. This is because while the quality of teaching had

some very strong features, the overall picture was not sufficiently outstanding to support the highest grade. Similarly while the school provides a wide range of learning experiences which meet the needs and interests of all pupils and the wider community, these had insufficient outstanding features to support the Grade 1 which the school had awarded itself.

- 12 Many children begin school with below the expected levels of basic skills. They make very good progress in the Foundation Phase, KS1 and KS2. They are very well placed to continue to achieve very well in the next phase of their education. Nearly all meet or exceed the very varied predictions made for them when they enter the school. \pupils with SEN and those who have English as an additional language achieve well as do those from 'traveller' backgrounds
- 13 In the end of the 2009 national teacher assessments for seven year olds, starting from a below average base, the proportion of pupils reaching at least the expected level (Level 2) in English was below the LA and national averages, in mathematics and science results were just above these averages. The combined results were below as they have been over recent years. In these assessments girls out-performed boys as they have done previously.
- 14 In the national teacher assessments for eleven year old in 2009, the proportion of pupils, including those in the STF's, reaching the expected level (Level 4) in English was above the LA and national averages. In mathematics results were below these averages and in science they were just above. The combined results were just below these averages. Overall girls out-performed boys as they have done previously.
- 15 When the results in 2009 are compared to schools considered to have a similar proportion of pupils entitled to free school meals, the results at the end of KS1 were well below in English, well above in mathematics and above in science. The combined results were very low. The end of KS2 results compared to similar schools was close to most of these schools in English, well above in mathematics and below in science and also when the results were combined.
- 16 These results should be considered carefully because they include the results of pupils who attend the STF's. When the results of these pupils are discounted, the performance of pupils in the main school is much more positive.
- 17 In the main school in 2009, seven year olds attained above the local and national averages in all three subjects and when these results were combined. The results of seven year olds were also well above pupils in similar schools in English and above most of these schools in mathematics and science. The combined results were very high compared to these similar schools.
- 18 Similarly the disaggregated results for eleven year olds in 2009 were above most of these similar schools in all three subjects and when the results were combined. When compared to the family of schools across Wales to which the school belongs the results were very high and above nearly all of these schools.
- 19 Since 2005 results in KS1 and KS2 have fluctuated and currently reflect the same high standards reached in 2005. In 2009 the school met the targets it had agreed with the

LA. All pupils, including those in the STF's and those in the main school who were identified as having some degree of SEN, make good and often very good progress and exceed the targets set for them.

- 20 Overall, standards of achievement in the subjects and areas of learning inspected are as follows: -

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
5%	85%	10%	0%	0^

- 21 These figures are close to those reported by Her Majesty's Chief Inspector (HMCI's) in the Annual Report 2007/2008 (Primary) where standards were good or better in 84% of lessons with 12% being outstanding. These results are also close to those at the time of the last inspection.

#### Subjects and/ areas of learning for under-5s

	N	R
Personal and social development, wellbeing and cultural development	2	2
Language, literacy and communication skills	2	2
Welsh language development	2	1
Mathematical development	2	2
Knowledge and understanding of the world	2	1
Creative development	2	1
Physical development	2	1

- 22 The overall quality of provision for the under-fives is appropriate to their need and children make good progress towards the Foundation Phase Outcomes.

#### Grades for standards in subjects inspected in key stage 1 and key stage 2

	KS1	KS2
<b>Inspection Area</b>		
Welsh second language	2	3
Mathematics	2	2
Information and communications technology	1	1
History	2	2
Geography	2	2

- 23 Standards and progress overall in the key skills of literacy and communication in English are good with no important shortcomings. Nearly all children in the Foundation Phase speak and listen very confidently and enjoy listening to stories. In KS1 and KS2 nearly all pupils speak and listen well and discuss enthusiastically. Across KS2 most pupils listen attentively and they are very confident when discussing activities within groups or when responding to questions. In KS1 and KS2 most pupils write well for a variety of purposes, for example a newspaper article about Nelson Mandela and a factual report on Botswana. However, across the school pupils' handwriting and presentational skills have some shortcomings because many pupils do not take sufficient care in producing neat work.

- 24 Standards in communication Welsh and in pupils' competence in Welsh and English have good features which outweigh shortcomings. Particular strengths are in the Foundation Phase where children are making very good progress in speaking, listening, reading and writing in Welsh and in KS1 where they successfully build on what they already know and can do. However, in KS2 standards in speaking, listening, reading and writing and competence in using Welsh and English have good features which outweigh shortcomings. Many pupils show little progress in their acquisition of these skills by the end of KS2.
- 25 Across the school pupils' mathematical skills are good in the Foundation Phase. Children apply their understanding of money through role-play activities in their café. In KS1 and KS2 pupils gather information about a variety of topics to produce a range of graphs and in KS2 they measure effectively for example in plotting plant growth and in collecting data about the size of hands and feet.
- 26 Skills in information and communications technology (ICT) are good throughout the school. Children in the Foundation Phase competently and confidently use graphics packages and in Y2 pupils compose music using the computer. Older pupils in KS2 use ICT well in a range of subjects and produce for example presentations combining a variety of information and media.
- 27 Pupils' understanding of their Welsh culture and heritage is good, children in the Foundation Phase for example, know the story of Swansea Jack and pupils in KS1 and KS2 have a good understanding of the history and traditions of their local area as well as its current industries.
- 28 Pupils' personal and social education skills are a particular strength of the school and are outstanding. From the nursery onward all demonstrate a very strong understanding of how to contribute to their school and their community and to the wider world. Problem solving skills have features which outweigh shortcomings. In the Foundation Phase children use construction materials well to find solutions to problems and pupils in Y3 and Y4 investigate ways to answer questions such as how much rubbish is in the playground. However, generally pupils are over-directed and as a result do not develop the capacity to think things out for themselves.
- 29 Pupils' creative skills are good throughout the school with no important shortcomings. All pupils in Y2 create imaginative maps using natural materials and a majority of pupils in KS2 design and make role-play areas.
- 30 Across the school all work with others successfully. A particular strength of the school is the way in which the pupils from the STF's are integrated into mainstream classes and are made welcome. Pupils share ideas and resources readily. Their knowledge of how to improve their own learning is good with no important shortcomings. From the Foundation Phase pupils are beginning to reflect on their learning and older pupils in KS2 use 'learning logs' well to record what they want to improve. Their knowledge of how to improve their work is good.
- 31 Pupils' behave very well and have very positive attitude to learning. They are very well motivated and very enthusiastic about their work. They enjoy coming to school and most want to please their teachers. They are proud of their achievements.

- 32 Attendance at 92.5% is below the average for schools in Wales but compares well to similar schools. Attendance is above that of the previous inspection.

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

#### **Grades for teaching**

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
24%	66%	10%	0%	0%

- 33 The figures are above the national picture reported by HMCI in the Annual Report 2007/2008 (Primary) where the quality of teaching was Grade 2 or better in 83% of lessons. In this inspection 90% of lessons were Grade 1 or Grade 2 and 10% Grade 3. Nationally 17% of lessons were Grade 3 or below. These figures represent a significant improvement on those of the previous inspection.
- 34 In the Foundation Phase teaching is very well organised in order to provide a wide range of suitable experiences which are in line with the Foundation Phase Outcomes. Across the school, planning for those in the STF's and those with SEN in other classes is of a high quality. Planning for those identified as gifted and talented is thorough and addresses their needs appropriately.
- 35 In the best lessons which have many outstanding features and are found across the school, the outstanding features include:
- very positive and constructive relationships between pupils and adults which promote very successfully confidence and willingness to work hard;
  - very good questioning techniques which extend pupils' learning;
  - a brisk pace and sense of purpose;
  - teachers' enthusiasm and knowledge for particular subjects;
  - very carefully prepared resources which significantly add to the quality of the learning;
  - very well taken opportunities to develop pupils' use of English and Welsh together;
  - very effective promotion of pupils' independence and sense of responsibility; and
  - systematic reviews of what has been learnt and indications of what the next steps in learning will be.

- 36 Where teaching had some shortcomings these were:
- over prescription of tasks;
  - undemanding questions which required simple one word answers;
  - missed opportunities to develop pupils' skills in using English and Welsh together;
  - unnecessary repetition of instructions.
- 37 Assessment procedures meet statutory requirements; arrangements to assess children's strengths and maturity when they begin in the Foundation Stage are very thorough and well used to provide appropriate support.
- 38 In KS1 and KS2, all pupils are appropriately involved in planning their own progress and in setting their own targets for improvement. However, while teachers assess long-term progress accurately, this information is not used consistently with sufficient rigour to compare the actual progress made against that predicted. Teachers mark pupils' work regularly but do not always indicate sufficiently how pupils could improve it. Annual reports to parents are very informative and meet legal requirements.
- 39 The school provides a balanced curriculum which meets the legal requirements of the NC and the locally agreed syllabus in religious education. The curriculum meets the needs of all pupils including those with SEN and those identified as gifted or talented. There are a wide range of extracurricular activities which enhance the curriculum further. The curriculum is carefully planned to match its provision to the newly revised NC.
- 40 Provision for pupils' spiritual, moral, social and cultural development is good but nearly all pupils have a strong sense of right and wrong and behave responsibly. Daily acts of collective worship meet statutory requirements and are of a broadly Christian nature. All pupils are provided with good opportunities to appreciate the different ways of life of many religious and cultural groups from around the world and to know about the multicultural nature of modern society. Provision to promote Y Cwricwlwm Cymreig is good. Planning for pupils' bilingual skills is in place but is not consistently put into practice particularly in KS2.
- 41 There are good arrangements to promote pupils' understanding and awareness of sustainable development and of the need to protect the environment. The school acts in a sustainable way. Nearly all pupils have a very good understanding of 'Fair Trade' and their responsibility as citizens of the world.
- 42 Pupils are given good opportunities to learn about the world of trade and commerce and to recognise the need to be lifelong learners. The school council is well established and active. Through it pupils have a growing sense of the democratic process.
- 43 The quality of care, guidance and support for all pupils is of a very high quality and is a major strength of the school. There is a calm, caring and supportive atmosphere

within the school. Each pupil's personal, social and academic needs are carefully identified and addressed.

