

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

A report on the quality of education in

**Whitestone Primary School
Rushwind Close
West Cross
Swansea
SA3 5RF**

School number: 6702095

Date of inspection: 28 September 2009

by

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79243**

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Introduction

Whitestone 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 Whitestone Primary School took place between 28/09/09 and 30/09/09. An independent team of inspectors, led by Dr Jim Hewitt, undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **standard** inspection.

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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Context

The nature of the provider

- 1 Whitestone Primary School caters for pupils between three and eleven years of age. It is located in the western suburbs of Swansea above Mumbles Bay. The school's immediate catchment area is composed of both private and council properties built in the 1960s with some more recent private development close to the school.
- 2 The school is an 'Enhanced Resource' primary school and has two specialist teaching facilities for pupils with special educational needs [SEN]. There is a small cohort of disadvantaged local pupils; together with pupils from outside the area whose parents chose the school because of their expertise in supporting pupils with a wide range of needs.
- 3 There are currently 186 pupils on roll. Of these, 152 pupils are organised into seven mixed-ability reception, key stage 1 and key stage 2 classes. An additional 12 pupils are based in the Foundation specialist teaching facilities and the Junior specialist teaching facilities. There are a further 22 children based in the mornings-only nursery class. The majority of pupils (58 per cent) live outside the school's catchment area. Pupil turnover is low (6 per cent).
- 4 English is the home language of 99 per cent of the pupils. A minority of pupils (6 per cent) come from families of mixed ethnic origin or non-British background and, of these, six pupils have English as an additional language. No pupils use Welsh as their first language.
- 5 The percentage of pupils (15 per cent) who are entitled to free school meals is below local authority [LA] and national averages. One pupil is 'looked after' by the local authority. No pupils have been excluded in the past 12 months. One pupil is withdrawn from acts of collective worship and religious education.
- 6 The school identifies 52 pupils [29 per cent] as having SEN which is well above local and national averages. Of these, 25 pupils have a statement outlining their needs. The National Curriculum is modified for these pupils. No pupils are disapplied from the National Curriculum although the school has applied for four pupils to be disapplied from learning Welsh to allow them extra time to work on their speech and language therapy programmes.
- 7 Pupils are admitted into the nursery in the September of the academic year in which they attain the age of four. Children's performance on entry shows a wide range of attainment in language, number and personal and social skills but generally matches the LA average. However, assessment indicates a downward trend in initial attainment mainly because of the incorporation of specialist teaching facilities pupils into the data and the increasing number of pupils with speech and language difficulties.

- 8 The school has gained a variety of awards including the following: the Eco Schools 'Green Flag' Award, 2009; the Award for 'Excellence in International Work,' 2006; Basic Skills Quality Mark, 3rd time, 2008 the 'Healthy Schools' Award, phase 3, 2008; and the Bronze Award for the 'Self-Evaluating School,' 2006.
- 9 There are currently ten full-time and three part-time teachers, three full-time and 16 part-time teaching assistants and one full-time member of the administrative staff.
- 10 The head teacher was appointed in October 1993.
- 11 The school was last inspected in November 2003.

The school's priorities and targets

- 12 The school's mission statement is 'Expect the best, give the best, be the best.'
- 13 In its vision statement, the school aims to 'strive for excellence in a caring well-disciplined environment, where standards of achievement are improved by providing quality learning experiences so that staff and pupils learning together will reach their full potential and be ready for the challenges of tomorrow.'
- 14 The school improvement and action plan for 2008/9 identifies the following priorities:
Curriculum
- to gain the Information and Communications Technology Quality Mark;
 - to embed the key skills into planning and schemes of work;
 - to continue the implementation of the Foundation Phase;
 - to maintain improved attainment in science;
 - to gain the Eco-Schools 'Green Flag' Award;
 - to improve accessibility and inclusion further;
 - to develop more-able and talented pupils further;
 - to continue developing the 'Transition' programme;
 - to further oracy and literacy skills initiatives for boys;
 - to continue links started with Daping Primary School in China;
 - to consolidate recent approaches to problem-solving in mathematics;
 - to raise the use of incidental Welsh and build on *Y Cwricwlwm Cymreig*;
 - to maintain the good work of the school council and eco committees;
 - to maintain good work in sport, art and design technology;
 - to continue the review of assessment, recording and reporting;
 - to extend the implementation of the Foundation Phase; and
 - to extend the use of the interactive white board and develop video-conferencing.

Accommodation (short and long term)

- to continue to improve storage and access for the Foundation and junior specialist teaching facilities;
- to liaise with the LA in improving early years and specialist teaching facilities accommodation;
- to improve accessibility through school buildings and school grounds;
- to improve staff accommodation;
- to offset multi-purpose hall use; and
- to secure areas for visiting physiotherapists.

Summary

- 15 Whitestone Primary is a good school with some outstanding features. Pupils achieve well because of the school's high quality provision and supportive, inclusive ethos. The school is in a strong position to raise standards further for all its pupils.

Table of grades awarded

Key Question	Inspection Grade
1. How well do learners achieve?	2
2. How effective are teaching, training and assessment?	2
3. How well do the learning experiences meet the needs and interests of learners and the wider community?	1
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

- 16 Pupils at Whitestone achieve good standards regardless of their social, ethnic or linguistic backgrounds. Children in the early years and pupils in key stages 1 and 2 make good progress to achieve their set targets.
- 17 Standards in the areas of learning in the early years classes and the subjects inspected in key stages 1 and 2 are as follows:

Area of learning	Nursery	Reception
Personal and social development, well-being and cultural diversity	2	2
Language, literacy and communication skills	2	2
Mathematical development	2	2
Welsh language development	2	2
Knowledge and understanding of the world	2	2
Physical development	2	2
Creative development	2	2

Subjects	Key Stage 1	Key Stage 2
Welsh second language	2	3
Science	2	2
Design technology	2	2
Geography	2	2
Music	2	2

- 18 Standards achieved by pupils in the lessons observed are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
3%	87%	10%	0%	0%

- 19 These percentages exceed the figures published in the latest Annual Report by Her Majesty's Chief Inspector [HMCI] for 2007/8 where standards are reported as being good or better in 84 per cent of lessons but are below the published figures for standards in lessons reported as being outstanding.
- 20 Results of teacher assessment at the end of key stages 1 and 2, 2009 are similar. Percentages are below local and national averages in the core subjects of mathematics and science at both key stages and in English at key stage 2. They are slightly above averages in English at key stage 1. However, the percentages of pupils gaining the higher level 3 in key stage 1 and the higher level 5 in key stage 2 either match or are above the averages in all but mathematics at key stage 1.
- 21 When compared to similar schools in Wales, as designated by the percentage of free school meals, results are in the lowest 25 per cent in all three subjects at both key stages. Comparison, however, is complicated by the high percentage of pupils with statements of special educational needs (SEN) in the cohorts. When the data for these pupils is removed in key stage 1, the school improves its position to the lower 50 per cent overall. In key stage 2, the cohort was very small and exactly half of the pupils had a statement. Other forms of school assessment indicate that year 6 pupils achieved well in relation to their abilities and in relation to their attainment at year 2.
- 22 Generally, girls outperformed the boys in gaining at least level 2 in key stage 1 and at least level 4 in key stage 2. However, boys performed better than girls in gaining the higher level 3 and level 5 respectively. This was particularly marked in mathematics and science. The improvement in boys' results in English at key stage 1 is particularly noteworthy. Pupils from different ethnic backgrounds perform well. Results in both key stages have fluctuated over the years and fall short of the peak reached in 2007. This is mainly because of the inclusion of specialist teaching facilities pupils into the data.
- 23 The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Foundation Phase outcomes.
- 24 Standards and progress in the key skills of speaking, listening, reading, writing and numeracy are good across early years and both key stages. Skills in information and communications technology are good in early years and outstanding in key stages 1 and 2. The development of pupils' bilingual skills in English and Welsh is good across the school. Pupils show good understanding and knowledge of Welsh culture and heritage through *Y Cwricwlwm Cymreig*. Pupils' problem-solving and independent learning skills are good throughout the school. Creative skills are good in the early years and outstanding in key stages 1 and 2.
- 25 Most pupils, particularly those with SEN or who are more-able and talented, make good progress relative to their abilities and background as they move through the school. They acquire new knowledge and skills to achieve set

targets. Most pupils are developing good skills to improve their own learning. They understand what is required of them and what they must do to improve.

- 26 Pupils' personal, social, moral and wider development is good. In particular, their attitudes to learning, their ability to work together, their respect for each other and general behaviour are all outstanding. Pupils show exceptional respect for the faiths, values and traditions of others.
- 27 Normally attendance levels are above LA and Welsh averages. The fall to 92.3 per cent in 2008/9 is due to an exceptional set of circumstances. Inspection evidence indicates that, although punctuality has been a problem, the situation is improving.

The quality of education and training

Grades for teaching

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
6%	79%	15%	0%	0%

- 29 These percentages exceed those published in the latest Annual Report by HMCI for 2007/8 where the quality of teaching is reported as good or better in 83 per cent of lessons. They fall below published figures for lessons where teaching is outstanding.
- 30 The strong working relationships teachers and teaching assistants have established with pupils form the basis for effective learning. This is an outstanding feature. Where classroom teaching is good or better, teachers challenge, stimulate and motivate pupils at all levels. Lessons are well-structured, interesting, clearly-explained and linked to previous learning. Where there are shortcomings, lessons lack clear objectives, structure, and pace and do not fully engage pupils of all abilities in the class. Overall, planning, assessment, recording and reporting arrangements are effective and meet all statutory requirements. However, school documentation in its present format does not facilitate the accurate moderating of judgements of standards in all subjects. This is a shortcoming.
- 31 The quality and range of learning experiences provided are good with some outstanding features. In its implementation of recent developments such as the Foundation Phase and the new curriculum Orders, 2008, and incorporation of the latest teaching strategies for the more-able and talented, the school's provision is broad, balanced and progressive. The quality of extra-curricular activities and out-of-school provision, the partnerships with other providers, and the school's promotion of education for sustainable development and global citizenship are notable features. Provision for pupils' moral, social and cultural development is outstanding and enriched by strong links with parents and the community.

