

**INSPECTION UNDER SECTION 10 OF THE  
SCHOOL INSPECTIONS ACT 1996**

***CADLE PRIMARY SCHOOL  
MIDDLE ROAD  
FFORESTFACH***

***School Number: 670-2008***

***Date of Inspection: 27-31 May 2002***

***by***

***MRS ANNA DAWSON***

***Registered Inspector***

***Date: 17 July 2002***

**Under Estyn Contract Number: CT266/01P**

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## **CURRICULUM NOMENCLATURE AND KEY STAGES**

A new nomenclature to describe pupils' progress through school was introduced in 1989. This system of numbering year groups from the start of compulsory schooling to age 18 is intended to ease communication among schools, governing bodies, parents and LEAs and emphasise the importance of continuity.

The term "Reception" (R) is applied to the year group of pupils in a primary school (not a nursery class) who attain the age of 5 during the academic year. "Year 1" (Y1) is applied to the year group of pupils who attain the age of 6 during the academic year and so on to Y13, the year group who attain the age of 18 during the academic year:

	R	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Years	4-5	5-6	6-7	7-8	8-9	9-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18

Key Stage (KS) 1 of the National Curriculum consists of Y1 and Y2; KS2 of Y3 to Y6; KS3 of Y7 to Y9; KS4 of Y10 and Y11 (which is the final year of compulsory education).

## **GRADE DESCRIPTIONS**

The five-point grading scale used to represent the main judgements in this report is as follows:

1. Very good: many good features, some of them outstanding.
2. Good: good features and no major shortcomings.
3. Satisfactory: good features outweigh some shortcomings.
4. Unsatisfactory: some satisfactory work but shortcomings in important areas.
5. Poor: many shortcomings.

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## 1. CONTEXT

### **The school and its priorities**

Cadle Primary School is situated in Fforestfach in the northern part of Swansea. It draws the vast majority of its pupils from the immediate area surrounding the school. The area is overall economically and socially disadvantaged. There are currently 272 pupils on roll in full-time education. Additionally, there are 62 children who attend the nursery part-time. The pupils represent the full range of academic abilities and social backgrounds. There are 47 per cent of pupils who are entitled to free school meals. Most enter the nursery with poor language and mathematical skills and social skills that are well below average. Many have speech and language difficulties. Nearly all the pupils transfer to the reception classes in the year they will become five to begin their full-time education. There are 41 per cent of the school roll who have special educational needs (SEN). Six of these pupils have a statement of SEN. Most have specific and general learning difficulties or emotional and behavioural difficulties. There are four pupils with a statement of SEN in the Specialist Teaching Facility (STF) accommodated within the school. Three per cent of the pupils are from Bangladeshi origins. Two thirds of these pupils are learning English as an additional language, although none of them are in the early stages of learning English. The school was last inspected in April 1997.

The main aims of the school relate to fulfilling pupils' potential academically, personally and socially through the provision of a rich curriculum. The development of personal and social education and pupils' non-narrative writing have been the main priorities for improvement this year.

## 2. MAIN FINDINGS

### **The main findings of the report**

This is a very good school with many strengths. It is highly thought of by the parents and the community.

- There is very good provision for the under-fives which successfully promotes the Desirable Learning Outcomes for children of this age. Standards of achievement in the six areas of learning are as follows:

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

- Pupils' standards of achievement in Key Stage 1 (KS1) and Key Stage 2 (KS2) in the different subjects of the National Curriculum (NC) are as follows:

<b>Subject</b>	<b>KS1</b>	<b>KS2</b>
English	Very good	Good
Welsh	Very good	Very good
Mathematics	Very good	Very good
Science	Good	Very good
Design and technology	Very good	Very good
Information technology	Very good	Very good
History	Very good	Very good
Geography	Good	Very good
Art	Very good	Very good
Music	Very good	Very good
Physical education	Good	Good
Religious education	Very good	Very good

- There has been very good improvement since the last inspection when standards in the majority of subjects were judged to be good.
- In the 2001 NC tests and assessments for pupils in KS1, pupils achieved very well in science in comparison with pupils' achievements in schools with similar contexts. In English, the pupils' achievements were average and in mathematics they were below average. In comparison with all other pupils, the pupils' achievement is in the lower quartile nationally. This is principally because there are significantly fewer pupils achieving at the higher levels than nationally.
- In the 2001 NC tests and assessments for pupils in KS2, pupils achieved very well at the expected level 4 and above in mathematics and science in comparison with pupils' achievements in schools with similar contexts. In comparison with all other pupils, the pupils' achievement broadly matches the national results. In English, pupils' achievement was above average compared with pupils' attainment in similar context. However, the pupils achieved 11 per cent lower than the national average standard. This is a particular focus for school improvement this year.
- Pupils with SEN are making very good progress.
- Pupils who speak English as an additional language make very good progress.
- Standards achieved in key skills are good overall. They are very good in listening and good in reading, writing, speaking, numeracy and information technology.
- Pupils achieve well in their non-narrative writing. However, many pupils find difficulty in developing characters and the plot of a story and in using exciting and adventurous vocabulary when writing.

### **Educational provision**

- The spiritual, moral, social and cultural development of the pupils is very good and a strength of the school. Pupils reflect on their own lives and those of others around them. Pupils are taught very well the difference between right and wrong. There are very well planned opportunities which contribute to pupils' social development. Pupils are taught successfully to respect the traditions and cultures of others. There is very good improvement since the last inspection in pupils' cultural development.

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- Relationships between pupils and adults are very good. Pupils behave very well. They have good attitudes to learning. They are confident learners and enjoy their lessons.
  - Attendance is satisfactory. The school is exceeding the targets set this year to raise pupils' attendance. Expectations are clearly communicated to parents for good attendance. Registration is efficient and monitored effectively. There have been no exclusions.
  - The quality of teaching is good overall and a major strength. It is very good for under-fives, good at KS1 and bordering on very good for KS2. In 37 per cent of lessons it is very good, in 52 per cent it is good and in the remaining 11 per cent it is satisfactory. This is a significant improvement from the last inspection, where there was a lower proportion of very good teaching and some lessons had some unsatisfactory features.
  - In the best teaching, clear objectives are shared with pupils. Learning is matched well to the needs of the pupils and the pace of learning is brisk. An effective summary consolidates pupils' knowledge and understanding. Most of the best teaching observed was in the nursery and the reception classes where it was very good. Where teaching was satisfactory, some introductions led by teachers were too long or the sessions were too long. These factors slowed the pace of pupils' learning.
  - The quality of assessment, recording and reporting on pupils' progress and achievement is good. The staff continuously make good use of their assessments of pupils' work to raise the standards achieved by the pupils. Pupils are involved in the assessments of their work. There are good procedures for evaluating pupils' progress, recording it and setting targets for improvement. However, teachers do not frequently set predicted targets of pupils' potential achievements to inform them if the pupils are making the progress they should. Parents are well informed about their children's progress.
  - There is a rich and well-balanced, relevant curriculum which meets the statutory requirements for teaching religious education and all subjects of the NC. The provision for control technology, handwriting and religious education has improved significantly since the last inspection.
  - The curriculum for children under the age of five is very good. Pupils get a good start in the nursery and reception classes. There are interesting and well balanced activities based on the Desirable Learning Outcomes that lead effectively into the NC programmes of study.
  - The quality of the support, guidance and concern for pupils' welfare is very good. The school places a strong emphasis on pupils' personal development. There is a very successfully implemented policy for Social Inclusion. The school successfully promotes each pupils' pupils' welfare and personal development.
  - There is very good provision in the main school and in the STF unit for pupils with SEN. The Code of Practice is fully implemented and there is very good liaison with parents and outside agencies to give these pupils maximum support. They make very good progress on their individual targets and achieve very well.
  - The school has a very good partnership with parents and the community, local schools and a range of external agencies. The school makes a very good contribution to supporting the community and local events. The Parent Teachers' Association raises significant sums of money from fund-raising and social events and makes a good contribution in supporting outings for the pupils and learning resources. Parents appreciate the response of the school in providing courses to help them improve their

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basic skills, such as information technology and providing them with opportunities to become involved in their children's learning.