- 44 The provision for pupils with additional learning needs (ALN) is outstanding. All pupils with SEN receive very good support. Those pupils who attend the STF's receive particularly well considered and directed help. They are fully included in all appropriate school activities. There are very effective arrangements to secure the equal treatment of all pupils including those with disabilities, which also includes those with complex medical needs. A detailed survey of the site has been carried out to assess ease of access for those with disability and a disability action plan and policy is in place. Arrangements to promote pupils' health, safety and well-being are very effective. Policies and procedures to deal with child protection issues are clearly understood by all staff and meet statutory requirements and locally recommended good practice.
- 45 There are rigorous arrangements to monitor attendance and punctuality. The school complies with all requirements set out in the National Assembly of Wales (NAW) Circular 47/06. However, attendance at 92.5% is below the national figure.

### **Leadership and management**

- 46 The headteacher leads the school very well and ensures that all pupils are very well cared for and achieve high standards in all aspects of their lives in school. The senior management team works very effectively with all of the professional staff. Shorter and longer term planning is very carefully constructed. Financial management is effective and much has been achieved through a wide range of fundraising activities.
- 47 There are systematic arrangements for the senior management team to look at the quality of teaching and learning and to link this to the professional development needs of all staff. The introduction of the Foundation Phase has been well managed and the school takes careful account of all local initiatives and national priorities. Arrangements to provide teachers with time during the taught week to plan, prepare and assess (PPA) are well organised, managed and well used to help to raise standards further.
- 48 The governing body works closely with the senior management team. It meets its statutory duties and is well led by a recently appointed chair who is continuing the effect work of his predecessor.
- 49 Governors are fully informed about the school's strengths and areas for development. They are actively involved in planning the way forward and in acting as a critical yet supportive friend of the professional staff. There are robust arrangements to review the success of spending decisions and to evaluate if money has been well spent.
- 50 The process of self evaluation is very firmly based on a wide range of reliable and first hand evidence. It is closely linked to the school improvement plan (SIP). There is a very well established culture of self evaluation as part of the school's ongoing process of school improvement. The views of all those involved in the school have been sought and carefully evaluated. The SIP is clearly focused on raising standards. It is very well organised.

- 51 Day-to-day administration is effective and efficient and helps to set a very welcoming atmosphere for all visitors to the school. The school buildings are very well cared for and despite their age and location is a stimulating environment for learning. Resources are of a very good quality and quantity and are readily available. They are very well matched to the school's priorities for development and through the very wide range of needs of all pupils.
- 52 Bearing in mind the progress nearly all pupils make from often below expected starting points and the overall quality of education provided, the school gives very good value for money.

## Recommendations

- 53 In order to improve the school in the areas inspected, the staff and governing body need to:
- R1 raise standards in Welsh as a second language in KS2 and pupils' bilingual skills; \*
- R2 improve pupils' problem solving skills and their presentational skills across the curriculum; \*
- R3 strengthen arrangements to assess achievement and progress more regularly and ensure the marking of pupils' work is consistently helpful and constructive; and \*
- \* Which the school has identified as a priority.

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 1: Good with outstanding features

- 54 The findings of the inspection team matched the judgements made by the school in its self-evaluation report.
- 55 In the 2009 national teacher assessments for seven year olds, including those in the STF's, often starting from a below expected base, the proportion of pupils attaining at least the expected level (Level 2) in English was below the LA and national averages. In mathematics and science results were just above these averages. The combined

results were below. In these assessments girls out-performed boys as they have done over recent years. All seven year old girls reached or exceeded the expected standards in mathematics and science.

- 56 In the national teacher assessments for eleven year olds in 2009, including those in the STF's, the proportion of pupils reaching at least the expected level (Level 4) in English was about the same as the LA and national averages, in mathematics the results were below. In science the results were just above the local and just below the national averages. The combined results were just below both of these averages. In these results girls out-performed boys.
- 57 When these results are compared to schools considered to have a similar proportion of pupils eligible for free school meals, the results in 2009 for seven year olds were well below in English, well above in mathematics and above in science. The combined results were very low. The KS2 results compared to those of similar schools were close to those similar schools in English; low in mathematics and below in science. The combined results were below.
- 58 Care should be taken when considering these results. This is because the results include those of pupils who attend the STF's or KS1 and KS2 pupils. When the scores of these pupils are discounted, the school's performance is very different and shows a school which is performing very well.
- 59 In these disaggregated national assessments in 2009 seven year olds in the main school attained above the local and national averages in all three subjects and when the results were combined. When compared to the group of schools with about the same proportion of pupils entitled to free school meals, the results were very high in English and above these schools in mathematics and science. The combined results were very high.
- 60 The disaggregated results for eleven year olds in 2009 were above most similar schools in all three subjects and when they were combined. When compared to the family of schools across Wales to which the school belongs, the results were very high and above nearly all of these schools.
- 61 Over recent years results for KS1 and KS2 have fluctuated and are now close to those of four years ago when both sets of results were very positive. In 2009 the school met the targets it had agreed with the LA.
- 62 Over time there is strong evidence to confirm that all pupils, including those within the STF's classes and other pupils who have SEN make at least the progress it would be reasonable to expect of them. Many often make very good progress and exceed the expectations set out for them. Pupils with English as an additional language achieve well and make good progress as do those with traveller backgrounds.
- 63 The overall quality of provision for the under-fives is appropriate to their needs and children make good progress towards the Foundation Phase Outcomes.

### Subject grades for subjects inspected

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
5%	85%	10%	0%	0%

- 64 These figures are close to those reported in HMCI's Annual Report 2007/2008 (Primary) where standards were good or better in 84% with 12% being Grade 1 (outstanding). These results are close to those at the time of the last inspection when 7% were Grade 1, 80% Grade 2 and 13% Grade 3.
- 65 Overall, the standards of achievement in the subjects and areas of learning inspected are:

### Subjects and/ areas of learning for under-5s

	N	R
Personal and social development, wellbeing and cultural development	2	2
Language, literacy and communication skills	2	2
Welsh language development	2	1
Mathematical development	2	2
Knowledge and understanding of the world	2	1
Creative development	2	1
Physical development	2	1

### Grades for standards in subjects inspected in key stage 1 and key stage 2

	KS1	KS2
<b>Inspection Area</b>		
Welsh second language	2	3
Mathematics	2	2
Information and communications technology	1	1
History	2	2
Geography	2	2

- 66 In the key skills of communication in English achievement is good with no important shortcomings. Nearly all children in the Foundation Phase speak and listen very confidently to adults and to each other. They enjoy listening to stories. In Y1 and Y2 nearly all children speak and listen well. They discuss enthusiastically ways in which activities could be undertaken. They take turns to speak and listen carefully to each other. They read with increasing fluency and express opinions about stories they have read. Across KS2 most pupils listen attentively. They are very confident when discussing activities within groups and also when responding to questions and contributing to discussions.
- 67 Most pupils write well for a variety of purposes, for example a newspaper article about Nelson Mandela and a factual report on Botswana. However, standards of presentation and handwriting across the school are unduly variable and all pupils do not take sufficient pride in setting out their work neatly and legibly. In a few classes pupils write with care and fluency. However, this is not always the case.

- 68 Pupils' skills in communication in Welsh have good features which outweigh shortcomings. In speaking, listening, reading and writing children in the Foundation Phase make very good progress and achieve very well. This progress is carried on within KS1. However, in all areas in KS2 a minority of pupils do not build successfully on what they already know and can do and as a result overall standards have good features which outweigh shortcomings. The same is true in pupils' skills and in competence in using Welsh and English together. Children in the Foundation Phase achieve well as they do in KS1. However, in KS2 many pupils lack confidence in using English and Welsh together.
- 69 Across the school mathematical skills are good with no important shortcomings. In the Foundation Phase children apply their understanding of money, for example through role-play activities in the café. In KS1 and KS2 pupils gather information about favourite foods, for example when creating a variety of graphs. All pupils in KS2 use measures effectively, for example when analyzing how plants grown and in collecting comparative data about the length of hands and feet.
- 70 The use of the skills of ICT across the curriculum is good with no important shortcomings. Nearly all children in the Foundation Phase create pictures using graphic packages and input instructions successfully to control a robotic toy. In KS1 all pupils use ICT to compose music on the computer. In KS2 all pupils use ICT confidently for a wide range of purposes in different subjects and produce electronic presentations combining a variety of information and media. From the Foundation Phase all confidently use cameras to record their activities.
- 71 Pupils' understanding of their Welsh culture and heritage (Y Cwricwlwm Cymreig) is good with no important shortcomings. From the Foundation Phase pupils have a growing understanding of their own area, for example through the story of Swansea Jack and in KS1 and KS2 pupils have a firm understanding of the history and development of their local area. All pupils participate enthusiastically in the annual Eisteddfod.
- 72 Pupils' personal and social skills are outstanding. From the early years of the Foundation Phase and throughout the school, all demonstrate an excellent understanding of how they can contribute to their school, their community and to the wider world. They demonstrate positive attitudes and develop an excellent understanding that others have different needs, abilities, beliefs and views.
- 73 Across the school problem solving skills have good features which outweigh shortcomings. In the Foundation Phase children use construction materials to find solutions to practical problems. In KS1 and KS2 most children investigate ways to answer a range of questions, for example about how much rubbish is in the playground. However, there is an over-reliance on worksheets and in some classes pupils problem solving skills are limited because they are not given enough encouragement to think things out for themselves.
- 74 Creative skills are good throughout the school. Children in Y2 create excellent and imaginative maps using natural materials. In KS2 a majority of pupils design and make role play areas. All pupils work willingly with each other. A particular strength of

the school is the way in which pupils from the STF's are fully integrated into mainstream classes. All pupils share ideas and resources readily.