- 32 Through its comprehensive arrangements, the school provides outstanding care, support and guidance to ensure pupils' personal and social development, health and well-being. Pupils and their families appreciate the support received from school staff and linked external agencies. For example, the Ethnic Minority Language and Achievement Service ensures that pupils quickly gain competence in English and settle well into school. Overall, the quality of provision for pupils with SEN throughout the school is outstanding and very well managed by the SEN co-ordinator.
- 33 The school's strategies for promoting pupils' health and well-being, its measures for monitoring attendance and punctuality, its systems for ensuring good health and safety, its child protection and complaints procedures all fully meet statutory requirements. Induction, monitoring and transition arrangement for all pupils are good. Policies and procedures to ensure equal opportunity, racial equality, good behaviour management, effective anti-bullying strategies and the full inclusion of all pupils, including those with disabilities, are good with outstanding features. The school's promotion and celebration of cultural diversity is also outstanding.

Leadership and management

- 34 The leadership and management of the school is good. The school's aims and objectives underpin all aspects of school life. The head teacher provides clear direction and has built a team of staff, governors, pupils and families sharing the same vision of equal opportunity and achievement of full potential. She has been ably supported in this by the deputy head teacher. The senior management team makes a valuable contribution to managing the day-to-day running of the school and to strategic planning for improvement in the future. The school is fully committed to implementing a wide range of local and national priorities.
- 35 The governing body provides good support in monitoring provision and is developing its role in determining the school's strategic direction and in meeting identified priorities. It ensures, through its various sub-committees, that the school meets all its statutory obligations. However, some omissions have been noted in its provision of information to parents. This is a shortcoming.
- 36 Overall, the quality of the school's self-evaluation is good. It incorporates the views of staff at all levels, and of governors, pupils and parents. Previous systems have successfully brought about improvements in provision and raised standards. However, the current formal cycle of comprehensive monitoring, evaluation and review is in its early stages and has yet to fully embed in all aspects of the school's work. Subject evaluations by foundation subject co-ordinators and the school development plan document itself lack clarity and focus.
- 37 The inspection team agrees with the grades given by the school in two of the seven key questions: Key Questions 3 and 4. It identified many strengths in the other key questions, but failed to identify a sufficient number of

outstanding features to warrant the highest grade and so awarded a grade 2 in each instance. Overall, the school's judgements on issues requiring development match those of the inspection team.

- 38 Provision for staffing, resources and accommodation is generally good and enhanced by the use of specialist staff to support pupils with additional needs. Professional development for all staff is thorough and related to the school's identified priorities. The school does its utmost to overcome the continuing inadequacy of accommodation for early years and for pupils in the specialist teaching facilities. It makes effective and economic use of resources, linking all spending to identified priorities for improving provision and raising standards. The head teacher and governing body review the school's needs and resources on a regular basis.
- 39 In the context of their starting points, the majority of pupils make good progress and are well prepared for the next phase of their learning. The school has very effectively addressed key issues identified in the previous inspection. The school provides good value for money.

Recommendations

- 40 In order to maintain and build on recent developments, the school should:
- R1 Address all shortcomings identified in subjects inspected in the report.
 - R2 Ensure that work in lessons is suitably matched to meet the needs of pupils of all abilities.***
 - R3 Further develop whole-school strategies for moderating pupils' work across all subjects.
 - R4 Refine the process of school self-evaluation and development planning to focus sharply on raising standards.***
 - R5 Ensure all statutory requirements are met regarding the provision of information for parents.

*** The school has identified these as areas for development in its current school improvement plan.

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

Standards

Key Question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

- 41 The findings of the inspection team differ from the judgement made by the school in its self-evaluation report. The team did not identify a sufficient number of outstanding features to warrant the highest grade and so awarded a grade 2.
- 42 Overall, regardless of their social, ethnic or linguistic background, children in the early years and pupils in key stages 1 and 2 make good progress, achieve the targets they are set and attain good standards.
- 43 Standards in the Foundation Phase areas of learning in the early years classes and in the subjects inspected in key stages 1 and 2 are as follows:

Area of learning	Nursery	Reception
Personal and social development, well-being and cultural diversity	2	2
Language, literacy and communication skills	2	2
Mathematical development	2	2
Welsh language development	2	2
Knowledge and understanding of the world	2	2
Physical development	2	2
Creative development	2	2

Subjects	Key Stage 1	Key Stage 2
Welsh second language	2	3
Science	2	2
Design technology	2	2
Geography	2	2
Music	2	2

- 44 Standards achieved by pupils in the lessons observed are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
3%	87%	10%	0%	0%

- 45 These percentages are above the figures published in the latest Annual Report by HMCI for 2007/8 where standards are reported as being good or better (grade 1 and 2) in 84 per cent of lessons. However, they are below the published figures of 12 per cent of lessons where standards are reported as being outstanding (grade 1).
- 46 End of key stage 1 assessment results for 2009 are just above local and national averages in English but below them in mathematics and well below

them in science and the core subject indicator (which is the percentage of pupils gaining at least level 2 in all three subjects). However, the percentage of pupils gaining the higher level 3 is above local and national averages in English, well above them in science, but below them in mathematics. Results over previous years have fluctuated. They match 2008 percentages in mathematics and science and exceed them in English. Overall, however, results are generally down on 2007's which is due, in large part, to the inclusion of pupils who have a statement of SEN in the data.

- 47 When the school's results are compared to those of a similar type (those placed in a similar free school band) the school is in the lowest 25 per cent in all three core subjects and the core subject indicator. However, when the core subject indicator data for pupils who have a statement of SEN is removed, the school's position improves to the lower 50 per cent. In 2009, girls generally outperformed boys in gaining at least 2 in all three subject but boys outperformed girls in gaining the higher level 3. Following recent school initiatives, boys' results in English have improved thereby overcoming the high discrepancies of previous years.
- 48 End of key stage 2 assessment results for 2009 follow a similar pattern. The percentage of pupils gaining at least level 4 is below local and national averages in all three subjects and the core subject indicator (the percentage of pupils gaining at least level 4 in all three subjects). However, the percentage of pupils gaining the higher level 5 match averages in mathematics, exceed them in science and well exceed them in English.
- 49 When compared to schools of a similar type, the school again is in the lowest 25 per cent for all three subjects and the core subject indicator. Overall, trends are down from 2007. However, analysis is unreliable in that this was a particularly small cohort of pupils and exactly half of these had a statement of SEN. Other forms of assessment within the school clearly indicate that, taking account of their needs and capabilities, pupils in year 6 made good progress and achieved well. Girls outperformed boys in each of the core subjects in gaining at least level 4 and in gaining the higher level 5 in English. However, boys outperformed girls in gaining the higher level 5 in mathematics and science. Analysis of results at both key stages indicates that pupils from differing cultural backgrounds perform well in relation to other pupils at the school and to pupils with similar backgrounds in other local schools.
- 50 The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Foundation Phase outcomes.
- 51 School assessment information indicates that there is a wide spectrum of attainment by children on entry into the school. However, the high-quality interaction between children and adults in the nursery class ensures that all children enjoy their learning, are enthusiastic, and persevere and work hard at their tasks. Subsequently, more formal baseline assessment procedures early in the reception year indicate that overall attainment matches LA averages. In reception, children concentrate for long periods of time and work

independently on a variety of structured and self-selected tasks to make good progress.

- 52 Pupils with additional learning needs, including those with SEN, those with potential behavioural problems and those who are more-able and talented make very good progress relative to their abilities. As a result of the high quality support they are given, the majority of them achieve their set targets.
- 53 Standards in the basic and key skills are good. In the early years, the majority of children use their key skills of speaking, listening, reading and writing well. They also use their numerical skills and their information and communications technology skills very competently for a variety of purposes across all areas of learning. Most children develop good problem-solving and decision-making skills as they take part in stimulating outdoor activities. Their creative skills are also good when working individually or collaboratively in partner or small group work. Most children progress well in developing their bilingual skills in English and Welsh.
- 54 Most pupils, in both key stages, achieve good standards and progress well in their communication skills. They speak confidently and express their ideas clearly, understanding and using relevant and age-appropriate vocabulary. Pupils of all abilities have good listening skills, which are well developed in all areas of the curriculum. They respond to requests, questions and instructions appropriately and listen carefully to what others have to say when working in groups. Pupils continue to make good progress in the development of their bilingual skills.
- 55 Most pupils in key stages 1 and 2 apply their developing reading skills well to a wide range of different texts. They use their reading skills efficiently to search for knowledge in books or on the internet. The use of laptops by older pupils to locate information being a notable feature. Most pupils write appropriately and accurately for their age, using a variety of different methods and styles for a variety of purposes in a range of different contexts.
- 56 Pupils across the school make good progress and achieve good standards in numeracy. They work accurately and methodically, and show increasing competence in calculating, measuring and communicating in a variety of situations and subjects.
- 57 Most pupils develop good problem-solving and decision-making skills which they apply effectively to a wide range of learning situations. The application of the key skill of information and communications technology to develop independent research skills and to gather, store and present information effectively in a variety of ways is well developed across the school. This is an outstanding feature.
- 58 Pupils use their creative skills in music, drama, dance and art to good effect to enhance their work across the curriculum. Pupils respond well to the opportunities and experiences offered by the school through *Y Cwricwlwm Cymreig* and they quickly gain an appreciation of the culture and heritage of

Wales. New school initiatives such as the 'Leonardo' project and the use of 'Crystal classes' have helped to develop many pupils' creative and thinking talents. Pupils at key stage 2 take part effectively in many different sporting activities. Many pupils make valuable musical contributions at local concerts and events. This is an outstanding feature.