- The partnership with industry is good overall. Representatives of the local services visit the school regularly and there is good support from the local businesses. However, there are few opportunities through teacher placements, for teachers to gain industrial experience.
- The quality of self-evaluation is good. The school constantly seeks to make improvements. There are effective strategies in place for evaluation and improvement. However, the school development plan (SDP) lacks some rigour in detailing priorities and costings and setting timescales for the targets for improvement. This limits the governors' success in monitoring the effectiveness of the school's progress.
- The leadership of the headteacher is very good. The headteacher, supported well by the deputy headteacher, provides a clear sense and purpose to the direction of the school. The school's aims and values are shared and supported by the staff, pupils, governors and the community. Central to the ethos of the school is a commitment to achieving high standards in all subjects and areas of learning and in pupils' personal development. The staff work together very well to move the school forward.
- There is a very knowledgeable governing body that successfully supports the school, takes carefully considered financial decisions and seeks best value for money before committing to expenditure.
- The finances are efficiently managed. The SDP centred correctly on raising standards of achievement and meeting the needs of the pupils. The school gives very good value for money.
- Effective use is made of the good quality learning resources to help pupils learn. The learning support staff and teaching assistants that support individuals and small groups of pupils in their work make a significant contribution to their learning.
- The quality of the accommodation overall is very good and is very well maintained by the premises staff. Very good use is made of the immediate environment outside the school to support pupils' learning.
- Overall, the school has made very good progress to resolve the key issues that were identified in the last inspection.

### **3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS**

#### **3.1 Standards Achieved in Subjects and Areas of Learning**

From observations of all classes, standards of achievement were judged to be very good in 37 per cent of lessons and good in 53 per cent. In 10 per cent standards were satisfactory.

- The educational provision for children under five is very good in all areas of learning in the nursery and the reception classes. The desirable outcomes for children's learning are promoted very well. In the reception classes, the desirable learning outcomes lead effectively into the NC.
- In both key stages, standards are very good in Welsh, mathematics, design and technology, information technology, history, art, music and religious education. In

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science and geography, they are good in KS1 and very good in KS2. In English, standards are very good in KS1 and good in KS2. In physical education standards are good in both key stages.

- Most pupils beginning from well below average on entry to the reception classes in English and mathematics achieve good and very good standards by the age of seven. In comparison with similar schools, the NC results in 2001 were in the median quartile for English, the median to lower quartile for mathematics and the upper quartile for science.
- Pupils achieve very well by the age of eleven. When results of the national tests in English, mathematics and science for KS2 in 2001 are compared with pupils' results in similar schools, standards in mathematics and science are in the upper quartile and in English they are nearly in the upper quartile.
- The percentage of pupils in Year (Y) 6 in 2001 attaining level 4, the level of performance expected of the majority of pupils in the NC tests in English, mathematics and science was just below the national average. In the school it was 66 per cent and in Wales it was 68 per cent.
- Since 1999, the rate of improvement for the school in the KS2 NC results has been faster than the national rate.

### **3.2 Standards Achieved in Key Skills across the Curriculum**

Standards achieved in key skills are good overall. They are very good in listening and good in reading, writing, speaking, numeracy and information technology.

- Most pupils listen very attentively in lessons. They concentrate very well on their tasks and respect the views of others in discussions.
- Pupils are confident speakers. They respond to questions very well and contribute enthusiastically to class discussions. Speaking skills are promoted well in class discussions, such as circle times and during assemblies.
- In English lessons, pupils read and analyse texts for a variety of purposes. Dictionaries and thesauruses are used well to support the development of pupils' vocabulary. In other subjects, pupils use reference books to research their topics and read worksheets and instructions to complete their work.
- Pupils' writing is very well promoted across the curriculum in KS1. In KS2, the focus this year is for non-narrative writing. Pupils' work on instructional writing is evidenced well in other subjects. However, there is less emphasis on the development of the skills of narrative writing. The lack of detailed guidance for teachers on the progression of writing skills, and their application in other subjects, inhibits pupils' achievement.
- Numeracy skills are applied well in other subjects. For example, pupils estimate and measure science investigations. In design and technology and geography pupils use measuring skills as they design and in their map work.
- Information and communications technology (ICT) is used well across the curriculum. There is a suitable range of software to support all subjects. For example, pupils in Y1 develop their control of the mouse as they use programs to improve their number and language skills. In Y2, pupils make graphs of favourite toys. In Y3 and Y4, pupils research their design and technology projects. In Y5 and Y6, pupils use a control program to make their models move. Pupils with SEN benefit from specialist programs to consolidate their learning in English and mathematics.

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- There are no significant differences in achievement by groups of pupils attaining at different levels in the NC, by gender or ethnicity.

## **4. ETHOS OF THE SCHOOL**

### **4.1 Pupils' Spiritual, Moral, Social and Cultural Development**

The provision for pupils' spiritual, moral social and cultural development is very good, firmly underpinning all aspects of the school's academic and social life. It is well planned and reflects the supportive and caring ethos of the school expressed in its aims and objectives. Pupils' response to the provision is very good and has a positive impact on their achievements in all aspects of school life.

- Pupils' spiritual development is very good. Opportunities are planned within the curriculum subjects, such as art, history, geography and religious education, which enable pupils to gain insight into a wide range of values and beliefs. The provision very effectively develops pupils' curiosity and sense of awe and wonder.
- The very comprehensive programme provided for personal and social education, including circle time, effectively provides opportunities for pupils to discuss and reflect upon the experiences of their own and others' lives.
- Pupils' moral development is very good and is apparent in all aspects of school life. Every effort is made by staff to promote good manners and mutual respect amongst pupils. Adults give positive guidance on the difference between right and wrong and pupils respond very well. They regularly take part in a range of activities to raise funds for a variety of charities, including Barnado's and an orphanage in Uganda.
- Social development is very good. Pupils respond well, showing a high level of maturity when projects, such as the school council and peer mediation, are initiated. An ethos of care and concern for one another features strongly in the daily life of the school. Pupils show respect to other peoples' property and to the school environment. All adults in the school provide very good role models.
- Pupils' cultural development is very good. Knowledge of the culture and heritage of Wales is very well developed across the curriculum. The *Cwricwlwm Cymreig* is well planned and underpins all aspects of school life.
- Through the curriculum, pupils increasingly recognise and understand the diversity of beliefs and social and cultural traditions of others. They are aware of how the beliefs of an individual affect their daily lives. Pupils demonstrate tolerance and openness towards this diversity.
- Acts of collective worship make a very good contribution to the development of pupils' spiritual, moral, social and cultural development. A strong sense of involvement in the school ethos and community are apparent during these occasions.

### **4.2 Behaviour and Attitudes**

The behaviour of pupils, both in the classroom and in movement throughout the school, is very good. Pupils' attitudes to learning are also very good. The school achieves its aim of living in a peaceful community, learning to help one another to foster courteous, caring human beings with self-control and a healthy respect for others.

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- The school's aims and vision emphasise the importance of creating and maintaining a positive and well-ordered learning environment which values all pupils as individuals and where all success is celebrated. There is a positive and effective effort made to increase pupils' self esteem and self-confidence.
  - There is a clear policy on behaviour and discipline, supported by clear school aims, a positive approach to behaviour management, effective use of circle time, the personal and social education policy and a balanced combination of rewards and sanctions.
  - The school's main thrust is to emphasise the positive aspects of pupils' behaviour and celebrate achievement. Merit awards are in place for individual pupil effort, politeness and good behaviour and these are celebrated regularly in assemblies.
  - The school is currently involved with two positive behaviour initiatives, one a joint local education authority (LEA) and Barnardos initiative for 7-11 year-olds aimed at identifying pupils at risk of disaffection and possible exclusion and the other for infant and early years pupils with behaviour difficulties.
  - Pupils understand what is required of them, they are highly motivated and their attitude towards work and school life is very good. This has an evident effect on the standards and progress achieved.
  - Relationships between staff and pupils are good and are based on mutual respect and the staff's thorough knowledge of individual pupils. The school council makes a notable contribution to ensure effective relationships between staff, pupils and parents.
  - The school has in place an anti-bullying policy which has good strategies to ensure that reported instances of bullying are dealt with effectively.

### **4.3 Attendance**

Pupils' attendance is satisfactory and all staff work diligently to maintain attendance levels. The importance of good attendance is continually impressed on all pupils and parents in many school documents.

- Attendance averaged 90 per cent over the last three complete terms and there is clear evidence that attendance has improved further in this calendar year, with the target of increasing the attendance by one per cent being fully met.
- One of the co-opted governors effectively supports the school administration in recording and monitoring attendance rates, providing detailed information to teaching staff on attendance data and regularly contacting parents. There is also effective liaison with the school's education welfare officer.
- The school works hard to ensure the best attendance possible. Clear guidance is provided for staff, pupils, parents and guardians on the procedures to follow in the event of unexpected absence. The Home/School agreement and prospectus augments the thrust of the school's efforts to maintain high levels of attendance.
- Good arrangements are in place to maintain class and individual records of attendance. The system of recording attendance conforms fully to the statutory requirements.
- Punctuality is good and pupils are eager to attend school.

