

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

A report on the quality of education in

**Llanrhidian Primary School
Llanrhidian,
Gower,
Swansea,
SA3 1EH**

School number: 6702159

Date of inspection: 01 March 2010

by

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Introduction

Llanrhidian 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 Llanrhidian Primary School took place between 01/03/10 and 03/03/10. An independent team of inspectors, led by Ian Kelly undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

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 Llanrhidian Primary School is situated in the Gower Peninsula, approximately 6 miles from the City of Swansea. The school serves a large area of North West Gower, comprising the villages of Llanrhidian, Llangennith and Llanmadoc and the hamlets of Old Walls, Burry Green, Landimore, Cilibion and Llethryd. The school is within a designated Area of Outstanding Natural Beauty and close to the Heritage Coastline. Most of the children arrive by bus from the Llangennith/Llanmadoc area.
- 2 The school caters for pupils aged between three and eleven years. The catchment area that serves the school is mainly advantaged. During the inspection week, there were 133 pupils on roll including 22 part time nursery. Children are admitted to the nursery class after their third birthday.
- 3 There are no pupils from an ethnic minority background whose first language is not English. No pupils come from a household where the first language is Welsh.
- 4 Approximately 4 per cent of pupils receive free school meals. This is well below the Local Authority (LA) and Wales average.
- 5 Two pupils have a statement of special educational needs (SEN). Nine pupils are on School Action plus and seven on school action in terms of the Code of Practice for Special Needs.
- 6 Two pupils are 'looked after' by the Local Authority (LA).
- 7 Including the head teacher, there are 6 full time and 3 part time teachers. Also there are 3 full time and 5 part time support staff. The head teacher was appointed in September 2009. The school was last inspected in January 2004.
- 8 The school has successfully gained the following awards since the previous inspection:
 - The Basic Skills Quality Mark (BSQM) for the second time.
 - Eco schools Bronze, Silver and Green Flag Award.
 - Healthy schools Phase 3.
 - Active Marc Cymru.
 - International Schools Award.
 - Dragon Sports Award.

School's Mission statement:

'Busy Little Hands Building A Brighter Future!'

School's vision statement:

"Our school provides a happy, caring and supportive environment. We work together to nurture and develop individuals, encouraging independence for life long learning."

The school's priorities and targets

- 9 The school's priorities for this academic year are:
- Ethos – to continue to improve communication to all stakeholders
 - Curriculum – to further improve subject development plans by strategically linking more targets directly to measurable data
 - Organisation - to embed existing good systems throughout the school, and revise health and safety procedures in light of new build layout
 - Staff Development –To continue to develop staff in light of the skills based curriculum
 - Site/Premises – To develop areas for enhanced learning including a new library, creative room and outdoor learning areas
 - Community –To further develop links with other countries (ESDGC).

Summary

- 10 Llanrhidian Primary School is a good school with numerous outstanding features. The extremely hard working head teacher and staff ensure that the pupils receive a wide range of rich and exciting experiences and many opportunities throughout their education at the school.

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?	2
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

Subjects and/or areas of learning for Foundation Phase Children

Area of learning *	Nursery	Reception
Personal and social development, wellbeing and cultural development	Grade 1	Grade 1
Language, literacy and communication skills	Grade 2	Grade 2
Welsh language development	Grade 2	Grade 2
Mathematical development	Grade 2	Grade 2
Knowledge and understanding of the world	Grade 2	Grade 2
Creative development	Grade 2	Grade 2
Physical development	Grade 2	Grade 2

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

Inspection Area	Key Stage 1	Key Stage 1
Design and technology	Grade 2	Grade 2
Geography	Grade 2	Grade 2
Information and communications technology	Grade 1	Grade 1
Music	Grade 1	Grade 1
Physical education	Grade 2	Grade 2

- 11 The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress to the Foundation Phase outcomes. Baseline assessments at age four indicate that most pupils show good levels of achievement in their first year at school.

- 12 Pupils' standards of achievement in the subjects and areas of learning during lessons observed are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
31%	65%	4%	0%	0%

- 13 These figures are well above the national picture reported by Her Majesty's Chief Inspector (HMCI) in his latest annual report 2008/09 where standards are grade 2 or better in 87 per cent of lessons. The number of lessons where outstanding features were observed is significantly higher than the national picture of 12 per cent.
- 14 In 2009 results in the core subject indicator (that is the percentage of pupils achieving level 2 or above in key stage 1 in English, mathematics and science in combination) at Key Stage 1 were in line with national and local averages. Results in English and the core subject indicator were in the bottom 25 per cent of schools, with mathematics in the bottom 50 per cent and science in the top 50 per cent. The girls outperformed the boys in English; in other areas there was no gender difference. The number of pupils gaining the higher level 3 was approximately twice the national average in all core subjects. There were no pupils who did not have an identified special need who did not attain the core subject indicator.
- 15 Analysis of the schools tracking systems (value added data) shows that most pupils make good progress, and a minority very good progress, from on-entry to leaving at the end of key stage 2.
- 16 The end of key stage 2 results over the last three years demonstrate that the school significantly exceeds both local and national averages in all core subjects of English, mathematics and science and the core subject indicator - that is the percentage of pupils achieving level 4 or above in key stage 2 in English, mathematics and science in combination. In key stage 2, when compared to the 'family group', results show that the school exceeds the averages of pupils who attain a level 5 in all core subjects and the core subject indicator; these differences are significant in English and science.
- 17 Across the curriculum pupils' skills in numeracy and information communications technology (ICT) are outstanding. Their skills in listening are outstanding throughout the school, both when working with their teachers and fellow pupils. They use all these skills with increasing competence.
- 18 Their skills in speaking, reading and writing across the curriculum are of a good standard. Pupils' skills in problem solving are outstanding; they use and apply these in many different areas of the curriculum to very good effect. Standards in pupils' use of their creative skills are also outstanding.
- 19 *Cwricwlwm Cymreig* is an outstanding feature with most pupils aware of many aspects of Welsh culture, with their bilingual skills being good in key stage 2 and the Foundation Phase, and outstanding in key stage 1.

- 20 Pupils' ability to consider and reflect upon their own performance is good, but their knowledge of what they need to do next to move onto their next stage of learning is still underdeveloped and inconsistent across the school.
- 21 Pupils' personal, social, moral and wider development is outstanding. Behaviour in all settings throughout the school day is outstanding. They are courteous, polite, friendly and sociable towards staff, visitors and each other. Most pupils' ability to work together is an outstanding feature; they co-operate, share and support their fellow pupils.
- 22 Attendance over the three terms prior to inspection was 93.7 per cent. This exceeds the Local Authority and National averages and only marginally falls short of the Free School Meals criteria.

The quality of education and training

Grades for teaching

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
32%	64%	4%	0%	0%

- 23 When these figures are compared to the national picture reported by HMCI in his latest annual report 2008/09 the number of lessons which achieved a grade 2 or better is much higher than the national figure of 85 per cent. The number of lessons where outstanding features were identified is significantly higher than the national figure of 17 per cent.
- 24 Outstanding features observed in teaching included:
- the excellent working relationships and motivation provided by staff, which fosters learning and encourages pupils to remain focused on their work for prolonged periods;
 - the manner in which teachers plan for, encourage and successfully meet the key skills of the pupils;
 - the effective delivery by teachers where imagination, pace, pupil engagement and focus are paramount; the use of effective strategies that develop pupils' problem solving skills;
 - the effective use questioning and of pupil interviews, talking partners and end of lesson evaluation techniques.
- 25 Teachers successfully challenge and maintain pupils' attention and motivate them throughout lessons. Their use of ICT is outstanding. Relationships between all staff and pupils in the classroom are excellent. Teaching assistants are deployed and are very capable and knowledgeable. They contribute effectively to pupils' learning.
- 26 The school meets its statutory requirements for assessing and reporting on the National Curriculum. It has an assessment framework with detailed policy and procedures. Marking celebrates the good work of pupils, however feedback to pupils and *next steps* need to be more informative and specific and applied more consistently across the school.