- 59 As pupils move through the school, they make good progress, in line with their age and ability, towards fulfilling their potential and gain sound knowledge, understanding and skills in the subjects and areas taught. Pupils in both key stages attain the realistic targets set in all core subjects. In key stage 2, pupils almost achieved the challenging targets set for the core subject indicator. Throughout the school, the majority of pupils develop a clear understanding of what they are learning, how well they are progressing and what they need to do to improve. Discussion of individual targets is particularly successful in this regard.
- 60 The development of pupils' personal, social and learning skills is good with some outstanding features. Throughout the school, nearly all pupils have a very positive attitude to learning, show interest in their work and concentrate for long periods of time. They display a firm commitment to learning. Nearly all pupils make valuable contributions to, and participate fully in, lessons.
- 61 The majority of pupils have a clear understanding of what they are doing and what they need to do to improve. Pupils receiving specific intervention for SEN understand the need to work hard in order to make progress and apply themselves diligently and enthusiastically to their lessons. Many pupils, particularly the more-able, benefit from the development of thinking skills through the introduction of the TASC [Thinking Actively in a Social Context] process.
- 62 Most pupils make good progress in their personal, social and moral development. They move around the school in an orderly, disciplined fashion. They are courteous to each other and to adults. In the classroom, the majority show real care and concern for fellow pupils and respect to all staff. Pupils are particularly mindful of the difficulties faced by those with more severe learning difficulties and show real maturity in their interactions with them. This is an outstanding feature.
- 63 Pupils are involved in raising funds for a number of local charitable organisations. This enhances their sense of social responsibility and understanding of differing communities. Pupils are very enthusiastic learners with a strong awareness of moral and social issues.
- 64 Pupils fully understand and respect the school's low-key, but effective, systems for dealing with misbehaviour and bullying and see them as fair and appropriate. Nearly all pupils have a clear sense of right and wrong. The behaviour of the majority of pupils is outstanding. Pupils undertake their responsibilities conscientiously. The school council effectively represents the views of other pupils and actively brings about change. The eco-committee fulfils its responsibilities enthusiastically.

- 65 Pupils show good understanding of the world of work as a result of visits from members of the local community and educational experiences gained through accessing the locality.
- 66 Most pupils show a strong awareness of equal opportunities issues and have a clear respect for the diversity of life in a multicultural society. They have very positive attitudes to different cultural traditions, values and beliefs evident throughout the school and in the wider community. This is an outstanding feature.
- 67 Attendance is usually above both the Wales and LA average. However, in the last reporting year 2008-09, rates dipped sharply to 92.3 per cent. This is below the Wales and LA average. The school has clear evidence to show the reasons for the decline which, in the main, is the result of an outbreak of chicken pox, the impact of heavy snow in the area and an increase in the number of families taking holiday during term time.
- 68 Many pupils arrive at school on time, but a significant minority are often late at the start of the school day. Inspection evidence shows that this is improving as a result of recent strategies introduced to encourage pupils to arrive punctually.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

69 The findings of the inspection team differ from the judgement made by the school in its self-evaluation report. Although the team agreed with the school in identifying many good features, it did not identify a sufficient number of these as outstanding to warrant the highest grade and so awarded a grade 2.

70 The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
6%	79%	15%	0%	0%

71 These percentages exceed the figures published in the latest Annual Report by HMCI for 2007/8 where the quality of teaching is reported as being good or better (grade 1 and 2) in 83 per cent of lessons. However, they fall below the published figures of 16 per cent of lessons in which the quality of teaching is reported as being outstanding (grade 1).

72 Teachers are good role models and pupils are aware of the expectations required with regard to both work and behaviour. They make effective use of praise to motivate and encourage pupils to give of their best. The teaching assistants make a significant contribution to the teaching and learning, especially for those pupils with SEN. Throughout the school, teachers and teaching assistants have established a good working relationship with pupils and create a positive climate for learning. This is an outstanding feature.

73 Teachers have a sound knowledge of the subjects they teach and a good understanding of recent educational initiatives such as the Foundation Phase, the new Curriculum Orders, 2008 and the Skills Framework. They give good attention to the needs of individuals and careful planning ensures equality of opportunity for all.

74 In the small number of lessons where there are outstanding features, teachers:

- adopt innovative and stimulating strategies to capture pupils' interest and imagination;
- have high expectations of what pupils can achieve; and
- prepare lessons which are challenging and stimulating and progress at a brisk pace.

75 In lessons where teaching was judged to be good with no important shortcomings, the good features include:

- carefully planned lessons with clear aims and learning objectives which are shared with pupils;

- skilful questioning which builds effectively on what pupils already know and what they can do;
 - appropriate interventions and support for pupils;
 - effective use of resources to stimulate imagination, to capture pupils' attention and maintain their interest throughout the lesson;
 - the provision of good opportunities for pupils to work interactively in groups, thus establishing good co-operative strategies; and
 - the effective reinforcement of the content of lessons in plenary sessions.
- 76 In lessons where there were some shortcomings:
- lesson objectives were unclear and the tasks insufficiently challenging to extend the full range of pupils;
 - introductions were too long and teachers over directed the learning;
 - lessons did not develop at an appropriate pace; and
 - insufficient use was made of incidental Welsh in order to develop pupils' bilingual skills.
- 77 The overall quality of assessment is good and it is used consistently to inform planning. The school places an appropriate emphasis on formative assessment which enables the school to identify pupils' strengths and to highlight areas for development. Information gained from assessment undertaken in the nursery and the baseline assessment undertaken after children start full-time education is used effectively to meet children's needs.
- 78 Aspects of the core subjects are assessed termly and at the end of a unit of work. This ensures that the school has a clear picture of each pupil's achievements. However, teachers' awareness of pupils' achievements in the foundation subjects is less secure.
- 79 Data from a range of standardised tests are thoroughly analysed to assess the progress and achievements of individuals, groups and cohorts and this enables the school to identify shortcomings and trends in different subject areas and helps to focus priorities for long-term planning. The electronic pupil-tracking database provides additional information on pupils' performance and is well used to guide teachers' planning so that work is well matched to pupils' ability levels.
- 80 The arrangements and procedures for assessing and recording the achievement of pupils with SEN are good and pupils are set challenging targets in their individual educational plans. Pupils' progress against these targets is regularly reviewed.
- 81 The system for setting and recording individual pupil targets in their 'Home-School' link book is good. The discussions between teachers and pupils when creating the targets ensure that pupils play an active role in the process of assessment and improving progress. Pupils' work is marked regularly and diligently and, in the best practice, useful comments provide guidance how work can be improved. Despite this, a minority of pupils are not yet fully aware of the real purpose of assessment and of what they need to do to improve their work.

- 82 The school has formulated portfolios of pupils' work in the core and several foundation subjects of the National Curriculum. However, these documents in their present format do not facilitate the accurate moderating of judgements and their effectiveness in guiding teachers' assessments is limited. This is a shortcoming.
- 83 However, the school has started to developing appropriate systems, in conjunction with other schools for standardising and moderating key stage 2 assessments.
- 84 The annual reports to parents, in their new format, comply with statutory requirements and are of a good quality. They provide useful information on standards achieved and indicate how improvements can be made. Parents are invited to comment on reports and have regular formal meetings to discuss their children's progress. However, a few parents voiced their dissatisfaction with the school's reporting arrangements in the parental questionnaires.

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

Grade 1: Good with outstanding features

- 85 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 86 Overall, the quality of learning experiences provided for the majority of the school's pupils is outstanding. Within its highly inclusive ethos for learning, all pupils have equal access to every area of the curriculum and every activity offered by the school. The school caters very effectively for a wide range of pupils' needs and interests. The broad and balanced curriculum fully meets the statutory requirements of the Welsh Assembly Government including those for religious education and collective worship. The school uses the expertise of many outside agencies effectively to access and supplement the curriculum.
- 87 The overall quality of educational provision for the under fives is appropriate to their needs and the children make good progress towards the Foundation Phase outcomes. All children receive a variety of rich and stimulating learning experiences that develop their interests well and actively encourage them to make choices and so become more independent learners.
- 88 Members of staff work successfully in year groups to ensure that planning and schemes of work are of good quality. Policies, practices and procedures have been agreed and adopted to ensure that the curriculum is interesting for pupils and builds on what they already know. Teachers have made good progress in introducing and reviewing policies and schemes of work that successfully reflect and cover fully the Foundation Phase and the new curriculum Orders, 2008.