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## 5. QUALITY OF EDUCATION

### 5.1 Teaching

The quality of teaching is good overall. It was satisfactory or better in all lessons. Thirty-seven per cent was very good and 52 per cent was good.

- The quality of teaching for children under the age of five was very good overall with 53 per cent very good and 47 per cent good.
- In KS1, the quality of teaching was good overall with 50 per cent of teaching good and 25 per cent was very good.
- In KS2, the quality of teaching was good overall bordering on very good. There was 55 per cent of teaching that was good and 34 per cent that was very good.
- Teachers have high expectations of pupils' work and behaviour. There are very good relationships between pupils and the staff. Throughout the school, the staff are very good role models for pupils. They model speaking, listening and positive behaviour very well.
- In the nursery and reception classes there is a strong emphasis in teaching communication skills because significant numbers of children enter the nursery with language difficulties. The staff are skilled in questioning pupils and extending their thinking and learning during discussions.
- The staff promote a very good partnership with parents. Parents are encouraged to participate in family learning courses and help their children read at home.
- In KS1 and KS2, teachers use assessment data very well to set pupils in small groups for teaching English and mathematics. This is an effective strategy to meet the needs of all the pupils.
- The teaching support staff are well trained and make a significant contribution to the quality of teaching. The teaching of pupils with SEN is very good.
- The pupils who speak English as an additional language are supported very well in the classroom and receive strong support from the visiting specialist teacher.
- In the best lessons, there are clear explanations given by teachers at the beginning of lessons so that pupils know what is expected of them. The learning is brisk and matched to the needs of the pupils. Teachers use questioning very well to deepen the pupils' thinking and learning. At the end of the lesson, a shared plenary session consolidates pupils' learning.
- When teaching was satisfactory, the teachers' introductions to the lessons were too long or the sessions were too long which limited pupils' learning.
- Throughout the school, teachers plan pupils' work together very well in small planning groups to share their ideas and plan lessons. This ensures that pupils cover the work in the programmes of study and consistently build on their previous learning.
- All teachers have good knowledge and understanding of their subjects and their expertise helps the pupils to make progress. Subject vocabulary is taught successfully. Teachers explain the meaning of new vocabulary so that all pupils understand them.

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- As teachers monitor pupils' work in lessons, they praise and reward effort which builds pupils' self-esteem and motivates them to stay on task. They skilfully assess pupils' understanding and help them to achieve their tasks.

## **5.2 Assessment, Recording and Reporting**

The quality of assessment, recording and reporting is good.

- The deputy headteacher as co-ordinator has a good overall knowledge of the systems in place.
- There is a clear policy in place. It is a comprehensive document and covers most aspects of the processes involved. It is understood and followed by all staff. The policy enables staff to plan in the short, medium and long-term. Information is used to inform future learning and track pupils' progress.
- Pupils are assessed within six weeks of entry to the school. These assessments together with the standard baseline assessment provide early identification of special needs. These results are carefully analysed and used appropriately to plan and organise work, resources and grouping.
- Results at the end of KS1 are analysed carefully and pupils are grouped appropriately for English, mathematics and science in KS2. Further standardised testing and monitoring takes place within both key stages to track pupils' progress and set them in suitable targeted groups. Pupils' abilities and achievements are checked regularly.
- Assessments made of pupils' work are used to good effect to set targets for all pupils and to provide information for the end of term reports.
- Reports to parents fully meet requirements and contain extra, useful information about pupils' attitudes, general skills and personal qualities. The text and information about NC subjects are satisfactory. However, the educational vocabulary used in comments is sometimes difficult for parents to understand. Parents are given the opportunity to discuss these reports and their child's progress. Parents are also invited to attend 'Parent Open Sessions' each term.
- Teachers set objectives for each lesson; these objectives are usually shared with the pupils so they clearly understand what they are to learn. Similarly, plenary sessions at the end of the lessons are used to good effect at the end of the lesson to consolidate pupils' learning.
- Marking is carried out regularly, sometimes with pupils' self-marking when relevant. Marking is generally of a good, positive and constructive nature. However, written comments in pupils' work, do not consistently inform pupils of their next learning steps.
- Teachers are proficient in analysing data to set targets and involve pupils' in setting their own targets. However, teachers do not predict pupils' achievements systematically and use these predictions effectively to measure pupils' achievement more closely.

## **5.3 Curriculum**

The quality of the curriculum is very good. It is rich, balanced, and relevant and meets the needs of the pupils. There is very good provision for pupils under five. Requirements are met for all NC subjects and religious education.

- The curriculum for the children under five is very well planned to deliver the desirable learning outcomes. Pupils make a smooth transition into the NC.

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- The curriculum for KS1 and KS2 is planned very well on a two-year cycle for all subjects. Lessons are planned around broad themes and the curriculum is enhanced by the effective links made between subjects. This makes very good use of time and helps pupils to make progress and apply learning in more than one subject. For example, in a design and technology lesson, Y3 and Y4 pupils used their knowledge and understanding of electricity as well as their design skills as they design a light to find mini-beasts.
  - The planning for key skills is effective overall. However the lack of detailed guidance for progression in the application of narrative writing across the curriculum inhibits pupils' achievement.
  - The school curriculum is kept under review by the planning and cross phase groups. The use made of termly assessments in English and mathematics ensures that all pupils are effectively supported in small teaching groups. The Code of Practice is adhered to and pupils in the main school and the STF have access to the full curriculum and are integrated very well into all activities. The school is able to provide very well for those pupils for whom the curriculum is modified.
  - Those pupils learning English as an additional language are supported very well by the staff in lessons that help them understand subject vocabulary and the main teaching points through visual resources and discussion.
  - The school places a good emphasis on personal and social education which is mainly evident in circle times, school assemblies and through the school's approach to positive behaviour.
  - The school promotes social inclusion very well through the provision of family literacy courses, courses in information technology and positive parenting courses. The provision of an after school club provides support for pupils who wish to complete their homework.
  - Homework is well-planned to support pupils' learning in lessons and to develop pupils' literacy skills.
  - Visitors into school and the trips pupils make to places of interest in the locality enrich the curriculum. For example, the local clergy take school assemblies and the members of the local services such as the police and fire services, talk to the pupils about their work. Pupils' cultural development is enriched by taking part in the school eisteddfod, and through contributions by visiting artists and musicians. The older pupils in past years have benefited from residential outdoor and adventurous activities.
  - Extra-curricular clubs and activities promote pupils' personal development and contribute to their skills, mainly in sports and the arts. For example, there are clubs and activities for rugby, football, cross-country, athletics, rounders and netball. Musical activities include choir and recorder tuition and there is an art club and information technology club.

#### **5.4 Support, Guidance and Pupils' Welfare**

The quality of the school's provision for support, guidance and pupils' welfare is very good.

- The teachers know their pupils very well. Pupils' needs and progress are identified and closely monitored by teachers and, where appropriate, by members of the support staff. Academic progress, personal development and behaviour are regularly discussed with pupils and their parents. Pupils are confident and feel secure, responding positively to the high expectations of teachers in terms of behaviour and achievements.

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- The school has clear, well-documented procedures for assuring pupils' well-being and health and safety when in the school's care. Members of staff have attended in-service training (INSET) on a range of areas dealing with pupils' welfare, including First Aid. Audits of potential health and safety issues are carried out regularly.
  - The provision for, and the effectiveness of, personal and social education is very good and is effectively promoted throughout the curriculum and during occasions such as circle time. Pupils are increasingly encouraged to take responsibility for their own learning and involvement in target setting activities.
  - The school is involved in the 'Children Matter' programme, run by the LEA, which involves and supports the pupil's family and includes home visits.
  - The effectiveness of child protection procedures is very good. There are clear procedures which are known to all members of staff. The headteacher is the designated child protection co-ordinator and attends all case conferences. The school's arrangements for 'looked after' pupils conform to statutory requirements.
  - The school has positive and effective procedures for eliminating oppressive behaviour and harassment, including all forms of bullying, sexism and racism. There are a number of systems in place to raise pupils' awareness of these issues and to involve them in resolving any issues which may arise. More than twenty of the older pupils have received official training in peer mediation and form the 'Get Along Gang'. They wear caps signifying their role and patrol the yards during the break and lunch times. The school also has a 'buddy system' where younger pupils are cared for by older pupils.
  - A general statement regarding provision for disabled pupils is included in the Information for Parents document. The school does not have any disabled pupils at present, but the most recent remodelling of the school included the provision of three toilets for the disabled.
  - The school has a policy for racial equality which is underpinned by activities and opportunities to study and understand a range of cultures and beliefs. Visits to places of worship, listening to the music of different cultures and designing patterns based on different traditions form part of this provision.
  - Governors, staff, parents and, to an appropriate degree, pupils are aware of the range of procedures for the support, guidance and welfare of pupils. There is access to a wide range of professional support from the specialist services as and when required. The deployment of this support is very effective.
  - Procedures for promoting the well-being of pupils are incorporated into all aspects of the curriculum and have led to a high level of awareness of what constitutes a healthy lifestyle, including, for example, a healthy diet.
  - Transition between each phase of the pupils' education within the school and to the secondary phase is well supported.