- 75 Pupils' knowledge of how to improve their own learning is good. In the Foundation Phase all children discuss activities and are beginning to reflect on their learning. In KS1 all pupils set personal targets in consultation with their teachers and use a range of tools to identify what went well and how things could be improved. Within KS2 all pupils use 'learning logs' well to record what they want to improve and their progress towards these objectives.
- 76 Pupils' behaviour and their attitudes towards learning are outstanding features of the school and contribute significantly to the standards pupils achieve, to their personal and social development and to the quality of life in the school. Pupils are friendly, welcoming and courteous. Almost without exception, pupils have a very good understanding of the school's 'golden rules' and value the reward system for good effort and behaviour.
- 77 Pupils are well-motivated, enthusiastic and enjoy their learning. They listen attentively to their teachers, engage readily in discussion, co-operate well with adults and other people and settle quickly to their tasks. Most pupils want to please their teachers and they take great pride in their achievements.
- 78 Attendance rates for the past three terms average 92.5%. Whilst these rates are below national rates of attendance for pupils of primary school age, they compare favourably with schools that have a similar proportion of pupils entitled to receive free school meals.
- 79 Much of the absence is caused by a few pupils who have poor rates of attendance, which has an adverse impact on the continuity of their education and the standards they achieve. The school works closely with the education welfare service and other external welfare agencies to support the families concerned. The transient nature of the school population, with a considerable pupil turnover in many year groups, also has an impact on the rates of attendance achieved.
- 80 Most pupils are punctual and keen to attend school; lessons start promptly and pupils settle quickly into their class routines.
- 81 Pupils' ability to work independently, in pairs and as part of a group is developing well. They organise group activities fairly, share responsibilities and ensure everyone contributes. The mutual help and support pupils offer to each other through work and play are particularly strong features.
- 82 Pupils' personal, moral and social development is an outstanding feature of the school. The very good relationships between staff and pupils underpin this development, and pupils are confident in expressing their ideas and opinions because they know their contributions are valued and respected by staff. Pupils are developing a secure set of personal and moral values and demonstrate honesty, fair play and consideration for others in their work and play.

- 83 In discussion, pupils demonstrate an outstanding awareness of equal opportunity issues and show respect for all people regardless of race, faith, gender, ability or backgrounds. They feel strongly that everyone should be treated equally and without favouritism or discrimination. Pupils express particular pleasure at the inclusive nature of their school and value the way in which all pupils are given many opportunities to work and play together.
- 84 Pupils take a full and active role in the life and work of the local community. Pupils know their community well and support a wide range of community activities and initiatives. Through well planned educational visits in the locality, pupils learn about the life and work of the community and how they can contribute to its continued success.

## The quality of education and training

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

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

- 85 The findings of the inspection team do not match the judgments made by the school in its self-evaluation report. This is because while there were some examples of outstanding teaching, there were also 10% of lessons where the teaching had some shortcomings which were outweighed by the good features.
- 86 The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
24%	66%	10%	0%	0%

- 87 The quality of teaching is good or better, that is Grade 1 or Grade 2 in 90% of lessons. This figure is above the national picture reported by HMCI in the Annual Report 2007/2008 (Primary) where the quality of teaching was good or better, that is Grade 1 or Grade 2 in 83% of lessons. In this inspection 10% of lessons were Grade 3 compared to a national picture where 17% of lessons were a Grade 3 or below. These figures are well above those of the previous inspection when 10% of teaching was Grade 1.
- 88 In the Foundation Phase practitioners plan methodically together in order to pool their ideas to provide a rich, stimulating and interesting ranges of experiences in which all children take part willingly and spontaneously. Across the school from the Foundation Phase, teachers in KS1 and KS2 establish very secure and constructive relationships with all their pupils. Planning for those identified as having some degree of SEN and those who are identified as gifted and talented, is thorough and effective. A particular strong feature is the rigorous and very well constructed planning for all those pupils in the STF's whose individual needs are carefully identified and addressed.
- 89 The best lessons which have many outstanding features are found across the school. In these lessons, teachers establish very positive and constructive relationships with all of their pupils so that they all try hard and work confidently because they know that

their efforts will be fully appreciated and their successes recognised positively. The teachers question very successfully to extend pupils' learning in order to help them to think things out for themselves logically. The lessons move forward with a significant pace and purpose and all pupils are well aware of the need not to waste time but to work very hard.

- 90 Where there are many outstanding features the teacher's own enthusiasm and knowledge of the subjects are particularly noticeable, for example in a mathematics lessons about the properties of different shapes. The lessons are very carefully prepared so that high quality resources and artefacts are readily to hand. For example when looking at a range of archaeological 'finds' in order to distinguish between 'fact', 'fiction' and 'opinion'. In response all pupils look at each of these methodically and thoughtfully in order to distinguish between objects which are definite 'fakes' and those which may be authentic. The lessons move forward with a tangible sense of eager enthusiasm and sustained interest.
- 91 In the best lessons, teachers take up the many opportunities which arise to develop pupils' skills and confidence to respond in English and Welsh together. All pupils are encouraged very successfully to take on responsibilities for their own learning and to be independent. Teachers carefully and systematically review what pupils have learnt and indicate very clearly what the next steps will be so that all pupils are aware that they are building systematically on what they already know and can do.
- 92 Where the teaching has some shortcomings, the teachers discourage pupils' independence by doing too much for them and reduce their capacity to think things out for themselves. They ask simple questions which require simple one word answers and do not extend pupils' learning significantly. Opportunities are missed to develop pupils' bilingual skills and the pace of learning is slow because the teachers unnecessarily repeat instructions which the pupils already understand.
- 93 Assessment procedures meet statutory requirements. The school has developed its own baseline assessment which is implemented on entry. The LA baseline assessment is applied in the first term of the reception class and information gained from its analysis is used well to address children's strengths and areas for development. A good feature in the Foundation Phase is the use of ongoing observational assessments which are well used by practitioners to inform subsequent provision.
- 94 In KS1 and KS2, realistic assessments are used in reading, spelling and mathematics in Reception, Y2, Y4 and Y6. These results are systematically used to identify pupils' individual needs and to predict end of KS2 results. However, there is no rigorous system to evaluate individual progress regularly to these targets.
- 95 All pupils are increasingly being involved in planning their own progress and improvement. They set their own targets after discussion with their teacher. These are monitored closely and new targets are set regularly. Each pupil has a learning log in which they record what they enjoy and how they learn. The marking of pupils' work does not always indicate clearly how pupils can improve their work.

- 96 The school is working closely with other nearby schools, including the secondary school to which most pupils transfer in order to agree standards between schools. Collections of pupils' work in English mathematics and science have been assembled as part of this process in order to exemplify what has been agreed.
- 97 All parents have good opportunities to discuss their children's progress with teachers. The school provides very informative annual written reports for parents together with targets for improvement which meet legal requirements.

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

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

- 98 The findings of the inspection team did not match the judgements made by the school in its self-evaluation report. This is because although there were some outstanding features they were insufficient to support the highest grade.
- 99 The school provides a balanced curriculum which meets both legal and course requirements including the locally agreed syllabus in religious education. It meets the needs and interest of all pupils. All pupils benefit very well from a range of purposeful learning experiences and numerous visits to many places of interest. Outstanding use is made of the locality to provide meaningful, first-hand learning experiences from which all pupils benefit greatly and which all enjoy.
- 100 The overall quality of the educational provision for the under-fives is appropriate. Children in the Foundation Phase enjoy a wide range of stimulating learning experiences, both indoors and outdoors, which often promote active involvement in their learning in which they make very good progress. There has been considerable investment in the outdoor curriculum for the Foundation Phase which the school is implementing well.
- 101 Long term planning is based on a thematic approach and ensures flexibility and coherence. Teachers are in the process of revising it to incorporate Curriculum 2008. Provision for the development of pupils' key skills is good.
- 102 There is a very wide range of extracurricular clubs and activities. There are two residential courses for Y6 which add a valuable dimension to both their learning and the development of their personal and social skills. Numerous visits to places of interest both locally and further afield.
- 103 The school's provision for personal and social education (PSE) is good and supports well the school's PSE framework. Issues which concern pupils are discussed sensitively in appropriate contexts. The range and diversity of interesting visitors who regularly come to the school provide pupils with rich and meaningful experiences.
- 104 All adults provide good role models and set very good examples of positive and thoughtful behaviour. Teachers encourage children from the time they enter school to develop a positive attitude towards learning and to acquire skills by providing

stimulating learning experiences which often successfully nurture independence, interdependence and perseverance.

