

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

A Report on the Quality of Education in

**Christchurch CiW VA Primary School
Rodney Street
Swansea
SA1 3UA**

School Number: 6703306

Date of Inspection: 22 January 2008

by

**Stephen Dennett
78888**

Date of Publication: 27 March 2008

Under Estyn contract number: 1113607

© Queens Printer and Controller of HMSO 2008: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The copyright in the material must be acknowledged as aforementioned and the title of the report specified.

Copies of this report are available from the school. Under the Education Act 2005, the school must provide copies of the report free of charge to certain categories of people. A charge not exceeding the cost of reproduction may be made to others requesting a copy of the report.

Christchurch CiW VA Primary School was inspected as part of a national programme of school inspection. The purpose of inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents information about the performance of their child's school.

The inspection of Christchurch CiW VA Primary School took place between 22/01/08 and 24/01/08. An independent team of inspectors, led by Stephen Dennett undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **standard** inspection.

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

Contents	Page
Context	1
Summary	2
Recommendations	6
Standards	6
Key Question 1: How well do learners achieve?	6
The quality of education and training	9
Key Question 2: How effective are teaching, training and assessment?	9
Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?	10
Key Question 4: How well are learners cared for, guided and supported?	12
Leadership and management	15
Key Question 5: How effective are leadership and strategic management?	15
Key Question 6: How well do leaders and managers evaluate and improve quality and standards?	16
Key Question 7: How efficient are leaders and managers in using resources?	17
Standards achieved in subjects and areas of learning	18
Welsh second language	18
Mathematics	18
Science	19
History	20
Art	21
Music	22
School's response to the inspection	23
Appendices	24
1 Basic information about the school	24
2 School data and indicators	24
3 National Curriculum assessments results	25
4 Evidence base of the inspection	26
5 Composition and responsibilities of the inspection team	27

Context

The nature of the provider

- 1 Christchurch Primary school is in the Sandfields area of Swansea, close to the sea front and the city centre. The school became a primary school in 1999 with the expansion of the former infants' school. Most pupils come from the local area which is relatively disadvantaged economically. Thirty-two and a half per cent of pupils are eligible for free school meals, which is above the national average. Children's attainment on entry to the school is below average and a minority have delayed social and language development. There has been a steady increase in the number of pupils from a variety of ethnic minorities, most of whom do not speak English when they come to the school.
- 2 The school provides education for pupils aged three to eleven. Around 22 per cent of the pupils have been identified as having additional learning needs (ALN) and two pupils have statements of special educational need. Around 13 per cent of pupils speak English as an additional language (EAL) and 16 per cent are from ethnic minorities. No pupils speak Welsh as a first language. No pupils are 'looked after' by the local education authority (LEA). At the time of the inspection, there were 154 pupils on the school's roll including 25 children who attend the nursery for mornings only. The number on roll is much the same as when the school was last inspected in February 2002.
- 3 The school has achieved a number of awards, including Basic Skills Quality, Investors in People, the Dyslexia Friendly Schools' Award, a local gold award for recycling and the local education authority's bronze award for self-evaluation.

The school's priorities and targets

- 4 The school's vision statement is *'to establish a centre of excellence by developing a Christian ethos which encourages self-evaluation and enables all individuals to develop fully their potential, intellectually, physically, emotionally, socially and spiritually.'* This priority is backed by a range of appropriate subsidiary aims designed to meet the needs of the 'whole child'.
- 5 The school has set a number of targets for the current school year, which include:
 - develop subject skills in foundation subjects;
 - raising standards in Welsh;
 - further improve playground facilities to promote positive behaviour; and
 - implementing the Foundation Phase.

Summary

- 6 Christchurch Primary School is a good school which carries out its task with enthusiasm and dedication. It provides very good pastoral care for its pupils and is successful in its aim of producing a caring Christian ethos.

Table of grades awarded

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

Grades for standards in subjects inspected

Subject	Key Stage 1 Grades	Key Stage 2 Grades
Welsh second language	2	2
Mathematics	2	2
Science	3	2
History	3	2
Art	2	2
Music	2	2

- 7 The overall quality of the educational provision for the under-fives is appropriate to their needs and children are making good progress towards the desirable learning outcomes for children's learning.
- 8 During the time of the inspection, standards of achievement in the 33 lessons observed were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
9%	82%	9%	0%	0%

- 9 The education provided by the school meets the needs of pupils well. As a result, pupils achieve good standards in knowledge, understanding and skills throughout the school. Nearly all pupils achieve their agreed learning

targets and clearly enjoy their achievement, as is demonstrated by their response in the achievement assembly.