- 27 The overall quality and range of learning experiences are good with outstanding features. Innovative and accessible approaches to curriculum planning are evident through the rigorous and robust long and medium term arrangement that ensure coherence, continuity and progression in pupils' learning across the key stages. The detailed curricular planning ensures that the needs of learners, including those with pupils with special educational needs (SEN) and the more-able and talented pupils are met extremely effectively.
- 28 Pupils' learning is richly enhanced by the excellent range of sporting, musical and cultural extra-curricular activities provided both during and outside the school day. Pupils also benefit greatly from the outstanding provision of visits and from visitors to the school.
- 29 Pupils' moral, social and cultural development are promoted exceptionally well through a wide variety of learning experiences. The school promotes sound moral values and moral issues are given prominence in curricular and extra-curricular learning experiences.
- 30 Arrangements for the care, guidance and support of pupils whilst in the school's care are good. The school has a caring ethos and teachers are very good role models. Pupils are encouraged to nurture respect for others and for property, and to develop a sound awareness of the difference between what is acceptable and unacceptable. Pupils contribute generously and regularly to worthy causes, in particular to the *Lawrence Water Wheel Project*. The school council is an effective forum for the development of pupils' personal and social skills and provides a good opportunity for pupils of different ages to work together and contribute to decision-making. The Pupil Evaluation School Team (PEST) is an innovative group of pupils who are an outstanding feature of the school's work.
- 31 The overall provision for pupils with additional learning needs is good with some outstanding features.

Leadership and management

- 32 The clear direction and leadership the head teacher has provided for the school since her appointment in September 2009 is an outstanding feature. Her dedication and enthusiasm, together with effective management systems have ensured the focus is on improving standards even further. The vision statement is displayed widely and is shared by everyone; the pupils' own 'Busy little hands' song ensures this vision reaches every single pupil too. The identified aims for the school give clear direction as to its expectations, purpose and future intentions for years to come.
- 33 The quality of curriculum leadership is good; all members of staff have appropriate responsibilities. Their subject knowledge is good and they plan very effectively to ensure a broad, balanced and progressive curriculum for all pupils.
- 34 Governors have individual and sub-committee roles that help them understand and influence the business of the school through strategic planning.

- 35 The school has established a positive, self - critical culture and incorporates procedures that are comprehensive and systematic. However the actions and improvement needed is not always explicit or has sufficient focus on improving standards of learning.
- 36 The school has made good progress since the last inspection.
- 37 The present accommodation has good features that outweigh shortcomings. A considerable investment has recently been made by the Welsh Assembly Government, via the LA, to improve and extend the school's internal and external environment. The school has responded well to the extremely challenging circumstances. The school budget is managed efficiently. The school's spending decisions are well-linked to plans for future development.
- 38 The school provides good value for money.

Recommendations

- R1 continue to develop, refine the good systems that have been introduced for both strategic and curriculum development;
- R2 improve the self-review processes that have been introduced by ensuring there is a more consistent focus on improving standards of learning *
- R3 improve the quality and consistency of marking across the school and raise pupils' awareness of their own learning and specific individual targets *

* already identified for improvement in the recent school development plan.

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

Standards

Key Question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

- 39 The findings of the inspection team match the findings of the school in its self-evaluation report.

Grades for standards in subjects inspected

- 40 Pupils' standards of achievement in the subjects and areas of learning during lessons observed are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
31%	65%	4%	0%	0%

- 41 These figures are well above the national picture reported by Her Majesty's Chief Inspector (HMCI) in his latest annual report 2008/09 where standards are grade 2 or better in 87 per cent of lessons. The number of lessons where outstanding features were observed is significantly higher than the national picture of 12 per cent.

Standards in areas of Learning in the Foundation Phase are as follows:

Area of learning *	Nursery	Reception
Personal and social development, wellbeing and cultural development	Grade 1	Grade 1
Language, literacy and communication skills	Grade 2	Grade 2
Welsh language development	Grade 2	Grade 2
Mathematical development	Grade 2	Grade 2
Knowledge and understanding of the world	Grade 2	Grade 2
Creative development	Grade 2	Grade 2
Physical development	Grade 2	Grade 2

- 42 The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress to the Foundation Phase outcomes.

Subject grades for subjects inspected

Inspection Area	Key Stage 1	Key Stage 2
Design and technology	Grade 2	Grade 2
Geography	Grade 2	Grade 2
Information and communications technology	Grade 1	Grade 1
Music	Grade 1	Grade 1
Physical education	Grade 2	Grade 2

- 43 In addition to looking at quartile positions and results in relation to national averages, local averages and the 'school family' data, the inspection team looked closely at other contextual factors in relation to progress made by pupils over the last three years. Small cohorts, a variation of the ratio of boys to girls in some year groups and the number of pupils with an identified special need were taken into account.
- 44 Baseline assessments at age four indicate that most pupils show good levels of achievement in their first year at school.
- 45 In 2009 results in the core subject indicator (that is the percentage of pupils achieving level 2 or above in key stage 1 in English, mathematics and science in combination) at Key Stage 1 were in line with national and local averages. Results in English and the core subject indicator were in the bottom 25 per cent of schools, with mathematics in the bottom 50 per cent and science in the top 50 per cent. The girls outperformed the boys in English; in other areas there was no gender difference. The number of pupils gaining the higher level 3 was approximately twice the national average in all core subjects. There were no pupils who did not have an identified special need who did not attain the core subject indicator.
- 46 Analysis of the schools tracking systems (value added data) shows that most pupils make good progress and a minority very good progress from on-entry to leaving at the end of key stage 2.
- 47 The end of key stage 2 results over the last three years demonstrate that the school significantly exceeds both local and national averages in all core subjects of English, mathematics and science and the core subject indicator – (that is the percentage of pupils achieving level 4 or above in key stage 2 in English, mathematics and science in combination).
- 48 When compared to similar schools over the last three years (ie; schools with between 0 per cent and 8 per cent free school meals), attainment of a level 4 or above at key stage 2 demonstrates that the school was in line with its 'family group' average in all subjects in 2009, whilst it exceeded the family average in 2008 and 2007.
- 49 In key stage 2, when compared to the 'family group', results show that the school exceeds the averages of pupils who attain a level 5 in all core subjects and the core subject indicator; these differences are significant in English and science.
- 50 Across the school, pupils' skills in numeracy and ICT are outstanding. Their skills in listening are outstanding throughout the school, both when working with their teachers and fellow pupils. They use all these skills with increasing competence.
- 51 Their skills in speaking, reading and writing are of a good standard. Most pupils make good and appropriate use of everyday greetings and requests in

Welsh and as a result their bilingual skills are good in key stage 2 with standards being outstanding in key stage 1.

- 52 Pupils' skills in problem solving are outstanding; they use and apply these in many different areas of the curriculum to very good effect. Standards in pupils' use of their creative skills are also outstanding.
- 53 *Cwricwlwm Cymreig* is an outstanding feature with most pupils aware of many aspects of Welsh culture; a selection of which were so thoroughly and professionally demonstrated during the St David's Day celebrations.
- 54 Pupils' ability to consider and reflect upon their own performance is good, but their knowledge of what they need to do next to move onto their next stage of learning is still underdeveloped and inconsistent across the school.
- 55 The overwhelming majority of pupils make good use of their time in lessons. They are well motivated, demonstrate good levels of initiative and a positive attitude towards learning. Most pupils' ability to work together is an outstanding feature; they co-operate, share and support their fellow pupils. The vast majority of pupils are eager to answer questions, show an interest in their tasks, work productively and concentrate for extended periods
- 56 Pupils' behaviour in all settings throughout the school day is outstanding. They are courteous, polite, friendly and sociable towards staff, visitors and each other. They move sensibly in and around the school. Older pupils, in particular, demonstrate qualities of mature citizenship within the school community and reflect pride in their successes and those of the school in general.
- 57 Most pupils show respect and concern for others and for school property. They share their views openly and listen well whilst appreciating that individuals may hold different opinions from themselves. Mutual respect between adults and pupils is evident, and relationships throughout the school are outstanding. This contributes to creating a happy, caring and supportive learning environment.
- 58 Attendance over the three terms prior to inspection was 93.7 per cent. This exceeds the Local Authority and National averages and only marginally falls short of the Free School Meals criteria. Pupils are generally punctual.
- 59 The ability of most children in the Foundation Phase and pupils in key stage 1 and 2 to work independently is outstanding. Experiences such as those undertaken during *Eco Ed* sessions and *Challenges* activities successfully develop learners' self-confidence allowing them to make choices and to work independently for a sustained period of time. The vast majority can arrange their work effectively and make decisions for themselves.
- 60 The progress of the overwhelming majority of pupils in their personal, social, moral and wider development is outstanding. Pupils are fully involved in the life and work of the school and develop an excellent understanding of corporate responsibilities through their roles on the School Council, Eco committee and

Pupil Evaluation School Team. Pupils also undertake positions of responsibility such as playground *Busy Buddies* with a high level of commitment. Such opportunities ensure that they participate fully in decision-making processes about identified issues. These skills prepare them exceptionally well for lifelong learning.