- 105 Provision for pupils' spiritual, moral, social and cultural development is good with no important shortcomings. The school encourages pupils to take responsibility for their actions and to demonstrate considerate behaviour to everyone at all times which they do. All pupils have a good understanding of right and wrong. They raise considerable sums of money regularly for charities. Pupils' moral development expands well in part as a result of the philosophy lessons older pupils' experience in which they consider and discuss moral issues.
- 106 Daily collective worship meets statutory requirements and contributes well to pupils' moral development. Pupils respond well to the moral issues raised in assemblies. Acts of collective worship are mainly Christian in nature though pupils learn well about other faiths from visits to different places of worship and in religious education and in assemblies which celebrate the festivals of other religions. Opportunities are taken to learn about other faiths from the pupils of different cultural backgrounds within the school.
- 107 The school's partnerships with parents, the local community, other schools and higher education institutions are highly successful and have outstanding features that enrich the life and work of the school and enhance pupils' learning.
- 108 Nearly all parents are very supportive of the school, express satisfaction with the aims and values that the school promotes and particularly appreciate the sense of community fostered by the school. Parents value the ready access they have to headteacher and staff, and a constructive home/school agreement is in place that has readily been accepted by most parents.
- 109 The recent formation of a Parent Teacher Association (PTA) is a positive development and the committee of parents is committed to ensuring the future success of the association. Parental involvement in a range of family learning projects has been an outstanding success and is highly beneficial to both parents and children.
- 110 The school enjoys excellent working partnerships with other local schools, especially with the main secondary school to which pupils transfer. Arrangements for the transfer of pupils are very good and ensure that Y6 pupils look forward to it with confidence. Curriculum and pastoral links with the secondary school are very well developed.
- 111 The school has established highly successful partnerships with several institutes of higher and further education and provides training facilities for student teachers, and students undertaking nursing, childcare and vocational qualifications. Students from local secondary schools regularly undertake work-experience placements at the school. Students are well supported by staff and they make a positive contribution to the life of the school.
- 112 The school's partnership with the local community is very good, and staff take full advantage of all that the local community and the extended city of Swansea has to offer to extend pupils' learning experiences in many subject areas. The school and its various activities are well supported and valued by the local community.

- 113 The school promotes learners' bilingual skills well in the Foundation Phase and KS1. However, in KS2 planning is not always followed consistently. Y Cwricwlwm Cymreig is well developed. Many artists also enhance their understanding of Welsh art. The figures they study in Welsh history give them a good knowledge of their heritage.
- 114 The school successfully promotes work related education. Through their many educational visits and in discussion with personnel from different professions and occupations, pupils gain a good understanding of different working environments, the variety of work undertaken in their area and future career opportunities available to them.
- 115 Local employers are very supportive of the school and considerable sponsorship has been received, in particular to develop the environmental classroom. There are good links with a 'business in the community' initiative which have contributed to the professional development of staff and enhanced curriculum provision for pupils.
- 116 The headteacher and staff know pupils and their families very well and are highly successful in tackling social disadvantage and stereotyping and in ensuring equality of opportunity for all pupils.
- 117 The school is successfully laying the foundations for lifelong learning and community regeneration. The 'wrap around' provision offered to children through the breakfast club and the range of after-school activities is greatly valued by families.
- 118 The provision for education for sustainable development and global citizenship is good. The whole school community demonstrates a strong commitment to the environment and makes good efforts to act in a sustainable way. Pupils are involved in re-cycling schemes and regularly consider issues of sustainability and how to manage energy and water consumption. Global citizenship is well promoted and pupils have a good awareness of the lives of children on other continents and the global forces that shape their lives. Pupils' understanding of the 'Fair Trade' ethos is outstanding.
- 119 The school makes good provision for the development of pupils' entrepreneurial skills and pupils have regular opportunities to engage in enterprise activities, which provide the foundations of the skills needed to support economic development. Many pupils demonstrate flair, initiative and enthusiasm in their approach to fundraising.

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

##### **Grade 1: Good with outstanding features**

- 120 The findings of the inspection team matched the judgement made by the school in its self-evaluation report.
- 121 The school provides outstanding care, support and guidance for pupils. The headteacher, teaching and support staff are highly successful in creating a calm, caring and supportive environment where all pupils feel secure and valued. The mutual warmth and respect between staff and pupils are outstanding features and

enable pupils to make good progress in their academic, social, personal and emotional development.

- 122 The school's management of care arrangements and support services is excellent. Its multi-disciplinary approach ensures pupils' needs are carefully assessed and provided for. This is particularly beneficial for pupils in vulnerable and challenging circumstances. The school's partnership with specialist agencies including health professionals, welfare agencies, psychological and social services is exemplary. The school enjoys positive partnerships with parents and carers. They feel valued and are confident their views are well considered by the school and acted upon.
- 123 Pupils are given regular opportunities to put forward their ideas and opinions and do so confidently through the well established school council. The school council is a very good forum for pupils to work together and contribute to decision making. Councillors undertake their duties seriously and they feel the school listens to them and often acts upon their recommendations.
- 124 The induction procedures for children entering the school are excellent and tailored to accommodate the specific needs of each child. All adults offer exemplary pastoral support to children when they start school, and children feel secure and settle calmly into their new environment. In addition, as pupils move classes and leave for secondary school, they are very well supported.
- 125 The quality of personal support and guidance provided by the headteacher and staff is outstanding. Pupils work and play in a happy, positive environment where they are valued. In discussion, pupils say that they feel secure, safe and respected in school.
- 126 Pupils have access to a highly effective PSE programme, in line with national recommendations, which contributes significantly to the quality of support and guidance offered to pupils. Health education, sex education and drugs awareness are given appropriate attention and good use is made of outside agencies to help deliver the programme.
- 127 The monitoring of behaviour, attendance, punctuality and performance is thorough and rigorous and early intervention ensures issues are dealt with promptly and efficiently. The school's policies and procedures to promote good behaviour are very effective and consistently applied by staff.
- 128 The headteacher and school secretary monitor attendance and punctuality carefully. Follow-up procedures, including first day contact are well-established and effective. The school has an excellent working partnership with the education welfare officer (EWO), which contributes to the successful monitoring of attendance.
- 129 The academic performance of pupils is reviewed by class teachers. Pupils are beginning to take a more active role in the setting of their own individual targets and planning their own progress.
- 130 The school complies with all inclusion, discipline and attendance requirements set out in NAW Circular 47/06, (Inclusion and Pupil Support.)

- 131 The school has established highly successful arrangements which contribute significantly to the well-being of pupils. The school has a detailed policy and set of procedures to promote health and safety, including risk assessment, which are monitored and implemented consistently by the headteacher, caretaker, staff and the governing body. Arrangements to undertake fire drills and to respond to accidents and emergencies are well established and effective.
- 132 The school makes good efforts to promote healthy eating and a healthy lifestyle and pupils respond positively to this. Pupils are encouraged to eat fresh fruit and healthy snacks, and fresh water is readily available. Access to a wide range of sporting and physical activities contribute significantly to pupils' physical well-being.
- 133 The school's policy and procedures to deal with child protection issues are clearly understood by all staff and training is regularly updated. They meet statutory requirements and locally recommended good practice. The headteacher is the designated person with responsibility for child protection issues and she handles a wide range of complex issues with sensitivity and discretion.
- 134 The provision for pupils with ALN is outstanding and meets the requirements of the Code of Practice. This is very well managed by the teacher in charge of the STF's, who is the special educational needs coordinator (SENCo). Pupils' needs are identified early, and support is provided promptly.
- 135 Detailed Individual education plans (IEPs) are shared with pupils and parents and they include appropriate and realistic targets, which are reviewed twice a year. Very effective use is made of outside agencies, such as speech therapists and the educational psychologist, to give further support to pupils with particular needs.
- 136 Pupils with SEN receive very good support in their classes and when taught in small groups from teachers and support staff. There is very good provision for more able and talented pupils through the provision of suitable extension work. All pupils with SEN make very good progress in literacy and numeracy relative to their age and abilities.
- 137 Provision in the STF's is outstanding. All these pupils benefit greatly from highly structured teaching. IEPs are linked mainly to social aspects and pupils receive excellent preparation for life skills. The addition of the sensory room, donated by the 'Wooden Spoon' charity significantly enhances learning and is also extensively used throughout the school.
- 138 The school functions well as an inclusive, supportive community where pupils demonstrate respect and tolerance towards others.
- 139 The school actively recognises and celebrates the different social, ethnic, educational and linguistic backgrounds of each pupils and takes these into account when delivering support and guidance. 'Looked after' pupils and those who are learning English as an additional language receive well focused pastoral and educational support and are making good progress.

- 140 The school has highly effective policies and procedures to promote good race relations, and diversity is recognised, respected and celebrated throughout the school. Stereotypical views and expectations are challenged robustly by staff. Equality for all is firmly embedded in the school's ethos and pupils value and respect the contribution of others regardless of their ability, gender, race or backgrounds.
- 141 The school has made excellent arrangements to secure the equal treatment of the disabled. The school has carried out a detailed survey of the site to assess its suitability for access for the disabled. As a result of this there is a well considered disability equality scheme and action plan.

## Leadership and management

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

#### Grade 1: Good with outstanding features

- 142 The findings of the inspection team matched the judgements made by the school in its self evaluation report.
- 143 The headteacher provides a strong and purposeful lead. There is a very obvious commitment to secure the very best levels of care and support for all pupils as well as achieving high standards in all aspects of the daily life of the school. This is a direct result of the outstanding leadership and very high expectations shown by the headteacher who works very constructively with the senior management team and all professional staff in order to determine and strive to provide the best education possible.
- 144 An outstanding feature of this leadership is a very strong sense of direction linked to very carefully considered long-term planning in order to reach particular objectives. For example, much has been achieved through very imaginative planning and fundraising in order to make significant improvements to the accommodation and to the facilities available both within and outside the main building. The school is a place where all pupils are highly valued and positively encouraged to work constructively and very successfully with all of their teachers and their assistants.
- 145 The headteacher and all staff make every effort to ensure that all pupils are treated equally and value each other the same. This is not at the expense of lowering the expectations of what all pupils should achieve.
- 146 There are rigorous systems in place to evaluate individual pupils' performance and to predict progress. These arrangements are used very effectively to identify pupils who need additional help or further challenge. The curriculum is very carefully managed and systematically reviewed by the senior management team and teachers. All the professional staff play a full part in this process and constructively help, advise and share their professional skills and experiences willingly. There is a very tangible spirit of co-operation and shared responsibility which extends to all of those who work within the school. The school's mission statement fully informs the life and work of the school and is put into effect daily.