- 89 The school is particularly effective in its planning and provision for its more-able and less-able pupils and has introduced several new initiatives such as the 'Leonardo Project' and 'Crystal Classes' to help deliver the curriculum in an interesting and stimulating way. These initiatives are developing well; they give pupils the opportunity to explore and study interesting themes through a cross-curricular approach.
- 90 The provision for the development of pupils' basic and key skills is good. The school has achieved the Basic Skills Quality Mark III. The introduction of 'Thinking Actively in a Social Context' (TASC) wheels in all classes is helping develop greater independent learning and thinking skills in most pupils across both key stages. Opportunities for the development of their skills are identified in all schemes of work and lesson plans. *Y Cwricwlwn Cwmreig* is promoted effectively across the curriculum and pupils are given a good range of opportunities to acquire knowledge and understanding of the traditions, cultures and history of Wales through subjects such as history, geography, music and art.
- 91 Provision to promote bilingual skills is developing well and the use of incidental Welsh is positively encouraged throughout the school day. Welsh is used regularly in the early years and during registration periods, whole-school assemblies and in the school's healthy eating 'tuck shop'. In the best practice, pupils are given opportunities to develop their oral skills during 'role-play' sessions; and as they answer questions relating to the weather, their feelings and days of the week. Bilingual displays throughout the school further develop pupils' acquisition of both languages.
- 92 The provision for personal and social education is a well-established part of the curriculum. The school follows national guidelines well; it successfully promotes healthy lifestyles having achieved 'Healthy Schools' III status. It gives good attention to sex and relationship education, substance misuse and personal safety.
- 93 The provision for pupils' moral, social and cultural development is outstanding. Pupils' social awareness is promoted well by their full participation in campaigns to raise money for good causes and charities both nationally and in the local community. The school enjoys strong beneficial partnerships with a wide range of community providers who enhance the curriculum and support the work of the school. These include local arts, history and geographical societies. Firm relationships with local religious and musical representatives have been established. These links have been celebrated in the "My Square Mile" exhibition.
- 94 The emphasis on moral development in assemblies, circle time, "Have your say" wall, golden table, golden time and 'Safer routes to schools' all help to give pupils a clear sense of right and wrong. Spiritual development is promoted well in both religious and aesthetic activities and enhanced further by the school's involvement in the Forest Schools initiative. Visits are arranged by the school to many local places of worship such as the local Synagogue, Hindu Temple, Mosque, the local Church and to Saint David's

Cathedral. These have enriched pupils' understanding of different faiths and beliefs. Appropriate time is given for collective worship in school which all pupils, regardless of faith, attend. However, insufficient time is given for reflection in whole-school assemblies to help them develop a sense of awe and wonder.

- 95 Through various international projects, pupils learn about the foods, clothes, work, traditions and cultures of the wider world and this helps them to become responsible global citizens. The school's link to European schools and Daping Primary School in China through the Comenius project has developed pupils' understanding further. The school offers its pupils a wide selection of after-school clubs in sport and music. A European club is also offered to pupils and an information and communications technology club has just recently started. The wide range of learning experiences provided by the school is an outstanding feature.
- 96 The school's partnership with parents is well established. Most parents are very supportive of the school and appreciate the "open door" policy and the ready access they have to the head teacher and staff. Communication with parents is well- established and effective, with parents having regular opportunities to discuss their children's work and progress with teachers. Parents receive regular class newsletters and a constructive home/school agreement is in place.
- 97 Partnerships with the community, schools and other organisations are well established and have a positive impact on raising pupils' self confidence and esteem. Visits from community support officers and religious leaders from all faiths allow development of pupils' respect for the diversity within their community. This is an outstanding feature. Close links exist between the feeder secondary school where learners have the opportunity to visit the school to facilitate their smooth transition when they leave at the end of key stage 2. The school's partnership with higher educational establishments is also well established.
- 98 Arrangements to develop pupils understanding of the world of business and commerce are good. Although there is no formal strategy to develop pupils' skills in this area, a good range of experiences is provided through projects, visits and visitors. However, placements to industry and commerce do not form part of the school's continual professional development strategy for staff.
- 99 The provision made for sustainable development and global citizenship is an outstanding area of the school's provision. Extensive opportunities are provided to raise awareness of environmental and sustainable issues. The school holds the Eco 'Green Flag' Award. An excellent range of initiatives and projects ensure the school acts in a sustainable manner, many of these have been suggested by the very effective and enthusiastic Eco committee. An excellent range of links with countries within Europe and further afield, for example, China, make a very good contribution to ensuring pupils are very well prepared for life as global citizens of the future.

- 100 The school pays good attention to the development of pupils' entrepreneurial skills. Membership of the school council and Eco committee ensures that pupils contribute to the school's decision-making processes. Opportunities to help run the school's fruit tuck shop 'Fruitopia' and participation in mini-enterprise projects help to develop their economic understanding.
- 101 Good attention is given to ensure pupils develop the skills for lifelong learning. The school's strong emphasis on pupils' personal and social development, together with the high priority given to equality of opportunity and inclusion for all, helps them develop into mature young citizens of the future. The school's strong links with the local secondary schools ease pupils' transition to their next stage of learning.

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

Grade 1: Good with outstanding features

- 102 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 103 The school plans and manages care arrangements extremely well. Outstanding arrangements for all pupils, including those in the two specialist teaching facilities, ensure all are exceptionally well supported by all adults who work in the school, as well as by an extensive range of external agencies.
- 104 The school works very closely with parents and carers regarding the care and support of their children; this is a notable feature of its work. It regularly takes account of their views. Very good quality care plans are drawn up and these are appropriate to the age, need and ability of pupils including those in the specialist teaching facilities.
- 105 The school council and Eco committee are well established. Its representatives are democratically elected. The committees provide pupils with a clear route to express their views. Pupils confirm that their suggestions have influenced the work of the school.
- 106 Arrangements to help children settle into the Foundation Phase are good, as are those to ensure that pupils starting in the specialist teaching facilities and those who start their school life at a later stage settle in well. Parents are encouraged to be fully involved in this process and helpful information is provided for them.
- 107 Provision for personal support and guidance is good with no important shortcomings. All adults know pupils very well and carefully monitor their personal development as they move through the school. Pupils confidently state there is an adult they can turn to for help should they need it.
- 108 Child protection arrangements follow the most recent guidance, and are known to all those who work in the school; training for all staff is up-to-date.

Health, safety and welfare arrangements are appropriate; the school has clear policies and procedures that cover this aspect. There are clear procedures to deal with complaints or appeals.

- 109 Good arrangements to promote healthy and safe lifestyles and general well-being are firmly established. Healthy fruit snacks are available at breaks and healthy food choices are offered at lunchtime. The school is involved in a wide range of sporting activities, including those linked to the local secondary school; these encourage pupils to keep fit and take regular exercise. Speakers regularly visit to raise pupils' awareness of safety issues and the need to keep healthy.
- 110 Good procedures to monitor and address any concerns related to pupils' behaviour are firmly embedded across the school. As a result, a consistent approach is taken, by all teachers, to manage any incidents of inappropriate behaviour that occur. With regular input from the Education Welfare Officer, arrangements to monitor attendance and punctuality are good. The school has recently started to promote the need for regular attendance and punctuality more rigorously, especially discouraging families from taking holiday during term time. Good arrangements are in place to monitor pupils' performance.
- 111 The provision for pupils with additional learning needs is good with outstanding features. The school's SEN policy is comprehensive and fully complies with the SEN Code of Practice and the framework for inclusive education. The school effectively identifies pupils' individual needs and monitors progress in meeting these needs both in mainstream classes and in the specialist teaching facilities. The school's SEN Co-ordinator [SENCo] manages her wide range of responsibilities very well.
- 112 In the mainstream classes, pupils' needs are accurately diagnosed at an early stage. There are clear procedures for identification including regular screening, tracking, and formal termly assessments and standardised tests as appropriate. The school's assessment and record keeping systems effectively identify and record progress.
- 113 An appropriate register of pupils with SEN is maintained, indicating the range of support given at the 'school action' and 'school action plus' stages of the Code of Practice. Pupils on the register have their own Individual Educational Plans [IEPs]. These are written by class teachers and monitored by the SEN co-ordinator. They are of good quality and include short step targets and achievement criteria and also identify which classroom strategies are to be used. In early years, as well as other year groups, there are monitoring lists kept of pupils who are giving cause for concern. Over the preceding 12 months, several pupils have made such good progress that they have been taken off the SEN register. Annual review procedures meet all legal requirements. Parents and, where possible, pupils are involved fully in the process throughout.

- 114 Pupils on the SEN register are very well supported within the mainstream classes. For example, pupils benefit not only from carefully considered organisation of lessons to meet their needs but also from targeted intervention. Where pupils are withdrawn from classes, their lessons mirror those provided in the mainstream setting. The expertise of the teaching assistants in this area is a strength of the school.
- 115 Provision for pupils in the two specialist teaching facilities who have more pronounced learning difficulties is outstanding. A distinctive feature of this is the high quality teamwork that combines skills of teaching and support for learning to very good effect. Very good opportunities are taken to include pupils in all aspects of school life. The school is a very inclusive community where all pupils, whatever their difficulty, are welcomed. Both the Foundation and Junior specialist teaching facilities are positive learning and nurturing environments in which all pupils make good progress towards recognised and relevant goals. Pupils in the specialist teaching facilities are well cared for, guided and supported and make outstanding progress relative to their needs and capabilities.
- 116 The school has effective policies and excellent strategies for supporting more-able and talented pupils. Planning and teaching ensure that these pupils are fully challenged and extended and, as a result, pupils achieve their full potential. This is an outstanding area of provision.
- 117 The school makes good use of outside agencies including speech and language therapists, occupational therapists and physiotherapists. Valuable input is also provided from the educational psychology service, behaviour management service, social services and the health authority. All specialist input is fully incorporated into individual programmes and this has a very positive impact on pupils' skills and development. There are strong links with the local special school with frequent exchanges and sharing of staff expertise. Pupils from the specialist teaching facilities benefit from accessing the hydrotherapy pool at the special school. The school's links with other agencies is an outstanding area of provision.
- 118 A small proportion of the school's pupils come from non-British backgrounds. Six pupils have English as an additional language and receive direct support from the Ethnic Minority Language and Achievement Service to help them develop their bilingual skills and to integrate them more fully into the school community. School staff have acquired many skills in this area and work in close conjunction with the specialist teachers to ensure they fully meet the language needs of differing cohorts of pupils each year.
- 119 There is good support for pupils whose behaviour could potentially impede their own progress or that of others. The school's extremely positive ethos and very good staff-pupil relationships ensure that behaviour is generally exemplary. Nearly all pupils have the opportunity to learn effectively without interference or interruption. A low-profile system of rewards and sanctions underpins an atmosphere of understanding, negotiation and discussion about inappropriate behaviour. Pupils from a very early age learn the rules and

know the consequences of not following them. Individual behaviour plans are in place for pupils whose behaviour causes concern or who are at risk of exclusion.

