

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

A report on the quality of education in

**Tycroes Primary School
Pontarddulais Road
Tycroes
Ammanford
Carmarthenshire
SA18 3QD**

School number: 6692044

Date of inspection: 12 July 2010

by

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Date of publication: 14 September 2010

Under Estyn contract number: 1123109

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Introduction

Tycroes 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 Tycroes Primary School took place between 12/07/10 and 14/07/10. An independent team of inspectors, led by Jeffrey Harries 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 short 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 Tycroes Primary School is situated alongside the busy A483 in the village of Tycroes near Ammanford. It was built in 1902, underwent major improvements in 1968 and is awaiting an imminent major refurbishment. The school considers that the residential area from which the pupils are drawn is economically disadvantaged for around a third of the pupils and neither prosperous nor economically disadvantaged for the remainder. Around 19% of the pupils are registered as being entitled to free school meals, a figure higher than the average for Carmarthenshire (15.2%) and the whole of Wales (17.5%).
- 2 The school caters for pupils between three and 11 years of age. At the time of the inspection there were 173 pupils on roll, including 13 full-time nursery children. Numbers have remained constant over the past five years. Pupils are taught in seven classes one of which one is of mixed age. The school considers that the intake of pupils on entry is of average ability with approximately 50% having received pre-school education. The Basic Skills Quality Mark Award was renewed in 2009 and the school was last inspected in 2004.
- 3 The school identifies 33 pupils (19%) as having some degree of special educational needs (SEN), of whom two carry statements. Around 96.5% of pupils are of white ethnicity. Only 2.3% come from a home where Welsh is the first language. The school has been designated a category B by Carmarthenshire Local Authority (LA). Welsh is taught as a second language and the school endeavours to ensure pupils are bilingual by the age of 11.

The school's priorities and targets

- 4 The school aims to:
 - provide a secure, caring, happy and stimulating learning environment;
 - give all pupils the opportunity to achieve their full potential;
 - foster good home-school and community links; and
 - develop the self-esteem of everyone involved with the school.
- 5 The school's main priorities for the 2009-2010 academic year are to:
 - establish a whole-school spelling programme;
 - meet the needs of the more able and talented (MAT) pupils;
 - raise standards in information and communications technology (ICT);
 - develop further the learning environment for the under fives;
 - form links with other schools in Europe; and
 - achieve the Green Flag in the Eco-Schools initiative.

Summary

- 6 Tycroes Primary School is a good school with some outstanding features. It is managed by a very supportive governing body. The headteacher and staff work conscientiously to ensure the school's clear values. Pupils' standards of achievement, the quality of teaching and the learning experiences are clear strengths.

Table of grades awarded

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

- 7 The inspection team agreed with the school's judgements in three of the seven key questions, reducing the grade in the remaining four questions.

Standards

- 8 At the end of key stage 1 in 2010, pupils' standards of attainment according to teacher assessment were above national and county averages in English, mathematics and science. The percentage of those attaining to the Level 3 was also above national and county averages which was a significant increase when compared with previous years. In comparison with similar schools in Wales, the school's performance was in the top 50% of performing schools but below the top 25%. It was slightly below average in comparison with the newly designated family of schools in 2009. In 2010 there was a significant improvement in attainment in comparison with the four previous years. The performance of boys was higher than that of girls.
- 9 At the end of key stage 2 in 2010, pupils' standards of attainment according to teacher assessment were well above national and local averages in English, mathematics and science. The percentage of those attaining Level 5 was well above national and county averages in all three subjects, a significant increase on previous years. When compared with similar schools in Wales, the school's performance was in the top 25% of performing schools. In comparison with the newly designated family of schools in 2009 it was the top performing school. Over the last four years, standards of attainment have been similar. The performance of girls and boys was similar in 2010.
- 10 The educational provision for under-fives is appropriate to their needs and children make good progress towards Foundation Phase outcomes.
- 11 Most pupils with SEN make good progress with a minority making very good progress in relation to their specific targets.

- 12 Children's key skills develop well in the early years. They listen attentively to their teacher and the support staff. Skills in speaking, reading and writing develop well. Use of numeracy skills across the curriculum is good. Children make effective use of the interactive whiteboard to further their learning but use of computers is limited. Children progress well in their personal, social, moral and wider development.
- 13 In key stage 1, pupils' standards and progress in the key skills of speaking, listening, reading and writing are good. The use of their mathematical skills across the curriculum is good as is their use of ICT to support learning. Their creative skills are good and problem solving skills good with outstanding features evident in their mathematics and design and technology work. Apart from Year (Y) 1, pupils' bilingual skills are less well developed. Pupils make a good effort to ensure tidy work.
- 14 In key stage 2, pupils listen very attentively in all lessons. Their speaking skills are very good in English and reading and writing skills are good. They make good use of their numeracy skills across a widening range of National Curriculum (NC) subjects. Their use of ICT to support learning is good with outstanding features utilising their skills across a very wide range of subjects. The development of pupils' creative skills is good. Pupils' problem solving skills are good with outstanding features; they collaborate very effectively in experimenting and answering challenging tasks. Standards in presentation of work are good.
- 15 Key stage 2 pupils' bilingual skills are good with some shortcomings. By the end of the key stage, pupils have good understanding of teachers' commands and vocabulary however, they lack confidence in speaking.
- 16 Pupils in both key stages are enthusiastic pupils who enjoy their work and play. They have an interest in their work and are eager to do their best, and take pride in their achievements. Pupils make very good progress towards fulfilling their potential and moving forward to the next stage of learning.
- 17 Pupils' behaviour is good across the school and this has a positive effect on their learning. They are considerate and show respect and courtesy towards each other and towards all the staff and visitors to the school.
- 18 Attendance is good with some shortcomings. Average attendance for the past year was 93.4%. This figure is slightly above the national average of 93.2% for pupils of primary school age. A minority of parents take their children on holiday during term time. Nearly all pupils are punctual. Registration meets statutory requirements in all classes.
- 19 Pupils in both key stages make very good progress in their personal, social and moral development and in their wider development.

The quality of education and training

Grades for teaching

- 20 The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
27%	63%	10%	0%	0%

- 21 The quality of teaching is a strength of the school. These figures are higher than the national figures noted by Her Majesty's Chief Inspector (HMCI) in his Annual

Report for 2008–2009. Nationally, the quality of teaching is Grade 2 or better in 85% of lessons of which 17% is Grade 1.