- 10 Standards in the key skills of speaking, listening and reading are good. Standards in numeracy and information and communication technology (ICT) are also good. Pupils enjoy using Welsh in their lessons and their bilingual skills are good. However, their writing, recording and presentation skills are not as well developed, largely due to the over-use of work sheets to record their findings in lessons. Also, many older pupils' handwriting is underdeveloped, as they print rather than use a cursive hand. Pupils' independent learning and problem solving skills are well developed.
- 11 In the 2007 teacher assessments at the end of year 2, the school was in the bottom 25 per cent compared with all schools and in the lower 50 per cent in comparison with schools with a similar number of pupils' eligible for free school meals. At the end of year 6, the school was slightly above average compared with all schools and in the top 25 per cent in comparison with similar schools.
- 12 Although the overall trend at key stage 1 is downward, this reflects the downward trend in children's attainment on entry to the school. When one looks at the value added to pupils' learning as they move through the school, the trend is upward. Standards at key stage 2 have been maintained at levels above the national average since the last inspection in 2002.
- 13 The school makes a positive contribution to pupils' well-being. As a result, pupils enjoy coming to school and benefit from its warm, friendly ethos. Relationships with staff are good and this has a positive effect on pupils' social development. Pupils have a strong feeling of belonging to a happy orderly community where learning can thrive. This is acknowledged by the vast majority of parents. Attendance is satisfactory averaging 91 per cent, which is below the national average for similar schools. Pupils' punctuality is generally good.
- 14 The pupils' personal development is good. Pupils are thoughtful and reflective. They have good opportunities for prayer and reflection in assemblies and Eucharist services. The pupils moral and social skills are well developed, especially in upper key stage 2. Pupils have good awareness of their own Welsh culture as well as other world cultures. There is great respect for diversity.
- 15 Pupils are well behaved and they have positive attitudes. Most pupils are eager to learn and many respond enthusiastically to questions and apply their knowledge, understanding and skills effectively. This enthusiasm combines with a clear understanding by most pupils of what they are doing, how well they are progressing and what they need to do in order to improve further. Good progress is made by pupils with ALN and those who speak English as an additional language.
- 16 Nearly all pupils leave the school with the necessary skills to maintain life-long learning and they are well prepared for the next phase of their education and effective participation in the work place and the community.

The quality of education and training

- 17 During the time of the inspection, the quality of teaching in the 33 lessons observed was as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
18%	73%	9%	0%	0%

- 18 Teachers have high expectations and provide a good range of stimulating learning experiences, which enable pupils to achieve high standards in all aspects of learning. Good working relationships with pupils is a consistent feature throughout the school and has a significant effect on the quality and effectiveness of learning and behaviour. Teachers promote equal opportunities very well, and ensure that all pupils are treated fairly, irrespective of background, gender or ability. The standard of bilingual teaching is good.
- 19 The quality of assessment is good. All statutory requirements are met. Assessment is an integral part of the teaching and learning process. All teachers are conscientious in measuring pupils' progress regularly. They ensure pupils are on track to fulfil their potential.
- 20 The curriculum provided is good and all statutory requirements are met. Equal access is provided to broad and balanced learning experiences. The school meets learners' aspirations well throughout the school. Plans identify appropriate opportunities for the development of pupils' key and basic skills, including their bilingual skills. However, pupils' writing skills are not developed sufficiently well through the curriculum.
- 21 There is a good range of extra-curricular activities which broaden and enrich pupils' learning experiences and the school is good at promoting pupils' personal development. Provision for their spiritual, moral, social and cultural development is good. The culture of Wales is promoted well.
- 22 The school has good partnerships with parents, the community and other providers. There are appropriate links with the secondary schools to which pupils proceed after they have left Christchurch.
- 23 Provision for work related education is being developed well. The school is excellent at tackling social disadvantage and stereotyping and ensures equal access to all its pupils. This is an outstanding feature. Education for sustainable development is good and the school is involved in recycling projects. Progress is being made on developing pupils' entrepreneurial skills and the school reflects national priorities for lifelong learning in its provision well.
- 24 The quality of care, support and guidance provided for pupils is outstanding. Care arrangements are managed very well and there is an excellent partnership with parents and outside agencies. Children settle into school quickly because of the very good induction procedures. The quality of personal support is excellent and there is good personal and social education (PSE) programme. Punctuality and attendance are monitored effectively. Pupils are well aware of issues related to health and safety and there are outstanding procedures for child protection.

