

Report by Peter David Ellis  
Oystermouth Primary School, 07/11/06

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

**Oystermouth Primary School  
Newton Road, SA3 4BE**

**School Number: 6702042**

**Date of Inspection: 07/11/06**

**by**

**Dr. Peter David Ellis  
15781**

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- \* nursery schools and settings that are maintained by, or receive funding from, local education authorities (LEAs);
- \* primary schools;
- \* secondary schools;
- \* special schools;
- \* pupil referral units;
- \* independent schools;
- \* further education;
- \* adult community-based learning;
- \* youth support services;
- \* LEAs;
- \* teacher education and training;
- \* work-based learning;
- \* careers companies; and
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Publication Section

Estyn

Anchor Court

Keen Road

Cardiff

CF24 5JW or by email to [publications@estyn.gsi.gov.uk](mailto:publications@estyn.gsi.gov.uk)

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Oystermouth 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 Oystermouth Primary School took place between 07/11/06 and 09/11/06. An independent team of inspectors, led by Dr. Peter David Ellis undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

<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	Y 1	Y 2	Y 3	Y 4	Y 5	Y 6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y 7	Y 8	Y 9	Y 10	Y 11	Y 12	Y 13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The National Curriculum (NC) covers four key stages (KS) 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. Oystermouth Primary School is situated at the upper end of the main street of the village of Oystermouth on the Mumbles about five miles west of Swansea city centre. Pupils are accommodated in two main Victorian buildings; the first, which was constructed in the 1870s, houses the Y2 and KS2 pupils and the second, built a few years later, contains the Y1, reception and nursery classrooms. On site there is also an administrative block located between the two main buildings, as well as a separate canteen and a gymnasium, all of which were constructed in the twentieth century. The outside environment contains playground space, a separate nursery play area, gardening facilities and a conservation area, which is currently being converted for outdoor learning. There is no playing field, but Underhill Park, opposite the school, is used for sports and other similar activities.
2. The school caters for 210 pupils between the ages of three and eleven, taught by 10.5 teachers in eight single age range classes, which includes a nursery for 20 full-time equivalent children. The number on roll has remained relatively stable over the last four years.
3. According to the school, pupils come from largely owner-occupied homes in the relatively advantaged Oystermouth area. The majority of the intake has well developed basic skills on entry. Around 3% are registered as being entitled to free school meals, which is well below the national and local averages. About 2% of pupils come from an ethnic minority background; four speak English as an additional language. No pupils are natural Welsh speaking or looked after by the local authority. Approximately 21.5% of pupils are identified as requiring special educational needs (SEN) support, which is around the national average; three are statemented, but there is none for whom the NC is disappplied.
4. The school was last inspected in November 2000; there have been no major changes in staffing or accommodation since this date. The school was awarded the Basic Skills Quality Mark in March 2006.

### The school's priorities and targets

5. The school's mission is 'Achievement through Challenge'. Its vision statement declares:
6. 'Our school will seek to provide an imaginative, broad and balanced interpretation of the curriculum in inspiring, caring and secure classroom, home and wider school environments.
7. We want all children of all potential, abilities and talents to enjoy learning and to develop as independent and motivated thinkers and learners whose

achievements are recognised in all areas of the curriculum and personal experience.

8. We work to create a climate of tolerance, respect, mutual communication and support wherein all are willing to accept, and are proud of, the standards set by the school.'
9. The mission and vision are published in the school development plan (SDP) and in the prospectus, where they are underpinned by a set of specific principles and aims.
10. The school's current major priorities and targets, as outlined in its SDP, are to:
  - Continue to develop effective systems for school self-evaluation
  - Improve the quality of teaching and learning in the core and foundation subjects
  - Equal opportunities: continue to develop provision for able children
  - Continue to develop personal and social education (PSE) skills across the curriculum
  - Continue to plan for the implementation of the Foundation Phase
  - Continue to develop bilingualism
  - Continue to develop teaching and learning about sustainable development and global citizenship

## Summary

11. Oystermouth Primary school provides a high quality of education for its pupils. Many improvements have been made since the last inspection and there are now several outstanding features of the school. Pupils consistently achieve higher standards than the national and local averages and schools of a similar type.
12. The inspection team agreed with the school's judgements in four out of the seven key questions. Where they differed was only by one grade and no key question was below a Grade 2.

### Table of grades awarded

Key question	Inspection grade
1 How well do learners achieve?	1
2 How effective are teaching, training and assessment?	1
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?	2
6 How well do leaders and managers evaluate and improve quality and standards?	2
7 How efficient are leaders and managers in using resources?	2

### Standards

13. Overall, pupils' standards of achievement in the work observed were judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
18%	71%	11%	0%	0%

14. These figures are well above the Welsh Assembly Government's (WAG) all-Wales 2007 targets for 65% of standards to be Grade 2 or better and they compare well with the national picture published in Her Majesty's Chief Inspector's Annual Report for 2004-5, where overall standards in primary schools are reported to be Grade 2 in 63% of lessons and Grade 1 in a further 13%.
15. Outstanding features were observed in the early years, KS1 and KS2 and particularly in Y6. There was no work less than Grade 2 in KS1.



### Areas of learning for the under-fives

16. The quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.
17. The grades awarded for the six areas of learning were:

	<b>Nursery</b>	<b>Reception</b>
Language, literacy and communication skills	Grade 1	Grade 1
Personal and social development	Grade 2	Grade 2
Mathematical development	Grade 2	Grade 2
Knowledge and understanding of the world	Grade 1	Grade 1
Physical development	Grade 2	Grade 2
Creative development	Grade 2	Grade 2

### Grades for standards in subjects/areas inspected

<b>Inspection area</b>	<b>Nursery</b>	<b>Reception</b>	<b>Key Stage 1</b>	<b>Key Stage 2</b>
Early years	Grade 2	Grade 2		
English			Grade 2	Grade 2
Welsh second language			Grade 2	Grade 2
History			Grade 2	Grade 2
Music			Grade 3	Grade 3
Religious education			Grade 2	Grade 2

18. Although pupils' achievement overall is good with outstanding features and this is reflected in the NC assessment results, no individual subject inspected was judged to be Grade 1 in total, because the outstanding features relate more to pupils' generic learning skills across the curriculum and were only evident in a minority of classes.
19. Pupils make good progress in the key skills of literacy, numeracy and information and communications technology (ICT). There are some outstanding features, particularly in the early years in speaking and listening and in speaking across the school.
20. Pupils make good progress in their bilingual skills through the school. They have an outstanding grounding in the early years.
21. Outstanding features of several lessons are pupils' ability to tackle problems confidently, to think creatively and to reach their own decisions, as well as the extent to which they understand what they are doing, how well they are progressing and what they need to do to improve. They are very motivated to learn and have very positive attitudes to work.
22. In both KS1 and KS2 NC assessment results in English, mathematics and science over the last five years have been consistently above local and national averages and better than schools of a similar type.

23. In both key stages in 2006 girls outperformed boys at all levels and in all three subjects. This disparity has varied over the last few years. The school is aware of this issue and is addressing it through its current SDP.
24. Pupils make consistently good progress through the school, regardless of their home background, gender, race or disability, although this progress is not always evident in the work produced, due particularly to the way it is collated and kept and the overuse of worksheets.
25. Pupils are very well behaved and know the boundaries of acceptable behaviour. They are courteous and polite, respect adults and display good self-discipline.
26. Relationships between pupils are good and they report that bullying is not a problem.
27. They are very aware of equal opportunities issues and older ones understand the need to appreciate diversity and to avoid stereotyping. This aspect of their personal and moral development and the school's promotion of these issues are outstanding features.
28. Attendance and punctuality are good. The school achieves high levels of attendance, which places it in the top quarter of the WAG's targets. Punctuality overall is good.