- 22 The quality of the working relationship between teachers and the pupils is very good, and promotes motivation and learning. Teachers have high expectations relating to work and behaviour and pupils' efforts are effectively praised.
- 23 Overall, teachers display good subject knowledge, are very enthusiastic and utilise a variety of teaching strategies and a range of resources, including interactive whiteboards very effectively. Equal opportunities are ensured for every learner.
- 24 When working alongside teachers, learning support assistants (LSAs) make a very valuable contribution to the quality of the teaching.
- 25 Planning for individual lessons is well matched to pupils' abilities. Lessons are very well organised and develop at a good pace.
- 26 Overall, good features outweigh shortcomings in the opportunities teachers provide for the development of pupils' bilingual skills. While teachers and pupils demonstrate positive attitudes and examples of good practice were witnessed, planning is insufficiently rigorous in ensuring progression in pupils' use of the Welsh language across the curriculum and in more informal situations.
- 27 The outstanding features in the teaching include high expectations, effective use of resources, very good strategies in gaining and maintaining pupils' interests, opportunities for pupils to make decisions and to evaluate their work and purposeful intervention when pupils need help to complete their tasks.
- 28 Shortcomings in a very small minority of lessons include insufficient challenge for some pupils, lesson developing at an inappropriate pace, and lesson aims not achieved.
- 29 The overall quality of assessment, recording and reporting is good. Marking of pupils' work identifies ways in which pupils can improve. Effective use is made of constant staff observations in the Foundation Phase, key stage 1 and is developing at the lower end of key stage 2. Assessment procedures in the foundation subjects are more informal in nature.
- 30 Target setting procedures are very effective and assessment and recording procedures for pupils with SEN are very good.
- 31 Annual reports to parents comply with statutory requirements. There are opportunities for parents to discuss their child's report with teachers however, the percentage uptake is very low.
- 32 The curriculum complies with statutory requirements. A very effective emphasis is placed on first hand experiences and the overall quality of the curriculum that is offered is good with outstanding features. The provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes of the Foundation Phase.
- 33 There are effective arrangements for the development of the key skills of literacy, numeracy and creative skills across the curriculum. Procedures for the promotion of thinking skills, problem solving skills and the use of ICT in particular are good with outstanding features. Planning to promote progression in pupils' bilingual skills through giving them opportunities to use their developing grasp of the

Welsh language in more informal situations and in other curriculum areas is insufficiently developed. Homework is generally appropriately focused.

- 34 There are outstanding features in the way in which the curriculum is supported by a very good range of interesting and stimulating additional experiences both within the school and off-site. An outstanding feature is the way in which visits, including residential ones, are well chosen to enhance pupils' awareness of Welsh culture, global diversity and multiculturalism. Visitors to the school further stimulate learning and enhance the standards achieved. Pupils' experiences are enhanced by a wide range of extra-curricular activities.
- 35 The culture and heritage of Wales feature prominently in a number of curriculum subjects and in the general life of the school. Opportunities are provided for pupils to be involved in activities and competitions associated with the Urdd movement.
- 36 The focus on pupils' spiritual, moral, social and cultural development is good with outstanding features. Pupils are provided with experiences of a very high standard during acts of collective worship which conform to statutory requirements. During these periods pupils have opportunities to contribute, to offer opinions and to meditate on specific themes in the assemblies.
- 37 Links with parents are good with some shortcomings. Outcomes from the pre-inspection meeting and questionnaires state that overall parents are happy although a minority have limited knowledge of what is taught and have insufficient knowledge of how their child is progressing in school. There is no formal home-school agreement to meet statutory requirements. A parents and teachers association (PTA) is in being however, it is dependent on a small group of volunteers. The school recognises the need to encourage more parents to play a more active role in the life and work of the school.
- 38 Well established links with the local community extend pupils' educational experiences. The school is an integral part of the community and pupils regularly participate in local performances, activities, events and projects.
- 39 Work-related education is outstanding with strong links with local businesses and employers. Pupils' entrepreneurial skills are good with outstanding features.
- 40 Pupils have an excellent understanding of sustainable development and conservation issues through the personal and social education (PSE) programme and the activities of the eco committee and the school council. The school has recently been awarded the Eco-Schools Green Flag award. Pupils' awareness of the international dimension and global citizenship is a notable feature.
- 41 All pupils have access to high quality personal support and guidance. The headteacher and staff know pupils well and are sensitive to their needs. Pupils state that they are happy in school and that they are treated fairly.
- 42 Pupils have regular opportunities to voice their views and opinions and do so with confidence. In discussions with the school council and eco committee, it is clear that pupils are actively involved in improvements to the school facilities and environment, fund raising, decision-making and promoting their safety and well-being.
- 43 One of the outstanding features of the work of the school is its promotion of healthy living and well being. Child protection procedures are in place and well-established. A health and safety issue was discussed with the governing body.

- 44 The provision for pupils with additional learning needs (ALN) is good with outstanding features evident in the co-ordination, and identification of specific needs as well as in the overall quality of planning and support provided for less able and MAT pupils.
- 45 The individual education plans (IEPs) written for pupils with SEN are of good quality and are reviewed each term. While parents are given opportunities to visit the school to view and to discuss the IEPs, a minority do not take up this offer and are not made aware of the content of their child's IEP.