- 61 Throughout the school, pupils' understanding of equal opportunity issues has many good features and no important shortcomings. Nearly all pupils have good awareness of, recognise and respect the diversity of beliefs, attitudes and cultural traditions found within their own community and in the wider world.
- 62 Most pupils prepare well for the world of work. Most pupils develop a very good awareness of their own local community.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

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

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
32%	64%	4%	0%	0%

65 This is an improvement on the previous inspection.

66 When these figures are compared to the national picture reported by HMCI in his latest annual report 2008/09 the number of lessons which achieved a grade 2 or better is much higher than the national figure of 85 per cent. The number of lessons where outstanding features were identified is significantly higher than the national figure of 17 per cent.

67 Outstanding features observed in teaching included:

- the excellent working relationships and motivation provided by staff, which fosters learning and encourages pupils to remain focused on their work for prolonged periods;
- the manner in which teachers plan for, encourage and successfully meet the key skills of the pupils and the planning of a range of activities to meet the needs of different age groups and abilities within the class;
- the effective delivery by teachers where imagination, pace, pupil engagement and focus are paramount; the use of effective strategies that develop pupils' problem solving skills;
- the effective use questioning and of pupil interviews, talking partners and end of lesson evaluation techniques.

68 Teachers successfully challenge and maintain pupils' attention and motivate them throughout lessons. Their use of ICT is outstanding. Relationships between all staff and pupils in the classroom are excellent. There is a very strong team ethos that permeates across the whole school.

69 All teachers have good subject knowledge. They give appropriate consideration to the Welsh Assembly Government (WAG)'s 'Skills Framework' when planning their lessons. They use a variety of resources and activities to ensure full participation of all pupils, and regularly monitor pupils' work during the lessons to make sure that they learn and understand the main points of the lessons.

- 70 Teachers and staff meet the Welsh language needs of pupils (bilingualism) to an outstanding level in both early years and key stage 1; however, provision is not as consistent in key stage 2 although it is still good and has no important shortcomings.
- 71 Pupils have regular opportunities to work independently, in pairs or in groups and all together. Pupil management is excellent throughout the school, with teachers actively addressing the issues of gender, race and ability to promote equality of opportunity for all. They discourage stereotypical images.
- 72 Teaching assistants are deployed and are very capable and knowledgeable. They contribute effectively to pupils' learning.
- 73 Teachers' provide homework for the pupils on a regular basis; this is an improving situation. Activities are well planned and stimulate most pupils. Older pupils are provided with 'Learning Logs', (younger pupils with Busy Bee books) which assist them in how to go about the work. The homework is sometimes linked with topics studied within lessons and provides the pupils with good opportunities to develop their independent learning and research skills.
- 74 The school has developed an effective detailed on-line *Learning Ladder* for each pupil in the subjects followed that provides step-by-step continuity and progression in planning and assessment. This is its early stages of development, but is of very good quality and is already having a positive impact on informing teachers in pupil formative assessment and next steps.
- 75 Thorough procedures are in place to track the progress of individual pupils in a number of key areas of development, throughout their time at school. This information is used effectively to analyse data and the progress of different cohorts of pupils.
- 76 The school meets its statutory requirements for assessing and reporting on the National Curriculum. It has an assessment framework with detailed policy and procedures. It works closely with neighbouring schools to moderate standards.
- 77 Effective use is made of data and analysis of assessment findings to inform whole school target setting and priorities for improvement. The school shares information on pupils' achievement with those who have a vested interest, such as parents and the governing body.
- 78 Marking celebrates the good work of pupils, however feedback to pupils and next steps need to be more informative and specific and applied more consistently across the school. Pupils' own knowledge of what they need to do to improve is also at an early stage of development.
- 79 Parental questionnaire responses suggested that a few parents felt the school did not give sufficient information about what their child is taught, the school does make many attempts to inform them through its website, weekly

newsletters, Learning Logs/Busy Bees books and formal 'open evenings' and informal 'open door' meetings with parents.

- 80 Termly open evenings are held with parents and a detailed end of year written report is sent to parents to show progress made.

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

- 81 The findings of the inspection team match the judgements made by the school in its self-evaluation report.
- 82 The school actively promotes the provision of interesting and experiential learning opportunities for pupils through a curriculum that is relevant, balanced and which meets pupils' needs and aspirations extremely well. An outstanding range of enriching extra-curricular experiences, the strong emphasis on the promotion of personal and social development and the many beneficial partnerships fostered by the school, successfully enhance the provision. The curriculum fully meets statutory requirements.
- 83 Innovative and accessible approaches to curriculum planning are evident through the rigorous and robust long and medium term *e-disc* procedures that ensure coherence, continuity and progression in pupils' learning across the key stages. The detailed curricular planning ensures that the needs of learners, including those with pupils with SEN, those pupils with English as an additional language and the more-able and talented pupils are met extremely effectively. Curriculum planning takes into account pupils' interests. Aspects of learning through play and practical experiences are well planned throughout key stage 1. These prepare the way effectively for the extension of the Foundation Phase principles.
- 84 The overall quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Foundation Phase. The children have access to a well-planned and meaningful range of experiential learning activities, both indoors and outdoors. These allow them to make choices and become independent learners.
- 85 Teachers work systematically to incorporate key skills into all planning documentation and implement them effectively during lessons. The school has recently developed a whole school co-ordinated and cohesive framework that underpins the planning, tracking and progression of pupils' key and basic Skills across the curriculum. This ensures pupils' progression in the key and basic skills. This is a good feature, has no shortcomings but is acknowledged as an area for continued development.
- 86 Pupils' learning is richly enhanced by the excellent range of sporting, musical and cultural extra-curricular activities provided both during and outside the

school day. Pupils also benefit greatly from the outstanding provision of visits and from visitors to the school. These, together, with opportunities for pupils to attend residential courses in Llangrannog and Austria positively enrich the curriculum. Visits to the community to participate in musical activities are another strong feature of the provision.

- 87 Pupils' moral, social and cultural development are promoted exceptionally well through a wide variety of learning experiences. The school promotes sound moral values and moral issues are given prominence in curricular and extra-curricular learning experiences.
- 88 The school has a caring ethos and teachers are very good role models. Pupils are polite and helpful and have a clear sense of ownership of the school and its environment. This is an outstanding feature of the provision. Pupils are encouraged to nurture respect for others and for property, and to develop a sound awareness of the difference between what is acceptable and unacceptable.
- 89 The school provides a carefully structured and good quality Personal and Social Education framework which permeates the life of the school and provides pupils with a variety of learning experiences. Personal and Social Education sessions are used positively to discuss areas of concern in a supportive way. The school provides a wide range of opportunities for pupils to take responsibility and develop an understanding of their role in the community for example as buddies, monitors or caring for younger pupils.
- 90 There are regular opportunities for learners to work collaboratively, support each other across all subject areas and to participate in sporting activities with other schools; they develop their social relationships very effectively.
- 91 Daily acts of worship and collective assemblies make an extremely positive contribution to pupils' spiritual development. Statutory requirements are met. Outstanding opportunities are provided for pupils to reflect quietly and thoughtfully on important issues that affect their lives. Good opportunities are provided for pupils to develop their spiritual awareness in many areas of the curriculum.
- 92 The school actively promotes pupils' cultural development. Visits to the school by members of the local Chinese community and links with schools in Trinidad and Tobago ensure that pupils gain a good understanding of the traditions and cultures of the wider world and helps them become responsible global citizens.
- 93 The curriculum is enriched by outstanding partnerships with parents, the community and with other schools and colleges. Parents support the school through fund raising events for specific activities and resources, and by acting as volunteers in the classroom and during visits. The school operates an open door policy whereby parents are welcome to meet the head teacher and class teachers to discuss any matters of concern and to keep them informed of their children's progress.