## **5.5 Provision for Pupils with SEN**

The overall provision for pupils with SEN is very good.

- The school uses its Baseline Profile and other forms of assessment to ensure the early identification of children with SEN. Further ongoing assessment throughout both key stages enables the staff, under the guidance of the SEN co-ordinator (SENCO), to identify

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the needs of the pupils. They provide appropriate levels of support in both mathematics and English.

- The progress of the pupils on the special needs register is monitored very carefully by the SENCO, the SEN teacher and the class teacher to ensure that appropriate provision is being made. Pupils are properly supported and well integrated into the school and their progress is very good.
- The SENCO and special needs teacher manage the provision meticulously and comprehensively. They have a very good working knowledge of the pupils, know their needs and liaise very well with support assistants and class teachers. Detailed planning and recording documents are kept. These are used effectively to enable all staff and agencies involved to target work and monitor progress and support effectively.
- The school liaises very well with outside agencies, whose staff visit the school regularly to support pupils in a wide range of educational, social, emotional and health related issues.
- Through its information technology suites, the school provides programmed and relevant support for pupils with SEN. Work carried out is generally well matched to the pupils' abilities and good progress is made. At times, however, the work is matched less well and the work becomes less relevant to their needs and the objectives of their mainstream lesson or activity.
- The classes within the school are 'set' in ability groups in KS1 for mathematics and in the lower and upper KS2 for English, mathematics and science. This provides the school with a well thought out organisation to address SEN more effectively, to target individuals and to raise standards. Pupils' progress is monitored successfully and as they progress they have the opportunity to move into higher sets.
- Record keeping and planning are some of the strengths of the special needs provision. SENCO meetings are held regularly. There are detailed individual educational plans (IEPs) which are reviewed termly. There is a comprehensive SEN file for each class which provides very good evidence for targeting the needs of individuals and ensures a very good basis for progression and continuity in pupils' learning.
- Although parents are not involved in the writing of the IEPs, they are fully consulted through parents' meetings and attend statement reviews when appropriate.
- Support for pupils with SEN is provided by teaching assistants and learning support assistants in most subjects. Work is then matched effectively to meet the needs of the pupils.
- The STF is very well managed by the head of the unit and provides very effective support. Integration is very well planned and the pupils achieve very well. There is close liaison between the STF, the SENCO, the class teachers, the support staff and outside agencies. This benefits not only the pupils within the STF, but also those who access the facility from mainstream. The pupils are provided for in a positive and sensitive way.

## **5.6 Partnership with Parents and Community, Schools and Other Institutions**

Partnership with parents, local community, local schools and a range of external agencies is very good and is a strength of the school's provision. The commitment to developing and

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nurturing close partnerships with all agencies is central to the work of the school. The school is steeped in community life.

- The school provides regular and good information for parents, including a school brochure, half termly information to parents on their children's programmes of study and a wide range of other more regular correspondence on school activities. The formal Home/School Agreement fully meets requirements and contributes to the development of close links.
- The school operates an open door policy and all staff work hard to maintain regular contact with parents and guardians. In addition to parents' evenings, open evenings and school performances, parents are always welcome to make appointments to discuss their pupils' work at anytime during the academic year.
- A notable feature of the life of the school is the significant number of parents who attend the school on a regular basis for various activities such as the parent and toddler group (Cadle Caterpillars) and the Family Learning group. Parents are also involved in the Story Sacks scheme and provide regular support to the teachers.
- The Friends of Cadle School is an active association and makes a significant contribution to the life of the school by arranging fund-raising and social events each year. The association also compiles a termly newsletter for all parents.
- The school participates fully in the life of the community and makes a notable contribution to local events. The school choir participates in a number of community and county events. Regular concerts and musical productions feature as an important part of the school calendar and they are well supported by parents and the community. Many of the pupils are involved in charity work.
- The pupils benefit from a wide range of visits to places of historical and environmental interest across South Wales.
- A significant number of members of the community, including representatives of religious, voluntary, charitable, theatrical, sporting, and environmental organisations as well as the medical, fire and police services, share their expertise with the pupils and staff and provide good support.
- Pastoral and cultural links with the local primary schools and the main partner comprehensive school are very good.
- The school has very good partnership arrangements for initial teacher training with Swansea Institute of Education and Swansea University.

## **5.7 Partnership with Industry**

The school has established good partnerships with the world of work.

- There is a detailed policy on Economic and Industrial Understanding which includes well defined aims to ensure the pupils receive a varied and good experience of the world of work. A notable feature is the partnership with the Swansea Community Farm.
- The school ensures that the pupils benefit from a wide range of educational visits to local shops and larger business enterprises across the City. These visits are directly linked with classroom activities. Such visits make a significant contribution to curriculum provision and the pupils' knowledge, understanding and experiences of the world of work.

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- Many national companies based locally, as well as indigenous businesses, support the school in a variety of ways including donations, gifts and prizes. People from business and the public services visit the school to talk about their work but involvement with the local Education Business Partnership is limited.
  - Although the headteacher has developed a close management partnership with a local supermarket, the school does not have a sufficiently coherent strategy towards ensuring that staff gain experience, through teacher placement, of industry and business.

## **6. MANAGEMENT**

### **6.1 Quality of Self-Evaluation and Planning for Improvement**

The quality of self-evaluation and planning for improvement is good.

- There is a very well-developed annual cycle to collect data that involves teachers, pupils, parents, governors. Data are analysed and evaluated and targets for development are correctly identified. The targets for improvement form the basis of the SDP.
- The school has audited and identified priorities for development that cover the full range of the school provision. There is insufficient detail about strategies needed to achieve the targets. The criteria and costings for establishing success and the timescales for taking action are under-developed. This restricts the school's capability to evaluate the effectiveness of its success and in setting targets for improvement.
- The co-ordinators have a realistic view of the pupils' learning as they plan and moderate work. There are very well developed portfolios of pupils' work and achievements which inform targets for improvement. There has been overall very good improvement in developing the role of the coordinator which was identified as a key issue in the last inspection.
- The quality of teaching is monitored each term by the headteacher, the senior management team and the co-ordinators when a subject is prioritised for development.
- All staff are involved in setting, for all pupils, comprehensive targets which include personal as well as academic considerations.
- Appraisal opportunities for staff are linked to the needs of the school and inform strategies to raise pupils' standards, the setting of personal professional standards and the provision of training opportunities.
- Staff meetings and governing body meetings are minuted effectively. Other meetings, such as those for the senior management team or year group and cross phase meetings, are less well minuted.

### **6.2 Leadership and Efficiency**

The overall quality of leadership and management, and the financial efficiency provided by the governors, headteacher and the teaching staff with management responsibilities, are very good. The headteacher leads with clear vision and a strong commitment to move the school forward. The governors, staff, pupils and parents know and share the expectations of the school. The school is responsive to change and takes advantage of opportunities to enrich the curriculum and further pupils' learning.

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- The staff, pupils, parents and governors share the aims of the school, embodied in the school ethos. They demonstrate a strong commitment to high standards of achievement and to promoting good standards of behaviour and personal development.
  - The headteacher provides very good leadership. There are well-organised systems and structures for management.
  - Responsibilities are delegated effectively. The senior management team has been carefully chosen to represent the main school departments. The yearly planning and cross phase groups ensure that pupils build up their knowledge, skills and understanding systematically in all subjects as they progress through school.
  - The work of the non-teaching staff contributes very well to the pupils' achievements. The support given by the teaching assistants and the support staff to the pupils with SEN contributes very well to their learning.
  - Very good support is given to pupils learning English as an additional language, principally by the visiting specialist teacher on a weekly basis. In classes, teachers take care to explain subject vocabulary and use visual resources when appropriate.
  - The governing body provides very good leadership. There are very well organised and effective committee structures. The committees meet frequently to monitor and evaluate the work of the school in order to report to the main body. Governors take on responsibilities for the NC subjects and SEN. They visit the school termly and observe lessons and pupils' work. Governors are further informed about the progress towards achieving school priorities by presentations from subject co-ordinators and the reports of the headteacher. The governors have a good overview of the work of the school. However the lack of detail for set priorities in the SDP restricts the governing body in monitoring the detail of school progress and evaluating the cost effectiveness of priorities.
  - The headteacher and the governors oversee the budget with the help of a local authority finance officer. Financial planning and monitoring of the budget are well organised. The school has built up significant reserves from last year, due largely to savings made during a period when the headteacher was seconded to another school. The planned expenditure this year aims to support a very good level of staffing, giving very good literacy and numeracy support to meet the needs of all the pupils. The budget predictions for this year and next year place reserves at an appropriate level. There were no issues to resolve from the last internal financial audit. The day-to-day administration and financial control by the office staff are very efficient. The school provides very good value for money.