Leadership and management

- 46 The quality of the headteacher's leadership is good. He has instigated change in the short time he has been permanently in post and has a vision for further improving and developing the school. He is ably supported by the teachers and the support staff who share the school's values.
- 47 The senior management team is a constituted body of teachers with extra remuneration; however it does not meet regularly or set the school's strategic direction.
- 48 National priorities are well promoted, for example, the number of enterprises to develop pupils' understanding of the world of work, sustainable development and world citizenship and the establishment of the Foundation Phase. Links with other educational providers are good.
- 49 Analysis of performance data is undertaken effectively. Benchmarking information is used to compare the school's performance with that of other schools and the school's family. Whole school quantitative targets are set for pupils in Y1 and Y5 but are not reviewed in Y2 and Y6 to ensure a more accurate reflection of attainment.
- 50 Suitable arrangements are in place to appraise staff and monitor their performance.
- 51 The governing body undertakes its duties conscientiously; members have a good awareness of their responsibilities and they are very supportive of the school. They meet regularly and through the headteacher's reports, they have comprehensive information about the life and work of the school.
- 52 The role of the governing body in monitoring the quality of provision is good. As individuals, they undertake responsibility for subjects, meet subject co-ordinators and visit the school to observe lessons.
- 53 The governing body fulfils legal and regulatory requirements appropriately and the school prospectus and its annual report to parents fulfil statutory requirements. Members are kept well informed and have a very good overview of the budget which they supervise very well. Spending decisions are closely linked to priorities noted in the school development plan (SDP) and they make every effort to ensure the best value for money.
- 54 The headteacher, governors and staff are committed to improving standards of achievement. The role of curriculum co-ordinators with regard to monitoring and evaluating work is good. They have a good overview of the education and the resources provided and their perceptions of standards of achievement are developing well. Their plans for improvement are acted upon through the SDP.

- 55 The SDP shows the school's priorities clearly, with timetables, success criteria and agreed costs indicated. There is a detailed outline of matters which are to receive attention in the short term. There is no longer term plan.
- 56 The self-evaluation report, produced by the school before the inspection, is comprehensive. It indicates strengths and matters for improvement and it is supported by a wide range of documentary evidence.
- 57 The school has made good progress since the last inspection. It has maintained pupils' standards of achievement, the quality of teaching and ensured the learning experiences meet the needs and interests of pupils. It has improved pupils' listening skills and established a safe and stimulating outdoor play area for the under fives.
- 58 The school has a good supply of teaching staff who have appropriate qualifications to present the curriculum. Teachers' job descriptions give a clear outline of their responsibilities however, they have not been signed.
- 59 The school has invested in very good provision of LSAs who work well with the teachers; this is an outstanding feature. They give very good support to small groups of pupils in the classes as well as supporting individuals and pupils who need additional encouragement to cater for their SEN.
- 60 The building is in a generally good condition. The location for teaching Foundation Phase children is good with appropriate use made of both the indoor and outdoor facilities. Space is occasionally limited for peripatetic music teachers to undertake tuition. A large area of the grassed playing field is out of use owing to an outside agency restriction. Throughout the school good use is made of the corridors and classroom walls to display pupils' work. The caretaker and cleaner ensure it is kept clean and tidy.
- 61 The school and the governing body help to ensure that resources correspond to their priorities for development. Overall, there is a good range of appropriate resources for the NC and the Foundation Phase. Very good use is made of the interactive whiteboards and computers to support the teaching and learning.
- 62 The school has adopted effective procedures for managing teachers' planning, preparation and assessment time (PPA) in line with statutory requirements. The school uses resources appropriately for remodelling the workforce.
- 63 Spending decisions are well linked to priorities in the school's plans. The latest LA audit in September 2009 states that regulatory arrangements for the budget were relatively good and the shortcomings noted are being addressed in an action plan.
- 64 The governing body is diligent with regard to its monitoring role in reviewing and directing significant areas of expenditure.
- 65 The school operates effectively from day-to-day. The school administrative assistant fulfils her duties effectively and efficiently.
- 66 Overall, the school provides good value for money.

Recommendations

- 67 The school needs to:
- R1 maintain standards of achievement;
 - R2 enhance provision and development of pupils' bilingual skills; and
 - R3 further develop links with parents and ensure a home/school agreement is in place.

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

Standards

Key Question 1: How well do learners achieve?

Grade 1: Good with outstanding features

- 68 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 69 At the end of key stage 1 in 2010, pupils' standards of attainment according to teacher assessment were above national and county averages in English, mathematics and science. The percentage of those attaining to the Level 3 was also above national and county averages which was a significant increase when compared with previous years. In comparison with similar schools in Wales, the school's performance was in the top 50% of performing schools but below the top 25%. It was slightly below average in comparison with the newly designated family of schools in 2009. In 2010 there was a significant improvement in attainment in comparison with the four previous years. The performance of boys was higher than that of girls.
- 70 At the end of key stage 2 in 2010, pupils' standards of attainment according to teacher assessment were well above national and local averages in English, mathematics and science. The percentage of those attaining Level 5 was well above national and county averages in all three subjects, a significant increase on previous years. When compared with similar schools in Wales, the school's performance was in the top 25% of performing schools. In comparison with the newly designated family of schools in 2009 it was the top performing school. Over the last four years, standards of attainment have been similar. The performance of girls and boys was similar in 2010.
- 71 The educational provision for under-fives is appropriate to their needs and children make good progress towards Foundation Phase outcomes.
- 72 Most pupils with SEN make good progress with a minority making very good progress in relation to their specific targets.
- 73 Children's key skills develop well in the early years. They listen attentively to their teacher and the support staff. Skills in speaking, reading and writing develop well.

Use of numeracy skills across the curriculum is good. Children make effective use of the interactive whiteboard to further their learning but use of computers is limited. Children progress well in their personal, social, moral and wider development.

- 74 In key stage 1, pupils' standards and progress in the key skills of listening and speaking are good. In lessons, pupils think carefully and express themselves confidently and clearly, and they listen attentively to the views of others. Their reading and writing skills are also good. The use of their mathematical skills across the curriculum is good as is their use of ICT to support learning. Their creative and problem solving skills are good with outstanding features evident in their mathematics and design and technology work. Apart from Y1, pupils' bilingual skills are less well developed. Pupils make a good effort to ensure tidy work.
- 75 In key stage 2, pupils listen very attentively in all lessons. Their speaking skills are very good in English and reading and writing skills are good. Standards in presentation of work are good. They make good use of their numeracy skills across a widening range of NC subjects. Their use of ICT to support learning is good with outstanding features utilising their skills across a very wide range of subjects. The development of pupils' creative skills is good. Pupils' problem solving skills are good with outstanding features; they collaborate very effectively in experimenting and answering challenging tasks.
- 76 Key stage 2 pupils' bilingual skills are good with some shortcomings. By the end of the key stage, pupils have good understanding of teachers' commands and vocabulary however, they lack confidence in speaking.
- 77 Pupils in both key stages are enthusiastic pupils who enjoy their work and play. They listen carefully to their teachers, co-operate with adults and their fellow pupils, and are ready to engage in their work and concentrate. They have an interest in their work and are eager to do their best, and take pride in their achievements.
- 78 Pupils make very good progress towards fulfilling their potential and moving forward to the next stage of learning. Key stage 2 pupils have a developing perception of the main factors which decide the standards they achieve. They set targets in literacy and numeracy to address their shortcomings.
- 79 Pupils' behaviour is good across the school and this has a positive effect on their learning. They are considerate and show respect and courtesy towards each other and towards all the staff and visitors to the school.
- 80 Attendance is good with some shortcomings. Average attendance for the past year was 93.4%. This figure is slightly above the national average of 93.2% for pupils of primary school age. A minority of parents take their children on holiday during term time. Nearly all pupils are punctual. Registration meets statutory requirements in all classes.
- 81 Pupils in both key stages make very good progress in their PSE and moral development and in their wider development. They show respect, care and concern for others and are responsible for their actions and work, showing honesty and fairness.