- 120 Overall, the quality of provision for equal opportunities is good with some outstanding features. A real sense of mutual respect, acceptance and inclusion are evident throughout the school. Very clear policies effectively promote equal opportunity, gender and racial equality in practice.
- 121 The school takes good account of pupils' social, ethnic linguistic and educational backgrounds to ensure that all pupils are very well supported and guided. This is an outstanding feature. All pupils have equal access to all aspects of the school life. Pupils with SEN in the mainstream classes or in the specialist teaching facilities together with those who have English as an additional language are fully welcomed and included in all aspects of the life of the school. This is an outstanding feature.
- 122 The school promotes good race relations and arrangements are very well established to eliminate bullying or any forms of harassment. Procedures clearly and effectively reflect the schools' commitment to inclusion. The general arrangements for break and lunchtimes as devised by the school council and eco-committee and involving a range of prefects are integral in supporting the excellent behaviour and well-being of its pupils. The school is highly successful in promoting gender equality and in challenging stereotypical choices.
- 123 The school has implemented a disability access audit and established an appropriate disability access plan. The school makes reasonable adjustments to the available facilities and resources to ensure that pupils with disability are not put at a disadvantage in accessing facilities or the curriculum.
- 124 An ethos of respect and tolerance for all faiths, cultures and values is evident both inside and outside the school. The school strongly promotes acceptance of all faiths. This was evident in one whole-school assembly in which a Muslim pupil talked confidently about his faith and beliefs. All pupils accept, recognise and respect the needs for diversity within the school and the community. This is an outstanding feature.

Leadership and management

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

Grade 2: Good features and no important shortcomings

- 125 The findings of the inspection team differ from the judgement made by the school in its self-evaluation report. The team did not identify a sufficient number of outstanding features to warrant the highest grade and so awarded a grade 2.
- 126 The school's mission statement, vision and aims underpin its daily life and work. They represent the school's desire to celebrate the diversity of its pupils and fully meet their needs regardless of background. Through its policies, procedures and practice, the school actively and successfully promotes full equality of opportunity for all within a supportive culture of acceptance. Leaders and managers share the same vision and goals. The school has a strong sense of community.
- 127 The quality of the school's leadership and management is good. The head teacher provides clear, positive and well-considered direction to the life and work of the school. Her personal commitment to ensuring equal access to the curriculum for all and ensuring pupils with additional learning needs at both ends of the academic spectrum achieve their very best underpins her work. She has successfully generated a shared sense of purpose, motivation and dedication amongst all staff and forged strong links with pupils and their families. She is strongly supported in this by the deputy head and senior teachers.
- 128 The senior management team is well informed and makes a valuable contribution to monitoring, evaluation and planning and ensuring that agreed strategies to improve teaching and learning are effectively applied. Members of the team fulfil their responsibilities with energy and commitment. Subject co-ordinators have clear responsibilities which they undertake with commitment and enthusiasm. They work very closely with colleagues and provide good direction and support. The SENCo provides dedicated and valuable support to her colleagues throughout the school in supporting the academic and personal needs of pupils on the SEN register.
- 129 The school takes good account of local and national priorities such as the implementation of the Foundation Phase and the Curriculum Orders, 2008. The school provides Welsh Assembly government-funded breakfast clubs, 'Wraparound' clubs for Nursery children and also 'After School' clubs for all pupils. The head teacher is involved in local and national initiatives for more-able and talented pupils. Effective 'transition' programmes have been established with the local comprehensive school. The school participates enthusiastically in the Comenius project and has developed strong links with a school in China.

- 130 Good progress has been made in achieving the school's targets and goals. The school development plan comprehensively identifies many areas for improvement across all aspects of school life; although how these are prioritised is not always clear. Detailed monitoring and analysis of results to inform future target-setting is taking place and has been successfully applied to raising standards for more-able and less-able pupils. However, rigorous target setting and monitoring is under developed for the full range of pupils across all subjects. This is a shortcoming.
- 131 The head teacher has completed a range of professional leadership and management courses. The deputy has completed a qualification for aspiring head teachers and two other teachers have achieved the aspiring deputy award. Teachers and teaching assistants develop their own knowledge and skills and improve their effectiveness in meeting the school's developmental needs through the school's well established performance management systems. Newly-qualified teachers receive thorough and effective support. The school provides a wide and comprehensive range of professional development and training to staff at all levels. This is an outstanding feature.
- 132 The governing body is very supportive of the school. Governors have established an effective committee structure and, working in close co-operation with the head teacher and senior managers, effectively monitor the school's provision. Their role in helping to set the strategic direction of the school is steadily developing. Not all legal and statutory responsibilities are met in relation to the provision of information to parents.

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

Grade 2: Good features and no important shortcomings

- 133 The findings of the inspection team differ from the judgement made by the school in its self-evaluation report. The team did not identify a sufficient number of outstanding features to warrant the highest grade and so awarded a grade 2.
- 134 The school is developing a strong culture of self-evaluation and has been awarded the initial Bronze Award by the LA in recognition of this. The governors, head teacher, senior management team and teachers all have a good overview of the school and make a valuable contribution to evaluating the school's success in meeting each year's goals and priorities. Stakeholders at all levels, including teaching assistants, governors, pupils and parents, are consulted regularly and formally through a variety of methods, including questionnaires. They play an active part in assessing the school's performance across all aspects of school life.
- 135 In addition to receiving regular questionnaires, parents say they can make suggestions informally with staff and that these are considered and acted upon appropriately. Pupil representatives on the school council are given the

opportunity to discuss relevant issues and to make suggestions which are given serious consideration and have resulted in school improvements.

- 136 The senior leadership team monitors the quality of planning and teaching effectively and is responsible for gathering and analysing a wide range of data and other information. The analysis of complex statistical data is thorough. The school's performance is measured against these data and targets for further improvement in the core subjects are set. The school's performance management systems for teachers and informal appraisal processes for teaching assistants together with regular lesson monitoring by the head teacher and the senior management team further inform self-evaluation.
- 137 Subject co-ordinators undertake a programme of regular monitoring of standards of learning in their subject areas. They scrutinise book samples and speak with pupils about their work. However, end of year subject evaluations by co-ordinators, particularly in the foundation subjects, although valuable, have been largely informal and would benefit from further rigour. Co-ordinators have begun the process of formalising action plans for subject development but the system requires further refinement.
- 138 The self-evaluation report itself is set out in the format of the Common Inspection Framework. It gives a good picture of the school's strengths, provides a strong evidence base and, in many sections, is effective in identifying areas for development. However, it is overly long – the summary section for each key question is adequate – and does not pay enough attention to raising standards. Overall, the grades in the report match the grades given by the inspection team in just two of the seven questions - Key Questions 3 and 4. The inspection team failed to identify sufficient outstanding features in the other five key questions and so awarded the lower grade 2 in each instance. However, several of the issues identified by the school as requiring further attention are similar to those identified by the inspection team.
- 139 The school's self evaluation processes have, in the past, informed strategic planning and enabled the school to move forward. However, the actual school development plan document itself, despite categorising focus areas, activities, timescales, lead person, resource and training requirements and success criteria, is unclear. There are many aspects listed for development but the main priorities, targets and objectives are not immediately apparent and the targets themselves are frequently not SMART (specific, measurable, attainable realistic, and time-based), not sharply focussed and lack ongoing monitoring. This is a shortcoming.
- 140 Good progress has been made since the previous inspection in the key issues then identified. Overall, the quality of teaching and learning has improved. The school's assessment and target-setting arrangements have improved, particularly for pupils who have SEN or who are more-able and talented. However, more focus is required on improving systems for raising standards for all pupils. Good school attendance levels have been improved and pupils' good behaviour and positive attitudes to learning have been well maintained.

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

Grade 2: Good features and no important shortcomings

- 141 The findings of the inspection team differ from the judgement made by the school in its self-evaluation report. The team did not identify a sufficient number of outstanding features to warrant the highest grade and so awarded a grade 2.
- 142 There is a good blend of youth and experience in the staff team and teachers share their breadth of knowledge with colleagues. The sharing of expertise together with the use of external specialists, in areas such as music and art, is particularly effective in ensuring good standards are achieved.
- 143 Support staff make an effective contribution to the overall quality of teaching and work effectively under the guidance of teachers. They are well deployed in classrooms, have clearly-defined roles and make a significant contribution to classroom activities, particularly when supporting children in the Foundation Phase and pupils with SEN.
- 144 The school secretary, catering staff, mid-day supervisors, caretaker and cleaners carry out their daily routines efficiently and effectively.
- 145 There are very effective arrangements for the continuous professional development of staff and the training programme is successfully linked to the priorities in the school development plan. Members of the senior management team and several teachers have received funding from the General Teaching Council to undertake personal projects and these initiatives have led to improvements in the quality of teaching and learning.
- 146 Support staff attend a range of training courses relevant to their specific duties and a number of them have received various forms of accreditation. Teachers new to the school receive effective guidance from their mentors and other members of staff who willingly share their expertise and knowledge.
- 147 The school has adopted effective procedures for managing teachers' planning, preparation and assessment time in accordance with statutory requirements. The school has effectively addressed the issue of workforce re-modelling and this is having a positive impact on many aspects of teaching and learning throughout the school.
- 148 Pupils have ready access to a wide range of good quality resources appropriate to their age and needs. Resources are closely linked to the school's priorities for development. Recent investments, such as the development of the outdoor areas, the purchase of mathematical equipment and interactive whiteboards for all classrooms, have made a positive impact on pupils' standards and achievement.