- 147 The school takes very careful note of local and national priorities. The Foundation Phase has been successfully introduced. There have been substantial efforts which have been very well organised to enhance pupil's understanding and experiences of the living world and of the need to protect it. Links with other schools are strong.
- 148 The senior management team carefully and regularly evaluate the progress the school is making and the impact of teaching and learning. There are very well established and consistently used arrangements to link the information this produces to planning to provide for the developmental needs of all teaching and non-teaching staff. There are appropriate arrangements in place to support newly qualified teachers and teachers who are new to the school.
- 149 The governing body is well informed about the life of the school. It works closely with the professional leadership. It meets its statutory duties. The chair of governors, who is recently appointed, has quickly and successfully built upon the firm foundations created by the previous chair. Governors are interested and fully informed about the school's strengths and areas for development. In part this is the result of close links between individual governors and teachers. As a result all plan ahead to meet the changing needs of the school effectively.
- 150 The governing body acts well as a critical friend of the school and engages in constructive discussion with the professional staff in the analysis of the progress and impact of decisions it has approved. There are well established procedures in place to judge the success of these initiatives against agreed criteria. Governors pay particular attention to ensuring that the money spent has been effectively used.
- 151 The school's finances are very carefully managed and very well focused on the educational needs of the school. The school's budget is closely linked to the school's performance management priorities and to those priorities set out in the SDP.

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

**Grade 1: Good with outstanding features**

- 152 The findings of the inspection team matched the judgements made by the school in its self-evaluation report.
- 153 There are very thorough and long established procedures in place to gather and interpret information about the performance of the school. This information is assembled from a very wide range of courses and is analysed rigorously by the headteacher and senior management team. All professional staff are very well informed about their areas of responsibility and accurately review the strengths and areas for development in them. These procedures include comprehensive subject reviews and analysis of data relating to them. This information is very well used to plan to make further improvements.
- 154 The self evaluation report is clear and comprehensive. It is logically constructed and provides a detailed picture of its strengths and areas prioritised for improvement. It is

firmly based on first hand evidence and considers the views of all stakeholders including those of parents and pupils. Governors have been very closely involved in the process.

- 155 The school self-evaluation document is very closely and effectively linked to the SIP which sets out priorities for development in detail. These are carefully budgeted. The school improvement process is also closely linked to the school's performance management programme. This is also closely related to local and national priorities which include the successful introduction of arrangement to provide sufficient time for PPA activities.
- 156 The inspection team agrees with five of the seven judgements made by the school in its self-evaluation. Where the inspection team disagreed this was because in Key Questions 2 and 3 the school over-estimated by one grade the quality of teaching and assessment and how well learning experiences meet the needs of pupils in the wider community. While in both Key Questions there were outstanding features, these were insufficient to support the highest grade.
- 157 Since the last inspection in the autumn term 2003, the school has made good progress overall in addressing nearly all of the key issues of that inspection. The school is taking steps to develop planning for the teaching of the key skills across the curriculum. However, this is not accurately reflected in all the standards achieved in all of the key skills. The roles of co-ordinators have been significantly strengthened. They now have a clear understanding of their areas of responsibility and discharge them very well. The school has put in place a range of sensible initiatives to improve punctuality with mixed success.

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

**Grade 1: Good with outstanding features**

- 158 The findings of the inspection team matched the judgement made by the school in its self-evaluation report.
- 159 The school is appropriately staffed with suitably qualified teachers who provide a very wide range of subject expertise, experience and skills, which are readily shared throughout the school. Support staff contribute very effectively to the overall learning and teaching throughout the school. Together they help to make the school a happy and productive environment.
- 160 The school clerk, caretaker, catering staff, cleaners and lunchtime supervisors are very much part of the school team and carry out their duties efficiently and effectively as does the school administrator who ensures that the day-to-day running of the school functions smoothly. The most recent financial audit was positive.
- 161 The arrangements for performance management are very well embedded in the very positive life of the school and meet statutory requirements. There is a considerable commitment by all staff to their own personal development. They set appropriate targets and goals for themselves and link these to the school's priorities.

- 162 A review of the school management structure has been carried out in order to reflect the additional requirements associated with SEN, the Foundation Phase, the work of the school council and the opinions of pupils.
- 163 Arrangements for teachers' PPA time are very well managed which have had a positive impact on the quality of the curriculum and the standards pupils achieve. Overall teachers and support staff are effectively employed. Managers are kept up to date.
- 164 All pupils have access to a wide range of learning resources both within and outside the buildings which provide a rich environment for learning. Resources are effectively allocated around the school and much has been done to make sure the Foundation Phase is performing well. Pupils respect the equipment and staff are appropriately deployed. ICT facilities are very good and the sensory garden is well used by all pupils. Overall resources are carefully matched to the school's priorities for development and to the particularly wide ranging needs of all pupils.
- 165 The overall quality of the building, despite its age, is good. Displays around the school are of a good quality, celebrating pupils' achievements and providing colourful examples of their work in all subjects. The building is kept clean and tidy and the security of the building and access for disabled adults and pupils are good.
- 166 Bearing in mind the progress nearly all pupils make often from below expected starting points and the overall quality of education provided, the school gives very good value for money.

## **Standards achieved in subjects and areas of learning**

### **Foundation phase for under 5s**

#### **Foundation Phase: Grade 2: Good features and no important shortcomings**

#### **Personal and social development, well-being and cultural development**

**Nursery: Grade 2: Good features and no important shortcomings**

**Reception: Grade 2: Good features and no important shortcomings**

#### **Nursery**

##### **Good features**

167 Children settle well in the nursery and those who started recently are happy and very comfortable in their surroundings. They have good relationships with their friends and with adults. They enjoy their experiences and play happily alongside others. When engaged in activities, they concentrate well for shorter periods and sometimes persevere with tasks. All like to help adults and understand well that they must take turns at all times. All show interest in and curiosity about the world around them when they are outdoors. They all go to the toilet and wash their hands unaided and the majority puts on and takes off their outdoor clothing with minimum adult help. They carry out simple tasks given by adults well. All have a growing awareness of the dress and foods of other cultures which they gain from experiences such as role play.

##### **Shortcomings**

168 There are no important shortcomings.

#### **Reception**

##### **Good features**

169 Reception children demonstrate good levels of motivation when engaged in many of their activities and they maintain their concentration very well for extended periods. They demonstrated awe and wonder at their world whilst investigating outdoors when they find worms after searching for them. They demonstrate respect for living things explaining to one another that they must be careful not to hurt them.

170 All children in reception are becoming confident and independent learners who are learning to take responsibility for their actions. They tidy up at the end of sessions and seek to help both adults and their friends, showing concern for them. All know the importance of hygiene and wash and dry their hands before eating. They all enjoy chatting with one another at 'snack time' and hold sustained conversations with their friends about things which interest them.

All enjoy new experiences in which they participate enthusiastically. All children behave politely and respectfully towards adults and other children. Their awareness of other cultures is good and is well promoted.

### **Shortcomings**

171 There are no important shortcomings.

### **Language, literacy and communication skills**

**Nursery: Grade 2: Good features and no important shortcomings**

**Reception: Grade 2: Good features and no important shortcoming**

### **Nursery**

#### **Good features**

172 Children develop good language skills from a low base. All have a growing vocabulary and speak with increasing confidence. Nearly all understand the conventions of conversation and take turns to speak. Most listen attentively for growing periods of time and enjoy talking about themselves and their experiences. They all demonstrate an interest in books which they handle like readers and enjoy looking at. All enjoy stories to which they listen well and like saying rhymes with adults. All children enjoy mark-making, both indoors and outdoors.

#### **Shortcomings**

173 The speech of a minority of children is restricted and they do not use sentences.

### **Reception**

#### **Good features**

174 Children continue to develop good language from a low base and by the time they reach the reception class they express themselves well and with confidence. They develop good listening skills and an increasing vocabulary which they use effectively in their speech. Many enjoy using good descriptive vocabulary when describing things. All have a very good knowledge of a wide range of forms of writing including letters, bills, cards for various occasions, invitations, lists and post cards from hearing and browsing through 'The Jolly Postman' which they enjoy very much.

175 Nearly all children contribute well to discussion and are keen to express their opinions. All enjoy engaging in mark-making using a range of instruments both indoors and outdoors and produce recognisable letters in the course of their emergent writing. All write their names. Many produce recognisable words in the course of their mark-making and all have a good understanding of the purposes of writing which they

develop in their role play. All show enthusiasm for books and enjoy browsing through them handling them like readers. They know what authors and illustrators do and name their favourite stories. All enjoy singing and reciting a number of rhymes. Nearly all communicate their ideas and feelings confidently and fluently.

### **Shortcomings**

176 There are no important shortcomings.

### **Welsh language development**

**Nursery: Grade 2: Good features and no important shortcomings**

**Reception: Grade 1: Good with outstanding features**

### **Nursery**

#### **Good features**

177 Nearly all nursery children have a growing Welsh vocabulary and they repeat familiar words well. They have a secure knowledge of these and use them confidently. Nearly all have a good understanding of a range of vocabulary, some phrases and instructions such as 'diolch yn fawr.' All respond appropriately in Welsh when the register is taken. Nearly all children know several Welsh songs and rhymes which they say and sing enthusiastically and with good expression and pronunciation.

### **Shortcomings**

178 There are no important shortcomings

### **Reception**

#### **Outstanding features**

179 Children's Welsh vocabulary develops very well and includes complex words such as 'ysbigoglys'. All enjoy speaking Welsh and do so at every opportunity with outstanding pronunciation and expression, understanding well what they say. All sing well with very clear pronunciation a range of traditional Welsh nursery rhymes which often contain difficult vocabulary. Many children use Welsh words and simple phrases in the course of their play such as 'pawb i dacluso' when they are in the role play area. They all choose Welsh books to browse through and know very well the difference between Welsh and English texts.