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

29. The quality of teaching was judged as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
18%	68%	14%	0%	0%

30. These figures compare well with the national picture published in Her Majesty's Chief Inspector's Annual Report for 2004-5, where overall the quality of teaching in primary schools is reported to be Grade 2 in 61% of lessons and Grade 1 in a further 18%.
31. Outstanding features in teaching were observed in the early years, KS1 and KS2 and particularly in Y6. No teaching in KS1 was judged to be less than Grade 2.
32. Where teaching was judged to be Grade 1, the outstanding features include:
  - excellent relationships between staff and pupils;
  - the use of humour, praise and a range of enjoyable activities;
  - high expectations;
  - the use of effective questioning;
  - a brisk pace;
  - effective time management;

- an emphasis on pupils finding out for themselves.
33. Where teaching was judged to be Grades 1 or 2, the good features include:
- sound planning and good lesson organisation;
  - effective lesson structure;
  - efficient monitoring of pupils' progress;
  - good use of a range of resources;
  - appropriate use of relevant technical vocabulary;
  - effective use of the interactive whiteboard;
  - good use of the Welsh language.
34. Where teaching was judged to be Grade 3, the shortcomings include:
- teachers devoting too much time to the questioning process;
  - insufficient differentiation;
  - a narrow range of teaching strategies and an overuse of worksheets.
35. Teachers have a very good knowledge of the subjects and areas of learning they teach and are familiar with recent developments.
36. Assessment is good overall; pupils are regularly tested and generally their work is carefully assessed and marked. The way in which results are discussed with pupils and how both individual and class targets are agreed are outstanding features. However, the system overall is time consuming for staff and the volume of information retained is somewhat unwieldy.
37. Reports to parents meet statutory requirements. The use of progress files and target booklets as a focus for discussion with parents at twice yearly consultation evenings is very good practice.
38. The curriculum is appropriately broad and relevant and meets requirements, although there is scope to assess its structure, organisation and balance across the school, especially in light of recent initiatives. Learning experiences are successfully matched to the interests and needs of pupils and there are some well developed cross-curricular links.
39. Schemes of work are in place for all subjects, but they vary in quality and some are in need of further refinement, in order to assure identifiable continuity and progression through the school. Termly and weekly plans ensure lessons are well prepared, but they do not always provide sufficient detail on differentiation, particularly in relation to the level of challenge for the more able; this is a target for action in the school's SDP.
40. The learning experiences for the under-fives are planned in line with the Desirable Outcomes for Children's Learning and the school has policies and procedures for identifying and delivering key skills and PSE across the curriculum.

41. Pupils' spiritual, moral, social and cultural development is good. Acts of collective worship, which meet statutory requirements, positively reinforce the school's ethos.
42. Pupils' understanding of Welsh culture is good and the curriculum is well supported by a wide range of extra-curricular and out of school activities. A variety of visitors also come in to school to talk to pupils.
43. The school has put measures in place to operate in a sustainable manner and to integrate these principles into the curriculum. As a result pupils have a good knowledge and understanding of sustainable development .
44. The quality of the partnerships with parents, the community and other schools and colleges is a very positive feature of the school. A home-school agreement is in place.
45. There is a policy on homework and the school encourages parental suggestions for improvement. In most classes appropriate homework is set regularly and consistently.
46. There are strong and effective links with the receiving secondary school and other schools in the area and good external links have been established with local industry.
47. The school gives high priority to ensuring that all pupils receive the best care, support and guidance that can be provided. All required policies and arrangements are in place.
48. The provision for pupils with SEN and the very effective use the school makes of the available support services, for example for pupils whose first language is not English or Welsh, are outstanding features..
49. There are effective induction arrangements in place and new pupils settle in well.
50. There is no evidence of any oppressive or racist behaviour and pupils behave respectfully and thoughtfully towards each other.
51. Effective health and safety policies and procedures are also in place. The school is involved in the Healthy Schools initiative and pupils realise the importance of eating a healthy diet.
52. The school follows the WAG guidelines and procedures for child protection and identifies any pupils making insufficient progress at a very early stage.

### **Leadership and management**

53. The school has a clear sense of purpose and direction.

54. The headteacher exercises a positive and professional oversight of the life and work of the school and the deputy is very active in developing and driving forward new ideas and is an excellent role model of good classroom practice.
55. Staff are well motivated and work together effectively as a team. Their evident commitment has a positive impact on the quality of education and life in the school. Subject leaders are in place for all areas of the curriculum, including the early years, except currently for music. They monitor their subjects regularly, although there is scope for further development of their role.
56. Effective day to day administrative procedures are in place and the school day operates smoothly and efficiently.
57. The governing body (GB) is very supportive and carries out its duties and responsibilities conscientiously and thoroughly. It is fully involved in the strategic direction of the school and monitors the provision effectively; it is developing its members' involvement in the daily life of the school.
58. Financial management is sound and the budget is monitored robustly. Priorities on expenditure are closely linked to the SDP.
59. The school has a number of relevant management policies and procedures in place. These are regularly reviewed and updated and ensure that statutory requirements are met.
60. The school has developed a systematic approach to self-evaluation since the last inspection with the result that a culture of critical self-review is now becoming well established. Plans are in place in the SDP for further developments.
61. The SDP is a comprehensive planning document that outlines clear priorities and actions, although there is no rolling programme of subject review. Similarly, the self-evaluation report clearly outlines the school's perceived strengths and areas of development.
62. A regular system of monitoring teaching and learning and the implementation of the curriculum has been established and this is helping to raise standards and to introduce improvements.
63. There is an effective team of well qualified teachers and a wide range of appropriate support staff.
64. The school has adequate accommodation for the number of pupils on roll. Teachers work hard to create a very positive and attractive learning environment, both inside and outside. The school has an accessibility plan in place, although access to the gymnasium remains an issue for those with mobility difficulties. The administration block is shabby and in poor condition. The early years have no direct access to an outside area and this limits the opportunities to promote their learning, although good use is made of the available space.

65. The perimeter fence to the school campus is secure and all entrance doors to the main buildings have security locks. Appropriate procedures are in place to ensure the safety of pupils within the school grounds, but the GB and parents have serious concerns about road safety at both the front and back entrances to the school.
66. The quality and quantity of resources are appropriate and effective use is made of them. Good use has been made of budgetary surpluses to ensure all subjects are at least adequately supplied.
67. Overall, the school provides very good value for money.

## Recommendations

In order to build on its significant improvement, the school needs to:

- R1 address the identified shortcomings in music;
- R2 refine the current methods for planning and delivering the curriculum in order to ensure progression in learning by:
- reviewing curriculum balance and each scheme of work on a rolling programme basis;
  - continuing to develop the role of the subject co-ordinator;
  - evaluating the impact of current initiatives and innovations;
  - continuing to develop assessment and evaluation procedures to inform planning and to build in more differentiation in lessons;
- R3 collate and keep pupils' work more systematically and consistently across the school, so that the high standards they achieve and the progress they make are clearly identifiable.

The GB is responsible for amending its current SDP 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

68. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
69. Overall, pupils' standards of achievement in the work observed were judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
18%	71%	11%	0%	0%

70. These figures are well above the WAG's all-Wales 2007 targets for 65% of standards to be Grade 2 or better and they compare well with the national picture published in Her Majesty's Chief Inspector's Annual Report for 2004-5, where overall standards in primary schools are reported to be Grade 2 in 63% of lessons and Grade 1 in a further 13%.
71. Outstanding features were observed in the early years, KS1 and KS2 and particularly in Y6. There was no work less than Grade 2 in KS1.