- 25 Provision for pupils with ALN is good. There are effective systems for diagnosing individual needs and these are translated into well-constructed individual education plans (IEPs) where necessary. The additional learning needs co-ordinator works well in partnership with support assistants. The school provides good support for pupils whose behaviour might impede their own learning and the learning of others.
- 26 The school's provision for equal opportunities is good with outstanding features. All pupils are supported very well, irrespective of their individual background. Support of pupils with EAL is good and enables these pupils to settle into the school well and make good progress in their acquisition of English. The school promotes gender equality very well and promotes excellent race relations. Very effective measures have been taken to tackle bullying and to promote good behaviour. The school has made reasonable adjustment to avoid putting disabled pupils at a disadvantage. The school recognises and respects diversity very well.

Leadership and management

- 27 The headteacher leads the school well. Her vision is reflected in its mission statement which expresses its commitment to developing the Christian ethos of the school. All staff are aware of the school's aims and values and are fully committed to promoting them in their work and through personal example. The school's promotion of equality of opportunity is outstanding.
- 28 The school takes appropriate account of national priorities. The headteacher and staff analyse the school's performance data and set targets accordingly. Individual targets are also set and monitored by both staff and pupils. Performance management is conducted efficiently.
- 29 The governing body is very supportive of the headteacher and staff. Governors monitor the quality of provision by making regular visits to the school. Governors also receive regular reports from the headteacher and discuss these in governors' meetings.
- 30 Systems for self-evaluation are good. Staff are well informed about performance in their areas of responsibility. They regularly monitor lessons in order to make judgements about standards throughout the school. All those who provide education are involved in the self-evaluation process.
- 31 The school self-evaluation report is a well-structured document which effectively identifies its strengths and areas for development, although it tends to be descriptive rather than evaluative. The inspection team agreed with two of the seven grades the school awarded for the key questions. Where the inspection team did not agree with the school it was usually because there were just not as many outstanding features as the school had originally thought.
- 32 The information gathered through self-evaluation is directly used to inform strategic planning. Areas identified as being in need of improvement are included as targets in the school development plan (SDP). The school supports its priorities well through the allocation of resources. The school

has made good progress since the last inspection and has dealt appropriately with all outstanding key issues.

- 33 Provision for staffing and resources is good. The accommodation is generally fit for purpose, but the lack of a screen between the two classes in the upstairs classroom means that frequently noise from one class disturbs the other. Economic, efficient and effective use is made of all resources. Staff are well deployed and effectively trained. Resources are well matched to the school's priorities of development and the school provides good value for money.

Recommendations

In order to further raise standards and improve provision, the school needs to:

- R1 Raise standards in science and history in key stage 1.
- R2 Improve pupils' writing, recording and presentation skills at both key stages.
- R3 Provide adequate sound insulation between the two classes in the lower key stage 2 classroom.

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

Standards

Key Question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

- 34 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 35 During the time of the inspection, standards of achievement in the 33 lessons observed were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
9%	82%	9%	0%	0%

- 36 The pupils' overall standards of achievement in the lessons observed are better than Welsh Assembly Government (WAG) target for 2010 set out in 'Vision into Action' which states: *'the quality of learning assessed by Estyn to be grade 3 or better in 98 per cent of classes'*.

37 The overall quality of the educational provision for the under-fives is appropriate to their needs and children are making good progress towards the desirable learning outcomes for children's learning.

38 In key stages 1 and 2, standards in the subjects inspected are as follows:

Subject	Key Stage 1 Grades	Key Stage 2 Grades
Welsh second language	2	2
Mathematics	2	2
Science	3	2
History	3	2
Art	2	2
Music	2	2

39 Pupils make good progress in their learning and achieve good standards in relation to their prior attainment and underlying ability. Pupils achieve the learning targets set by teachers and by themselves. Pupils succeed regardless of their social, ethnic or linguistic backgrounds and make good progress towards fulfilling their potential. They are well prepared for the next phase of their education. There is currently no significant difference in the performance of boys and girls.