- 149 The main school building and outdoor areas are maintained to a good standard. The school is bright, clean and provides a welcoming environment. Attractive and informative displays of pupils' work in classrooms and shared areas enhance the learning environment and have a positive impact on pupils' learning. However, the accommodation for the early years and both the specialist teaching facilities is inadequate to meet the needs and demands of the pupils. The exterior fabric of the demountable classrooms is in need of continual maintenance and repair and is in poor condition. Nevertheless, the school has gone to great lengths to overcome these shortcomings and is successful in ensuring that children, including disabled learners, can properly access the building and their own learning.
- 150 Attractive outdoor learning areas, including the extensive grounds and adjoining woodland, the raised vegetable plots and Garden of Learning, provide pupils and staff with a wealth of opportunities to extend pupils' learning as well as enhancing their personal and social development. The school makes effective use of the local environment, the community and educational establishments such as museums and nature reserves to support pupils' learning.
- 151 The school makes efficient, effective and economic use of its resources. There is a good link between spending decisions and the school's priorities. The head teacher, governing body and the primary support officer review the use of resources on a regular basis.
- 152 Overall, in the context of their starting points, the majority of pupils progress well and achieve good standards. The school provides good value for money.

Standards achieved in subjects and areas of learning

Areas of Learning in the Foundation Phase

- 153 The Foundation Phase has been fully implemented in the nursery class. Although not statutory, the school has made good progress and implemented the principles of the Foundation Phase in the reception class. Due regard has been taken by the inspection team of the fact that the inspection took place in the first month of the academic year.
- 154 The overall quality of the educational provision for the under fives is appropriate to their needs and children are making good progress towards the Foundation Phase Outcomes.

Personal and social development, well-being and cultural diversity

Grade 2: Good features and no important shortcomings

Good features

- 155 Nearly all children make good progress in their personal and social development, well being and cultural diversity. Throughout the Foundation Phase, children are confident learners who enjoy coming to school. The vast majority of the children are inquisitive, curious and keen to co-operate. They listen attentively, and are thoroughly immersed in their learning. Most children are confident explorers of the indoor and outdoor environment. They enjoy making choices of activity, materials, and making decisions.
- 156 On entry, nearly all the youngest children soon learn acceptable behaviour patterns. They adhere to established group rules and exercise a good level of self control. Older children quickly begin to understand the difference between right and wrong and develop personal moral values. Overall, the majority of children throughout the Foundation Phase concentrate for exceptionally long periods of time and persevere with a given task showing a developing independence when engaged in focussed and self-selected activities.
- 157 Nearly all the children across the Foundation Phase show good care, respect and concern for other members of the group. Most gradually develop their self confidence and self esteem sufficiently to form relationships with other children and adults and are learning to control their emotions effectively. The majority ask for help if required. Children treat people from all cultural backgrounds or those who have special educational need with great respect, adding a richness of experience to their own lives. Most quickly develop a strong spiritual awareness, participating and contributing positively to prayer and worship.
- 158 The majority of older children show an increasing understanding of the need for personal hygiene, for example, before and after eating snacks. Most distinguish correctly between healthy and non-healthy food and drink. Nearly all show, in physical activities, that they fully understand the effect that

exercise has on keeping their bodies healthy. The majority of older children dress and undress independently for physical activities and listen well to instructions.

Shortcomings

159 There are no important shortcomings.

Language, literacy and communication skills

Grade 2: Good features and no important shortcomings

Good features

- 160 All children make good individual progress in developing their language, literacy and communication skills. By the end of the Foundation Phase, standards of achievement are good overall.
- 161 Considering, how recently the youngest children have started school, they engage well in discussion with practitioners and each other when choosing and taking part in activities. In role-play and more formal settings, most adapt their language well. They enjoy and participate keenly in familiar songs and rhymes. Children display an enthusiastic interest in books and enjoy their content; they love stories and are keen to join in familiar ones. The majority of the children's emergent writing is at an early stage of development but they participate enthusiastically in mark-making activities across the areas of learning.
- 162 Throughout the Foundation Phase, most children listen well. Many choose to involve themselves in quality speaking and listening activities of a spontaneous and planned nature during role-play sessions.
- 163 Older children talk confidently, in both formal and informal situations. They listen carefully to stories and participate well in language songs and games. All children enjoy sharing books and readily express opinions. Most hold the books correctly and distinguish accurately between print and pictures. In response to questions, several explain their reasons clearly for bringing favourite objects to school.
- 164 Most are developing a good knowledge of phonics and the majority know the sounds of initial letters well. They reinforce their understanding of letter formation using a variety of different media. Many regularly choose the writing area to follow writing patterns, and to draw and colour pictures. The majority write their own names with reasonable accuracy; most either trace or underwrite their own names, with a few making successful attempts at independent writing.

Shortcomings

165 There are no important shortcomings.

Mathematical development

Grade 2: Good features and no important shortcomings

Good features

- 166 Throughout the Foundation Phase, most children are beginning to handle numbers confidently. The youngest enthusiastically join in number songs and counting games to 5. Most older children confidently recall a range of number rhymes, songs and counting games. More able children count to 10 and understand the meaning of 'zero'. Most older children's mathematical vocabulary is developing well; for example, in their use and understanding of 'more' and 'less'.
- 167 Most children sort, match and order items correctly according to colour and size and produce interesting collages based upon a single colour. Older children investigate patterns and relationships using coloured paper. The majority have a good understanding of the sequence of their daily routines.
- 168 Many children across the Foundation Phase use appropriate mathematical language related to shape and size when playing with blocks and construction toys. They confidently recognise shapes in and around the classroom and in the outdoor environment. The older children use good positional language when playing table games. Many children are beginning to measure with a good degree of accuracy and have a sound understanding of the concept of 'empty' and 'full' through their sand and water play.

Shortcomings

- 169 There are no important shortcomings.

Welsh language development

Grade 2: Good features and no important shortcomings

Good features

- 170 Children throughout the Foundation Phase understand basic instructions and understand many more words than they speak. Even the very youngest display appropriate recall of the words of a few simple Welsh songs. Older children show a good understanding of the words of rhymes through appropriate actions. Nearly all children listen well and pronounce familiar vocabulary and phrases clearly. All use Welsh confidently at registration time to greet their teacher and their friends and most respond correctly to Welsh instructions at tidy-up time.
- 171 The older children are confident when identifying colours and numbers and use greetings appropriately. Most respond non-verbally or by means of short phrases to simple questions such as '*Ble mae Tedi?*'. More-able children respond appropriately to '*Pa liw ydy hyn?*' with the appropriate colour. They have a good recall of previously learnt vocabulary relating to the weather and confidently and accurately use phrases beginning with '*Mae hi'n.....*' More-able children make good progress in learning common items of clothing.

Shortcomings

- 172 There are no important shortcomings.

Knowledge and understanding of the world

Grade 2: Good features and no important shortcomings

Good features

- 173 Although children in the Foundation Phase have only been in the nursery and reception classes for four weeks, nearly all are making good progress in developing their knowledge and understanding of the world around them. Most are sufficiently confident to ask relevant questions and express their own opinions within a group. They are enthusiastic, curious and have a very positive attitude to new experiences.
- 174 Younger children recognise and describe differences between various aspects of their local environment and develop a good understanding of the needs of plants and animals through activities such as planting and watering seeds and growing vegetables in the school grounds. They know that plants need sun and water to grow.
- 175 Younger children accurately describe the differences between various features of their local environment. They show good recall when describing the school grounds and features from their home environment.
- 176 Children become increasingly proficient at naming body parts. Older pupils sequence stages of growth accurately. In snack time discussions, children develop a very good understanding of healthy and unhealthy foods.
- 177 Most older children show a good understanding of the kinds of activities carried out in the home and by workers such as policemen, firemen, postmen and builders. They engage enthusiastically in role-play and use available resources appropriately to enact relevant activities.
- 178 Many older children switch on computers to access programmes, navigate with a mouse and use it confidently to access 'paint box tools. Most have good understanding of key vocabulary. Many children talk confidently about the purpose of e-mails and are familiar with the use of an interactive whiteboard pen.
- 179 Many older children begin to develop their investigative skills well and use appropriate scientific language to describe what happens to jelly cubes in the process of making jelly. A few children experiment with an electronic microscope.

Shortcomings

- 180 There are no important shortcomings although younger children's knowledge and understanding of the world is restricted by the short amount of time they have spent at school.

Physical development

Grade 2: Good features and no important shortcomings

Good features

- 181 Throughout the Foundation Phase, nearly all children make good progress in developing their physical skills. Children move confidently and are developing increased co-ordination, control and purpose in their activities in the classroom, hall, and outside areas. Most competently follow instructions paying due regard to health and safety issues.
- 182 Nearly all of the children develop their gross motor skills of 'pulling', 'pushing', 'scooting' and 'pedalling' to a fine degree as they manoeuvre the outdoor toys. They develop good climbing and sliding skills when exploring the playground apparatus on a daily basis. Most further extend these skills when they build and play with the large construction apparatus. All children display good consideration for others when using large-wheeled toys.
- 183 In formal physical education sessions, both younger and older children respond to instructions carefully. They develop a good sense of space and show good co-ordination, imagination and self-control when performing actions or small travelling sequences. They show a good understanding of what is required and a firm appreciation of the efforts of others. Older children independently dress themselves for physical activity in an appropriate manner.
- 184 Nearly all quickly develop their fine motor skills as they automatically handle small tools, construction apparatus and pick up small objects safely, and with increasing control. Older children use paint brushes and scissors well demonstrate sufficient control when using pencils and crayons to include detail in their work. Most steadily develop their cutting skills as they learn to handle scissors and small tools efficiently. Nearly all children cope well with threading activities and jigsaw puzzles and display good co-ordination, relevant to their age, when using the scientific equipment and digital cameras.