#### **Good features**

180 All answer the register appropriately and ask to go to the toilet in Welsh.

### **Shortcomings**

181 There are no shortcomings.

## **Mathematical development**

**Nursery: Grade 2: Good features and no important shortcomings**

**Reception: Grade 2: Good features and no important shortcomings**

### **Nursery**

#### **Good features**

182 Nearly all children acquire good early comparative and mathematical language and concepts such as 'big' and 'small' and 'short' and 'long' in the course of their play which they use appropriately. All enjoy opportunities to explore counting and comparison while they are at play. Children's concepts of size, length, number and shape develop well. Nearly all have a good knowledge and understanding of number and count to 10 and recognise numbers to ten. They order numbers from 1 to 5 accurately and many put socks into matching pairs. All know and enjoy a variety of number rhymes and use their fingers to indicate numbers accurately when saying rhymes. Nearly all sort simple objects according to different criteria when playing with the sand.

### **Reception**

#### **Good features**

183 All children have a secure knowledge of counting forwards and backwards to 20, recognise those numbers and order them accurately. All carry out accurately addition and subtraction calculations to 10 when they are placed in a meaningful context. Nearly all recognise and name two dimensional shapes accurately and have good comparative language, for example, when comparing their height.

184 Nearly all make a pattern by sequencing two colours and the more able produce patterns by sequencing three colours. All develop an understanding of one to one correspondence during the course of their learning, for example, when giving out things. Their concepts of size, length, number and shape develop well. They have a growing awareness of numbers. Children's handling of data develops well when they help construct pictorial graphs of their favourite foods. They construct colourful pictograms about their favourite foods.

#### **Shortcomings**

185 There are no important shortcomings.

## **Knowledge and understanding of the world**

**Nursery: Grade 2: Good features and no important shortcomings**

**Reception: Grade 1: Good with outstanding features**

### **Nursery**

#### **Good features**

- 186 All children enjoy investigating their outdoor learning environment and demonstrate curiosity about the world around them. All develop good early investigative skills when exploring their school garden. They all know they must eat food and drink water and milk to grow and they understand that birds must be fed or they will die. Nearly all have a basic concept of time from the way in which their school day is ordered and they all know the days of the week.
- 187 Most children know that information may be retrieved from a variety of sources and they use the computer with their teacher for this purpose. Nearly all children use the interactive whiteboard confidently. All begin to develop a basic knowledge of what children of other cultures eat and what they wear. They all learn to appreciate their world and their lives and begin to understand the purpose of giving thanks through prayers.

#### **Shortcomings**

- 188 There are no important shortcomings.

### **Reception**

#### **Outstanding features**

- 189 Reception children's investigative skills are an outstanding feature. They explore at first hand their immediate environment and note the effects of time on buildings making perceptive observations about the reasons for and the effects of these. All give very good explanations for why they think certain things might happen to buildings in the future. All demonstrate outstanding observation skills when examining their locality. They all have a very good awareness of and respect for the school environment and display great concern and responsibility for it; for example, they feed the birds and help keep their school tidy. All enjoy planting, growing, cooking and making 'cawl' from vegetables they have grown and have an outstanding knowledge of which foods are and are not healthy. All have a very good awareness of the importance of dental hygiene and describe in detail how to take care of their teeth.

#### **Good features**

- 190 Reception children use computers and other electronic equipment confidently and competently as a part of their daily learning. In religious education they begin to

understand that people have different beliefs and practices which affect their values and behaviour which they learn about through stories, role play and from other children in the class from different cultures. They begin to appreciate the wonders of their world and learn that it is important to give thanks for these and their own lives through, for example, saying prayers. All have an early understanding of the need for rules and begin to realise that some children are not as fortunate as they are.

### **Shortcomings**

191 There are no important shortcomings.

### **Physical development**

**Nursery: Grade 2: Good features and no important shortcomings**

**Reception: Grade 1: Good with outstanding features**

#### **Nursery**

##### **Good features**

192 Nursery children move confidently and demonstrate good co-ordination when outdoors. They run, walk and jump demonstrating good balance. Most children vary the speed at which they travel well. Nearly all follow instructions accurately and the simple rules of a game. The finer motor skills of all develop well and they use a range of writing instruments confidently and scissors well to cut paper. Nearly all follow instructions and respond appropriately when asked to place accurately themselves or objects in relation to things.

##### **Shortcomings**

193 When using tricycles children repeat skills they have previously mastered without progressing to new more challenging physical skills.

#### **Reception**

##### **Outstanding features**

194 All children in reception have outstanding physical control and co-ordination. They follow instructions very well stopping on command. They all demonstrate an outstanding ability to copy practitioners' actions. All demonstrate very well the difference between running, walking, hopping, skipping and marching. They change pace immediately varying from fast to slow and back again very well. Their balance is very good and they transfer their weight from one part of their body to another very skilfully. All demonstrate very good fine motor skills and control. All children have an outstanding understanding of the importance of healthy eating and know that milk helps their teeth and bones to grow strong. They all name healthy foods and explain

why they eat fruit for snack every day. All have a very good understanding of their bodies and that they need fresh air, exercise and sleep in order to grow and to be healthy.

### **Good features**

- 195 Nearly all have a good understanding of language position. All demonstrate good control when moving in different ways, for example, hopping, skipping and jumping in response to their teacher's instructions. They all throw and catch objects and move very confidently in all situations.

### **Shortcomings**

- 196 There are no important shortcomings.

### **Creative development**

**Nursery: Grade 2: Good features and no important shortcomings**

**Reception: Grade 1: Good with outstanding features**

### **Nursery**

#### **Good features**

- 197 Nearly all nursery children begin to play co-operatively and many engage in early role play. All enjoy singing and respond well with their voices and percussion instruments. Some beat the rhythm of a rhyme. They all enjoy free drawing when given the opportunity to and produce some representations which are of a good standard. When they paint they use bold and confident strokes to produce effective pictures. All respond well to music and move rhythmically to it.

#### **Shortcomings**

- 198 There are no important shortcomings.

### **Reception**

#### **Outstanding features**

- 199 The quality of children's drawings from observation of their environment is an outstanding feature. All use drawing pencils very confidently to produce exceptional sketches of buildings and features such as different types of railings in the environment. All children enjoy using a very wide range of tools and media to create representational images of an excellent standard. They produce very detailed oil pastel self-portraits and when painting they make bold use of colour and use confident brush strokes to make attractive Autumn pictures of a high standard. All mix their own

paints from powder and go on to create their own secondary colours in their palettes, concentrating intensely until they have achieved the shade they want.

- 200 An outstanding feature is the creative and sensitive way in which all children respond to music with their bodies. They demonstrate a high level of imagination and confidence when creating patterns using streamers while moving their bodies with agility at the same time.

### **Good features**

- 201 All beat the rhythm of a tune accurately using percussion instruments and know well that different instruments need to be tapped, struck, shaken or scraped. They enjoy making up their own percussion arrangements to nursery rhymes which they play confidently. All know the difference between loud and quiet and respond accurately to instructions to make these sounds. They all enjoy singing which they do tunefully and expressively while keeping a steady beat by tapping different parts of their bodies. Their role play shows very good progression from nursery and they frequently immerse themselves in it. They engage in co-operative play involving dialogue which is often sustained.

### **Shortcomings**

- 202 There are no important shortcomings.

## **Welsh second language**

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

**Key Stage 2: Grade 3: Good features outweigh shortcomings**

### **Good features**

- 203 In KS1, pupils respond accurately to questions about themselves, the weather and parts of the body. Pupils' pronunciation is good and they speak confidently. They have a secure knowledge of selected sentence patterns, phrases and vocabulary which they use accurately. They know a range of Welsh songs and rhymes which they enjoy reciting and singing. They clearly enjoy speaking Welsh.
- 204 Nearly all KS1 pupils respond to and use some conversational Welsh, for example, they ask to go to the toilet and respond to the marking of the register in Welsh. They count to 99 in Welsh and hold simple conversations in pairs asking and answering accurately questions about who they are, where they live and 'Sut wyt ti?' Nearly all pupils label accurately the different types of houses and write simple sentences about their own house. All read Welsh books expressively and with good pronunciation.
- 205 In KS2 many pupils label clothes and parts of the body accurately and complete sentences correctly by filling in gaps with appropriate adjectives. Many respond accurately to 'Ble wyt ti'n byw?' and 'Sut mae'r tywydd?' At the upper end of the key stage a majority of pupils write a simple dialogue between two characters fairly

accurately and a minority spell words independently. They use the third person accurately in their speech.

206 A majority write accurate instructions for others to follow in order to find their way around the school. Most know well 'Dwi'n hoffi' and the negative 'Dwi ddim yn hoffi.' Most pupils ask questions accurately such as 'Beth yw dy enw di?' and 'Beth wyt ti'n hoffi?'

207 Many write a simple dialogue from a description of two people. All make lists of the foods they like. Nearly all read accurately and with some expression and enjoy speaking about what they have read.

### **Shortcomings**

208 Pupils' knowledge of vocabulary and sentence patterns in KS2 is underdeveloped and insecure.

209 Most pupils in KS2 are unable to sustain a simple conversation.

210 Most pupils in KS2 cannot write in Welsh independently.

## **Mathematics**

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

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

### **Good features**

211 In KS1 nearly all pupils in Y1 know addition and subtraction facts using numbers within 20. They order numbers within 20 accurately and recognise missing numbers in a sequence. They count confidently beyond 20.

212 In Y2 nearly all pupils can write and compare numbers to 100. They use different strategies to find answers quickly and accurately when using smaller numbers. They know the basic positives of simple shapes recognising the similarities and differences between them. They know how to program a moving toy to follow a series of instructions to match the shape of an object. They know that a shape with five corners will have five sides.