40 In 2007, at key stage 2, targets were exceeded in all three core subjects of English (+10.3%), mathematics (+9.4%) and science (+9.8%). The school also exceeded its target in the core subject indicator (the percentage of pupils achieving at least level 4 in all three core subjects combined) by 9.7 per cent.

41 Pupils' key skills are good throughout the school. Their speaking, listening, and reading skills are good throughout the school. Their numeracy and ICT skills are also good. Although the content of pupils' writing is often good, their handwriting skills are underdeveloped by the time they reach the end of year 6. Also, due to the over-use of work sheets, pupils' recording and presentations skills are not as good as they should be in several subjects. Pupils' ability to write at length and in different styles is also limited. Pupil's competence in using bilingual skills is good. They speak well in Welsh and read simple texts with confidence. Their writing is not quite so well developed.

42 Pupils' personal and social skills are good. Their problem-solving and independent learning skills are developing well. Pupils' creative skills are good at both key stages. Pupils' ability to work with others is good.

43 In the 2007 teacher assessments at the end of year 2, 66.7 per cent of pupils achieved the expected level 2 in English. In mathematics, 83.0 per cent of pupils achieved level 2 and in science 77.8 per cent. The number of pupils who achieved level 2 in the core subject indicator was 66.7 per cent. This places the school in the bottom 25 per cent compared with all schools and in the lower 50 per cent in comparison with schools with a similar number of pupils' eligible for free school meals.

44 In the 2007 teacher assessments at the end of year 6, 83.3 per cent of pupils achieved the expected level 4 in English. In mathematics 77.8, per cent of pupils achieved level 4 and in science, 94.4 per cent. In the core subject indicator, 77.8 per cent of pupils achieved level 4, which places the school

- slightly above the median compared with all schools and in the top 25 per cent in comparison with similar schools.
- 45 Although the overall trend at key stage 1 is downward, this reflects the downward trend in children's attainment on entry to the school. When one looks at the value added to pupils' learning as they move through the school, the trend is upward. Standards at key stage 2 have been maintained at levels above the national average since the last inspection in 2002.
 - 46 Pupils enjoy coming to school and benefit from its warm, friendly ethos. Relationships with staff are good and this has a positive effect on pupils' social development. Pupils have a strong feeling of belonging to a happy orderly community where learning can thrive. This is acknowledged by the vast majority of parents.
 - 47 Attendance is satisfactory with the average level of attendance 91 per cent (with the exception of the last full term, when it reached 92.6 per cent). This is lower than the national average for schools with similar free school meals entitlement but comparable with other primary schools within the authority. It is below national averages for all schools. There are no significant or unexplained variations in attendance levels across the school or throughout the year. The main cause of pupil absence is sickness and parents taking their children on holiday during term time, a practice not condoned by the school.
 - 48 Punctuality is generally good at the start of, and throughout, the school day allowing sessions to start promptly without interruption. The school takes appropriate account of the requirements of WAG Circular 3/99 that sets out the requirements for recording absence.
 - 49 The pupils' personal development is good. Pupils are thoughtful and reflective. They have good opportunities for prayer and reflection in assemblies and Eucharist services. The pupils moral and social skills are well developed, especially in upper key stage 2. Pupils have good awareness of their own Welsh culture as well as other world cultures. There is great respect for diversity.
 - 50 Pupils are well behaved in the school. Good behaviour and positive attitudes and relationships is particularly evident in upper key stage 2. Very occasionally, lack of self-control impedes the learning of boys in key stage 1.
 - 51 Most pupils are eager to learn and many respond enthusiastically to questions and apply their knowledge, understanding and skills effectively. This enthusiasm combines with a clear understanding by most pupils of what they are doing, how well they are progressing and what they need to do in order to improve further. Good progress is made by pupils with ALN and those who speak English as an additional language.
 - 52 Nearly all pupils leave the school with the necessary skills to maintain life-long learning and they are well prepared for the next phase of their education and effective participation in the work place and the community.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

53 The findings of the inspection team differ from the school's self-evaluation in that the school graded this key question grade 1. Although teaching is consistently good and sometimes very good, there were insufficient outstanding features to warrant a grade 1.