Shortcomings

- 185 There are no important shortcomings.

Creative development

Grade 2: Good features and no important shortcomings

Good features

- 186 Nearly all children in the Foundation Phase develop their creative skills well and make good progress.
- 187 Most children in the Foundation Phase play expressively and imaginatively when taking part in role-play and acting out in the home corner or 'pretending' to be in role as a policeman, builders or lady.

- 188 Most children develop effective and safe cutting, moulding, mixing and sticking skills when using a wide range of media and tools. Younger children use 'wax' sticks to create effective brass rubbings when visiting to the local church. They develop good weaving skills using a range of different textiles, textures and colours both indoors and out to enhance the environment. Older children develop a good knowledge of colour mixing strategies with primary colours to create secondary colours and explore a wider range of materials and equipment. They explore and develop a good range of craft skills when making small artefacts choosing their own materials and resources.
- 189 Younger and older children respond well to music and movement, sing a good range of simple songs from memory and clap simple repeated rhythms. They appreciate a wide range of different musical styles from classical romantic to African. Most of the older children explore quiet and loud sounds and learn to keep a steady beat. They create their own musical ideas and contribute effectively to simple compositions.
- 190 Most children sing a wide range of songs in both English and Welsh, with clear diction and appropriate actions. They order instruments from the quietest to the loudest and effectively use a wide range of instruments. They listen attentively to music by Welsh composers, singers and bands.

Shortcomings

- 191 There are no important shortcomings.

Subjects

Welsh second language

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

Key stage 2: Grade 3: Good features outweigh shortcomings

Good features

- 192 In both key stages, nearly all pupils have a positive, and often enthusiastic, attitude to learning Welsh as a second language.
- 193 In key stage 1, most pupils know and use simple greetings confidently and ask simple questions to retrieve personal information. They recognise and respond well to commands and instructions and know a range of useful sentence patterns to describe where they live. Most pupils effectively describe features associated with the weather and participate confidently in role-play situations impersonating members of the school's staff. Many use a developing vocabulary to name basic colours, parts of the body, various times of the school day and the more able confidently add up to 20. All pupils enthusiastically sing a range of Welsh songs showing good pronunciation.
- 194 By the end of the key stage, most pupils read labels and flash cards correctly and the more-able read confidently, both individually and as a group, from Big Books. Many are developing effective early writing skills as an extension to

their oral and reading work. They compose coherent sentences to describe weather patterns, book reviews and interesting postcards from their favourite holiday destinations.

- 195 In key stage 2, the majority of pupils extend their range of vocabulary by repeating and extending set phrases about themselves, hobbies, families and the weather. Towards the end of the key stage, the more-able use more complex sentence structures and confidently engage visitors in simple dialogue. They listen well, articulate clearly and confidently and extend their sentences by using suitable conjunctions.
- 196 Pupils' reading skills in key stage 2 have good features which outweigh shortcomings. Many pupils read a range of reading materials with some understanding of the text. More-able pupils in younger year groups read with good expression and confidently answer questions based on their work. Towards the end of the key stage more-able pupils read simple class books such as '*Nici*' and '*Cris*', magazines such as '*Pip*' and simple biographies about '*Y Teulu Rhys*' with enthusiasm, demonstrating an increasing understanding of the text.
- 197 The writing skills of younger pupils in key stage 2 develop appropriately and the majority use a variety of sentences in their written work. They use suitable adjectives when describing their visit to the National Wildfowl and Wetlands Centre, compose simple biographies and write a simple class prayer. Older pupils in key stage 2 write for different purposes, using a variety of forms suitable for the task. They compose interesting self-portraits, express their likes and dislikes and create an interesting dialogue between two friends. More-able pupils write about their favourite celebrities such as David Beckham, Alesha Dixon and Beyonce using a range of extended sentences and suitable adjectives. Their ability to punctuate and spell familiar words is developing well.
- 198 Pupils with SEN or those for whom Welsh is a third language achieve good standards and make good progress in relation to their age, ability and linguistic background.

Shortcomings

- 199 In both key stages, pupils lack confidence in their oral responses and rely too heavily on adults to support them.
- 200 In key stage 2, pupils' reading and writing skills are under developed.

Science

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

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

Good features

- 201 In key stage 1, most pupils use a range of scientific resources well to gather information. Most record their findings effectively using diagrams, graphs, tables, sorting mats and written reports. Good use is also made of information and communications technology to record pupils' findings. With support, most pupils carry out successful investigations where they have to predict, sort, ask questions, observe outcomes by the use of fair testing techniques. Most pupils are able to discuss their work with each other, with more-able pupils confidently using specific scientific terms when describing and sorting materials.
- 202 Most older pupils in key stage 1 recall previous learning well and, in discussion, demonstrate good understanding of the scientific principles underlying their investigations. In one activity, many pupils talk confidently about where the best place might be to store chocolate and carefully consider the effects of hot and cold conditions upon it. Most pupils also understand the need to place similar amounts in each place for the test to be fair.
- 203 In key stage 2, most pupils continue to develop scientific skills confidently. Nearly all the younger pupils in the key stage use planning sheets effectively to carry out investigations relating to the effects of water on different types of paper. Most employ fair testing techniques skilfully and correctly identify which variables to change and which to keep the same when considering which type of paper absorbs the most water. They measure accurately using tape measures. The more-able pupils discuss their findings using appropriate scientific language to visitors and are able to draw conclusions based on scientific results.
- 204 By the end of key stage 2, most pupils work independently and conduct investigations, test hypotheses and research various scientific topics confidently and effectively. Nearly all pupils name the main parts of a human ear accurately and know that sound travels through vibrations. Most record their findings accurately and use information and communications technology to research their topics well.
- 205 Pupils with English as an additional language and those with SEN achieve well and make good progress.

Shortcomings

- 206 There are no important shortcomings.

Design technology

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

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

Good features

- 207 Most pupils in key stage 1 use their research, design and making skills effectively when constructing toys with moving parts such as carousels, ferris wheels and playground rides. Younger pupils in key stage 1 design effective moving scarecrows. The majority of older pupils carefully design and clearly label customised bicycles for postmen and postwomen or create imaginary birds with unique capabilities using a variety of materials. All enjoy planning and making healthy sandwiches and evaluate the finished article enthusiastically. All pupils collaborate well in using simple paper patterns to design Joseph's coat-of-many-colours and most develop good cutting and sewing skills in joining fabrics. More-able pupils have a good recall of previous work and an understanding of what they have learned.
- 208 Nearly all younger pupils in key stage 2 ask good and appropriate questions such as *'How will my image move?'* and *'What mechanisms, materials and tools shall I use?'* when researching and designing simple pop-up books. The majority produce an effective product containing Welsh dialogues and commentary. Many develop good culinary skills when choosing, cutting, measuring and blending ingredients to make 'cold soup' for the Mumbles Trust Cookery competition, 2009.
- 209 Older pupils in key stage 2 carefully incorporate the investigation of the strengths of different kinds of paper to design imaginary birds based upon a range of different criteria such as flapping wings. A few produce interesting and effecting ideas involving the use of hydraulics and syringes. The majority of the oldest pupils show good skills in researching, designing and making an environmentally-friendly peg, creating pancakes with unusual ingredients and making flying machines using fretsaws and balsa wood. They select and work with a variety of appropriate tools, materials and components. All pupils follow safety guidelines when using tools and equipment to handle different materials.
- 210 In both key stages, most pupils evaluate their products sensibly, noting how their finished articles might be further refined and modify their models and products accordingly. By the end of key stage 1, many pupils record their views accurately in writing. The oldest pupils in key stage 2 plan, reflect and evaluate their work to a good standard. In both key stages, pupils make good progress in investigating and exploring products, successfully considering need and purpose before the designing stage.
- 211 Pupils with SEN participate with gusto and make good progress in planning the ingredients for, and in making, pumpkin soup. They are well supported by 'volunteer' pupils from key stage 2. Pupils for whom English is an additional language make good progress and achieve good standards.

Shortcomings

- 212 There are no important shortcomings

Geography

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

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

Good features

- 213 In key stage 1, most pupils develop a good awareness of their locality. They confidently discuss the features and location of their homes and the occupations of individuals within the immediate community. The more-able pupils correctly describe the difference between villages, towns and cities. They understand that Swansea has developed from a town into a city and know that Cardiff is the capital city of Wales. Following their field study visit to the Gower, most pupils use their geographical skills effectively to identify both physical and human features within the local area.
- 214 The majority of pupils in key stage 1 use the points of the compass correctly and know the relationship between a globe and an atlas. The more-able identify the countries of the United Kingdom and locate them correctly on a map.
- 215 Nearly all pupils develop their early mapping skills by drawing a simple map indicating their route to school, using appropriate symbols to mark the main features.
- 216 Through their study of a contrasting area, pupils in key stage 1 show an increasing knowledge of the main similarities and differences between their local area and Mexico. They clearly understand and use simple geographical terms when making comparisons with the food, occupations, weather and modes of transport.
- 217 Younger pupils in key stage 2 display good knowledge and understanding of contrasting localities through their studies of Oxwich. Most pupils show a good awareness that two places can have similar and different features and the more-able distinguish between the distinctive physical and human features of the seaside village. They are aware of some of the advantages of living in the Gower area and make sensible suggestions as to why visitors from rural areas of Wales wish to holiday there. Most pupils make good use of keys, symbols and two-figure grid references and points of the compass in their map work.
- 218 Older pupils in key stage 2 are developing a sound knowledge of life in a less economically developed country. They compare life in Swansea with that of Chembakoli in India and demonstrate a good knowledge and understanding of the main differences in climate, landscape, use of land and occupations. The more-able recognise continents and oceans on a map of the world correctly.
- 219 By the end of the key stage, many pupils show an increasing grasp of complex issues relating to the environment and the concept of global citizenship. A few offer valid reasons for and against the transportation of oil in large tankers following the environmental disaster in Pembrokeshire. Most pupils have a

good understanding of the conflicting needs of people's livelihood and the impact of their activities on the environment. Nearly all pupils fully appreciate the importance of safeguarding the environment and have a good understanding of the concept of sustainable development.