- 94 Pupils maintain a high profile in local events. The school has recently been involved in a combined community and school initiative to produce the book *"One Hundred Years Young"*. Pupils have been actively involved in gathering and sharing a wide range of local information with members of the community. Such experiences successfully develop pupils' skills and provide an excellent opportunity to foster a sense of pride in and ownership of their local community. This is an outstanding feature of the provision.
- 95 The school benefits greatly from the outstanding co-operation between the local cluster of primary schools and with the local comprehensive school. Highly effective transition arrangements are developed through frequent visits, sharing of teachers, information, resources and curricular bridging units. This secures continuity and progression in the pupils' learning as they transfer from one school to the other. The school provides regular training facilities for student teachers and others undertaking vocational qualifications.
- 96 The provision for work-related education is good and successfully contributes to pupils' understanding of the jobs people do.
- 97 The school's promotion and development of pupils' understanding of the cultural heritage of Wales through the *Cwricwlwm Cymreig* is outstanding and incorporated in all schemes of work. The school makes a positive effort to promote pupils' bi-lingual skills and the use of incidental Welsh during school routines and lessons is highly effective in the Foundation Phase and in key stage 1 but its promotion and use is inconsistent across key stage 2. Pupils' knowledge and competence in the use of the language is further supported through initiatives such as *Helpwr Heddiw*.
- 98 The school has high expectations of its pupils and strongly promotes equality of access to the curriculum. The school is committed to ensuring that all pupils have access to all the school has to offer regardless of background or circumstances.
- 99 Arrangements to develop pupils' understanding of sustainable development and global citizenship are good. This work is integrated into subject planning and in a whole school culture of reducing waste. The school has received the Eco School Silver award and Green Flag in recognition of its work in this area. The school is an accredited Healthy School and is aware of the importance of sustainability. There are effective recycling arrangements and the school is developing a school wild area and learning about nature. Pupils are involved in making decisions about school life through membership of the School Council and Eco Group.
- 100 The school's promotion of pupil's entrepreneurial skills is outstanding and problem solving is embedded in the education process throughout the curriculum.
- 101 The school effectively provides learning experiences for pupils to develop lifelong learning skills.

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

Grade 2: Good features and no important shortcomings

- 102 The findings of the inspection team do not match the judgements made by the school in its self-evaluation report because insufficient outstanding features were identified.
- 103 The school provides a happy, safe, secure and caring environment for its pupils and works closely in partnership with a range of agencies and support services.
- 104 The school enjoys close and effective working partnerships with parents and carers which contribute significantly to the quality of support and guidance offered to pupils. The school always listens carefully to parents and carers and takes their views into consideration.
- 105 Pupils have regular opportunities to put forward their ideas and views, and do so with confidence through the school council. The school council is an effective forum for the development of pupils' personal and social skills and provides a good opportunity for pupils of different ages to work together and contribute to decision-making. Councillors undertake their duties conscientiously; they feel the school listens to them and often acts upon their recommendations.
- 106 The Pupil Evaluation School Team is an innovative group of pupils who are an outstanding feature of the school. Their views are clearly heard by their peers, staff and the governing body. Their role is unique and their views and findings are respected and listened to. Their sensitivity, awareness and maturity is a model that should be copied and emulated by other schools.
- 107 The school provides a very good induction service for potential pupils. There are excellent systems in place and they are used very well to help pupils settle in quickly when they enter the school. As they progress through the school, the improvement in their key skills is very good, as is the rise in their self-esteem and confidence.
- 108 The school provides an extensive range of personal and social development opportunities. The very high priority it places on this aspect enables pupils to achieve very well in their development and is a strong feature of the school. Many interesting initiatives help develop pupils' good attitudes to healthy lifestyles.
- 109 Registers are completed accurately and quickly at the start of the morning and afternoon sessions. The school has effective processes to monitor attendance and punctuality. Procedures to improve figures are rigorously pursued with the help of the educational welfare officer who provides very good support to the school. There are effective procedures to monitor behaviour and to take appropriate action when the occasional incident occurs.
- 110 There are good policies and well-documented procedures in place to ensure the healthy development, safety and well-being of pupils. Members of staff are

trained in first aid and procedures for caring for pupils who feel ill, or for those who have an accident during the day, are in place. Risk assessments are carried out before school trips that are subject, at all times, to written parental consent. There are effective procedures in place to monitor the assessments. The Healthy Schools initiative contributes to the well-being of the pupils. However, during the inspection there were a small number of safety issues that were brought to the attention of the head teacher.

- 111 There are appropriate child protection arrangements in place. The head teacher is the designated person and she has a caring pragmatic approach. All members of staff receive updated training and there are very good quality relationships with outside agencies. All teaching and non-teaching staff have up to date and clear Criminal Record Bureau checks.
- 112 The overall provision for pupils with additional learning needs is good with some outstanding features. The policy of early intervention is successful and the school complies with the Code of Practice and the framework for inclusive education. The special educational needs co-ordinator (SENCO) works effectively with class teachers, learning support assistants and the governor with responsibility for additional learning needs.
- 113 The SENCO, works collaboratively with specialist support teachers and assistants and class teachers to formulate child friendly individual education plans. All interested parties keep the individual education plans records close at hand during the school day. These are reviewed regularly and parents are consulted accordingly.
- 114 The school provides an enjoyable, stimulating and accessible curriculum for those pupils with additional learning needs. Details of individual pupil's needs are clearly identified in teachers' record diary books. Well-focused and achievable targets are written in both a child friendly and attainment manner and clearly understood by all parties concerned. The progress that pupils make towards these targets is monitored by the SENCO. This maintains very high levels of momentum and good rates of progress are made by the majority of pupils.
- 115 During withdrawal sessions that involve individuals and groups of pupils for additional support, work undertaken is successfully linked to targets indicated on respective individual education plans. For example, the very well focused learning during 'phonic' activities and sessions where pupils are withdrawn for individual and/or group support. These small group support sessions are an excellent feature of provision. The school rightly values the high quality support given by the local authority in terms of provision by the various agencies.
- 116 The school has good policies for promoting equal opportunities, gender and racial equality. Appropriate arrangements are well established to eliminate bullying, any form of harassment and to tackle racial discrimination. There is an extensive disability inclusion policy and the school's accessibility plan is detailed and informative. Clear measures are in place to ensure no one is disadvantaged because of their disability.

Leadership and management

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

Grade 2: Good features and no important shortcomings

- 117 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 118 The clear direction and leadership the head teacher has provided for the school since her appointment in September 2009 is an outstanding feature. Her dedication and enthusiasm, together with effective management systems have ensured the focus is on improving standards even further. She has high expectations of herself and staff at the school and has a clear vision for Llanrhidian.
- 119 The vision statement is displayed widely and is shared by everyone; the pupils' own '*Busy little hands*' song ensures this vision reaches every single pupil too. The identified aims for the school give clear direction as to its expectations, purpose and future intentions for years to come.
- 120 The head teacher is very well supported through the management roles of all staff and it is her belief that this style will ensure Llanrhidian becomes an outstanding school in all areas.
- 121 The quality of curriculum leadership is good; all members of staff have appropriate responsibilities. Their subject knowledge is good and they plan very effectively to ensure a broad, balanced and progressive curriculum for all pupils.
- 122 The school has a good focus on national and local priorities and identification of areas to develop through its own self-evaluation. Foundation phase has been well prepared, with the school working on the Eco schools awards, Active marc Cymru, Dragon Sports Award and the Healthy School's Award. The school has prepared very well for the implementation of the Skills curriculum.
- 123 Appropriate and effective performance management procedures for the head teacher and staff are in place. These are linked to the School Development Plan and are used to set targets to manage and improve the performance of individual members of staff. These are backed up by appropriate continuous professional development (CPD) and are beginning to have a positive impact on school improvement and the raising of standards. Less formal arrangements for the performance management of other members of staff are also effective.
- 124 The voice of the pupil is effectively heard through the school council. It is seen as a forum for discussing ideas and aspirations and concerns of the young people. The Pupil Evaluation School Team group are also extremely focussed

on ensuring the school is evaluated from a pupil perspective; this is an outstanding feature of the school.

- 125 There are effective links with neighbouring schools; a particularly strong link has been made with Penclawdd School which was forged to a greater extent during the last 12 months when the school shared the same building. Local cluster groups work very well together and establish joint policies and moderation during their meetings.
- 126 Governors have individual and sub-committee roles that help them understand and influence the business of the school through strategic planning. Subject co-ordinators present status reports to the committees. Governors visit the school regularly and speak with pupils and staff and view activities and events.
- 127 The governing body is kept very well informed by the head teacher; the high quality of her termly reports, documents and presentations ensure they are kept up to date with events, standards and developments. Governors understand what is involved with monitoring pupil performance and monitor quality through visits, governing body meetings and their own training.
- 128 Governors fulfil their legal duties and provide a sense of direction. They support and challenge the school as a critical friend by providing feedback on performance and holding it to account for its standards and the quality it achieves.