54 The quality of teaching in 33 lessons was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
18%	73%	9%	0%	0%

55 The quality of teaching was grade 2 or better in 91 per cent of lessons. This compares well with the national picture reported by Her Majesty's Chief Inspector in her annual report 2005/2006. Nationally, the quality of teaching in primary schools grade 2 or better in 79 per cent of lessons with 17 per cent grade 1. It also exceeds the 2010 WAG target, which states: *'the quality of teaching assessed by Estyn to be graded 2 or better in 80 per cent of lessons'*.

56 Outstanding features of the teaching include:

- very effective planning and preparation;
- very well-paced lessons;
- excellent use of questioning to extend pupils' knowledge, understanding and skills; and
- the effective development of pupils' bilingual and thinking skills.

57 Good features of teaching include:

- good subject knowledge;
- effective organisational strategies;
- good use of ICT and interactive white boards to enhance pupils' understanding of concepts;
- working closely with support staff to provide good quality help for pupils; and
- clear learning objectives and skills which are shared with pupils.

58 A shortcoming of teaching is the over-use of work sheets for recording pupils' responses in lessons. As a result, pupils' writing, recording and presentations skills are not as well developed as they should be.

59 Teachers have high expectations and provide a good range of stimulating learning experiences, which enable pupils to achieve high standards in all aspects of learning. Good working relationships with pupils is a consistent

feature throughout the school and has a significant positive effect on the quality and effectiveness of learning and behaviour. Homework tasks are related to classroom work.

- 60 Teachers promote equal opportunities very well, and ensure that all pupils are treated fairly, irrespective of background, gender or ability. Teachers promote *Y Cwricwlwm Cymreig* well. There is good emphasis on promoting the language skills in both English and Welsh. The standard of bilingual teaching is good.
- 61 The quality of assessment, recording and reporting is good. The school has worked hard to ensure that assessment arrangements are moderated consistently to strengthen teacher assessments at key stage 2. Assessment is an integral part of the teaching and learning process. All teachers are conscientious in measuring pupils' progress regularly. They ensure pupils are on track to fulfil their potential. During and when evaluating lessons, teachers regularly assess pupils' achievements against the learning objectives.
- 62 Teachers know pupils individually and ensure that work is appropriately challenging. Though work is marked regularly the quality and focus of the marking does vary across key stages. Where comments are written they indicate how specific aspects can be improved. The school meets all statutory requirements to carry out assessments and the recording of pupils' achievements. There are collections of pupils' work to indicate the standards pupils should achieve year on year. These provide teachers with useful examples of assessed work indicating the levels that should be achieved. Annual reports to parents conform to statutory requirements and provide detailed information on pupils' progress in all subjects.

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

Grade 2: Good features and no important shortcomings

- 63 The findings of the inspection team differ from the school's self-evaluation in that the school graded this key question grade 1. This is because, although curricular provision is good, it does not contain sufficient outstanding features to warrant a grade 1.
- 64 The overall quality of provision for children under five is appropriate to their needs and pupils make good progress towards the Desirable Learning Outcomes for Children's Learning.
- 65 The school responds to pupils' learning needs well. The curriculum meets the needs of all its pupils and is equally accessible to all and fully meets statutory requirements. The school provides a broad, balanced and relevant curriculum that is flexible to meet the needs of individuals and caters for all pupils, including those with ALN and EAL.
- 66 Curriculum policies, schemes of work and planning documents, are well constructed. Teachers' specific and detailed planning provides a clear structure for all pupils to build systematically on what they already know and can do.