### **6.3 Staffing, Accommodation and Learning Resources**

The quality of staffing, accommodation and learning resources is very good overall.

- The teachers are appropriately qualified and they are effectively deployed to meet the needs of the pupils and to deliver the NC. Professional development priorities are identified during the annual reviews and individual needs are catered for through appropriate training opportunities. Two members of staff are following courses for higher professional qualifications.
- The school has recently been awarded Investors in People status. All members of staff have been awarded bursaries from the General Teaching Council of Wales in order to further their professional development.

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- There is a programme of professional development for members of the support staff, who are invited to join any relevant whole-school INSET. Members of the support staff work very closely with the class teachers and have a positive impact on the standards achieved by pupils.
  - The SENCO and special needs teacher have attended many training events and activities, including local authority courses and those arranged by the school. Staff have recently benefited from bursaries from the General Teaching Council for Wales that have enabled them to improve the quality of many aspects of SEN, including emotional and behavioural provision.
  - Learning Support Assistants and mid-day supervisors have benefited from appropriate training. They have detailed handbooks that set out their roles and responsibilities and provide useful guidance for various aspects of SEN support, particularly positive behaviour management.
  - Effective systems are in place for the induction of newly qualified teachers and the mentoring of the large number of student teachers who are trained in the school each year, together with trainees from other institutions.
  - The adequacy of the accommodation for the number of pupils on roll and the curriculum provided is very good. This has a positive effect on pupils' standards of achievement. The school buildings are in good condition, very well cared for and attractive. Displays of pupils' work are of a high standard and contribute well to pupils' learning. Markings on the school's yards encourage pupils to take part in purposeful activities during break and lunchtimes.
  - The range and quality of resources for teaching and learning are very good overall and are well matched to the needs of the curriculum. Resources are stored efficiently and are accessible and are used very effectively to raise the standards of pupils' achievement.
  - There is a good range of reference books relating to the topics being studied in each classroom. These provide very good support in all subjects.

## 7. SUBJECTS AND AREAS OF LEARNING

### **Standards achieved by pupils**

#### **Provision for the under-fives**

There is very good provision for children aged three–five years. The Desirable Learning Outcomes are promoted successfully through the very well planned curriculum. The children in the nursery and reception classes achieve very good standards in all areas of learning.

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

##### **Good features**

- The children in the nursery listen very attentively to the staff and talk about their personal experiences. They respond very well to instructions and concentrate on their tasks. They enjoy listening to stories and sharing books. Most are developing their speaking skills very well as they confidently plan and describe imaginative endings to a story about the adventures of a balloon.

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- In the reception classes, the children extend their knowledge and understanding as they use an increasing range of vocabulary to recall the events of the story 'Little Red Riding Hood'. Most are beginning to read and write. The children distinguish words beginning with the letter 'r' and identify simple words such as 'in', 'up' and 'the'. The majority pick out words that rhyme and complete a simple sentence with some help. Children know the difference between story books, information books and magazines. They know the meaning of 'writer' and understand the purpose of the contents page.

#### **Shortcomings**

- There are no major shortcomings.

#### **Personal and social development**

##### **Good features**

- In the nursery, children respond very well to the daily routine. They respond very well to the staff during discussions. The children know the names of colours in Welsh, some simple songs and respond to greetings in Welsh. Most are confident in choosing their activities. Children play happily side-by-side and learn to take turns when sharing resources.
- In the reception classes, the children work very well together in small groups. They concentrate very well on their tasks, persevering to complete them during the time available. The children practise their learning in Welsh when they are engaged in role-play activities. The majority listen and respect the views of others, for example when they discuss their likes and dislikes. Children are independent in getting themselves ready for physical education and tidy their resources away at the end of the morning and afternoon sessions.

#### **Shortcomings**

- There are no major shortcomings.

#### **Mathematical development**

##### **Good features**

- Children in the nursery make very good progress in their understanding of number to five and in counting to 10. They are developing their mathematical vocabulary well. They enjoy filling and emptying differently sized containers in the sand and water and singing number rhymes and songs.
- In the reception classes, children recognise and know the properties of most two and three-dimensional shapes. They understand the meaning of mathematical terms, such as 'more than' and 'less than', and are able to solve and record simple mathematical problems with numbers to ten. The children are developing successfully their understanding of number to twenty and are able to count in twos and tens to one hundred.

#### **Shortcomings**

- There are no major shortcomings.

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

##### **Good features**

- In the nursery, children use the mouse with increasing control as they complete simple programs, such as dressing teddy. The children are confident in talking about their

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favourite stories, friends and families. They observe and record the changes in the seasons and learn the sequence of the days of the week.

- Children in the reception classes make very good progress in understanding changes that take place over time. They examine a variety of toys, such as teddy bears and compare them with toys in the past. Children make good use of information technology to research their topic about toys. Children enjoy making gingerbread men, measuring and mixing ingredients and observing changes in the ingredients before and after cooking. Children broaden their knowledge and understanding of the world around them. For example, children talk to visitors from the local services such as the police and fire fighters.

### **Shortcomings**

- There are no major shortcomings.

### **Physical development**

#### **Good features**

- The children in the nursery move confidently in their outdoor play. They show consideration for others when using large wheeled toys. During their indoor activities, the children handle small equipment, such as scissors and building resources, with increasing control.
- Children in the reception classes follow instructions very well to stop, move, and follow a simple sequence of movements. They continue to develop their skills in handling small equipment and tools during activities that require drawing, writing, cutting out and sticking.

### **Shortcomings**

- There are no significant shortcomings.

### **Creative development**

#### **Good features**

- In the nursery, the children respond very well to a wide range of creative activities. They explore colour and texture by mixing paints and discovering the properties of materials such as modelling materials. The children make very good progress in expressing their thoughts, ideas and feelings by for example, painting, making models and responding to stories and music.
- The children continue to make very good progress in the reception classes. The four to five year-olds choose their puppets and costumes in the role-play area to create their plays. Paintings and drawings are stimulated by well-chosen stories such as 'the Rainbow Fish'. The use of a range of modelling materials promotes children's knowledge and understanding of the properties of materials. Children respond very well to music and enjoy singing a range of well known songs and rhymes.

### **Shortcomings**

- There are no significant shortcomings.

## **English**

Standards in English are very good at KS1 and good at KS2.

### **Good features**

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- In both key stages, pupils are confident speakers. During class discussions, pupils contribute willingly, expressing their views fluently and enthusiastically.
  - Most pupils in both key stages read fluently at levels appropriate to their ages. The majority of pupils make very good progress and enjoy reading.
  - Pupils read a satisfactory range of fiction and non-fiction books. Most read fluently with expression and understanding. Younger pupils are developing a good knowledge of phonics and recall and predict accurately the events in a story. Older pupils describe the difference between fiction and non-fiction books and know the role of the author and illustrator. They are developing a good understanding of the motives of the characters they read about in stories. Standards in reference skills are satisfactory.
  - Pupils in KS1 make very good progress in the development of their writing skills. They write for a range of purposes and use simple punctuation accurately. Most write forming their letters well and accurately spell the most commonly words. In KS2, pupils write at length in a number of different styles, for example, poetry, play scripts, descriptions, letters and instructions. Their spelling is generally accurate and work is neatly presented. Pupils make very good progress in non-narrative writing and good progress in their narrative work. However, by Y5 and Y6, the majority of average attaining pupils find it difficult to write a story at length with a developed plot, including characterisation and exciting and adventurous vocabulary. Pupils use dictionaries and thesauruses appropriately to support their spelling and understanding of vocabulary.

### **Shortcomings**

- Pupils' skills in narrative writing in KS2 are insufficiently developed.

### **Mathematics**

Standards of achievement are very good in both key stages.