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

Grade 2: Good features and no important shortcomings

- 129 The findings of the inspection team do not match the judgements made by the school in its self-evaluation report. Whilst the school's self-evaluation processes are good, the inspection team did not identify sufficient outstanding features to support the school's judgement of this question.
- 130 The head teacher, all members of staff and governors are fully involved and are committed to improving the school's provision. There are strong links between the self-evaluation process and the School Development Plan. School managers meet regularly to review school performance and development.
- 131 The school has established a positive, self - critical culture and incorporates procedures that are comprehensive and systematic. Self-evaluation has been based on sound judgements on standards and on the quality of education provided. The head teacher has a key role in monitoring the quality of teaching, learning and assessment.
- 132 A number of subject leaders are well informed about the quality, standards and performance in the subjects and areas for which they are responsible. They monitor and evaluate their subject area carefully by looking at pupils' work,

reviewing teachers' planning, auditing resources and holding discussions with pupils. In a number of subject areas this process is at the early stages of development.

- 133 Subject Self Development Plans and Position Statements are produced based on evidence gathered. However the actions and improvement needed is not always explicit or has sufficient focus on improving standards of learning.
- 134 The school has outstanding procedures for seeking out the views of pupils through the Pupil Evaluation School Team group. Members of the group base their evaluations on seven "child friendly" key questions and each key question is graded based on ESTYN grades. Pupils draw their evidence from a range of stakeholders and observations. Data is collated and analysed rigorously by the pupils and action plans formulated. Reports are presented with pride in a mature, and articulate way by the group to staff, pupils and governors. This is an outstanding feature of the provision.
- 135 The views of parents and carers are sought through specifically designed questionnaires. Opportunities are always available for them to discuss issues through the school's open door policy. The views of the community are sought through the attendance of the head teacher at community council meetings. Governors contribute effectively to the self-evaluation process through the gathering of information through termly visits and discussing reports and presentations from the head teacher and staff. All information gathered inform self-evaluation appropriately and all views and opinions are given serious consideration and acted upon effectively.
- 136 The self-evaluation report produced by the school prior to the inspection is a concise and focused document that identifies strengths, weaknesses and areas for improvements but did not clearly identify the outstanding features of the provision. It is securely based on a comprehensive range of relevant information and evidence, including the monitoring of teaching and learning and the analysis of performance related data. Effective use is made of the information gathered to set targets and to identify the way forward for teaching and learning. The judgements of the inspection team agree with the school's self-evaluation in five of the seven key questions.
- 137 The head teacher, staff and governors use information effectively to make improvements. The link between the processes of self-evaluation and planning for improvement in the School Development Plan is thorough. The school development plan is a strategic document which details actions, responsibilities, time scales, costs and success criteria for each target. Appropriate resources are provided to ensure that targets set are achievable.
- 138 The school makes sustained efforts to obtain information which is used to evaluate its performance. It uses national and local data to target areas that have strengths or shortcomings.
- 139 The school has made good progress since the last inspection and has been successful in dealing with the key issues identified. Positive development can

be seen in a number of areas, notably the organisation of independent learning approaches and practical activities for children in the Foundation Phase.

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

Grade 2: Good features and no important shortcomings

- 140 The findings of the inspection team agree with the school's judgement in its self-evaluation report.
- 141 During the last 18 months the school has been undergoing major building work as part of the LEA's improvement programme for its schools. The school has responded well to these extremely challenging circumstances and arrangements to ensure that the standards of teaching and learning were not affected adversely has been managed particularly well by all concerned, ensuring minimum disruption to the day to day routine of the school and minimal impact on standards.
- 142 Pupils are well supported by dedicated, experienced and suitably qualified teachers who have the knowledge and expertise to teach all aspects of the curriculum. The very good team spirit within the school ensures that staff work well together, sharing views and experience in the best interest of pupils.
- 143 All staff have relevant job descriptions, clear roles and responsibilities and are managed very effectively to maximise the use of their expertise, experience and time. Teachers and support staff are appropriately deployed to sensitively meet learners' needs. The close partnership that exists between teachers and the enthusiastic, well-trained support staff makes an excellent contribution to the overall quality of teaching and learning.
- 144 The present accommodation has good features that outweigh shortcomings. A considerable investment has recently been made by the LEA to improve and extend the school's internal and external environment. The school has responded well to the extremely challenging circumstances. Arrangements to ensure that the standards of teaching and learning are not affected adversely has been managed particularly well by all concerned, ensuring minimum disruption to the day to day routine of the school and minimal impact on standards.
- 145 The school is generally well-resourced with appropriate equipment in all subjects. However due to present refurbishment, learners have limited access to resources appropriate to their age and needs. Children under five are taught in the school hall which does not provide sufficient space for classroom learning experiences. The school shows ingenuity in providing a small outdoor area for children's continuous and enhanced provision. Older key stage 2 pupils are taught in the school canteen and locate to the school's computer suite during preparation for school meals. Physical education lessons are held in the village hall some distance away from the school building.

- 146 Considerable investment has been made in purchasing ICT resources and this has had a significant effect on the outstanding standards that pupils achieve with their use of ICT across the curriculum.
- 147 Visits linked to museums, theatres and the locality as well as the use made of human resources from within the local community, ensure that pupils receive a wide range of direct experiences. These help to develop standards and promote interest in their own learning. The school and governing body are effective in ensuring that resources match the priorities for development.
- 148 The school administrator undertakes her tasks effectively and efficiently. The caretaker, cleaner and mid-day supervisors all provide good support and make a valuable contribution to school life ensuring that day -to-day routines are smooth.
- 149 Staff development arrangements, incorporating induction for newly qualified teachers are well-organised and effective. Teachers update their teaching skills and knowledge by attending in-service training sessions both within and outside the school. These training sessions are well matched to the needs, requirements and priorities of the school and to the personal development of individual members of staff, including support staff.
- 150 The arrangements made for teachers' planning, preparation and assessment time and Performance Management procedures are well managed and productive. Effective use is made of the teachers employed to cover for colleagues during these sessions. This ensures continuity and progression in pupils' learning and has a positive impact on standards of achievement. Workload initiative funding is well used to provide support for teachers and to reduce their administrative load.
- 151 The school budget is managed efficiently. The school's spending decisions are well-linked to plans for future development. The effective partnership that exists between the governing body and head teacher ensures that resources are reviewed and monitored in accordance with the School Development Plan.
- 152 The school provides good value for money.

Standards achieved in subjects and areas of learning

Foundation Phase

Grade 2: Good features and no important shortcomings

- 153 The overall quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Foundation Phase.

Personal and social development, well-being and cultural diversity

Grade1: Good with outstanding features

Outstanding features

- 154 All Foundation Phase children display outstanding features in their behaviour patterns, self-control and co-operation with other children and adults and as they work independently throughout their tasks.

Good features

- 155 Most part-time younger Foundation Phase children who attend the school either for a morning or afternoon session settle well into its routines and they welcome new experiences with confidence and enthusiasm. As they arrive in class all children show delight and greet staff cheerfully, register themselves independently and move quietly to an activity area. They are courteous and play happily together both indoors and outside and display an increasing awareness of the needs of others within the class. Most have a good understanding of the need to take turns and sharing equipment and they co-operate positively during such activities as when using bikes or cars outside. The children demonstrate a very good ability to concentrate, work independently and persevere in their learning. They understand the need to eat healthily and that washing their hands is important for personal hygiene.
- 156 All older Foundation Phase children are happy and confident within both class and school environment. Nearly all show outstanding ability to self-register and to make choices for independent activities using their "choosing board". Most demonstrate excellent ability to concentrate on tasks for an increasing amount of time. All the children take responsibility for dressing and undressing themselves with the minimum of fuss when preparing for any physical or outdoor activities. They are keen to tidy the indoor and outside classroom at the end of activities.
- 157 Most younger and older Foundation Phase children demonstrate a growing awareness of other cultures through observing the festival of Divali and creating their own Mendhi and Rangoli patterns. Most have good awareness of the traditions, celebrations and food associated with the Chinese New Year. The vast majority of Foundation Phase children have good understanding of the

reasons for celebrating St. David's Day and its associated stories and for the celebration of St. Dwynwen's Day.

- 158 Nearly all children within the Foundation Phase demonstrate a growing sensitivity to the needs and feelings of others when listening to stories from the Bible during collective worship. Most children have a developing understanding of caring for the environment through recycling and growing a range of seeds, plants and vegetables in their garden.

Shortcomings

- 159 There are no important shortcomings.