- 220 Pupils with SEN achieve good standards relative to their abilities. Pupils who have English as an additional language make good progress and achieve well in this subject.

Shortcomings

- 221 In both key stages, a minority of pupils' geographical research skills are underdeveloped.

Music

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

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

Good features

- 222 The quality of singing in both key stages is good. All pupils sing tunefully in morning assemblies with a good awareness of pitch, diction and dynamics. They sing a range of different types of songs, in English and Welsh, with enthusiasm and mature control.
- 223 Most pupils in key stage 1 are developing a good awareness of sounds and dynamics, using their voices and a range of percussion instruments to create different effects. They follow a simple graphic score accurately when performing whilst keeping a constant beat.
- 224 The majority of pupils demonstrate an increasing awareness of the characteristics of tuned and untuned instruments, and confidently use a wide range of instruments loudly or quietly when interpreting stimuli. They differentiate effectively between 'high' and 'low' and 'long' and 'short' sounds and provide simple accompaniment to their compositions. They are developing their ability to perform as a group and the more-able evaluate their performances effectively using appropriate musical vocabulary.
- 225 In key stage 2, pupils' performing, composing and appraising skills are developing well. Most pupils listen attentively to their own compositions and performances which they evaluate and record using information and communications technology. Pupils are able to combine sounds to produce a complex pattern for performance using percussion instruments.
- 226 Younger pupils in key stage 2 display a good sense of tempo as they correctly explore, identify and perform a series of cyclic rhythm patterns using a range of untuned instruments. They create effective rapping rhythms with increasing confidence and show good awareness of the need to follow a conductor when performing.

- 227 By the end of key stage 2, pupils gain an increasing awareness of music from other cultures through appraising music from such countries as South Africa, India and China. The more-able identify and describe the main characteristics of the music and name some of the instruments used. All pupils' appreciation of music is enhanced from the visits of musicians, both local and national, including representatives from the Welsh National Opera who engage learners in practical music sessions, enhancing their standards of achievement.
- 228 Pupils evaluate their work effectively in order to improve their skills. They listen with much interest to each others' performances, making sensible and positive recommendations for improvement.
- 229 Standards of the performing skills of key stage 2 pupils are further enhanced through instrumental lessons. All pupils learn to play the descant recorder and many benefit from the instrumental tuition from peripatetic teachers. They read music notation with increasing confidence and incorporate musical elements in their performances. They have a good knowledge of the duration of a semibreve, minim and crotchet. Pupils' confidence and enjoyment of music is further enhanced by opportunities to perform in a wide range of settings within the local community and at special celebrations including Harvest, Christmas and St. David's Day.
- 230 Pupils with SEN and those who have English as an additional language participate enthusiastically in lessons and make good progress in relation to their age and ability.

Shortcomings

- 231 Many pupils have only limited awareness of established world and Welsh composers and their music.

School's response to the inspection

We are pleased that the inspection team recognised that pupils achieve good standards regardless of their social, ethnic or linguistic backgrounds; and that the pupils particularly those with SEN or who are more able and talented make good progress relative to their abilities and background as they move through the school. We are also especially pleased that they found pupils attitudes to learning, their ability to work together, their respect for each other and general behaviour are all outstanding.

The inspection also confirmed as an outstanding feature, the strong working relationships which teachers and teaching assistants have established with pupils to form the basis for effective learning. This partnership of learner and teacher was evident in the quality and range of learning experiences which was recognised as broad, balanced and progressive. The promotion of sustainable development, global citizenship and partnerships with other providers was also seen as notable and recognised the efforts of the whole school community.

We are particularly proud that the full inclusion of all pupils, including those with disabilities, are good with outstanding features and that our promotion and celebration of cultural diversity is also outstanding.

The report confirms that our judgements overall on issues requiring development, match those of the inspection team. An action plan will be put in place to address the recommendations in the report. These include shortcomings identified in Welsh as a second language, Music and Geography which will be addressed through subject review. Our planning and preparation will continue to be built upon to ensure that the work in lessons matches the needs of all pupils particularly those in the mid range.

We will continue to develop our processes for moderating pupils' work especially in the Foundation subjects and refine our process of self-evaluation so that it is more clearly focused on raising standards.

Staff and Governors are confident that they can address all the above, including the need to ensure all statutory requirements regarding the provision of information for parents, will be met before the end of the school year. We will prioritise the above through our school development plan and staff development programme. A summary of our plan and the actions to be taken will be circulated to all parents at the school.

Finally, the school wishes to acknowledge the professional and courteous approach of the inspection team and thanks them for acknowledging the many achievements of our school community.

Appendix 1

Basic information about the school

Name of school	Whitestone Primary School
School type	Primary
Age-range of pupils	3-11
Address of school	Rushwind Close West Cross Swansea
Postcode	SA3 5RF
Telephone number	01792 404113

Head teacher	Mrs Margaret James
Date of appointment	October 1993
Chair of governors	Mr Gareth Ford
Registered inspector	Dr Jim Hewitt
Dates of inspection	September 28 – 30 2009

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N (11fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	22	19	30	21	22	22	20	30	186

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	10	3	11.23

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	19:1
Pupil: adult (fte) ratio in nursery classes	7:1
Pupil: adult (fte) ratio in special classes	1.5:1
Average class size, excluding nursery and special classes	22
Teacher (fte): class ratio	1.2 :1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Spring 2009	82.6	89.2	91.6
Autumn 2008	86.5	92.5	93.7
Summer 2008	91.7	95.7	94.2

Percentage of pupils entitled to free school meals	14.5
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

National Curriculum Assessment Results: All pupils at the end of key stage 1

National Curriculum Assessment KS1 Results 2009			Number of pupils in Y2:		20		
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher assessment	School	0	5	10	60	25
		National	0	4	14	63	19
En: reading	Teacher assessment	School	0	5	10	50	35
		National	0	4	15	55	26
En: writing	Teacher assessment	School	0	10	20	70	0
		National	0	5	16	68	11
En: speaking and listening	Teacher assessment	School	0	5	15	50	30
		National	0	2	11	64	23
Mathematics	Teacher assessment	School	0	5	15	60	20
		National	0	2	11	65	22
Science	Teacher assessment	School	0	5	20	45	30
		National	0	1	9	66	24

Percentage of pupils attaining at least level 2 in mathematics, science, and either English or Welsh (first language)			
by teacher assessment		by test	
In the school	70	In the school	n/a
In Wales	81	In Wales	n/a

- D Pupils who are exempted under statutory arrangements from part or all of the National Curriculum
- W Pupils who are working towards level 1

Because some percentages have been rounded up or down, they may not always total 100 per cent
National percentages are derived from 2008 data.

National Curriculum Assessment Results: All pupils at the end of key stage 2

National Curriculum Assessment KS2 Results 2009							Number of pupils in Y6		16		
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	0	13	25	19	44
		National	0	0	0	1	1	3	16	51	29
Welsh	Teacher assessment	School									
		National									
Mathematics	Teacher assessment	School	0	0	0	0	6	13	6	44	31
		National	0	0	0	1	1	3	15	51	30
Science	Teacher assessment	School	0	0	0	0	6	0	19	38	38
		National	0	0	0	1	1	2	11	54	32

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by teacher assessment		by test	
In the school	63	In the school	n/a
In Wales	76	In Wales	n/a

- 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

Because some percentages have been rounded up or down, they may not always total 100 per cent

National percentages are derived from 2008 data.

Appendix 4

Evidence base of the inspection

Four inspectors spent the equivalent of 10 inspector days in the school and met as a team before the inspection. A peer assessor also attended for the three days of the inspection. Additionally, the head teacher acted as nominee.

These inspectors visited:

- 30 lessons or part lessons in the five subjects and seven areas of learning, and four lessons covering key skills;
- registrations, assemblies and acts of collective worship; and
- a range of extra-curricular activities.

Members of the inspection team had meetings with:

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

The team also considered:

- the school's self-evaluation report;
- 24 responses to a parents' questionnaire, of which 85 per cent were positive;
- documentation provided by the school before and during the inspection; and
- a wide range of pupils' past and current work; and samples of pupils' reports.

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

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Dr Jim Hewitt Registered Inspector	Context; Summary; Recommendations Key Question 1; Key Question 5; Key Question 6 Aspects of Key Question 4 SEN provision; Early Years; Design technology
Mr Ogwyn Phillips Team Inspector	Key Question 2; Key Question 7 Bilingual provision Welsh second language; Geography; Music
Mr Huw R Williams Team Inspector	Key Question 3; Aspects of Key Questions 1 and 4 Science
Mrs Denise Shields Lay Inspector	Aspects of Key Questions 1,3,4 and 5
Mrs Bethan Francis Peer Assessor	Contribution to lesson observations and team discussions, scrutiny of pupils' work, discussions with pupils and staff
Mrs Margaret James Head teacher and Nominee	Liaison with inspectors, contribution to team discussions and the school's response

The contractor was:

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Acknowledgement

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