#### **Good features**

- In KS1, pupils show good mental arithmetic skills and are gaining in confidence in their use of mental strategies for addition and subtraction. The pupils are confident when using number facts to 20 by Y2. They understand and use addition and subtraction facts accurately and competently. At KS1, pupils are developing computational skills and mathematical vocabulary well and they understand place value to 100 using number squares. Most pupils in KS1 count backwards and forwards accurately in fives and tens to 100. Some extend their counting to include hundreds to count to 1000.
- They measure and estimate using standard lengths up to one metre. They carry out practical work, for example, using hand spans to compare sizes of objects. They have a good knowledge of two and three dimensional shapes and can name and describe them accurately. Pupils recognise simple fractions including halves, thirds and quarters. Younger pupils in Y1 carry out basic data handling activities drawing pictograms to classify and compare hair and eye colour.
- In both key stages, pupils work with enthusiasm and have a good recall of previous work.
- In KS2, pupils continue to develop mental calculation and join in enthusiastically using their number fans. Pupils carry out division by deduction, checking their answers through multiplication using numbers to 100 and 1000. They are encouraged to deduce and hypothesise and are developing good problem solving skills applying their knowledge to real situations. Pupils work involving mathematical investigations is developed further.

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Pupils of all abilities are challenged by investigative practical work. For example, pupils work out ways of measuring using trundle wheels, string and metre sticks to measure objects to make their models.

- Pupils work with increasing independence carrying out practical activities around the school and linking their use of mathematics to the other curriculum areas. For example, pupils use co-ordinates confidently using horizontal and vertical axes, locating and finding features on plans and on maps of the immediate and local environment, such as the hospital, school and caravan park.
- Younger pupils in KS2 confidently use Venn and Carroll diagrams to sort and classify numbers. They build on their previous knowledge of fractions working out fractions of shape and numbers.
- Older pupils in lower KS2 have a good understanding of negative numbers and use them in mental arithmetic sessions. They have a good understanding of more complex three-dimensional shapes and use interactive displays and keys to competently identify their features, such as vertices, faces, bases and edges. Pupils in upper KS2 record, handle and interrogate data accurately. They analyse it and present it in a variety of appropriate ways, the best work often occurring when the work is linked to other areas of the curriculum. For example, in geography when they record rainfall and in science when recording pulse rate.
- Older pupils understand and can identify prime numbers and factors. They read and know the value of thousands, hundreds, tens and units. The majority estimate to the nearest thousand. They understand decimal notation, dividing by ten and a hundred giving correct answers. Pupils have a good understanding of shape and calculate the perimeter and areas of compound shapes by splitting them into rectangles.

### **Shortcomings**

- On occasions, when lessons are too long, pupils lose concentration and the pace of their work diminishes.

### **Science**

Standards of achievement are good in KS1 and very good in KS2.

#### **Good features**

- Pupils in KS1 have a good knowledge about aspects of the natural world. They show good understanding of the behaviour of plants, inanimate materials and systems. Key Stage 2 pupils have a very good understanding and knowledge of a wide range of aspects of the natural world and of the behaviour of plants, animals, inanimate materials and systems.
- In both key stages, pupils increasingly acquire a good scientific vocabulary. They use this accurately in their descriptions and accounts, both written and oral.
- Across the key stages, pupils' ability to increasingly and independently carry out experimental work purposefully and safely is a strength of the science work. The concept of a fair test develops very well. Pupils' work at KS2 is particularly very well developed. Findings are recorded accurately in a variety of ways. Upper KS2 pupils make very effective use of information technology to present findings relating to an experiment on how different levels of activity affect heart rate.

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- In both key stages, pupils make sensible predictions of the results of experiments. They explain outcomes and check their predictions against the final results, giving reasons why their predictions were accurate or not.
  - Pupils in KS1 make systematic observations when they carry out an experiment to find which of the senses they use most frequently. Key Stage 2 pupils make systematic observations when they use a key to identify mini-beasts found in a pond.
  - Across the key stages, pupils assess the validity of their findings and draw conclusions from them. Older pupils understand the need to repeat experiments in order to check the accuracy of their findings.
  - In both key stages, pupils communicate information very effectively using a wide range of methods, such as diagrams, graphs and tables.
  - Pupils show respect for living organisms and understand the importance of keeping the balance between man and the environment. Their knowledge and understanding reflect the good use that is made of the environment.

### **Shortcomings**

- There are no significant shortcomings.

### **Welsh second language**

Standards of achievement are very good in listening, speaking, reading and writing in KS1 and KS2.

### **Good features**

- Pupils make very good progress in speaking skills across the key stages. They speak confidently with good pronunciation and intonation. Pupils remember and use an increasing range of vocabulary, sentence patterns and tenses. In both key stages, pupils make good use of their knowledge when they take part in role-play situations.
- Pupils respond appropriately to questions in both affirmative and negative forms and to instructions from adults and other pupils. They give reasons for their answers in a range of situations, expressing likes and dislikes.
- Across the key stages, pupils listen very attentively in a range of situations and show understanding of an appropriately, increasingly complex series of phrases. Younger pupils closely follow the text of a simple song while listening to it being sung on tape; older pupils listen to another pupil describing a famous person.
- Key Stage 1 pupils read accurately from the class big books with confidence and enjoyment, commenting on the text and illustrations. They read familiar texts independently, explaining what they have read. Older pupils read their own work correctly and more unfamiliar texts with confidence.
- When writing independently, pupils use an increasing range of contexts based on familiar vocabulary and sentence patterns. Common words are usually spelt correctly and younger pupils show an awareness of basic punctuation by using capital letters and full stops; older pupils use speech and question marks. They write in a range of styles, such as scripts, weather diaries and book reviews.

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- Older pupils write in paragraphs, increasingly adding to and adapting the models provided for them. In both key stages, pupils make good use of class and more formal dictionaries to support their independent writing.
  - Pupils very effectively use the skills of speaking, listening, reading and writing in combination.
  - Opportunities across the curriculum enable pupils in both key stages to develop and demonstrate a very good level of awareness, knowledge and understanding of a range of aspects of Welsh culture.

### **Shortcomings**

- There are no significant shortcomings.

### **Design and technology**

Standards of achievement are very good throughout the school. Only one lesson was observed in KS2. Discussions with pupils and staff and scrutiny of pupils' work indicate that standards are very good.

### **Good features**

- Pupils work with a wide range of materials. For example, pupils in KS1 make models of polar bears using papier mache and clay. They make models of houses using a wide variety of recycled materials. Pupils in KS2 work with textiles to make 'friendship quilts' and money containers and puppets. Year 3 pupils make puppets choosing materials for durability, colour and strength.
- Pupils in both key stages, work systematically on their projects with a clear design brief. The suitability of materials for their purpose is carefully considered. Pupils evaluate their designs and consider improvements and modifications to help them improve the quality of their work. For example, pupils in Y5 and Y6, design money containers. They consider a range of fastenings such as Velcro and buttons and write down the improvements that they made to finish their product to a high standard.
- Pupils work together to develop their designing skills very well. In Y3, for example, they work together in small groups, sharing ideas and refining their initial plans for a light to observe mini-beasts.
- Pupils develop a good understanding of work from other cultures as they work with textiles, basing their work on African and Indian designs.
- Pupils develop their knowledge and understanding very well in other subjects such as science, ICT, history and English. For example, pupils write instructions on how to make their products. In KS2, they use hydraulics to make their models of toys move. Pupils use information technology to research designs for torches.

### **Shortcomings**

- There are no significant shortcomings.

### **Information technology**

Standards of achievement are very good in both key stages.

### **Good features**

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- Through a wide variety of planned information technology experiences in both key stages, pupils' skills in technological awareness, information handling, word processing and graphics are developing appropriately. Their work is well supported through the help given by the teaching assistants and timetabled use of the two information technology suites in KS2.
  - In KS2, pupils work on computers confidently. They access the Internet, visiting relevant sites linked to other subject areas, for example, in geography and history. They write facts about imported pictures and edit their work. Pupils are able to save and retrieve work using a variety of programs.
  - Pupils carry out research and construct databases using spreadsheets, creating their own formulae to work out totals. They predict results, evaluate and refine their work.
  - Pupils have a good recall of previous work and select appropriate programs to collate and interpret their information.
  - Pupils make good use of the Internet and CD-ROMs to provide information to support their work in a range of subjects such as religious education and history.
  - In KS2, pupils apply their knowledge to other areas of the curriculum. When this happens standards are enhanced, for example when pupils draw up databases of rainfall in India in geography or measure the rate of their heartbeat in science.