Language, literacy and communication skills

Grade 2: Good features and no important shortcomings

Good features

- 160 Most younger Foundation Phase children listen attentively in all situations. They enjoy listening to stories, sharing books and retelling familiar folk tales. Most children respond well to questions and instructions, take turns to speak and are eager to talk to adults and to each other about their experiences. Most children use an increasing range of words with fluency and clarity when talking about their choice of ingredients for their shopping lists. Children's speaking skills also develop well through imaginative play in the *home corner* and in their role play activities. Most use appropriate language relevant to the different scenarios. They are able to correctly recall a variety of nursery rhymes and verses. In the *writing area*, most children enjoy their mark making activities using a variety of media to form letters increasingly correctly.
- 161 Most older Foundation Phase children listen well to others and respond appropriately to what they say. They take turns to speak clearly and audibly using a wide range of vocabulary. They welcome the opportunity to talk with adults about their experiences and when engaged in their activities. Most children are beginning to have good awareness of the sounds of different letters and words and to recognise their own names. Most children display interest in the contents of books and use pictorial clues to follow a story line. Many of the children read simple texts with understanding showing the ability to retell the story or predict events from pictorial clues. Most children enjoy their mark making opportunities using a wide variety of media to form letters correctly and they make good use of the quality materials that are provided for them. Their emergent writing skills are developing well, overwriting and copying letters correctly. Some succeed in forming a range of letters independently to create character descriptions from the story "*The Jolly Postman*" or to write their own shopping lists.

Shortcomings

- 162 There are no important shortcomings.

Welsh language development

Grade 2: Good features and no important shortcomings

Good features

- 163 Many younger Foundation Phase children listen to and use the language regularly and confidently throughout the day. Children respond well to greetings, discuss their feelings, talk about the weather and correctly pronounce words when making simple requests.
- 164 Most older Foundation Phase children listen and respond enthusiastically to spoken Welsh. Most respond quickly and accurately to simple questions using an increasing range of vocabulary in a variety of situations in whole and small group sessions. Their pronunciation and intonation are developing well. All children listen to and perform Welsh rhymes and action songs appropriately. All children enjoy taking the class *Tedi Twt* toy and games home and respond appropriately in the diary outlining the activities undertaken.

Shortcomings

- 165 There are no important shortcomings.

Mathematical development

Grade 2: Good features and no important shortcomings

Good features

- 166 Most younger Foundation Phase children develop a good understanding of mathematical concepts through singing number rhymes and songs. They use number as part of their daily routine to count, compare, sort and identify objects or colours. Most children compare, sort and match familiar items confidently. They correctly count objects up to five and some to ten. Most correctly identify some shapes such as a circle or square and use mathematical vocabulary such as *big/small* appropriately by placing objects in their correct size according to their properties. Most have a good understanding of the purpose of money through their role playing activities in the *Post Office*. They experiment effectively with paying and receiving change and when using the *cash machine*.
- 167 Most older Foundation Phase children use numbers confidently when counting backwards and forwards from 0- 10 and many have a sound understanding of matching objects to symbols. Most children are able to confidently identify and describe features relating to a range of simple two-dimensional shapes. Many pour and fill with confidence and use comparative language such as *full/empty*, *heavy/light* when playing with pasta shapes or water and when counting how many spoonfuls are needed to fill different containers. They extend their understanding of positional vocabulary during their outdoor activities. Most children have good understanding the passing of time in the context of their own lives and all are well aware of the daily routines of their class. Nearly all children recognise different coins correctly and through the role play activities are becoming aware of how money is used in everyday life.

Shortcomings

- 168 There are no important shortcomings.

Knowledge and understanding of the world

Grade 2: Good features and no important shortcomings

Good features

- 169 Many younger Foundation Phase children talk confidently about themselves and their families. Most have good awareness of the changing weather and of the need to dress appropriately for varying weather conditions. Most children are beginning to develop a good awareness of the passage of time and are familiar with the order of routines of the school session and of the difference between night and day. Through their walks around the school grounds and visits to the locality, most children have good awareness of their own environment, the changing seasons and that some animals hibernate during the winter.
- 170 Most use the computer mouse in a range of ICT software.
- 171 Most older Foundation Phase children realise that people in the community undertake different kinds of work. Through visits, children have an appropriate understanding of the contribution of various people to their lives and well-being. They act out their work realistically in their role –play activities.
- 172 Most have a growing awareness of past and present and most understand that a school in Victorian times differs to that within their own experience.
- 173 Many children develop good investigative skills when playing in their *Discovery Tent*. Most children have good awareness of and understand the conditions needed for all living things to grow as they plant and study the growth of flowers planted in their garden pots. They have good understanding of the need to take care of all living things and demonstrate sensitive concern for the needs of their class guinea pigs.
- 174 The independent use of ICT by nearly all Reception children is good. Children use the computer mouse and Ladybug robotic toy to practice direction and control skills effectively. Most children move icons and objects on both computer and interactive whiteboard screen with confidence.

Shortcomings

- 175 There are no important shortcomings.

Physical development

Grade 2: Good features and no important shortcomings

Good features

- 176 Most younger children in the Foundation Phase greatly enjoy their indoor and outdoor activities and confidently use the available space to move around safely and with increasing control and co-ordination of their body movements. Their hand-eye co-ordination is developing well as they learn to catch and

throw balls. All the younger children's skills of pedalling, pushing and pulling are good as they enjoy playing on large toys.

- 177 Younger Foundation Phase children quickly develop their fine motor skills with early mark-making activities. They extend the skills of rolling and moulding as they confidently use play dough to produce artefacts relating to their thematic work. They handle small equipment such as jigsaws, scissors, brushes and marking resources with increasing confidence, dexterity and accuracy.
- 178 The fine motor skills of older Foundation Phase children are developing well and they use pencils, crayons, pens, scissors, glue sticks and small equipment with increasing dexterity. They demonstrate good fine motor control as they roll and pinch play dough. They develop their hand-eye co-ordination skills well when playing with various sized jigsaws, sewing activities and when threading beads.
- 179 Older foundation Phase children move confidently with increasing control and co-ordination. They listen carefully to instructions and know that exercise is good for their wellbeing. During activities in the outdoor play area nearly all children enjoy playing on large toys and display increasing confidence in manoeuvring cars and bikes in different directions. Nearly all children demonstrate a sound ability to pedal, push, pull and control the large wheeled toys. All children have good awareness of the difference between marching, running, hopping and skipping.

Shortcomings

- 180 There are no important shortcomings.

Creative development

Grade 2: Good features and no important shortcomings

Good features

- 181 Most younger Foundation Phase children sing a wide range of songs with clear diction, appropriate actions and an increasing awareness of pitch. Most younger children work creatively with paint and make choices and mix a range of different colours. They talk confidently about what they are making, expressing their likes and dislikes, often giving a reason for their preference. They display good imaginative skills when involved in their role play activities both inside and outdoors in their *building corner*.
- 182 Older Foundation Phase children show good fine motor skills as they carefully sew colourful Mother's Day bookmarks. Most children's observational skills are developing well as they carefully observe and produce their own paintings of a vase of daffodils. Most children recognise and describe sounds appropriately as they compose a rap to accompany the story of "*Goldilocks and the three bears*". They are beginning to have a good awareness of the pitch of sounds and devise appropriate actions to accompany the words.

Shortcomings

- 183 There are no important shortcomings.

Information and communications technology

Key Stage 1: Grade 1: Good with outstanding features

Key Stage 2: Grade 1: Good with outstanding features

Outstanding features

- 184 Key stage 1 pupils are able to use ICT to communicate and to create and handle information in a wide variety of ways across a wide range of subjects. Most pupils can store and retrieve information electronically.
- 185 Key stage 1 pupils develop very good skills in word processing; for example in creating and printing simple sentences. Pupils compile very good graphs and bar charts using a data handling programme and explore information held on CD-ROM.
- 186 All older key stage 1 pupils use the PC with confidence. They co-operate very well together and demonstrate excellent skills when taking photographs (with webcams), saving images, writing and changing font style, size, colour and position to design and produce a leaflet about St David's Day.
- 187 The majority of key stage 2 pupils participate enthusiastically in applying their skills to challenging problems and tasks in a variety of contexts.
- 188 Most older pupils demonstrate the ability to collect and analyse data from a range of sources, and convert and create this information into a variety of appropriate graphical (pie charts, block graphs, line graphs) representations. They do this with ease. This is used to extremely good effect to support their work across the curriculum.
- 189 Most pupils make constructive and critical judgements about their own work and that of others. They fully understand how the application of information communication technology enhances their work.