#### Areas of learning for the under-fives

72. Baseline assessments indicate that attainment of basic skills on entry to the school is generally above average and evidence from the inspection indicates that this good foundation is effectively built upon in the nursery and reception classes. The quality of the educational provision for the under-fives is thus appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.
73. The grades awarded for the six areas of learning were:

	Nursery	Reception
Language, literacy and communication skills	Grade 1	Grade 1
Personal and social development	Grade 2	Grade 2
Mathematical development	Grade 2	Grade 2
Knowledge and understanding of the world	Grade 1	Grade 1
Physical development	Grade 2	Grade 2
Creative development	Grade 2	Grade 2

#### Grades for standards in subjects/areas inspected

Inspection area	Nursery	Reception	Key Stage 1	Key Stage 2
Early years	Grade 2	Grade 2		
English			Grade 2	Grade 2



Welsh second language			Grade 2	Grade 2
History			Grade 2	Grade 2
Music			Grade 3	Grade 3
Religious education			Grade 2	Grade 2

74. Although pupils' achievement overall is good with outstanding features and this is reflected in the NC assessment results, no individual subject inspected was judged to be Grade 1 in total, because the outstanding features relate more to pupils' generic learning skills across the curriculum and were only evident in a minority of classes.
75. Pupils make good progress in the key skills of literacy, numeracy and ICT. There are some outstanding features, particularly in the early years in speaking and listening and in speaking across the school. In all classes pupils generally listen well and they speak confidently and clearly in front of adults and peers. They are confident and articulate when asking and answering questions. They read with increasing fluency and understanding and they write fluidly and creatively across the curriculum. They have regular opportunities to develop their numeracy and ICT skills, which consequently develop well commensurate with their age and potential.
76. Pupils make good progress in their bilingual skills through the school. They have an outstanding grounding in the early years, where Welsh and English words and phrases are used regularly. This solid foundation is effectively developed in KS1 and KS2 in lessons and in assemblies and through the life of the school, although there is some unevenness between classes. Pupils learn to speak confidently and competently and to read books and captions through the medium of Welsh and they take part in conversations with enthusiasm.
77. An outstanding feature of many lessons is pupils' ability to tackle problems confidently, to think creatively and to reach their own decisions. This is mainly due to the introduction of innovative approaches to learning and teaching with an emphasis on independent and co-operative research and enquiry, which pupils respond to enthusiastically and positively.
78. Another outstanding feature is the extent to which learners understand what they are doing, how well they are progressing and what they need to do to improve. In both key stages they are familiar with the learning targets they are set and they strive to achieve these.
79. As a result, pupils have very well developed personal, social and learning skills. They are very motivated to learn and have very positive attitudes to work. They sustain concentration, show interest and apply themselves to their set tasks in lessons very conscientiously and industriously. They co-operate enthusiastically, work effectively in pairs and small groups and complete activities successfully.
80. In both KS1 and KS2 NC assessment results in English, mathematics and science over the last five years have been consistently above local and

national averages. In 2006 in KS1 all pupils attained at least level 2 in all three subjects and around half attained level 3. The results were better than schools of a similar type. In 2006 in KS2 all pupils attained level 4 in mathematics and almost all in English and science; half attained level 5 in English. These results were considerably better than schools of a similar type in mathematics and marginally better in English and science.

81. In both key stages in 2006 girls outperformed boys at all levels and in all three subjects. This disparity has varied over the last few years and was mentioned in the last inspection report. The school is aware of this issue and is addressing it through its current SDP.
82. Pupils make consistently good progress through the school, regardless of their social, ethnic or linguistic background, although this progress is not always evident in the work produced, due particularly to the way it is collated and kept and the overuse of worksheets. No groups are disadvantaged and those with SEN achieve particularly well.
83. Pupils are very well behaved and know the boundaries of acceptable behaviour; this judgement is supported by staff, parents, governors and the pupils themselves. They are courteous and polite, respect adults and display good self-discipline; they develop into self-confident young citizens. They respond positively to rewards, such as the 'Star Card' and 'Golden Table' systems. As a result, the quality of life within the school during lessons, playtimes and lunch times is orderly and conducive to learning. There have been no exclusions.
84. Relationships between pupils are good and they report that bullying is not a problem; parents and teachers agree with this and any incidents are dealt with quickly and efficiently according to the school's policy.
85. Pupils are very aware of equal opportunities issues and older ones understand the need to appreciate diversity and to avoid stereotyping. Through the curriculum, assemblies and the life of the school they learn to accept that people may differ in their culture and attitudes. This aspect of their personal and moral development is an outstanding feature.
86. Attendance and punctuality are good. The school achieves high levels of attendance, which places it in the top quarter of the WAG targets. During the three complete terms prior to the inspection, the attendance levels were around 95%, with a slight drop during the Spring Term 2006 as a result of an outbreak of influenza in the area. Absence levels are also continually in the top quarter target range and are currently running at 4% for the whole school excluding the nursery. Punctuality overall is good.

## The quality of education and training

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

#### Grade 1: Good with outstanding features

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

88. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
18%	68%	14%	0%	0%

89. These figures compare well with the national picture published in Her Majesty's Chief Inspector's Annual Report for 2004-5, where overall the quality of teaching in primary schools is reported to be Grade 2 in 61% of lessons and Grade 1 in a further 18%.

90. Outstanding features in teaching were observed in the early years, KS1 and KS2 and particularly in Y6. No teaching in KS1 was judged to be less than Grade 2.

91. Where teaching was judged to be Grade 1, the outstanding features include:

- excellent relationships between staff and pupils that promote respect for each other, equal opportunities and a high standard of behaviour with the result that pupils respond with politeness and maturity;
- the use of humour, praise and a range of enjoyable activities to stimulate enthusiasm for learning;
- high expectations that enable pupils to reach their potential;
- the use of effective questioning to challenge pupils' thinking and to draw out, encourage and value their ideas;
- the brisk pace that ensures pupils of all abilities are well motivated and eagerly involved with the task;
- effective time management to ensure pupils complete tasks on time;
- an emphasis on pupils finding out for themselves, taking responsibility for their own learning, making their own choices and reaching their own conclusions and decisions.

92. Where teaching was judged to be Grades 1 or 2, the good features include:

- sound planning and good lesson organisation;
- effective lesson structure with appropriate introductions that outline the learning intentions and provide clear instructions and with plenary sessions that successfully reinforce learning;
- efficient monitoring of pupils' progress during the lesson;

- good use of a range of resources to support learning;
  - appropriate use of relevant technical vocabulary;
  - effective use of the interactive whiteboard;
  - good use of the Welsh language, so that pupils have the skills to use Welsh as well as English in everyday situations.
93. Where teaching was judged to be Grade 3, the shortcomings include:
- teachers devoting too much time to the questioning process with insufficient emphasis on the learning activities, especially when they are less confident in using the 'Questions for Thinking' framework;
  - insufficient differentiation in the questions asked and the tasks set, leading particularly to a lack of challenge for the more able;
  - a narrow range of teaching strategies and an overuse of worksheets with too few opportunities for pupils to experiment for themselves.
94. In the early years teachers use a very good range of resources to stimulate children's interest and to promote effective learning. Well trained, knowledgeable nursery assistants and support staff make a very good contribution to children's development in all six areas of learning. Despite constraints imposed by the building, teachers also use the outdoor areas effectively to provide exciting learning experiences.
95. Teachers have a very good knowledge of the subjects and areas of learning they teach and are familiar with recent developments. A number have been involved in personal and joint research projects that have enhanced their personal development and effected improvements in teaching and learning throughout the school. They now share expertise more widely across the school and this is having a positive impact on standards.
96. The planning framework ensures that lessons are carefully structured and this has led to improvements in the consistency of teaching throughout the school. Where teachers are confident in its use, the strategy is very effective for sharing objectives with pupils and involving them in agreeing the criteria for success.
97. Assessment is good overall; pupils are regularly tested and their work is carefully assessed using a range of standardised test materials. The school also analyses results carefully and compares these with other schools, both within the county and nationally. The way in which results are discussed with pupils and how both individual and class targets are agreed are outstanding features. This shared process results in pupils being very clear about what they can do and what they need to work on next.
98. Most work is regularly marked and teachers generally use positive comments to encourage pupils, although there is some inconsistency between classes in how the way forward is indicated and how targets are reinforced. Where marking is done well, teachers clearly identify what pupils must do to improve or enhance their work.