213 Within KS2 nearly all younger pupils know how to carry out simple calculation using money, for example when working in a shop. They recognise odd and even numbers and measure the area of simple shapes and square centimetres. They accurately use a calculator confidently to check their mental calculations. They tell the time to five minutes and construct simple graphs recording how temperatures of liquids vary as they cool.

214 In Y5 and Y6 many pupils calculate accurately using percentages, finding 25%, 50% and 75% of a number. They convert percentages to decimals and vice versa. They

plan a route accurately. They use their knowledge of scale accurately to calculate the distance travelled on a map. They measure angles of a triangle carefully using a protractor and calculate the remaining angles mentally.

- 215 Many older pupils in KS2 use Carroll and Venn diagrams confidently to organise and to interpret information. They carry out investigations logically, for example when looking at the relationship between the area and the perimeter of different shapes. They tell the time accurately to one minute intervals and are aware of negative numbers when carrying out a series of operations.

### **Shortcomings**

- 216 There are no important shortcomings.

## **Information and communications technology**

**Key Stage 1: Grade 1: Good with outstanding features**

**Key Stage 2: Grade 1: Good with outstanding features**

### **Outstanding features**

- 217 In KS1 and KS2 nearly all pupils of all abilities confidently and competently using computers, interactive white boards, digital cameras, video cameras and other technology. They work quickly and easily in all their uses of technology.
- 218 In KS1, nearly all pupils have well-developed basic skills such as executing program commands, saving their work and using the mouse and pointer. They also operate a number of facilities on the tool bars, such as changing font and text quickly and accurately.
- 219 Y1 pupils create their own data and many can group and sort confidently. They also use a paint package creatively and independently. In Y1 and Y2 pupils use a programmable toy confidently, programming a set of sequence instructions to move it. They also learn about E-Safety through 'Think U Know' creating their own safety programmes.
- 220 In Y2 nearly all pupils create and extract information using a database, and create pictographs to represent results in many areas of the curriculum. They use Tuff Cams assuredly to improve their video skills and create and change text while creating images and pictures.
- 221 Across KS1 all pupils create and present information on the locality, photographing features and incorporating text. With some support, they make electronic presentations of good quality. They make good use of the digital camera to record their work and use the Internet proficiently.

- 222 In the STF's classes nearly all pupils use the keyboard with confidence to develop their fine motor skills. Many pupils are beginning to recognise patterns and create simple stories through computer links with the sensory room.
- 223 In KS2, nearly all improve their IT capability in their word processed writing by using a range of fonts, styles and other features from the drop down bar. They use many features on the windows programs competently, highlight, edit, cut and paste and produce well-created and illustrated stories. They have well developed keyboard skills, ensuring that they input text quickly.
- 224 In Y3 all pupils use 'Logo' with confidence, using simple commands to move the turtle. They use digital art in a very expressive way, boldly inserting images, text and photographs, while independently editing their work to a high quality.
- 225 As part of their geographical work on litter, all pupils in Y4 and Y5 use spreadsheets to create graphical displays to represent their data findings. They are confident and adept in e-mailing and are aware of the concept of E-books and hyperlinks, which they use in other subjects.
- 226 In Y5 and Y6 all pupils are adept in creating multi-media presentations and video editing. They create outstanding animation clips using web cams. The historical project, as part of a local schools' project, on 'SA1', is an outstanding five minute video using special effects technology. All older pupils use spreadsheets very well.

### **Shortcomings**

- 227 There are no important shortcomings.

## **History**

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

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

### **Good features**

- 228 In KS1 nearly all pupils have a good understanding of chronology.
- 229 They investigate old and new, looking at sources and issues. They know about Morrison's past, especially houses, hospitals and transport. They collate evidence on what the seaside is like today and what it was in yesteryear. For example, they have visited the transport museum in Swansea to look in depth at how the development of transport affected Morrison and Swansea. They are beginning to appreciate the link between cause and effect.
- 230 Y4 pupils are beginning to understand the meaning of propaganda during WWII and can give good meaningful reasons for its use. Pupils share their historical enquiries about the past, with each other, through very informative interview reports with their grandparents about the period. In Y5 pupils begin to ask and identify reasons for

WWII. They ask pertinent questions and use first hand evidence as a primary source for discussion.

- 231 In KS2 nearly all Y3 and Y4 pupils use concise timelines of the 1960s well and have a sound knowledge of food, jobs and fashion of that period. They have a secure knowledge and understanding of the Celts and their way of life. They have looked at eating habits and dress wear in particular.
- 232 All pupils in Y5 know something of the history of food and farming in Wales. They have used their visit to The Museum of Welsh Life as a source of historical evidence well.
- 233 Y6 pupils select, recall and organise the main events and changes in the life of Nelson Mandela, and are able to interpret information surrounding Nelson Mandela into fact or fiction.
- 234 Nearly all older pupils in KS2 collate and present information from research effectively using books, articles, newspaper reports and the internet.

### **Shortcomings**

- 235 There are no important shortcomings.

## **Geography**

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

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

### **Good features**

- 236 In KS1 nearly all pupils know how the seasons change and which season will follow the other. They look carefully at the buildings around them and compare their own homes with those made for 'Mr Wolf'. They accurately place major buildings in their area in a large scale plan and name and locate prominent features from photographs.
- 237 In Y2 nearly all pupils compare similarities and differences of their own area with the seaside they visited at Bracelet Bay. They contrast their own lives with those of children in the Caribbean. They have, for their age, well developed mapping skills, accurately describing their routes to school and use simple co-ordinates to locate features on the Isle of Struay when looking at the life of Katie Morag.
- 238 Within KS2 younger pupils know that much of their food is imported from different parts of the world. Older pupils in KS2 recognise the need for those who produce these foods to receive 'a fair deal'.
- 239 Pupils in the STF's also know that their coastline can be dangerous and have a good understanding of the work of the coastguards in protecting shipping and those on the coast. In Y4 and Y5 all pupils have a good understanding of the similarities and

differences between their own area and that of Oxwich. As a result of a residential visit, older pupils in Y5 and Y6 recognise and explain how beaches are formed and how different parts of a beach provide different natural habitats.

- 240 In Y6 nearly all pupils have a secure understanding of the importance of looking after the environment. Building successfully on their previously knowledge of how materials are wasted, they collect and interpret information about the type and distribution of litter in an area, for example when visiting part of Mumbles.
- 241 Nearly all in Y6 have a growing understanding of how their own river valley has changed both as a result of manmade and natural changes. They compare the Tawe Valley as it was before the Industrial Revolution with how it became industrialised and what it is now in a post-industrial period. They know how road communications have improved and how the landscape has been altered. They explain using appropriate geographical vocabulary the course of the River Tawe from its source in the Brecon Beacons to Swansea and describe the different geographical features, for example areas where erosion and deposition have taken place and how river meanders have been formed.

### **Shortcomings**

- 242 There are no important shortcomings.

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

The inspection findings recognise that, in most respects the school has maintained high standards since our last inspection and improved standards in several areas. We are pleased that the inspectors found that pupils have very positive attitudes to their learning, they are well motivated and very enthusiastic about their work, proud of their achievements and enjoy coming to school. In addition, the inspection teams' recognition of the positive ethos and culture which has been created and underpins our curricular provision and ensures that the quality of care, guidance and support for all pupils is of a very high standard, is welcomed.

The skill and dedication of all staff at meeting the needs of pupils with additional learning needs is acknowledged and the inspectors' recognition of the outstanding inclusive practice throughout the school is valued. Importantly, the inspection report makes clear the elements that make our school unique and demonstrates how we live up to our school mission statement 'Together Everyone Achieves More'.

An action plan will be put in place to address the recommendations in the report. Raising standards in Welsh as a second language in Key Stage 2 and pupils' bilingual skills, improving pupils' problem solving skills and their presentational skills and strengthening arrangements to assess achievement and progress and ensuring the marking of pupils' work is consistent, helpful and constructive are aspects that we believe we can confidently address.

Raising pupils' standards of achievement in Welsh at Key Stage 2 will be a priority for us, building on the already good and outstanding standards achieved in the Foundation Phase and good standards in Key Stage 1. Inspectors have already identified the excellent team spirit that exists within the school and this will enable us to share good practice more widely.

A copy of the school's action plan in response to the inspection recommendations will be sent to all parents. The governors' annual report to parents will report on the progress we are making on the inspection recommendations.