Good features

- 190 Key stage 1 pupils apply their IT skills well in good project work on a variety of themes and have very interesting portfolios of digital work.
- 191 Most pupils use a digital camera well to record their work at home as well as in school when compiling projects.
- 192 Key stage 2 pupils find appropriate files on a hard disk and are experienced at opening and using them. They explore information held on CD-ROM and find and investigate appropriate internet websites; they can find appropriate maps and images on the web, highlight and cut and paste a screen shot.

Shortcomings

- 193 There are no important shortcomings.

Design and 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

- 194 Younger pupils make good use of construction kits; they work well, both individually and together to create and refine their designs. They discuss their ideas and make decisions that improve their models.
- 195 They cut and shape, stick and glue, fold and twist various items, using a range of materials and components effectively. Nearly all have good fine motor skills and use their imagination very well.
- 196 Key stage 1 pupils select appropriate materials for model making and are able to construct circuits that control and enhance their work. Most pupils can discuss designs and models and reflect and evaluate both their own work and that of others.
- 197 In Key Stage 2, pupils' understanding of designing and creating an item for a purpose or a need is developing well. They plan their designs in an effective step by step approach.
- 198 Pupils successfully design and use simple pneumatic systems to create a monster with moving parts. They select and use appropriate tools and materials and are well aware of the need for safe practices when using tools.
- 199 Pupils co-operate well, are very focussed and take a pride in their work; they also know how to clear up quickly and effectively.
- 200 They are developing good evaluating skills and always look for the positive aspects of their designs whilst also looking at ways of improving the finished item.

Shortcomings

- 201 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

- 202 In key stage 1 pupils have a good knowledge of the geographical features of the school. They can correctly describe areas and locations of the site and follow simple plans showing buildings and spaces.
- 203 Most key stage 1 pupils acquire first hand geographical knowledge and skills by exploring their school environment and locality.

- 204 In lower key stage 2, pupils use maps successfully to explain the 'new extension' parts of their school and where new classrooms will be located. The recent building project (on site) has been used to very good effect to bring map work and plans to life.
- 205 Younger key stage 2 pupils successfully find and identify places in the locality. They are able to describe features of the localities they study, both past and present. A recent book '*Llanrhidian Primary School – 100 Years Young*' published to celebrate the centenary of the school, has proved to be a useful resource from which pupils can research information. They confidently use maps and their mapping skills are developing well; they understand directions.
- 206 As the pupils move through Key Stage 2, their geographical skills develop well and the pupils become more confident in their use of terms and references. Most can identify key cities and counties from maps of the UK and are knowledgeable about other localities. Pupils' benefit from local fieldwork visits to places such as Oxwich, Rhossili, Port Eynon and the Lliw Valley. Their skills are developing appropriately, as they use maps, the Internet and books confidently to find and confirm the information they need. They have developed a good understanding of the geography of Wales and the contrasting environments they study.
- 207 Many pupils at the end of key stage 2 are able to conduct thorough research and identify differences and similarities and make reasoned judgements about their own and a contrasting environment (Trinidad and Tobago). Many are able to use and construct databases to record the information they have gathered.
- 208 Older key stage 2 pupils have very good orienteering skills; they can follow maps to both 4 and 6 figure grid references with confidence and accuracy and follow a set route and locate identified control points. They can rotate maps with ease and interpret keys and symbols.
- 209 Older pupils use IT skills well to research and present their work.

Shortcomings

- 210 There are no important shortcomings.

Music

Key Stage 1: Grade 1: Good with outstanding features

Key Stage 2: Grade 1: Good with outstanding features

Outstanding features

- 211 Most pupils across both key stage demonstrate outstanding ability to use ICT to perform, compose and appraise their own music and that of others.
- 212 The standard of singing of the vast majority of learners throughout the school is outstanding. All pupils in both key stages tunefully sing a wide variety of songs in both Welsh and English with enthusiasm and have an excellent awareness of

pitch, diction and dynamics. Most pupils show the outstanding ability to sing songs in two parts or three parts, sustaining their parts well as dynamics and tempo vary. The choir's performances are of a very high standard.

Good features

- 213 At key stage 1, all pupils explore a range of sound sources from which they select sounds effectively and imaginatively to produce simple compositions to interpret the story of "*We're going on a Bear Hunt*". Most pupils confidently use music terms such as "*crescendo*" and "*diminuendo*" to produce good effects in their compositions. Most pupils collaborate well, perform their compositions confidently and begin to realise the importance of following a conductor when performing.
- 214 Most pupils have good awareness of using body parts as percussion instruments and compose symbols to represent sound in their graphic scores depicting a variety of shoes.
- 215 Most pupils in lower key stage 2 show good awareness of music element terms such as *pitch*, *dynamics*, *texture* and *duration* as they confidently evaluate their "Monster Music" using a wide variety of tuned and untuned instruments. Most pupils make good use of observing digital video footage of their compositions and performances on the interactive whiteboard to offer positive and constructive comments as to how their compositions may be improved.
- 216 Key stage 2 pupils develop good listening skills as they evaluate their responses to the "*The Carnival of the Animals*" and confidently identify the music elements within the piece.
- 217 Most older key stage 2 pupils compose and perform their ICT graphic score representations confidently and effectively. They gain an increasing awareness of music from other cultures through composing and appraising their own calypso scores and Chinese music compositions.
- 218 The performing skills of Key stage 2 pupils are further enhanced through instrumental lessons, opportunities to perform in front of their peers, in assembly and when taking their music out into the community.

Shortcomings

- 219 There are no important shortcomings.

Physical education

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

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

Good features

- 220 Due to the significant amount of building work during the inspection the school were using the local community hall as their 'gymnasium' as the school's facilities were out of use.

- 221 During the inspection, gymnastics lessons were observed in key stage 1. Orienteering and gymnastics lessons were observed in key stage 2. Good ball and handling skills were observed being displayed by many learners during the after - school football and rugby club sessions. Good dance performances by the vast majority of learners were observed during the St. David's Day celebrations.
- 222 The school states that learners receive experience of the full range of the physical education programme of study. Pupils in both key stages have opportunities to receive swimming lessons and, according to the school, all make good progress in their swimming skills.

Good features

- 223 All pupils in both key stages understand the importance of 'warming up' before undertaking physical activities and 'cooling down' afterwards. They realise that physical exercise makes changes to body functions.
- 224 In both key stages, all pupils know that regular exercise is good for them. They show a sound understanding of the importance of making sure that activities are safe and free from hazards. Across the school all pupils have the necessary skills to dress and undress quickly and efficiently in relation to their age.
- 225 In both key stage 1 and key stage 2, all pupils' knowledge and understanding of the skills of physical education are well established. All pupils in key stage 1 are aware of the importance of good body shape and posture.
- 226 In key stage 2, all pupils recognise the safety implications of working in a confined space when undertaking gymnastic routines. Most pupils make good use of observing video evidence to create a sequence of movements. Most pupils show good skills when creating shapes using and controlling different parts of their bodies. They co-operate willingly in group activities to repeat different parts of the sequence and to build a series of activities. Most pupils show high levels of care and consideration for each other.
- 227 When undertaking orienteering work, most pupils show a good awareness of the specific criteria needed to undertake different activities successfully. They concentrate well on reading instructions and understand points of the compass and follow 4 and 6 figure grid references competently. The skills of the vast majority when working in pairs to solve the problem of finding locations is good.
- 228 All pupils participate with enthusiasm in a good range of team games against other local schools and show a good understanding of how to compete fairly and to show good sportsmanship when winning or losing. They have positive attitudes to taking part and competing.
- 229 Across both key stages, pupils evaluate and assess their own achievements and those of others fairly and constructively frequently through the use of a wide variety of ICT software extremely confidently.

Shortcomings

- 230 There are no important shortcomings.

School's response to the inspection

The Governing Body and staff of Llanrhidian Primary School are proud of the report resulting from the recent inspection. The inspection team observed many good and outstanding features and the inspection grades reflect the commitment and consistent hard work of all concerned with the school. We were especially pleased that the inspection team recognised the care and support for all pupils in a happy environment, the excellent relationships in school and the pupils' outstanding standards of behaviour. We are also very proud of our pupils' ability to work independently, a skill that is the bedrock of life long learning.

We were delighted that the inspectors praised the standards in several of the key skills; particularly the high standards that pupils achieve in speaking and listening, in numeracy and in the problem-solving across the whole curriculum. It is particularly pleasing that the inspection team found the overall quality of teaching to be a strength of the school, with outstanding features being observed in over one third of lessons.