99. Pupils' assessed work is stored in progress files and targets are recorded in individual books; teachers also retain information on the levels attained and details are recorded on individual tracking sheets. Each subject has a portfolio of pupils' work marked against the standards of the NC to help teachers accurately assess how well pupils are doing.
100. Overall, the assessment and target setting process is effective, but it is time consuming for staff and the volume of information retained is somewhat unwieldy. Additionally, the use of assessment to inform planning varies from class to class.
101. Reports to parents meet statutory requirements. In addition to stating clearly what pupils know, understand and can do, they indicate how pupils might improve. In some year groups parents feel they are too standardised and insufficiently personalised. However, in the best examples precise information is provided about a child's personal strengths in addition to their academic achievement and areas for improvement in each subject. The use of progress files and target booklets as a focus for discussion with parents at twice yearly consultation evenings and the opportunity for parents to respond to the annual report in writing exemplifies very good practice.

**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**

102. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
103. The curriculum is appropriately broad and relevant and meets the requirements of the NC and the locally agreed syllabus for religious education, although there is scope to assess its structure, organisation and balance across the school, especially in light of recent initiatives.
104. Learning experiences are successfully matched to the interests and needs of pupils and there are some well developed cross-curricular links, especially in KS1, enabling individuals to build systematically on prior learning. There is a concerted effort across the school to reduce social disadvantage and to promote equality for all through the curriculum.
105. Schemes of work are in place for all subjects, but they vary in quality and some are in need of further refinement to provide clearer and more detailed guidance for teachers, in order to assure identifiable continuity and progression through the school. Termly and weekly plans ensure lessons are well prepared, but they do not always provide sufficient detail on differentiation, particularly in relation to the level of challenge for the more able; this is a target for action in the school's SDP.

106. There are appropriate policies for each subject and various aspects of the curriculum; the school has identified the need for specific guidance on the provision for the gifted and talented.
107. The learning experiences for the under-fives are planned in line with the Desirable Outcomes for Children's Learning. There is a good balance across the six areas of learning.
108. The school has a policy and procedures for identifying and delivering key skills across the curriculum, which are an integral part of the planning process. It has identified this as an area for further improvement in its SDP, especially in relation to assuring systematic progression through the school.
109. The school makes good provision for pupils' PSE through a cross-curricular programme of activities. There is a PSE scheme of work, which is at an early stage of implementation.
110. Pupils' spiritual, moral, social and cultural development is good. Acts of collective worship, which meet statutory requirements, positively reinforce the school's ethos. Pupils are encouraged to reflect and to explore their own feelings, for example during assembly and circle time. Collective worship themes successfully promote a greater knowledge and understanding of such fundamental issues as stereotyping and diversity in modern Britain.
111. Pupils work together co-operatively on the School Council; they are involved in a number of initiatives, including the development of the school grounds. They are proud of their role and undertake their responsibilities conscientiously and enthusiastically.
112. Pupils' understanding of Welsh culture is good. They develop their knowledge and understanding of the cwricwlwm Cymreig through various cross-curricular activities. They are familiar with the specific features of the local community and value the environment as a vehicle for learning. There are good examples of work in art, music and history, when pupils' knowledge and understanding of the history and culture of Wales are effectively promoted. There is reference to the cwricwlwm Cymreig and bilingualism in the schemes of work.
113. The curriculum is well supported by a wide range of extra-curricular and out of school activities, including a residential visit. Pupils recount and recall excursions they have made, for example to local museums, art galleries and places of interest, with enthusiasm and obvious pleasure. They enjoy the variety of lunchtime and after school clubs and such activities as preparing for school concerts and singing with the local male voice choir. A range of visitors also come in to school to talk about their life and work and to share their expertise. All these experiences contribute very positively to pupils' personal and social development.
114. The school has put measures in place to operate in a sustainable manner and to integrate these principles into the curriculum. As a result pupils have a good knowledge and understanding of sustainable development and they discuss

their project work on related issues confidently. For example, they have a developing understanding of bio-diversity and the need to conserve energy and water consumption. They are involved in recycling and have achieved an award for their work. Their studies also help raise their awareness of global citizenship.

115. The quality of the partnerships with parents, the community and other schools and colleges is a very positive feature of the school. The prospectus and GB's annual report to parents meet statutory requirements and, together with regular newsletters and home reading books, provide an effective dialogue between parents and teachers and keep parents informed about school life. The headteacher promotes an open door policy and parents and members of the community are encouraged to visit and support the school; a number regularly come in to help in classrooms. There is an active Parents' Association, which has raised significant funds of money for the school.
116. A home-school agreement is in place, which lays out the respective responsibilities of the school, the parent and the child; according to the school, all parents have signed it.
117. A minority of parents feel that the setting of homework is inconsistent and variable between classes. However, there is a policy on homework and the school encourages parental suggestions for improvement. Evidence acquired during the inspection, particularly from the pupils themselves, suggests that in most classes appropriate homework is set regularly and consistently.
118. There are strong and effective links with the receiving secondary school. Pupils in Y6 are involved in cross-phase projects and they also benefit from lessons taught by KS3 teachers. Staff meet regularly with colleagues from the comprehensive school both to moderate pupils' work and to undertake joint projects. Links are also forged with other secondary schools, if parents choose to send their children elsewhere. These activities have been very successful in assisting the smooth transition of Y6 pupils to their secondary school.
119. The school participates in the training of student teachers and other educational professionals from local colleges, who provide an added dimension to the school. They are closely monitored by the headteacher to ensure that standards are maintained.
120. Good external links have been established with local industry and these are used effectively to enrich and develop aspects of the curriculum in geography, science and PSE, for example. Pupils' entrepreneurial skills develop well and they show initiative in fund raising efforts, particularly at the older end of the school where they organise the fruit tuck shop at break times as a mini-business enterprise. They thus acquire a developing understanding of the world of work. Additionally, one teacher has undertaken a placement at Swansea Museum and this has impacted very positively on the standards in history in KS2.

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

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

121. The findings of the inspection team differ from the judgement made by the school in its self-evaluation report, since the school judged this key question to be Grade 2, but the inspection team identified some outstanding features.
122. The school gives high priority to ensuring that all pupils receive the best care, support and guidance that can be provided. All required policies and arrangements are in place and pupils are aware of who to speak to if they have a problem.
123. There are effective induction arrangements in place and new children settle into the nursery well, especially because parents are welcomed into the school to assist with activities. Pupils that join the school later say that they settle in easily because their peers are friendly and welcoming.
124. There is no evidence of any oppressive or racist behaviour and pupils behave respectfully and thoughtfully towards each other. The school has an effective anti-bullying policy and the School Council is currently developing a buddy system. Friendship benches have been introduced in response to suggestions from pupils themselves. These enable them to express and overcome feelings of isolation or loneliness and help promote the concept of showing care and concern for others.
125. Effective arrangements are in place to monitor registers and attendance in line with statutory requirements and appropriate use is made of the Education Welfare Officer if there is a need. Parents are also continually reminded of the importance of good attendance and punctuality. The school contacts them if they do not inform the school immediately of their child's absence and reasons for non-attendance are rigorously followed up.
126. Effective health and safety policies and procedures are also in place and pupils are well supervised. Risk assessments are carried out when necessary and safety equipment is regularly reviewed. The school carries out very frequent checks to ensure that there are no asbestos leaks in the gymnasium. The local authority also closely monitors the situation and promptly deals with any minor damage that may constitute a health and safety issue.
127. Two members of staff have received recent training in First Aid and have passed on their knowledge and skills to all staff. Pupils are encouraged to act responsibly to ensure their own safety and that of others. The school is involved in the Healthy Schools initiative and pupils realise the importance of eating a healthy diet.
128. The school does not have its own specific policy for child protection, but follows the WAG guidelines and procedures. The headteacher is the designated member of staff with responsibility for child protection. Teachers are aware of



the possible signs and symptoms of child abuse and there is a staff handbook noting procedures for reporting any concerns.