- 82 Pupils demonstrate a good awareness of matters relating to equal opportunities and respect diversity in society.
- 83 Through strong links with local businesses and buying and selling produce, pupils have a very good understanding of the world of work.
- 84 The school has a strong partnership with the community. Pupils participate in a number of local activities.

The quality of education and training

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

Grade 1: Good with outstanding features

- 85 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 86 The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
27%	63%	10%	0%	0%

- 87 The quality of teaching is a strength of the school. These figures are higher than the national figures noted by HMCI in his Annual Report for 2008–2009. Nationally, the quality of teaching is Grade 2 or better in 85% of lessons of which 17% is Grade 1.
- 88 Teachers are role models of a high standard. The quality of the working relationship between them and the pupils is very good and promotes motivation and learning. Pupils in every class have respect for their teachers. Teachers have high expectations relating to work and behaviour and pupils' efforts are effectively praised. The procedures for celebrating effort and attitude to work are very popular with pupils and make an important contribution to their development.
- 89 Overall, teachers display a good subject knowledge, and they ensure that they are very familiar with the latest developments in primary education.
- 90 Teachers are very enthusiastic and utilise a variety of teaching strategies and a range of resources, including interactive white boards very effectively. Equal opportunities are ensured for every learner. Across the school, teachers provide a stimulating environment and displays of pupils' work are of a good standard.
- 91 When working alongside teachers, LSAs make a very valuable contribution to the quality of the teaching. They give very good help to small groups of pupils within the classroom as well as supporting individuals and groups who need additional support to satisfy additional learning needs.
- 92 Planning for individual lessons is of a high standard and takes very good account of previous work undertaken and the needs of differing abilities within classes. Clear aims are noted and these, together with the success criteria and key skills under focus and are for the most part very effectively shared with pupils. These features are revisited, often very effectively during plenary sessions. Overall, lessons are very well organised and develop at a good pace.
- 93 Overall, good features outweigh shortcomings in the opportunities teachers provide for the development of pupils' bilingual skills. While teachers and pupils demonstrate positive attitudes and while examples of good practice were

witnessed, planning is insufficiently rigorous in ensuring progression in pupils' use of the Welsh language across the curriculum and in more informal situations.

- 94 The outstanding features in the teaching include:
- high expectations;
 - effective use of resources;
 - very good strategies in gaining and maintaining pupils' interest;
 - effective planning;
 - opportunities for pupils to make decisions and to evaluate their work;
 - purposeful and effective intervention when pupils needed help to complete their tasks;
 - lessons developing at a very good pace; and
 - very effective plenary sessions.
- 95 Shortcomings in a very small minority of lessons include:
- less effective strategies in maintaining the interest of pupils;
 - insufficient challenge for some pupils;
 - lesson developing at an inappropriate pace; and
 - lesson aims not achieved.
- 96 The overall quality of assessment, recording and reporting is good. A clear policy document which, together with a well focused marking policy provide clear guidance and support for procedures in these areas. The school adheres closely to the LA statutory assessment programme.
- 97 The overall analysis which is made from a wide range of data from baseline assessments, standardised tests and other assessments in the core areas to identify strengths, individual needs has outstanding features. Effective use is made of regular staff observations in the Foundation Phase and key stage 1 and is developing at the lower end of key stage 2. Assessment procedures in the foundation subjects are more informal in nature. Subject portfolios of levelled work in the core areas help bring an added rigour to the overall assessment process.
- 98 Target setting procedures are very effective and make an important contribution to progression and development of learning. An electronic tracking system is used very effectively to monitor the progress of pupils. Pupils' records of achievement files contain targets, records of focused discussion issues with parents, reports and personal information. Good use is made of this information when pupils move to new classes.
- 99 Assessment and recording procedure for pupils with SEN are very good.
- 100 Short term planning identifies assessment opportunities and evaluations of short term learning experiences, for the most part, inform further planning of curricular experiences for pupils of all abilities in an effective manner.
- 101 Assessment for learning procedures are given a high priority and are well embedded. Effective questioning strategies are a feature of most lessons,

discussions relating to success criteria feature prominently and pupils receive feedback of a high quality in relation to their endeavours. Work is regularly marked and, in the main, ways forward for pupils are effectively outlined. The marking of work in lower key stage 2 is of a particularly good quality.

- 102 Pupils in key stage 2 play an increasingly active role in relation to the setting of individual targets for improvement and with regard to evaluating the extent to which they have been achieved. In addition, teachers regularly provide very good opportunities for pupils to reflect and to evaluate their own performances and the performances of their peers in lessons.
- 103 The school has appropriate arrangements for informing those with a legitimate interest about pupils' progress and achievements. Annual reports to parents comply with statutory requirements. They outline pupils' achievements effectively in relation to the Desirable Outcomes in the Foundation Phase and subjects in both key stages. Information relating to the core areas is particularly well focused as are clear targets for improvement. There are opportunities for parents to discuss their child's report with teachers; however the percentage uptake is very low.