### **Shortcomings**

- E-mailing facilities have only very recently become available within the school. Pupils' use of e-mail is now to be further developed.

### **History**

Standards of achievement are very good in KS2. No lessons were observed in KS1, but discussions with pupils and evidence of previous work indicate that standards are very good.

### **Good features**

- In both key stages, pupils' chronological awareness is good. Year 2 pupils understand the concept of Victorian times being over 100 years ago. Older pupils order the periods of history they have studied across the key stage. Pupils use vocabulary appropriate to the passing of time in both key stages.
- Across the key stages, pupils have a very thorough understanding of what life was like at different times in the past. They understand that the lives of the rich and poor were different and that there are similarities and differences between different periods of history. Pupils from KS1 develop a firm understanding that all events have causes and consequences at different levels.
- Key Stage 1 pupils understand that that they can find out about the past from a wide range of sources, such as museums, photographs and artefacts. Year 6 pupils understand that the story of the past is made up of evidence, some of which we can be sure about and some of which is not certain. They have a clear understanding of the need to use a range of sources when carrying out an investigation and of the need to be aware of bias in evidence.
- Pupils at both key stages ask a widening range of historical questions. Year 6 pupils ask pertinent questions when interviewing an 'evacuee'. The ability to carry out independent research develops well. Pupils make very good use of primary and secondary sources,

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such as photographs and artefacts to support their investigations and answer historical questions.

- Pupils use a wide range of historical vocabulary relating to different periods of history. This enables them to answer historical questions accurately. Pupils organise and communicate their knowledge and understanding effectively in a variety of ways, such as role-play and extended writing.

### **Shortcomings**

- There are no significant shortcomings.

### **Geography**

Standards of achievement are good at KS1 and very good at KS2.

### **Good features**

- Pupils in KS1 successfully carry out field-work at the adjacent community farm to study the environment and conservation issues. The majority have good recall of previous learning, for example, recycling and journeys and routes to school. Pupils plan and draw maps accurately of the journey to the farm and of routes through the school.
- Most pupils write independently about their local environment and where they live. They keep weather diaries and record details of the weather from day-to-day.
- Pupils study environments further afield and write postcards from Barnaby Bear on his visits to Switzerland, Spain and the Gower.
- The pupils learn about important people in the locality who help them such as the doctor, nurse, dentist and the local representatives of services who visit the school. Pupils' knowledge and understanding of geography is enhanced by the well-planned visits they make to the immediate locality.
- In KS2, studies of the local environment are developed further. Pupils study local issues, such as the development of the community farm and how it will affect the locality.
- Pupils pose geographical questions and carry out research involving issue based learning, recording people's views about new developments such as the farm near the school and the local superstore.
- World issues are studied. Pupils carry out free writing linked to features of physical geography, such as storms and conservation issues.
- Pupils carry out fieldwork, both in the local environment such as the heath and further afield on visits to Oxwich Bay.
- Progression and continuity are features of the pupils' work with extension work in map work and the study of places. Pupils are confident in their use of maps at various scales and produce more detailed maps of journeys to school and around the locality. They understand and use co-ordinates to plot and locate features on local maps.
- The older pupils take part in the study of a contrasting area in London, identifying similarities and differences between the two localities and recording their work in appropriate and relevant ways.
- Pupils are developing a good knowledge and understanding of features of less economically developed country through studies about Chembakolli in India. Good

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geographical enquiry techniques and skills are being achieved through reference work and investigations.

- Mapping skills are developed further with relevant use of maps, atlases and globes as pupils study this contrasting environment.
- At the end of the key stage, pupils make good use of information technology to record and interpret climate differences between India and Swansea, for example by comparing rainfall figures from a database.

### **Shortcomings**

- There are no significant shortcomings.

## **Art**

Standards of achievement are very good in KS2. No lessons were observed in KS1, but discussions with pupils and evidence of previous work indicate that standards are very good.

### **Good features**

- Across the key stages, pupils' knowledge and understanding of a wide range of artists, such as Matisse, Cézanne and Klee, develop very well. Pupils work in a very wide range of media. Key Stage 1 pupils, for example, make sculptures using branches found in a local wood and from clay, KS2 pupils make tiles by fusing glass and create a mosaic for the playground.
- Pupils' understanding of art from different cultures is developed very well in both key stages. Pupils in KS2 make Rangoli hand patterns, which they transfer onto fabric in order to make friendship quilts. They also make designs in the styles of African and Indian art.
- In both key stages, pupils respond imaginatively to the methods and ideas of others. Younger KS1 pupils make models of polar bears in the style of William Brown, which they decorate in a variety of patterns. Older pupils make clay tiles in the style of William Morris. Pupils are familiar with the works of local and Welsh artists, such as Josef Herman, and use them very effectively to inform their own work.
- Across both key stages, pupils increasingly demonstrate an understanding of the visual language of tone, colour, pattern, texture, shape, form and space and apply it effectively to their own work. Younger KS2 pupils have a good understanding of perspective and use the appropriate vocabulary to describe areas of their drawings.
- From Y1, pupils successfully select, control and experiment with a range of materials, processes and techniques in two and three-dimensions in a variety of scales. Pupils in KS1 mix a range of primary colours to paint harvest fruit.
- Older pupils blend charcoals successfully in relation to a light source.
- Images are increasingly effectively made from direct observation, of mini-beasts for example, across the key stages.
- Pupils' good knowledge, skills and understanding reflects the benefit of the teaching of a professional artist who takes the extra-curricular art club.

### **Shortcomings**

- There are no significant shortcomings.

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## **Music**

Standards of achievement are very good at both key stages.

### **Good features**

- The standard of singing is very good throughout the school. The high standard is evident in assemblies and in the pupils' performance in the school and community choirs.
- Pupils sing a wide range of songs, for example Welsh, English, Indian and Jewish songs, and accompany them by playing instruments.
- Pupils listen to a variety of famous composers. They have a good knowledge and understanding of music as they appraise from classical to contemporary music. Pupils enjoy listening to music from other cultures, such as African Indian and Indonesian.
- At KS1, pupils have a good sense of rhythm. They enjoy singing, sing tunefully and pay good attention to diction and duration of notes.
- At KS2, pupils have good posture, control their breathing very well and sing with clear diction and very good phrasing. They sing rounds and harmonies, maintaining their own part very well while also listening to others.
- Pupils learn to read and compose successfully a graphic score. For example, pupils in Y3 and Y4 work in small groups and perform their rain song compositions. In Y5 and Y6, pupils study Gamelan music from Indonesia. They work very effectively as a class to read and perform a score. In small groups they compose and perform their versions of Gamelan music.
- All pupils in KS2 learn to read scores and musical notation as they play a range of instruments. Many pupils develop their expertise in music further as they attend additional lessons to play brass and percussion instruments or learn to play the violin, keyboards or the recorder.
- Pupils enjoy and take pride in performing at local events. This ranges from taking part in the local eisteddfod, singing in the locality as part of the community choir and performing their composition of their anti-bullying rap.

### **Shortcomings**

- There are no significant shortcomings.

## **Physical education**

The full range of activities was not observed during the inspection but in the work seen and based on the evidence presented, standards of achievement are good in both key stages.

### **Good features**

- In KS1, pupils have a good awareness of space and use it well. They move around confidently in a number of ways and respond well to instructions.
- In KS2, pupils join in enthusiastically and skilfully in dance activities. They explore and express themselves in a variety of ways and can evaluate and improve their performances.
- Pupils know and use, to good effect, aspects of movement, space and height. Pupils show a good awareness of health related exercise. They warm up appropriately and are mindful of issues of safety during activities.

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- Pupils gain in confidence across a wide range of well-planned physical education activities in both key stages.

**Shortcomings**

- Pupils are not always sufficiently involved in physical activities during the lessons observed.

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## **Religious education**

Standards of achievement are very good in KS1 and KS2. The programme of study is appropriately and thoroughly based on the locally agreed syllabus.