129. The school identifies any pupils making insufficient progress and raises concerns with parents at a very early stage. Any intervention strategies considered necessary are introduced promptly. The school works closely with parents to give full support to pupils. On the rare occasions that they are needed, behaviour support services are deployed quickly and effectively.
130. The provision for pupils with SEN and the very effective use the school makes of the available support services to ensure that pupils develop to their full potential are outstanding features. The headteacher, who carries out the role of the SENCO, along with the support teacher, who is employed for two and a half days per week, work closely together to provide very good support for pupils with SEN. The headteacher is responsible for ensuring that appropriate support agencies are involved when required.
131. Class teachers and learning support assistants (LSAs) use pupils' individual education plans (IEP) to provide for pupils' specific needs. All teachers support these pupils effectively in class and discuss their progress at a staff meeting once every term. Their collective knowledge over time provides the support teacher with a wealth of useful information when formulating IEPs.
132. The LEA provides very good support for the small number of pupils whose first language is not English or Welsh. These pupils receive additional support in the form of a peripatetic teacher from the LEA's ethnic minority service, who comes in fortnightly for one afternoon. They are well integrated into the life of the school and communicate confidently with their peers both in class and at playtimes.
133. Sex education is taught through science and PSE in accordance with the LEA policy.
134. Pupils are well cared for before and after school at a breakfast club and an after-school club respectively, held on the premises. The accommodation is safe and pupils are given healthy food and drinks that comply with county regulations for ingredients and portion size. 'Wrap around' care is also provided for the part-time nursery children, when they are not in the nursery, either in the mornings or the afternoons.
135. The school's promotion of diversity and equality of opportunity for all pupils is an outstanding feature. Specific policies and arrangements are in place to ensure that all pupils reach their full potential regardless of their home background, gender, race or disability. For example, all activities are open to both boys and girls to avoid any possibility of gender stereotyping. The school has a racial equality policy and actively promotes good race relations, especially through its reward system and its ethos of inclusiveness. The small number of pupils from different ethnic backgrounds and their families are comfortable in sharing their cultural and religious traditions openly with the school community.

## Leadership and management

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

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

136. The findings of the inspection team differ from the judgement made by the school in its self-evaluation report, since the school judged this key question to be Grade 1, but the inspection team did not identify any specific outstanding features.
137. The school has a clear sense of purpose and direction. There are specific mission and vision statements supported by relevant principles and aims, which are published for parents in the prospectus and which promote equality. All stakeholders, including pupils, are familiar with the mission statement and can articulate the values the school represents and which underpin its ethos. They are proud of the school and hold it in high regard.
138. The headteacher exercises a positive and professional oversight of the life and work of the school. Together with the deputy he has successfully introduced many new initiatives into the school since the last inspection and has been responsible for ensuring that improvements have been implemented. He is well informed about national priorities and current issues and has established good relationships with staff, governors and pupils.
139. The headteacher and deputy work very well together; they meet regularly and minutes of decisions are recorded and disseminated to staff. The deputy is very active in developing and driving forward new ideas and initiatives and is an excellent role model of good classroom practice.
140. There is currently no senior management team (SMT), particularly since the GB has decided to dispense with the previous management allowances until the current review of school staffing structures is complete.
141. Staff all have job descriptions, are well motivated and work together effectively as a team. Their evident commitment has a positive impact on the quality of education and life in the school. Staff meetings are held regularly and minuted. Subject leaders are in place for all areas of the curriculum, including the early years, except currently for music, due to the previous post holder's retirement and the current main music teacher being a newly qualified teacher (NQT). This is only a temporary situation. There is an appropriate balance of responsibilities between staff.
142. Subject leaders monitor their subjects regularly through classroom observations, listening to learners and viewing pupils' work and teachers' planning; targets and action plans are closely linked to the SDP. However, there is scope for further development, for example in relation to schemes of work and assessing progression through the school.

143. The headteacher and deputy are trained performance management leaders and appropriate procedures are in place to ensure there is an impact on teaching and learning; the school reports that objectives are challenging and realistic and directly linked to the SDP, school improvement and staff development.
144. The school meets statutory requirements for reducing teachers' workloads. Administrative and clerical tasks not within teachers' job descriptions are undertaken by other personnel in the school and teachers spend 10% of their time out of the classroom on other duties, such as planning, preparation and assessment. During this time their lessons are taken by an NQT teacher, who specialises in music. He successfully takes all classes from the nursery to Y6, although, when not teaching music, his deployment is not always entirely effective. In addition, while this arrangement benefits the school and is helping to raise the standard of music, it is not fully conducive to the teacher's own professional development, as he does not have a class responsibility.
145. Effective day to day administrative procedures are in place and the school day operates smoothly and efficiently. The school administrator carries out her daily routines effectively and canteen staff, midday supervisors, the cleaner and the caretaker all make valuable contributions to the life of the school and the sense of community.
146. The GB is very supportive and carries out its duties and responsibilities conscientiously and thoroughly. It meets regularly and appropriate sub-committees are in place. It is fully involved in the strategic direction of the school and monitors the provision effectively. It is developing its members' involvement in the daily life of the school and some help in classrooms and all attend various functions. The headteacher provides regular reports on the progress of the school.
147. Financial management is sound and the budget is monitored robustly; currently the school has a small surplus of funds. Priorities on expenditure are closely linked to the SDP. Appropriate liaison occurs with the LEA and the most recent auditor's report made no recommendations for action.
148. The school has a number of relevant management policies and procedures in place. These are regularly reviewed and updated and ensure that statutory requirements are met. Pupils' annual reports, the GB's annual report to parents, the prospectus and curriculum time all comply with regulatory guidelines.

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

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

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

150. The school has developed a systematic and robust approach to self-evaluation since the last inspection. Procedures have been put in place to ensure that all staff and governors are fully involved in the process and that parents and pupils are surveyed for their views and opinions with the result that a culture of critical self-review is now becoming well established. Plans are in place in the SDP for further developments.
151. The self-evaluation report is a very thorough document that clearly outlines the school's perceived strengths and areas of development in each of the seven key questions. Judgements are based on sound evidence, although the outstanding features that determine a Grade 1 are not specifically highlighted.
152. The inspection team agreed with the school's judgements in four out of the seven key questions and where they differed was only by one grade, specifically in relation to the identification of outstanding features, which suggests that the GB, the headteacher and the staff have a good understanding of the school's overall performance and the quality of education provided. The inspection team agreed with the school that no key question was less than a Grade 2 and the LEA substantiates this conclusion.
153. The SDP is a comprehensive planning document that outlines clear priorities and actions along with specified success criteria, resource costs, dates for completion, monitoring strategies, evaluation and staff development, although there is no rolling programme of subject review; the curriculum is dealt with as a whole. The plans address national initiatives and include workforce remodelling, the introduction of the foundation phase, challenging the more able, bilingualism and sustainable development. Targets are realistic and achievable; the school reports that they are generally met.
154. A regular system of monitoring teaching and learning and the implementation of the curriculum has been established, involving the headteacher and subject leaders, and this is helping to raise standards and to introduce improvements. Appropriate templates, some linked to the SDP, and procedures for recording observations and feeding back to colleagues are in place. Each subject is monitored at least once a year.
155. Improvements, particularly in relation to new approaches and innovations in teaching and learning strategies that promote independent and co-operative enquiry, are beginning to become embedded in classroom practice across the school, although no overall evaluation of their impact has yet been undertaken.
156. Teacher assessment and the results of a range of standardised tests are analysed carefully and benchmarked by the school to ensure staff, parents and governors are kept well informed and so that support and resources can be appropriately targeted to improve standards and the quality of provision.
157. The school has made many improvements since the last inspection and has successfully addressed all the key issues in the last report. Standards in religious education and Welsh second language are now judged to be good with no important shortcomings. The good and very good practice identified in

the school has been maintained and developed through dissemination and raising expectations. The roles of the headteacher and subject leaders are now more focused on improving the quality of teaching and learning and a more systematic process of self-review has been introduced; this involves a regular approach to monitoring the consistency and quality of standards and teaching, although assessing pupils' progression through the school is relatively underdeveloped. The teaching time in KS2 now exceeds the WAG's recommendation.