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
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- 104 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 105 The curriculum complies with statutory requirements. Equal access is provided to a broad and balanced curriculum which is relevant to the needs of pupils of all abilities. A very effective emphasis is placed on first hand experiences and the overall quality of the curriculum that is offered is good with outstanding features.
- 106 The provision for the under-fives is appropriate to their needs and children make good progress towards the outcomes of the Foundation Phase.
- 107 The school meets pupils' aspirations very well in both key stages. Rich experiences are offered which are based on interesting and challenging activities. Pupils' knowledge and understanding is developed very effectively and there are effective systems for developing further pupils' skills.
- 108 There are comprehensive curriculum policies and planning at various levels makes a very important contribution towards efforts to ensure continuity, progression and development in the various subjects. There is a clear policy and effective arrangements for the development of the key skills of literacy, numeracy and creative skills across the curriculum. Procedures for the promotion of thinking skills, problem solving skills and the use of ICT in particular are good with outstanding features. Good opportunities are provided for pupils to play a range of musical instruments.
- 109 There are a number of effective learning experiences which enable pupils to develop a range of skills relating to independent work. The opportunities for pupils to work together in pairs and groups are an effective element of the provision. Homework is generally appropriately focused.

- 110 Planning to promote progression in pupils' bilingual skills through giving them opportunities to use their developing grasp of the Welsh language in more informal situations and in other curriculum areas is insufficiently developed.
- 111 There are outstanding features in the way in which the curriculum is supported by a good range of interesting and stimulating additional experiences both within the school and off-site. An outstanding feature is the way in which visits, including residential ones, are well chosen to enhance pupils' awareness of Welsh culture, global diversity and multiculturalism. Visitors to the school further stimulate learning and enhance the standards achieved. Pupils' experiences are enhanced by a wide range of extra-curricular activities which effectively promotes their health and fitness.
- 112 There is a good Welsh ethos throughout the school. There are good attitudes towards the Welsh language and pupils respond positively when given opportunities to use their second language. The culture and heritage of Wales feature prominently in a number of curriculum subjects and in the general life of the school. Opportunities are provided for pupils to be involved in activities and competitions associated with the Urdd movement.
- 113 The focus on pupils' spiritual, moral, social and cultural development is good with outstanding features. Pupils are provided with experiences of a very high standard during acts of collective worship which conform to statutory requirements. During these periods pupils have opportunities to contribute, to offer opinions and to meditate on specific themes in the assemblies.
- 114 There are very effective opportunities for co-operation within groups in the classroom. By competing together in sporting and other activities and going on a wide variety of educational visits, as well as attending residential courses, they succeed in developing their social talents very well.
- 115 A very successful emphasis is placed on ensuring that pupils are courteous to each other and towards staff and visitors. Their attitudes to education are healthy and enthusiastic. Pupils' awareness of those less fortunate is raised and they respond very effectively and make much effort in collecting money and contributing to good causes.
- 116 Links with parents are good with some shortcomings. There is no formal home-school agreement to meet statutory requirements. A PTA is in being, however it is dependent on a small group of volunteers. The school recognises the need to encourage more parents to play a more active role in the life and work of the school.
- 117 Well established links with the local community extend pupils' educational experience. The school is an integral part of the community and pupils regularly participate in local performances, activities, events and projects. The school has also fostered very good partnerships with other local primary schools. The procedures for the transfer of Y6 pupils to the local secondary school are good. Effective partnerships exist with local colleges through student placements and there are also very good links with initial teacher training institutions.
- 118 Work-related education is outstanding, and well established throughout the school. The school has strong links with local businesses and employers. These links are used effectively to not only improve the school's environment, provide extra resources but also develop teaching and learning.

- 119 Pupils have an excellent understanding of sustainable development and conservation issues through the PSE programme and the activities of the eco committee and the school council. In partnership with school staff they have been instrumental in improving the appearance of the school grounds, introducing initiatives relating to energy and water saving and ensuring a good recycling programme. The extent to which pupils in every class are involved is also a very good feature. The school has recently been awarded the Eco-Schools Green Flag award
- 120 Pupils' awareness of the international dimension and global citizenship is a notable feature. This is a strong feature of the PSE programme, as evidenced through a wide range of whole-school and various class-based international activities. The events associated with the International week and Fairtrade also provide the pupils with very good knowledge and understanding of multicultural and diversity issues
- 121 Entrepreneurial and other skills needed to support economic development is outstanding. The notable features include the experience gained by operating and managing a food store, the daily school fruit stall, designing and producing eco T-shirts and organising displays around the village.
- 122 Through all the activities it is evident that the pupils are very well prepared for lifelong learning and developing an understanding of the importance of community regeneration.

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

Grade 2: Good features and no important shortcomings

- 123 The findings of the inspection team do not match the judgement of Grade 1 made by the school in its self-evaluation report as insufficient outstanding features were identified.
- 124 The respect shown to every learner, the emphasis on raising their self-respect and the focus on developing an awareness of the needs of others are strong elements of the school's life. Pupils state that they are happy in school and that pupils are treated fairly.
- 125 The school works in full and productive partnership with a range of agencies and support services to ensure pupils' needs are carefully assessed and provided for.
- 126 Many parents responded positively to aspects of school life in questionnaires relating to the inspection. At the pre-inspection meeting, a minority stated that the school did not give them a clear understanding of what is taught or kept them well informed about their child's achievement.
- 127 Pupils have regular opportunities to voice their views and opinions and do so with confidence. In discussions with the school council and eco committee, it is clear that the suggestions and opinions of pupils are important to the school staff. It is evident that pupils are actively involved in improvements to the school facilities and environment, fund raising, decision-making and promoting the safety and well-being of all pupils. A very good example was the participation of a few in the appointment of the current headteacher.