### **Good features**

- In both key stages, pupils, appropriate to their ages, develop a very secure knowledge and understanding of the beliefs and practices of Christianity. Pupils in KS1 have a firm understanding and knowledge of Judaism, lower KS2 pupils of Sikhism and in upper KS2 pupils of Islam.
- Pupils in KS1 have a firm understanding of how the religious beliefs of adherents to the Jewish faith affect aspects of their daily lives, such as diet. Older pupils understand the importance of the Hajj to followers of Islam. Older pupils in KS2 very well understand the importance of other pilgrimages, such as to St David's, Canterbury and Lourdes.
- The major celebrations and festivals of the main world religions are known and understood. Key Stage 1 pupils build a Sukkot and relate how Hanukkah is celebrated.
- Pupils have a very good understanding of the characteristic features of places of worship of Christianity and the other major world religion. Following a visit to a local temple, lower KS2 pupils understand the importance of prayer and its associated rites to followers of the Sikh religion.
- Across the key stages, pupils' knowledge and understanding of the vocabulary of each of the religions studied are very good.
- Key Stage 1 pupils understand that the Bible is the religious book of Christians and has to be treated with respect. Pupils show respect towards the religious artefacts of other faiths. Key Stage 2 pupils understand the symbolism of artefacts and of religious rites such as Eucharist.
- Younger pupils understand the need for rules and the importance of the Ten Commandments in the lives of Christians.
- The tolerance shown by older pupils towards the religious beliefs of others is a feature of their learning. Pupils' spiritual and moral development is very well supported by their studies in religious education. Their answers to questions such as 'How do you know what is right and what is wrong?' help clarify their thinking and understanding.

### **Shortcomings**

- There are no significant shortcomings.

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## **8. SCHOOL IMPROVEMENT**

### **8.1 Progress Since the Last Inspection**

The previous inspection of April 1997 identified the following issues for the school to address:

- raise standards in religious education in both key stages; in KS2, raise standards in control technology and pupils' handwriting;
- refine, and develop further, aspects of assessment;
- develop further the role of the subject leader with regards to monitoring and supporting teaching within classrooms;
- provide more resources to meet the requirements of:
  - i) the NC programmes of study in design and technology and aspects within information technology;
  - ii) the agreed syllabus in religious education;
- provide INSET for staff in aspects of design and technology.

As described in sections 6.1 of this report, the school has made very good progress overall in resolving the key issues. Very good progress has been made in all bullet points above except in bullet point two regarding the development of assessment where good progress has been made.

### **8.2 Key Issues for Action**

The school has already identified two of these issues for development. In addition to the key issues, the school should note other areas for improvement in the report and act upon them. At the same time, the school must not lose sight of the many things it does well and maintain these positive aspects.

The school needs to:

- 1) Continue to raise pupils' standards in narrative writing by:
  - providing further guidance for teachers in the development of skills in narrative writing across the curriculum;
- 2) Strengthen the use of the assessments made of pupils' work by:
  - refining the tracking of pupils' achievements in the core subjects from their baseline so that the 'value added' by the school can be used to improve pupils' performance;
- 3) Refine the procedures for self-evaluation and planning improvement by:
  - setting further detailed, measurable, achievable and time-bonded targets in the SDP so that the extent to which the priorities are achieved is easily monitored.

## APPENDIX

### A. Basic Information About the School

Name of School	Cadle Primary School
School type	Primary
Age-range of pupils	3 - 11
Address of school	Middle Road Fforestfach Swansea
Post-Code	SA5 5DU
Telephone Number	01792 584498

Headteacher	Mr John O'Brien
Date of appointment	January 1991
Chair of Governors	Mrs Josephine Vernon-Jones
Registered Inspector	Mrs Anna Dawson
Dates of inspection	27 – 31 May 2002

### B. School Data and Indicators

<i>Number of pupils in each year group</i>									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	31	46	37	45	32	43	33	36	303

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	15	1	15.5

<i>Staffing information</i>	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	19.9:1
Pupil : adult (fte) ratio in nursery classes	10:1
Pupil : adult (fte) ratio in special classes	1.4:1
Average class size, excluding nursery and special classes	24.4
Teacher (fte) : class ratio	1.2:1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
	R	KS1	KS2	Whole school
Spring 2002	89	91	91	90
Summer 2001	90	90	90	90
Autumn 2001	87	90	90	89

<i>Number of pupils excluded during 12 months prior to inspection</i>	0
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## C. Results of National Curriculum Assessments and Public Examinations

END OF KEY STAGE 1: 2001

National Curriculum Assessment KS1 Results: 2001			Number of pupils in Y2: 31					
Percentage of pupils at each level								
			D	W	1	2	3	4
ENGLISH:	Teacher Assessment	School	0	3	23	65	10	0
		National	0	4	13	62	21	0
EN: Reading	Teacher Assessment	School	0	3	19	65	13	0
		National	0	4	13	54	29	0
	Task/Test	School	0	3	19	65	13	0
		National	0	3	13	53	30	0
EN: Writing	Teacher Assessment	School	0	6	19	65	10	0
		National	0	5	13	70	12	0
	Task/Test	School	0	6	19	65	10	0
		National	0	5	10	75	9	0
EN: Speaking and listening	Teacher Assessment	School	0	0	26	74	0	0
		National	0	3	11	63	23	0
MATHEMATICS	Teacher Assessment	School	0	3	23	74	0	0
		National	0	2	9	60	29	0
	Task/Test	School	0	3	19	61	16	0
		National	0	2	6	56	36	0
SCIENCE	Teacher Assessment	School	0	0	19	81	0	0
		National	0	2	10	67	21	0

### Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment

In the school:	71	In Wales:	80
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- D Pupils who have been disapplied under sections 364 and 365 of the Education Act 1996 or, in the case of the Task/Test were absent.
- W Pupils who are "working towards" level 1, but have not yet achieved the standards needed for level 1.

END OF KEY STAGE 2: 2001

National Curriculum Assessment KS2 Results: 2001			Number of pupils in Y6: 32										
Percentage of pupils at each level													
			D	A	N	B	W	1	2	3	4	5	6
English	Teacher Assessment	School	0	0	0	0	0	0	22	12	66	0	0
		National	0	0	0	0	1	1	6	19	48	25	0
	Test/Task	School	0	0	0	0	0	0	22	12	66	0	0
		National	0	2	1	1	0	0	5	14	47	30	0
Mathematics	Teacher Assessment	School	0	0	0	0	0	0	9	22	44	25	0
		National	0	0	0	0	0	1	4	20	47	28	0
	Test/Task	School	0	0	0	0	0	0	9	22	44	25	0
		National	0	2	1	1	0	0	4	18	42	32	0
Science	Teacher Assessment	School	0	0	0	0	0	0	0	19	44	37	0
		National	1	0	0	0	0	0	3	15	52	29	0
	Test/Task	School	0	0	0	0	0	0	0	19	44	37	0
		National	0	2	0	1	0	0	2	13	51	31	0

<b>Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)</b>			
<b>by Teacher Assessment</b>		<b>by Test</b>	
In the school:	66	In the school:	66
In Wales:	68	In Wales:	68

D	Pupils who have been disapplied under sections 364 and 365 of the Education Act 1996.
A	Pupils who have failed to register a level because of absence.
N	Pupils who have failed to register a level for reasons other than absence.
B	Pupils not entered for tests because they are working outside the levels of the tests.
W	Pupils who are "working towards" level 1, but have not yet achieved the standards needed for level 1.
n	Tests do not cover these levels.
n/a	not applicable.

## **D. The Evidence Base of the Inspection**

- The inspection took place over four and a half days. Four inspectors were involved and a total of 71 sessions were observed. During this time all classes observed and all the subjects of the NC and religious education were inspected.
- Discussions with pupils to ascertain their knowledge of the curriculum and their attitudes to learning took place on a regular basis. Pupils' work across the age and ability range was examined systematically and the school provided the inspection team with a comprehensive record of pupils' work and other school activities.
- Discussions also took place with the headteacher and the staff, to establish their specific responsibilities and professional perspectives. School documentation was inspected and a detailed discussion took place with the headteacher and administrative staff concerning financial matters. Responses to parental questionnaires and letters were examined.
- A meeting was held with parents. Meetings, before and after the inspection were held with the governing body. A meeting was held with the staff to report the main findings of the inspection.

## E. Composition and Responsibilities of the Inspection Team

<b>Inspector</b>	<b>Type</b>	<b>Aspect Responsibilities</b>	<b>Subject Responsibilities</b>
Mrs A Dawson	Rgl	Context Main findings Educational standards achieved by the pupils Standards achieved in key skills across the curriculum Teaching Curriculum Quality of self-evaluation and planning for improvement Leadership and efficiency Progress since the last inspection Key issues for action	under-fives English design and technology music
Mr G Jones	Lay	Behaviour and attitudes Attendance Partnership with parents and community, schools and other institutions Partnership with industry	
Mrs J Davies	Team	Pupils' spiritual, moral, social and cultural development Support, guidance and pupils' welfare Staffing, accommodation and learning resources	Welsh second language science history art religious education
Mr S Wormleighton	Team	Assessment, recording and reporting Provision for pupils with SEN	mathematics information technology geography physical education

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