We are so proud of our children in Llanrhidian, and it is clear from this report that the team recognised the confidence and motivation that our pupils display. The community links were highlighted as outstanding - a feature of the school which is valued so highly.

Our curriculum has been acknowledged as outstanding in terms of its breadth, flexibility, coherence and progression. This area is reflected in our "Busy Little Hands" motto, ensuring that all our children have a sense of achievement.

The report acknowledges that the enrichment of the curriculum and the promotion of pupils' spiritual, moral, social and wider development are outstanding features of the school. We were also delighted by the inspection team's judgement that provision for pupils' additional learning needs is outstanding.

We are pleased that two of the recommendations made in the report have already been identified as areas for improvement in the school's development plan. We will continue to strive to maintain and build upon our high standards. Staff and governors will ensure that the other recommendations will be incorporated into our SDP. The governors' annual report to parents will inform parents of the progress we are making towards addressing these recommendations.

In conclusion, the staff and pupils of Llanrhidian Primary School would like to thank the inspection team for the polite, professional and courteous way in which they conducted the inspection.

Appendix 1

Basic information about the school

Name of school	Llanrhidian Primary School
School type	Primary inc Foundation Phase
Age-range of pupils	3 – 11 years
Address of school	Llanrhidian, Gower, Swansea,
Postcode	SA3 1EH
Telephone number	01792 390181
Head teacher	Mrs Donna Caswell
Date of appointment	1 st September 2009
Chair of governors / Appropriate authority	Mrs Rosemary Amesbury
Registered inspector	Mr Ian Kelly
Dates of inspection	1 st – 3 rd March 2010

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	11	10	17	17	17	13	18	19	122

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	5	3	5.7

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	1:19
Pupil: adult (fte) ratio in nursery classes	1:7
Pupil: adult (fte) ratio in special classes	n/a
Average class size, excluding nursery and special classes	22.2
Teacher (fte): class ratio	1.1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Spring 09	87.4	92.4	92.9
Summer 09	85.2	94.7	94.7
Autumn 09	82.6	92.6	93.3

Percentage of pupils entitled to free school meals	4.1%
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

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

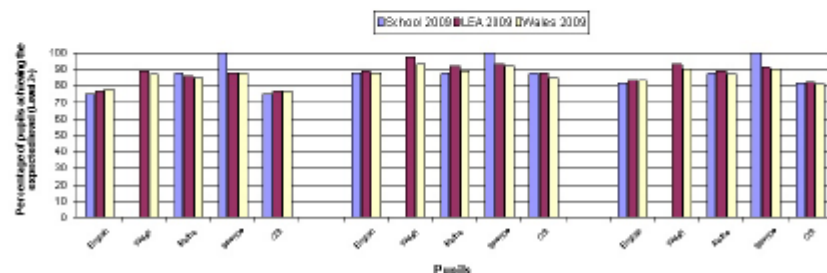
LLANRHIDIAN PRIMARY
Swansea

LEA/School no: 670/2159

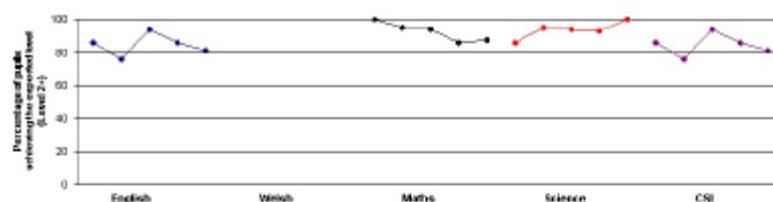
School comparative information: National Curriculum Assessments 2009 with benchmarking Key Stage 1

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

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



School Performance over time (2005 - 2009)



Contextual Information

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

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

Quartile 1 School is in the top 25 per cent.

Free School Meal Group

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

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

Less than 8 percent eligible for FSM

Quartile 4 School is in the bottom 25 per cent.

	Quartile 4	Lower Quartile Boundary	Quartile 3	Median Boundary	Quartile 2	Upper Quartile Boundary	Quartile 1
English	81	86		92		100	
Welsh		80		100		100	
Maths		88		98		100	
Science		92		100		100	
CSI	81	82		90		100	

Notes:

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

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

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

Report created by DEWI on 14/09/2009

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

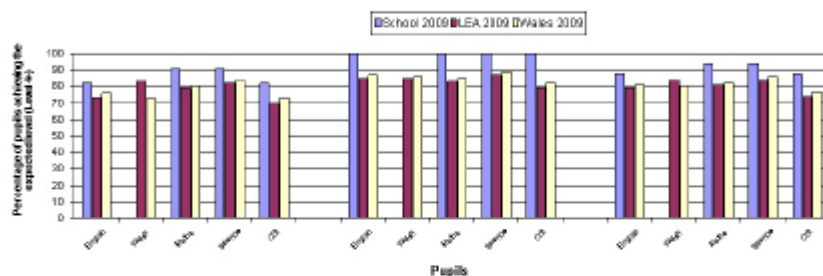
LLANRHIDIAN PRIMARY
Swansea

LEA/School no: 670/2159

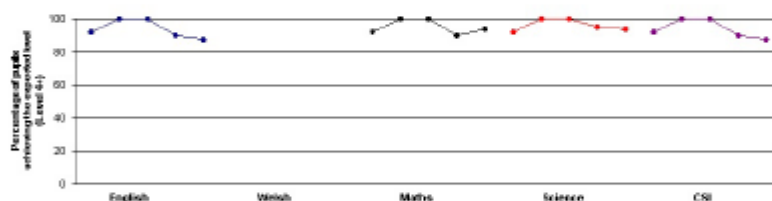
School comparative information: National Curriculum Assessments 2009 with benchmarking
Key Stage 2

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

	Boys			Girls			Pupils		
	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009
English	82	73	76	100	85	87	88	79	81
Welsh	-	83	73	-	85	85	-	84	80
Maths	91	79	80	100	83	85	94	81	82
Science	91	82	84	100	87	89	94	84	86
CSI	82	70	73	100	79	82	88	74	77



School Performance over time (2005 - 2009)



Contextual Information

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

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

Quantile 1 School is in the top 25 per cent.

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

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

Quantile 4 School is in the bottom 25 per cent.

Free School Meal Group

Less than 3 percent eligible for FSM

	Quantile 4	Lower Quantile Boundary	Quantile 3	Median Boundary	Quantile 2	Upper Quantile Boundary	Quantile 1
English		84	88	93		100	
Welsh		75		88		100	
Maths		84		92	94	100	
Science		85	94	97		100	
CSI		80		88		95	

Notes:

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

2. CSI = Core Subject Indicator. To achieve the CSI a pupil must achieve at least the expected level 4 in both Mathematics and Science and either English or Welsh first language.

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

Report created by DEW on 25/09/2009

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Appendix 4

Evidence base of the inspection

Three inspectors spent the equivalent of 6 inspector days in the school. A peer assessor was present throughout the inspection and the school accepted the invitation to provide a nominee. Evidence received from the school was distributed, analysed and shared prior to the inspection.

These inspectors visited:

- 26 lessons or parts of lessons, 19 in the six subjects inspected and 7 in other subjects;
- registrations, assemblies, celebrations and acts of collective worship; and
- a range of extra curricular activities.

Members of the inspection team had meetings with:

- staff, governors, the local education authority and parents before the inspection;
- senior managers, teachers and support and administrative staff;
- groups of pupils representing different year groups;
- the school council and the Pupil Evaluation School Team group; and
- representatives of organisations associated with the school including members of the local community.

The team also considered:

- the school's self evaluation report;
- 63 responses to the parents' questionnaire;
- documentation provided by the school before and during the inspection;
- a wide range of pupils' past and current work; and
- samples of pupils reports.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Ian Kelly Registered Inspector	Key questions 1, 2, and 5 Subjects: ICT, DT, Geography
Mrs Eleri Honour Team Inspector	Key Questions 3, 4, 5 and 6. Subjects: Foundation Phase, Music, P.E.
Mr Ivor Petherick Lay Inspector	Supporting Key questions 1, 3 and 4.
Mr Paul Givelin Peer Assessor	Supporting all Key questions and subject areas.
Mrs Donna Caswell Nominee	Nominee

Contractor:

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Little Garth
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Acknowledgement

The inspection team wish to express their thanks to the governing body, head teacher, staff, parents and pupils, for the co-operation and assistance both before and during the inspection.