- 128 Overall, the induction procedures for pupils entering and joining the school and transferring to secondary school are good and ensure they settle into their new environments. Transfer procedures from one class to another are very good and make effective contributions to the promotion of continuity and progression in learning.
- 129 All pupils have access to high quality personal support and guidance. The headteacher and staff know pupils well and are sensitive to their needs. The school has a very effective PSE programme, in line with national recommendations. The school's use of specialist agencies including health professionals, welfare agencies, psychological and social services is effective.
- 130 Systems for monitoring and recording attendance and punctuality are effective. The school has effective behaviour and anti-bullying policies and pupils understand the importance of good behaviour and are well aware of the consequences of unacceptable behaviour.
- 131 One of the outstanding features of the work of the school is its promotion of healthy living and well being. Notable features include the organising of a healthy week to promote the importance of healthy eating, the organising of a weekly food co-op and range of fitness initiatives. There is a detailed health and safety policy in place, risk assessments are rigorously pursued and a number of staff have been trained in first aid. Effective health education is provided throughout the school.
- 132 Child protection procedures are in place and well-established. The headteacher and a member of the governing body are identified as the designated child protection co-ordinators. Staff have received recent training in the processes to follow and their training needs are reviewed and updated.
- 133 The provision for pupils with ALN is good with outstanding features evident in its co-ordination, the identification of specific needs and in the overall quality of planning and support provided for less able and MAT pupils.
- 134 Overall the needs of pupils with statements are met very effectively through a variety of strategies and intervention programmes. Led by the SEN co-ordinator (SENCO), the school has very effective strategies to identify pupils with SEN at an early stage.
- 135 The SENCO provides outstanding leadership in terms of overseeing, guiding and supporting provision, together with assessing and monitoring individual learner progress and liaison with outside agencies. A number of well qualified LSAs often supported by individuals working in a voluntary capacity or as part of college placements provide high quality support for pupils in classrooms and at times during withdrawal sessions. They contribute very effectively to the promotion of pupils' self confidence. A part time teacher provides additional support for MAT pupils throughout the school.
- 136 The school adheres closely to the SEN Code of Practice and there is a clear policy to guide teachers' work. Staff members, including LSAs have received training in a number of aspects relating to this field. There is an effective system of record-keeping and the SENCO and teachers carefully monitor the progress of all pupils and have established very good links with the secondary school and outside agencies.

- 137 The IEPs written for pupils with SEN are of good quality and are reviewed each term. While parents are given opportunities to visit the school to view and to discuss the IEPs, a minority do not take up this offer and are not made aware of the content of their child's IEP.
- 138 The procedures which the school adopts in ensuring that appropriate support is provided for those pupils whose behaviour might impede their progress or that of others is good. Measures taken to eliminate oppressive behaviour, bullying and all other forms of harassment are very effective.
- 139 A strong feature of the provision is the school's success in promoting equal opportunities, addressing social disadvantage and challenging stereotypes. It is very effective in offering equal opportunities to all pupils and ensuring that they are fully included in the life and work of the school.
- 140 There is a clear policy on race relations. Pupils are aware of differences in cultures and backgrounds, and positive images of other countries' customs and ways of life are promoted well. Pupils are encouraged to accept and celebrate differences. The children show good awareness and understanding in relation to children from cultures less fortunate than their own.
- 141 The PSE curriculum provides a positive image of diversity throughout all year groups through the use of multi-cultural themes. A notable feature was the wide range of activities undertaken by all year groups during the International week organized by the pupils.
- 142 There is an appropriate disability policy in place and the school has a suitable disability equality scheme and accessibility plan which identifies what is needed in order to develop the site and the curriculum further.

Leadership and management

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

Grade 2: Good features and no important shortcomings

- 143 The findings of the inspection team do not match the judgement of Grade 1 made by the school in its self-evaluation report as insufficient outstanding features were identified.
- 144 The quality of the headteacher's leadership is good. He has instigated change in the short time he has been permanently in post and has a vision for further improving and developing the school. He is ably supported by the teachers and the support staff who share the school's values. The positive leadership gives a clear sense of direction to the work of the school. The school's ethos supports a good quality of life which is reflected in the confidence, trust and co-operation between staff, pupils, governors, parents and the wider society.
- 145 The school's aims and values significantly promote equality for all, which is reflected in the provider's work.
- 146 The senior management team is a constituted body of teachers with extra remuneration; however it does not meet regularly or set the school's strategic direction.

- 147 National priorities are well considered, for example, the number of enterprises to develop pupils' understanding of the world of work, sustainable development and world citizenship and the establishment of the Foundation Phase. Links with other educational providers are good.
- 148 Analysis of performance data is undertaken effectively. Benchmarking information is used to compare the school's performance with that of other schools and the school's family. Whole-school quantitative targets are set for pupils in Y1 and Y5 but are not reviewed in Y2 and Y6 to ensure a more accurate reflection of attainment.
- 149 In judging success and evaluating its performance, the school uses a developing range of strategies, based on a range of data and qualitative evidence. Leaders in subjects undertake sampling of work, visit classes, monitor lessons and evaluate standards. They share evaluation results in staff meetings.
- 150 Suitable arrangements are in place to appraise staff and monitor their performance. Appropriate support and training has resulted in some teachers improving performance and qualifications; this process is ongoing in order to impact on standards achieved in all classes. Learning support assistants are encouraged to continue further training resulting in an enhancement in qualifications.
- 151 The governing body undertakes its duties conscientiously; members have a good awareness of their responsibilities and they are very supportive of the school. Members ensure that the school's aims and objectives are fulfilled and they are active in setting the school's strategic direction. They meet regularly and through the headteacher's reports, they have comprehensive information about the life and work of the school.
- 152 The role of the governing body in monitoring the quality of provision is good. As individuals, they undertake responsibility for subjects, meet subject co-ordinators and visit the school to observe lessons.
- 153 The governing body fulfils legal and regulatory requirements appropriately and the school prospectus and its annual report to parents fulfil statutory requirements. Members are kept well informed and have a very good overview of the budget which they supervise very well. Spending decisions are closely linked to priorities noted in the SDP and they make every effort to ensure the best value for money.

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

Grade 2: Good features and no important shortcomings

- 154 The findings of the inspection team do not match the judgement of Grade 1 made by the school in its self-evaluation report as insufficient outstanding features were identified.
- 155 The headteacher, governors and staff are committed to improving standards of achievement. The whole staff are involved in the self-evaluation process, with parents, pupils and the wider community's points of view considered by means of questionnaires.

- 156 Through the headteacher's reports, governors have a good understanding of the school's strengths and the priorities to be acted upon through the SDP.
- 157 The role of curriculum co-ordinators with regard to monitoring and evaluating work is good. They have a good overview of the education and the resources provided and their perceptions of standards of achievement are developing well. Their plans for improvement are acted upon through the SDP.
- 158 The SDP shows the school's priorities clearly, with timetables, success criteria and agreed costs indicated. There is a detailed outline of matters which are to receive attention in the short term. There is no longer term plan.
- 159 A detailed assessment is made of a wide range of assessment and test results including baseline tests in the reception class, teacher assessment at the end of key stages 1 and 2, and the results of other assessments. The school makes good use of this analysis to earmark strengths and weaknesses.
- 160 Performance management procedures have a good effect on staff development; they contribute effectively to the identification of the professional needs of all staff.
- 161 The self-evaluation report, produced by the school before the inspection, is comprehensive. It indicates strengths and matters for improvement and it is supported by a wide range of documentary evidence.
- 162 The inspection team agrees with the school's judgement of its strengths and its areas for improvement and the judgements made by the school in three of the seven key questions, awarding a lower grade for key questions 4 to 7.
- 163 The school has made good progress since the last inspection. It has maintained pupils' standards of achievement, the quality of teaching and ensured the learning experiences meet the needs and interests of pupils. It has improved pupils' listening skills and established a safe and stimulating outdoor play area for the under fives.