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

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

158. The findings of the inspection team differ from the judgement made by the school in its self-evaluation report, since the school judged this key question to be Grade 1, but the inspection team did not identify any specific outstanding features.
159. There is an effective team of well qualified teachers and a wide range of appropriate support staff, including LSAs, a nursery nurse and visiting peripatetic teachers.
160. Support assistants are effectively deployed to enhance teaching and learning and have a clear understanding of their roles. They assist and encourage pupils sensitively and work well in partnership with class teachers to contribute to pupils' learning. This is particularly effective in the early years. All support staff are appropriately qualified.
161. Staff undertake continuing professional development courses to improve their knowledge and understanding of the curriculum. Training, when available, is appropriately linked to target areas in the SDP.
162. The school has adequate accommodation for the number of pupils on roll. Teachers work hard to create a very positive learning environment, despite the limitations of the buildings; good use is made of all available space. The classrooms and public areas of the school generally provide a bright stimulating environment, which celebrate pupils' achievements. The school is kept clean and tidy.
163. The school has an access plan in place and has taken action in most parts of the building to address the issue of accessibility for those with disabilities; for example, handrails have been installed and ramps are in place. The junior building is accessible, but some steps still remain in the infant block and the only means of reaching the gymnasium is by climbing a set of steep stairs.
164. The administration block is shabby and in poor condition. It is not directly accessible from either of the main buildings, which impedes the headteacher to some extent in his general monitoring role. Some of the windows around the school need replacing and a number of areas, both internally and externally,

need repainting; some railings, for example, are rusting quite badly. The school has a rolling programme in place for such work.

165. The perimeter fence to the school campus is secure and all entrance doors to the main buildings have security locks. Appropriate procedures are in place to ensure the safety of pupils within the school grounds, but the GB and parents have serious concerns about road safety at both the front and back entrances to the school. As a result, a safe routes to school procedure is being developed.
166. The school attempts to make its outside environment as attractive as possible; pupils have planted bulbs and flowers and parents have painted murals in the infant shelter area. The infant playground has recently been resurfaced.
167. The early years have no direct access to an outside area and this limits the opportunities to promote their learning, although good use is made of the space available.
168. The playground areas are thoughtfully used and the climbing and play equipment helps to develop pupils' physical skills, although the space for infants is somewhat restricted. Although there are no grass or green areas, good use is made of the local park for games and sports.
169. The quality and quantity of resources are appropriate and effective use is made of them; they are accessible to all pupils and well matched to priorities identified in the SDP and to pupils' ages and abilities.
170. Good use has been made of budgetary surpluses to develop resources. Interactive whiteboards, for example, are now installed in every class. The resources room is well stocked with help from the local library and further developments to use resources to promote pupils' key skills are identified in the SDP.
171. Overall, the school provides very good value for money.

## Standards achieved in subjects and areas of learning

### Under 5s

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

### Language, literacy and communication skills

#### Grade 1: Good with outstanding features

##### Outstanding features

173. Nursery and Reception children's listening and speaking skills are outstanding. They not only listen attentively to stories, but they also pay attention carefully when others are speaking. This helps them retain information well and respond appropriately when questioned. They speak clearly using extended sentences and give detailed explanations of their ideas.
174. Most children in the Nursery are initially unfamiliar with Welsh words and phrases, but they quickly gain confidence in using the language because of the 'adults and children learning Welsh together' approach that the teachers use. Adults model bilingualism through giving instructions and reading stories in Welsh and children in both age groups know a good range of Welsh songs and rhymes, which they sing and chant impromptu.

##### Good features

175. Nursery and Reception children handle books confidently and develop very good attitudes to reading. They love story time and books are clearly important to them. When sharing a text with adults they begin to predict what will happen next.
176. Nursery children begin to recognise their own name and the names of their friends. They quickly learn to recognise the letters of the alphabet.
177. Reception children select their own books and express a preference for different types of stories. They enjoy both fiction and non-fiction and begin to understand the difference. They use books to search for additional information on fruit and vegetables and some explain how to use the contents page to find the facts they need. Others select stories written in Welsh and point out the difference in the text. By the end of the Reception year most are able to read a good number of words.
178. Nursery and Reception children understand that writing conveys meaning and some are enthusiastic emergent writers. They can also draw their response to a story and dictate their own ideas to a scribe when writing their own

storybook. They quickly begin to overwrite or underwrite competently depending on the task and their own stage of development. Many write independently by the time they leave Reception.

## **Personal and social development**

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

#### **Good features**

179. In a very short time Nursery children become confident and sociable with adults and other children. Children of both age groups quickly learn respect for the rights of others and how to share toys, equipment and their teachers' time. Children in Reception politely listen and take turns when others are speaking.
180. Children in both Nursery and Reception increasingly understand health issues. They use the toilet independently and explain clearly why they must wash their hands afterwards. They also explain why they must wash after using craft materials and before eating.

## **Mathematical development**

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

#### **Good features**

181. Children understand that numbers are part of everyday life. They apply their knowledge in their play and in helping their teachers work out how many children are present.
182. Nursery children successfully engage in a wide range of activities that help them match, sort, order and count. They understand that mathematics is an integral part of everyday life. They count their friends up to twenty-four accurately with the help of the teacher and recognise and correctly name two dimensional shapes.
183. Reception children continue to develop their understanding of mathematics through interesting activities that reinforce their learning. When they play in the water tray, for example, they explore capacity and explain which of the containers will hold more. They understand the purpose of estimating and then checking accurately. Reception children recognise number symbols to ten given at random and correctly match these to sets of objects; some recognise numbers to twenty and beyond. They correctly add one to a given number and some accurately calculate one less. They also begin to identify missing numbers correctly. They record numbers to ten accurately on the whiteboard and develop increasing control over the form and orientation of the symbols.
184. Children of both age groups demonstrate a good understanding of the use of money when they play in the shop.



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

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

#### **Outstanding features**

185. In both age groups children are particularly interested in the natural world as a result of their exploration of the school and local environment. For example, they work in the school garden and learn how to care for plants and animals.
186. Children of both age groups have a very good awareness of the need for a healthy diet.

#### **Good features**

187. Nursery and reception children know that fruit and vegetables are important in order to maintain good health. Nursery children know the names of some vegetables and begin to use descriptive language when talking about their colour and shape.
188. Italian grandparents visit the school to teach Nursery children how to make pasta. This not only helps them to understand where food comes from, but it also encourages them to develop a good understanding of the multicultural society in which they live.
189. Reception children enthusiastically study fruit and are eager to see the seeds inside. They know that this is how new plants grow. They are also keen to find out new facts about fruit and vegetables from books and CD-ROMs. They use computers and tape recorders with growing skill.
190. Reception children are keen to share information they know and carefully explain the reason why wheeled toys travel more easily across a smooth surface.
191. Children of both age groups understand the part that religion plays in the lives of believers. They know that we need food in order to live and they understand the concept of saying thank you to God for this. They say a prayer before having their snack.

## **Physical development**

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

#### **Good features**

192. Nursery and reception children develop increasing control over the tools and equipment they use through the frequent opportunities they have to explore. They use scissors, glue sticks, art and writing materials confidently and handle small objects, like the dried pasta they use for pattern making, very well for

their age. They use computers frequently and, as a result, their mouse control is very good.

193. Nursery and Reception children use the outdoor climbing equipment daily during their break time. Because of the regular practice and encouragement they receive from adults, both age groups quickly become confident and develop their climbing skills effectively. In both the Nursery and Reception classes they dress and undress with increasing skill and independence.
194. In their physical development sessions in the gymnasium Nursery children change quickly and fold their clothes carefully. They have good control over their bodies when they move to music, starting and stopping in response to a signal. They confidently travel over, under, across and through large pieces of equipment. They learn to execute jumps safely and skilfully and use space effectively. They practise carrying equipment, placing it safely and putting it away responsibly; this establishes good attitudes and safety habits for their future learning.