## Appendix 1

### Basic information about the school

Name of school	Morrison Primary School
School type	Primary inc Foundation Phase
Age-range of pupils	3-11
Address of school	Neath Road Morrison Swansea
Postcode	SA6 8EP
Telephone number	01792 781811
Headteacher	Mrs Jean Healey
Date of appointment	1 <sup>st</sup> September 2002
Chair of governors	Mr Christopher Hess
Registered inspector	Mr Peter Mathias
Dates of inspection	7 <sup>th</sup> -9 <sup>th</sup> December 2009

## Appendix 2

### School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	11.5	24	23	17	24	18	23	24	176

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	10	1	10.4

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	17:1
Pupil: adult (fte) ratio in nursery classes	5:1
Pupil: adult (fte) ratio in special classes	3:1
Average class size, excluding nursery and special classes	22.5
Teacher (fte): class ratio	1.2:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Autumn 2008	70%	84.9%	93.6%
Spring 2009	84.6%	85.1%	92.6%
Summer 2009	85.2%	83.8%	91.3%
Percentage of pupils entitled to free school meals			32%
Number of pupils excluded during 12 months prior to inspection			2

## Appendix 3

This report uses data for 2009 for LEA and Wales comparative information

**MORRISTON PRIMARY SCHOOL**  
Swansea

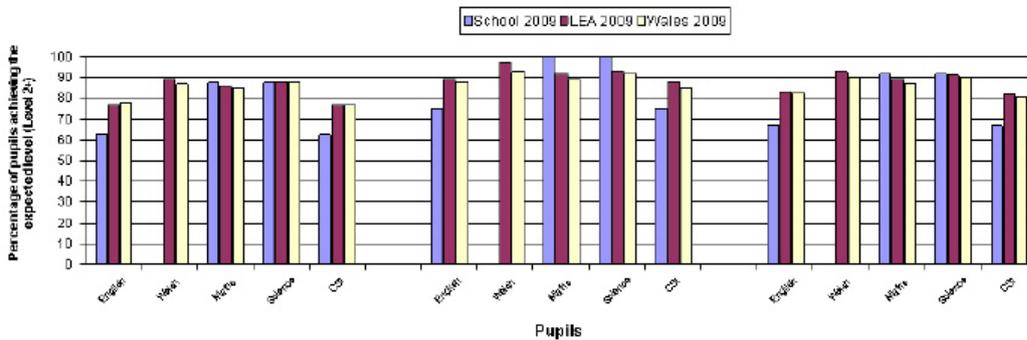
LEA/School no: 670/2040

### School comparative information: National Curriculum Assessments 2009 with benchmarking

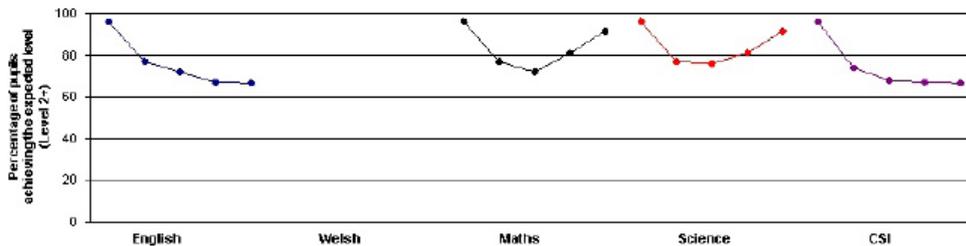
#### Key Stage 1

Percentage of boys, girls, and pupils achieving at least the expected level (Level 2+):

	Boys			Girls			Pupils		
	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009
English	63	77	78	75	89	88	67	83	83
Welsh	.	89	87	.	97	93	.	93	90
Maths	88	86	85	100	92	89	92	89	87
Science	88	88	88	100	93	92	92	91	90
CSI	63	77	77	75	88	85	67	82	81



#### School Performance over time (2005 - 2009)



#### Contextual Information

Benchmarked against schools with a similar percentage of pupils eligible for free school meals.

School's results shown in greyed boxes. Column headings refer to...

Quartile 1 School is in the top 25 per cent.

Quartile 2 School is in the top 50 per cent but not the top 25 per cent.

Quartile 3 School is in the bottom 50 per cent but not the bottom 25 per cent.

Quartile 4 School is in the bottom 25 per cent.

Free School Meal Group

**More than or equal to 24 per cent and up to 32 per cent eligible for FSM**

	Quartile 4	Lower Quartile Boundary	Quartile 3	Median Boundary	Quartile 2	Upper Quartile Boundary	Quartile 1
English	67	72		80		87	
Welsh		67		90		100	
Maths		78		86		92	
Science		84		91	92	99	
CSI	67	70		78		86	

#### Notes:

1. Figures for Welsh refer to attainment in Welsh first language only.

2. CSI = Core Subject Indicator. To achieve the CSI a pupil must achieve at least the expected level 2 in both Mathematics and Science and either English or Welsh first language.

3. If there were no pupils eligible for assessment in a subject for a particular year the graph will discontinue and show a gap for that year.

This report uses data for 2009 for LEA and Wales comparative information

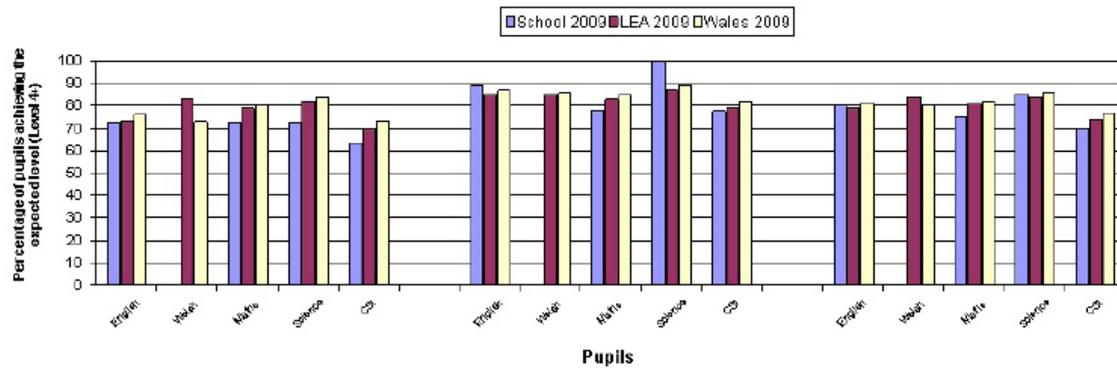
MORRISTON PRIMARY SCHOOL  
Swansea

LEA/School no: 670/2040

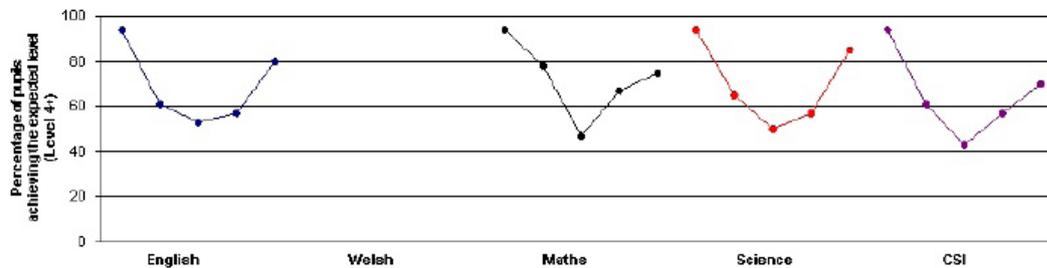
**School comparative information: National Curriculum Assessments 2009 with benchmarking**  
**Key Stage 2**

Percentage of boys, girls, and pupils achieving at least the expected level (Level 4+):

	Boys			Girls			Pupils		
	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009
English	73	73	76	89	85	87	80	79	81
Welsh	.	83	73	.	85	86	.	84	80
Maths	73	79	80	78	83	85	75	81	82
Science	73	82	84	100	87	89	85	84	86
CSI	64	70	73	78	79	82	70	74	77



**School Performance over time (2005 - 2009)**



**Contextual Information**

Benchmarked against schools with a similar percentage of pupils eligible for free school meals.  
School's results shown in greyed boxes. Column headings refer to...

- Quartile 1 School is in the top 25 per cent.
- Quartile 2 School is in the top 50 per cent but not the top 25 per cent.
- Quartile 3 School is in the bottom 50 per cent but not the bottom 25 per cent.
- Quartile 4 School is in the bottom 25 per cent.

Free School Meal Group  
**More than or equal to 24 per cent and up to 32 per cent eligible for FSM**

	Quartile 4	Lower Quartile Boundary	Quartile 3	Median Boundary	Quartile 2	Upper Quartile Boundary	Quartile 1
English		71		80		87	
Welsh		50		71		89	
Maths		75		82		88	
Science		79	85	88		94	
CSI		67	70	75		83	

**Notes:**

1. Figures for Welsh refer to attainment in Welsh first language only.
2. CSI = Core Subject Indicator. To achieve the CSI a pupil must achieve at least the expected level 4 in both Mathematics and Science and either English or Welsh first language.
3. If there were no pupils eligible for assessment in a subject for a particular year the graph will discontinue and show a gap for that year.

## Appendix 4

### Evidence base of the inspection

Four inspectors, including the school's nominee who was the headteacher and a peer assessor spent the equivalent of 10 inspector days in the school and met as a team before the inspection.

These inspectors visited:

- twenty-nine lessons or part lessons, twenty-two of which were in the six subjects inspected and seven in other subjects;
- registrations, assemblies and acts of collective worship; and
- a range of extra-curricular activities.

Members of the inspection team had meetings with:

- staff, governors and parents before the inspection;
- senior managers, teachers, support and administrative staff;
- groups of pupils representing each year group;
- the school council; and
- representatives of organisations associated with the school.

The team also considered:

- the school's self-evaluation report;
- thirty-eight responses to a parents' questionnaire nearly all of which were positive;
- documentation provided by the school before and during the inspection;
- a wide range of pupils' past and current work; and
- samples of pupils' reports.

After the inspection, the team held meetings with subject departments, senior managers and governors.

## Appendix 5

### Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Peter Mathias (Registered Inspector)	Context Summary and Recommendations Contributions to Key Questions 1 & 2 Key Question 5 Key Question 6 Mathematics Geography Appendices
Mrs Janet Warr (Lay Inspector)	Contributions to Key Questions 1, 3 & 4 Key Question
Mrs Branwen Llewellyn-Jones (Team Member)	Contributions to Key Question 2 Key Question 3 Early Years Welsh second language
Mr Brian Warilow (Team Member)	Contributions to Key Question 4 Key Question 7 Information communications technology History
Mrs Helen Wheeler (Peer Assessor)	Contributions to all Key Questions
Mrs Jean Healey (Headteacher/Nominee)	Nominee

### Acknowledgement

The inspectors wish to thank the governing body, the headteacher and all the staff for the co-operation and courtesy they received during the inspection.

### Contractor:

Baker-Phillips Educational Communications Ltd., Oaks Lea, Higher Knolton, Overton, Wrexham, LL13 0LF