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

Grade 2: Good features and no important shortcomings

- 164 The findings of the inspection team do not match the judgement of Grade 1 made by the school in its self-evaluation report as insufficient outstanding features were identified.
- 165 The school has a good supply of teaching staff who have appropriate qualifications to present the curriculum. Teachers' job descriptions give a clear outline of their responsibilities however, they have not been signed.
- 166 The school has invested in very good provision of LSAs who work well with the teachers; this is an outstanding feature. They give very good support to small groups of pupils in the classes as well as supporting individuals and pupils who need additional encouragement to cater for their SEN.
- 167 Teachers attend a good range of training courses and this has a positive impact on their skills and their understanding.

- 168 The building is in a generally good condition. The location for teaching Foundation Phase children is good with appropriate use made of both the indoor and outdoor facilities. Space is occasionally limited for peripatetic music teachers to undertake tuition. A large area of the grassed playing field is out of use owing to an outside agency restriction. Throughout the school good use is made of the corridors and classroom walls to display pupils' work. The caretaker and cleaner ensure that the building is kept clean and tidy.
- 169 The school and the governing body help to ensure that resources correspond to their priorities for development. Annual reviews are held to ensure the sufficiency and suitability of the resources. Overall, there is a good range of appropriate resources for the NC and the Foundation Phase. Very good use is made of the interactive whiteboards and computers to support the teaching and learning.
- 170 The school has adopted effective procedures for managing teachers' PPA time in line with statutory requirements. The school uses resources appropriately for remodelling the workforce.
- 171 Spending decisions are well linked to priorities in the school's plans. The latest LA audit in September 2009 states that regulatory arrangements for the budget were relatively good and the shortcomings noted are being addressed in an action plan overseen by the part-time school support officer, who is also clerk to the governing body.
- 172 The governing body is diligent with regard to its monitoring role in reviewing and directing significant areas of expenditure.
- 173 The school operates effectively from day-to-day. The school administrative assistant fulfils her duties effectively and efficiently.
- 174 Overall, the school provides good value for money.

School's response to the inspection

The governors, staff, parents and pupils wish to thank the inspection team for their professional attitude during the process of inspecting the school.

We as a school are pleased with the outcomes of the report and feel that the inspection process was thorough, honest and positive. We are delighted that the inspection process recognised the school's strengths and values especially in relation to the teaching and learning at Tycroes School.

We look forward to working together as a team to maintain the high standards that exist in the life of the school whilst developing an action plan to attend to those few areas which need further attention.

We shall continue to work together as staff, governors and parents to ensure that we as a school provide a secure, caring, happy and stimulating bilingual learning environment. We shall endeavour to give all pupils the opportunity to achieve their full potential whilst fostering good home-school and community links and developing the self-esteem of everyone involved with the school.

Appendix 1

Basic information about the school

Name of school	Tycroes Primary School
School type	Primary inc Foundation Phase
Age-range of pupils	3–11
Address of school	Pontarddulais Road Tycroes Ammanford Carmarthenshire
Postcode	SA18 3QD
Telephone number	01269 593253

Headteacher	Mr Paul Mainwaring
Date of appointment	01 January 2010
Chair of governors	Mrs Eirwen Thomas
Registered inspector	Mr Jeffrey Harries
Dates of inspection	12–14 July 2010

Appendix 2

School data and indicators

Number of learners in each year group

Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of learners	13	22	23	22	28	23	22	20	173

Total number of teachers

	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	9	2	9.5

Staffing information

Pupil: teacher (fte) ratio (excluding nursery and special classes)	23:1
Pupil: adult (fte) ratio in nursery classes	N/A
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	25
Teacher (fte): class ratio	1.3:1

Percentage attendance for three complete terms prior to inspection

Term	N	R	Rest of school
Spring 2010	N/A	93.9%	93.9%
Autumn 2009	N/A	90.9%	93.2%
Summer 2009	N/A	93.4%	93.1%

Percentage of pupils entitled to free school meals	19%
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

This report uses data for 2010 for LA and Wales comparative information

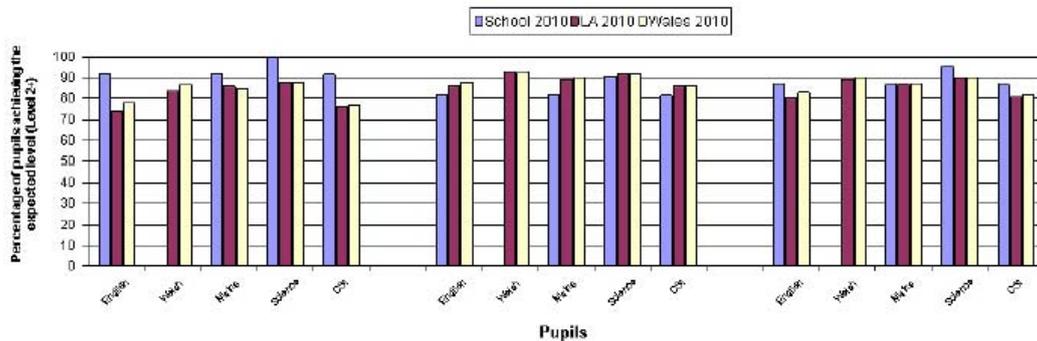
Y.G. Ty-croes
Carmarthenshire

LA/School no: 669/2044

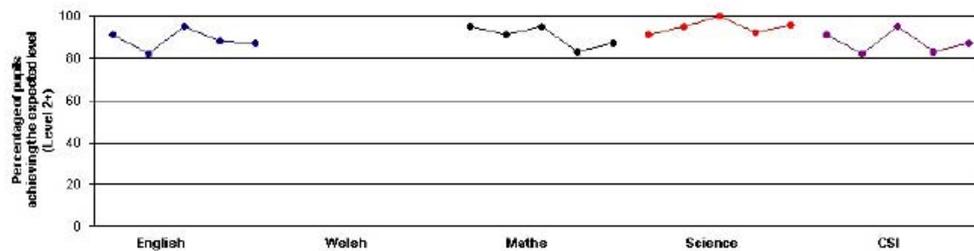
School comparative information: National Curriculum Assessments 2010 with benchmarking Key Stage 1