## **Creative development**

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

#### **Good features**

195. Children of both age groups listen with appreciation to recorded music from different cultures. Reception children develop their musical appraisal skills when they listen to 'Six Little Ducks' and record the number of sounds they hear. They also learn to differentiate between quiet and loud noises. Children of both age groups explore sounds made by a good range of musical instruments.
196. Children in both Nursery and Reception use role play effectively to help them make sense of the world. They play imaginatively in the farmhouse and in the farm shop using the knowledge they have gained in studying food and farming.
197. Nursery children use their imagination well when they move in response to a story dramatised by their teacher. They imagine how characters might feel and express their ideas clearly.
198. Reception children create very attractive still life drawings of fruit using pastel. They discuss their work confidently, explaining how they achieved the effect. They have a good awareness of the work of artists and explain clearly what they do.

#### **Shortcomings:**

199. There are no important shortcomings, but children in both age groups do not achieve their full potential in their physical and personal and social development, because they do not have independent access to the specific early years outdoor learning area.

<b>English</b>
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**Key Stage 1: Grade 2: Good features and no important shortcomings**

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

**Good features**

200. Throughout the school pupils listen well during literacy sessions and respond to questions eagerly. Most listen carefully to teachers' instructions and show an appreciation of the contribution of their peers.
201. Pupils in both key stages make very good progress in their speaking skills and are encouraged to contribute ideas of their own. They discuss their tasks and activities and respond to questions about their work with considerable confidence. Some focused sessions, including role play and drama, such as visiting imaginary planets through a magic mirror, are particularly effective in developing pupils' speaking skills in KS1.
202. In both key stages pupils discuss their activities in groups or in pairs; collaborative work is a strength of the school. Some in KS2 demonstrate that they are able to articulate their opinions and ideas with clarity and logic.
203. Standards in reading are good in both key stages and most pupils progress well in relation to their age and abilities. In KS1 they enjoy handling books and they can talk about their reading and other books giving reasons for their choices. They use a range of reading cues appropriately, including phonic, graphic and syntactic, to support their development in reading. They are able to distinguish fact and fiction and show that they recognise humour in some books.
204. Pupils in KS2 continue to read from a variety of sources, including books from the school and local libraries. They can discuss their favourite books and authors and respond critically to what they have read. They read for research purposes and retrieve information from books and the internet to support their work across the curriculum.
205. Pupils undertake a broad range of writing tasks and by the end of KS1 most have a sound understanding of grammar; they can sequence sentences, using basic punctuation accurately. They use wordbooks and dictionaries to help them with their spelling. They compile a large number of class books including descriptions of their early memories.
206. Pupils in KS2 write for a range of purposes, including letters to the headteacher, using persuasive language, poems, reports and descriptions of visits and visitors. By the end of the key stage there are some outstanding features in their work, particularly in relation to the quality and content of their writing.

207. Pupils in KS2 are able to communicate very effectively through their independent writing. They enjoy studying Shakespeare and can write a biography of characters such as Ariel. They use their thinking skills very well when planning to write about a sculpture or a piece of art and adapt their writing style appropriately.
208. Most pupils develop their spelling and handwriting skills appropriately.

### **Shortcomings**

209. There are no important shortcomings, but there are some inconsistencies across the school in relation to the presentation of work and the use of worksheets.

<b>Welsh second language</b>
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**Key Stage 1: Grade 2: Good features and no important shortcomings**

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

### **Good features**

210. Pupils in both key stages generally show a positive and enthusiastic attitude to learning Welsh and they enjoy taking opportunities to practise their language skills.
211. In both key stages the majority of pupils understand familiar questions and they can respond orally in words, phrases and sentences. They use Welsh quite naturally in many aspects of their daily routines. In Y3, for example, they respond well when learning descriptive language and are able to use their skills to describe King Henry VIII and his likes and dislikes. By the end of KS2 most can use a variety of tenses and sentence structures in their speech.
212. Pupils in both key stages make good progress in their reading skills and they use a variety of reading books to increase their understanding. They read simple and more complex texts as they progress through the school. They gain greatly from the interesting displays of target phrases and bilingual captions and signs in the classrooms and around the school.
213. Pupils in both key stages write words, phrases and sentences and use them for a range of purposes, such as writing prayers or postcards to describe their visit to Llangrannog. They enjoy writing for the large number of class books produced and they use ICT effectively to support their learning. A good standard of work is produced commensurate with their ages and abilities.

### **Shortcomings**

214. There are no major shortcomings, but some pupils' recollection of words and phrases is insecure, because they lack confidence and prior learning is not consistently reinforced in new situations.

## History

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

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

### Good features

215. In both key stages pupils undertake a range of historical enquiry activities. They use primary source material to investigate the past and they raise their own questions and produce their own interpretations from the evidence. By the end of KS2 they are able to present reasoned arguments, such as why life today may be better or worse.
216. In both key stages pupils develop an appropriate historical vocabulary and use words and phrases accurately to describe the past and how life changes over time. They take part in drama activities and dress up in the clothes of the period, which enhances their language and empathy for the period being studied.
217. In KS1 pupils compare the present and the past and know that the way people live now is different to previous times. They are able to sequence events and make sensible and imaginative suggestions, for example, for how old kitchen artefacts were used and how clothes used to be washed.
218. Pupils in KS1 know about some famous people from the past, such as Florence Nightingale, Guy Fawkes, Christopher Columbus and Louis Braille. Through the topic of food they are aware that what people ate in the past was different to today. They consider rationing during World War Two, for example, and develop an empathy for those who died in war through considering the concepts of bravery and Remembrance Day.
219. In KS2 pupils use a range of materials to interpret the past, such as maps, pictures, census returns and school registers and they make good use of the internet to search for evidence and sources.
220. All classes in KS2 study the same topic simultaneously on a four year rolling programme. During the inspection the topic was the Tudors. Pupils know a number of facts about the Tudor kings and queens and life at the time and they are able to identify differences in the lifestyles of the rich and poor. They have a good understanding of the life of Henry VIII and issues arising from his reign, such as the consequences of his attempts to secure a male heir.
221. Pupils in Y6 have particularly well developed skills of enquiry and interpretation and their work is an outstanding feature of the subject. In pairs they choose from a variety of ideas and topics to produce their own ways of representing explorers and voyages of discovery in Tudor times. For example, they devise a Powerpoint presentation, compose a sea shanty, write a message in a bottle, paint a picture or develop a diary. The work is original and creative.

222. Pupils in both key stages understand about timelines and how they demonstrate the passing of time.
223. Pupils in both key stages undertake a range of visits to places of historical interest, such as Swansea Museum. and visitors are invited in to classrooms, for example dressed as a Tudor lady or to talk about their experiences in war time or at the school when they were young.

### **Shortcomings**

224. There are no important shortcomings.

<b>Music</b>
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**Key Stage 1: Grade 3: Good features outweigh shortcomings**

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

### **Good features**

225. Pupils in both key stages listen attentively and respond with interest to a good range of music of different styles and from different cultures. They make good progress in appraising music and discuss techniques using correct terminology.
226. Pupils in Y2 make good progress in their singing lessons and make a good attempt to sing a new tune correctly. Most also can successfully keep a steady beat. They begin to understand that musical notes are represented by a series of dots placed on a system of lines and spaces. They develop a good understanding of musical terms and begin to recognise and name ascending and descending pitch correctly. When listening to music, they correctly identify graphic representations of changes in pitch.
227. Pupils in Y3 study African music and instruments as part of an intensive music project. They have a good sense of both rhythm and beat. They compose and record their own work very well. They collect a glossary of musical terms and use these correctly when discussing their work.
228. Y5 pupils listen carefully to a recording of a new song and quickly learn the tune. They begin to sing along following the notation and the words fairly accurately. They discuss musical techniques with their teacher with increasing knowledge and skill. During the course of the lesson they make good progress in learning to identify an ostinato. Under the careful direction of the teacher they begin to compose their own ostinatos, in groups, using a good range of untuned percussion instruments. They practise thoroughly and finally perform their work competently to accompany the song.
229. In Y6 pupils discuss music of different styles with enthusiasm and effectively relate the structure of modern music to that of modern art. They study

Kandinsky's 'Swinging' and effectively demonstrate their creative ideas when they explain how the painting could be used to illustrate the features of swing music. After thorough discussion with their teacher about the structure of syncopation, they listen carefully to a number of classical and more modern music extracts to identify syncopated pieces.