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

	Boys			Girls			Pupils		
	School 2010	LA 2010	Wales 2010	School 2010	LA 2010	Wales 2010	School 2010	LA 2010	Wales 2010
English	92	74	78	82	86	88	87	80	83
Welsh		84	87		93	93		89	90
Maths	92	86	85	82	89	90	87	87	87
Science	100	88	88	91	92	92	96	90	90
CSI	92	76	77	82	86	86	87	81	82



School Performance over time (2006 - 2010)



Contextual Information

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

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

Quartile 1 School is in the top 25 per cent.

Free School Meal Group

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

More than or equal to 8 per cent and up to 16 per cent eligible for FSM

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

Quartile 4 School is in the bottom 25 per cent.

	Quartile 4	Lower Quartile Boundary	Quartile 3	Median Boundary	Quartile 2	Upper Quartile Boundary	Quartile 1
English		81	87	89		94	
Welsh		83		92		100	
Maths		85	87	92		100	
Science		88		95	96	100	
CSI		78		86	87	93	

Notes:

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

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

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

This report uses data for 2010 for LA and Wales comparative information

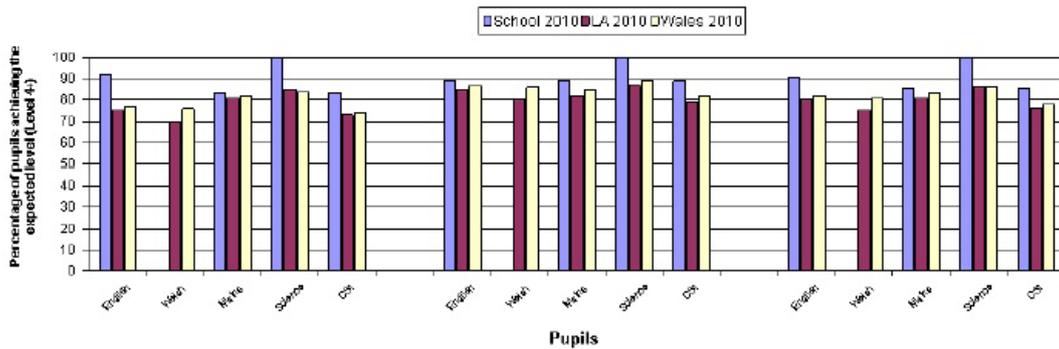
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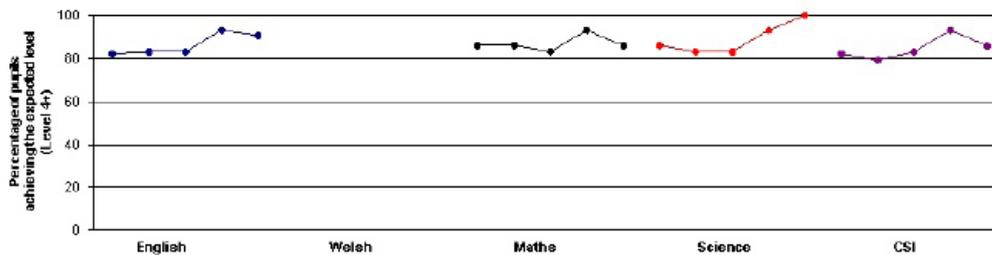
School comparative information: National Curriculum Assessments 2010 with benchmarking
Key Stage 2

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

	Boys			Girls			Pupils		
	School 2010	LA 2010	Wales 2010	School 2010	LA 2010	Wales 2010	School 2010	LA 2010	Wales 2010
English	92	75	77	89	85	87	90	80	82
Welsh	.	70	76	.	80	86	.	75	81
Maths	83	81	82	89	82	85	86	81	83
Science	100	85	84	100	87	89	100	86	86
CSI	83	73	74	89	79	82	86	76	78



School Performance over time (2006 - 2010)



Contextual Information

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

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

Quartile 1 School is in the top 25 per cent.

Free School Meal Group

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

More than or equal to 8 per cent and up to 16 per cent eligible for FSM

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

Quartile 4 School is in the bottom 25 per cent.

	Quartile 4	Lower Quartile Boundary	Quartile 3	Median Boundary	Quartile 2	Upper Quartile Boundary	Quartile 1
English		80		86	90	93	
Welsh		73		82		90	
Maths		81	86	88		94	
Science		85		92		100	
CSI		75		83	86	90	

Notes:

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

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

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

Appendix 4

Evidence base of the inspection

The school was inspected by a team of four inspectors who were present in the school for a total of six inspection days.

Before the inspection:

- meetings were held with the headteacher, staff, governing body and eight parents who attended the pre-inspection meeting;
- questionnaires were distributed to all parents and the 52 questionnaires that were returned were analysed and the team considered the results; 87.5% of the responses were positive; and
- school documentation was examined.

During the inspection:

- evidence was gathered based on inspecting classes in a total of 30 lessons or sessions across the age range;
- other observations were undertaken including collective worship, registration, play time and lunch time;
- discussions were held with pupils on aspects of their life and work in the school;
- inspectors listened to a representative sample of pupils reading;
- inspectors examined pupils' work from each age group, in addition to work in the classroom and being displayed around the school; and
- post-inspection meetings were held with the headteacher, staff and governing body.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Jeffrey Harries Registered Inspector	Context, Summary, Recommendations and Appendices Key questions 1, 5, 6 and 7
Brinley W Jones Team inspector	Key questions 2, 3 and 4
Gwynoro Jones Lay inspector	Contributions to key questions 1, 3, 4 and 5
Sian Hart Peer Assessor	Contributions to all key questions
Paul Mainwaring Headteacher	Nominee

Acknowledgement

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

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