### **Shortcomings**

230. Although standards in the majority of lessons were judged to be good, there are some important shortcomings in pupils' progress across both key stages with regard to improvising, composing and arranging music, especially since they do not regularly practise the skills they learn in lessons or build on these incrementally term by term.
231. When composing the majority of pupils do not independently explore the creation of sound or refine their ideas over time to develop and improve their work.
232. The majority of pupils in both key stages have a limited repertoire of songs and they use their voices insufficiently as a means of improvising and composing music.
233. In class lessons most pupils' technical competence and accuracy in singing and instrumental performance is underdeveloped.

<b>Religious education</b>
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**Key Stage 1: Grade 2: Good features and no important shortcomings**

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

### **Good features**

234. Pupils in both key stages are able to pose their own questions and search for answers by using a range of resources and by sharing ideas with each other. Two year groups study the same topics simultaneously on a two year rolling programme.
235. In KS1 pupils show a good understanding and knowledge of the basic beliefs and practices of Christianity and Islam. They recall facts well from previous lessons and realise how people's faiths affect their lives. They know about various festivals, such as Eid and Easter, and the significance they have for the relevant faith. They ask relevant questions and show an interest in exploring different aspects of religion. They make prayer mats and produce Mendhi patterns linked to Islam.
236. Pupils in KS1 write short prayers in both Welsh and English for Harvest and other occasions. They consider the role of prayer and quiet places. They think about feelings and emotions and what is important in life. They use the internet to find out about events and occasions, such as Shrove Tuesday

237. Pupils in KS2 compare and contrast aspects of different religions, such as Hinduism, Judaism and Christianity. In Y3/Y4, for example, they look at different forms of baptism or initiation into the faith and various festivals, for example Diwali, Holi and Christmas. They produce Rangoli patterns and contrast different places of worship, holy books and symbols. They identify similarities and differences between the Jewish festival of Hanukkah and the Christian celebration of Christmas. They know the sequence of events at Christmas and Easter. They compare different beliefs and marriage customs and consider the basis of religion.
238. in Y5/Y6 pupils consider rules and codes of conduct in different religions, such as the Pillars of Islam and the Ten Commandments, and they are familiar with the concept of pilgrimage, for example to Lourdes, Jerusalem or Mecca. They know about the major Christian festivals and are familiar with some of the parables Jesus told and some of the miracles he performed. They understand about the need to respect diversity and can articulate the values and moral principles that underpin people's beliefs and lifestyles.
239. Pupils in both key stages make regular visits to places of worship, depending on the faith being studied. For example, they have visited All Saints Parish Church, Mumbles Methodist Chapel and Swansea Mosque and there are plans for Y6 pupils to visit a synagogue in the area. The local vicar and Baptist minister visit the school regularly and answer questions about their work, both in class and in assembly.
240. Pupils in both key stages handle a range of artefacts from different religions and use these in their investigations. This helps to develop their empathy for each faith and to learn specialist vocabulary.
241. Pupils follow the locally agreed syllabus, which forms the basis for the school's scheme of work.

### **Shortcomings**

242. There are no important shortcomings, although pupils' knowledge of Bible stories is somewhat limited.



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

243. The inspection of Oystermouth Primary School was carried out in a rigorous and professional manner by the inspection team.
244. The report is an accurate reflection of the work taking place in the school to improve the education of our pupils and the standards which they achieve and it is good to have this work recognised in a very positive way.
245. The recommendations are fair and point the school in the direction of improving still further the educational experiences we provide for all pupils. These will be acted upon and will be incorporated into the school's SDP. They will also be disseminated to all interested parties once we receive the final report.

## Appendix 1

### Basic information about the school

Name of school	Oystermouth Primary School
School type	Nursery and Primary
Age-range of pupils	3 to 11
Address of school	Newton Road, Mumbles, Swansea
Postcode	SA3 4BE
Telephone number	01792 369233

Headteacher	Mr. E.W. Wynne
Date of appointment	January 1996
Chair of governors/ Appropriate authority	Mr. L. Fligelstone
Registered inspector	Dr. P.D. Ellis
Dates of inspection	7 <sup>th</sup> - 9 <sup>th</sup> November 2006

## 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	20	24	29	31	28	27	26	25	210

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	10	1	10.5

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	20:1
Pupil: adult (fte) ratio in nursery classes	10:1
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	27
Teacher (fte): class ratio	1.3:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of School
Autumn 2005	91.4	97.9	95.7
Spring 2006	88.4	91.8	91.8
Summer 2006	91.8	94.8	94.2

Percentage of pupils entitled to free school meals	3%
Number of pupils excluded during 12 months prior to inspection	Nil

## Appendix 3

### National Curriculum Assessment Results End of Key Stage 1: (compared with 2005 national results)

National Curriculum Assessment KS1 Results 2006			Number of pupils in Y2:				30
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher assessment	School	0	0	0	47	53
		National	0	4	12	64	20
En: reading	Teacher assessment	School	0	0	0	47	53
		National	0	4	14	56	26
En: writing	Teacher assessment	School	0	0	0	57	43
		National	0	5	14	69	12
En: speaking and listening	Teacher assessment	School	0	0	0	47	53
		National	0	2	11	64	23
Mathematics	Teacher assessment	School	0	0	0	57	43
		National	0	2	10	63	24
Science	Teacher assessment	School	0	0	0	50	50
		National	0	2	9	65	24

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	100%	In Wales	80.9%

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

**National Curriculum Assessment Results**  
**End of Key Stage 2: (compared with 2005 national results)**

National Curriculum Assessment KS2 Results 2006							Number of pupils in Y6		24		
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	0	0	8	42	50
		National	0	0	1	0	1	4	15	47	32
Mathematics	Teacher assessment	School	0	0	0	0	0	0	0	58	42
		National	0	0	1	0	1	3	15	47	32
Science	Teacher assessment	School	0	0	0	0	0	0	8	54	38
		National	0	0	1	0	0	2	11	51	35

Percentage of pupils attaining at least level 4 in mathematics, science and English or Welsh (first language) according to teacher assessment	
In the school	91.7%
In Wales	74%

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

## Appendix 4

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

Four inspectors plus a peer assessor spent a total of 11.5 inspector days in the school. There was also a nominee on the team, who was the headteacher.

The inspection team visited:

- thirty-three lessons or part-lessons;
- all classes
- six acts of collective worship; and
- a range of extra-curricular activities.

The inspection team held meetings with:

- staff, governors and parents before the inspection;
- senior managers, teachers and support, ancillary and administrative staff during the inspection;
- groups of pupils during the inspection; and
- staff and governors after the inspection.

The inspection team also considered:

- the school's self-evaluation report;
- sixty-three responses to the parents'/carers' questionnaire; around 97.5% of answers were positive;
- a comprehensive range of documentation provided by the school before and during the inspection; and
- a variety of pupils' current and past work.

## Appendix 5

### Composition and responsibilities of the inspection team

<b>Team member</b>	<b>Responsibilities</b>
Dr. P. David Ellis Registered Inspector	Context, Summary and Recommendations Key Questions 1, 5 and 6 History and religious education
Mrs. Jan Marsden Team Inspector	Key Questions 2 and 4 Early years and music
Mrs. Alyson Roberts Team Inspector	Key Questions 3 and 7 English and Welsh second language
Mr. Gwilym Davies Lay Inspector	Contributions to Key Questions 1, 3, 4 and 7
Miss Kate Andrews Peer Assessor	Contributions to all Key Questions
Mr. Eifion Wynne Nominee and Headteacher	Contributions to all Key Questions

### Contractor

Celtic Inspection Services Unit  
UWIC  
Cyncoed Campus  
Cyncoed Road  
Cardiff  
CF23 6XD