- 67 Key and basic skills and the common requirements of the National Curriculum (NC) are identifiable within the planning documents, thus promoting their development in all subjects across key stages. The school successfully meets all statutory requirements, including those for religious education and collective worship.
- 68 Provision for the development of pupils' spiritual, moral, social and cultural development is good. Spiritual development is promoted effectively during morning worship. The school has strong links with the church and pupils benefit from visits to places of worship and from the local clergy to school on a regular basis. There is a good programme for PSE and pupils are aware of the dangers of drugs and other health risks. Pupils' moral development is good. The school provides pupils with a good understanding of what is right and wrong and these values are reinforced through effective strategies that promote PSE within the curriculum.
- 69 Pupils have equal opportunities to participate in a range of extra-curricular activities of a sporting, cultural and academic nature. Pupils in key stage 2 benefit greatly from weekly music lessons taken by the music peripatetic teacher. These extend the experiences of the school day and make an effective contribution to the personal and social development of all pupils. Pupils' educational experiences are also enriched through visits to places within their locality such as the feeder high schools, the beach, the park and through residential visits in contrasting environments. Visitors to the school also provide the pupils with opportunities to broaden and enhance their learning experiences.
- 70 The school's links with parents, the local community and the wider community including other schools are strong. Many parents are actively involved in the life and work of the school and they make a valuable contribution to the provision made.
- 71 The school has good links with the local community. Links with the local secondary school are good. Transfer arrangements are well established with good liaison between schools. High school teachers in music and Welsh second language visit the school and year 6 pupils take part in curriculum bridging units, to improve continuity between the two phases.
- 72 There are good opportunities to broaden and enrich pupils' work related education. These are successfully developed through personal and social education, visits to local businesses and a wide range of visitors from public services representatives and local industry.
- 73 Staff effectively encourage pupils to use Welsh in lessons and in collective worship. Activities and visits help to promote pupils' awareness of the richness of the culture in Wales. *Y Cwricwlwm Cymreig* is successfully promoted across the curriculum. Good opportunities are provided for pupils to learn about the culture, economy, environment and history of Wales. Pupils' bilingual skills are developing well through well-planned opportunities across the curriculum. The incidental use of Welsh is practiced throughout the school day during registration periods, collective worship and class lessons. It is further enhanced through consolidating and developing language skills with the Welsh peripatetic teacher and a Welsh club.

- 74 The school has very high expectations of its pupils and strongly promotes equality and tackles social disadvantage in all its work. Any incident of stereotyping is appropriately challenged. Policies for promoting and practising equality of access, equal opportunity and racial equality are effectively and consistently implemented by all staff.
- 75 The provision of education for sustainability is good. The church garden is well established and the local beach is used effectively to enhance pupils learning in this area. Energy conservation, paper recycling and recycled resources are well promoted by the school and practised by pupils and adults. In addition, sustainability is effectively promoted through the formal curriculum, notably in science and geography.
- 76 Pupils are fully involved with the initiative and there is a well-established eco committee and the school council is proactive in improving the school environment, recently the council was instrumental in having nets put up in the yard to stop balls going into the road.
- 77 Global citizenship is positively promoted through the high profile given to international charities and also through geography. The links with other countries is developing well, pupils have learnt about 'street children' from a theatre group that visited the school. Many of the schools fundraising events are for third world appeals. There are good opportunities for pupils to develop their entrepreneurial skills, such as buying, selling and marketing through fund raising activities for local and national charities.

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

Grade 1: Good with outstanding features
--

- 78 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 79 Pupils are very well cared for, guided and supported. Arrangements for pupil support are exceptionally well planned and managed. The school provides a happy, safe, secure, welcoming and caring learning environment for pupils. Parents consider pupils are very happy in school. They are well satisfied with the help and guidance provided for their children.
- 80 Teachers identify and respond effectively to individual pupil's needs. The deployment of the available support staff is very well organised to meet these needs and requirements. A wide range of external support services and agencies is used appropriately and very effectively.
- 81 Relationships between staff, parents, members of the local community and pupils are excellent and an outstanding feature of the school. The school welcomes parents at any time as well as at formal parents' meetings. Regular newsletters inform them about the dates for school events, pupils' achievements and the topics they are studying. The school has a good home/school agreement for its pupils which is well supported. Parents feel they are well informed about events in the school.

- 82 A small number of parents visit school on a regular basis to provide classroom assistance. The parents' association is supportive in raising valuable sums of money to support educational provision. The family atmosphere, positive ethos and the well-established and effective induction arrangements for pupils help them happily settle into school life and routines quickly.
- 83 The very good links with the two secondary schools and the well-developed transfer arrangements for pupils moving on from year 6 are very effective and include events which link the schools.
- 84 The school makes good use of all available specialist services. Support staff work effectively to identify and react to the individual needs of pupils. Health education related topics are contained within the PSE programme, which is based on the required guidelines.
- 85 Attendance registers are completed appropriately and quickly at the start of the morning and afternoon sessions. Parents are advised that all pupils are expected to attend regularly and arrive punctually. The systems for monitoring attendance and punctuality are effective. Procedures for promptly following up lateness or unexplained absence are implemented appropriately. The educational welfare officer visits regularly and the headteacher discusses the monthly monitoring reports referring concerns.
- 86 The school expects high standards of behaviour and respect and does not tolerate inappropriate behaviour. Staff consistently implement the behaviour and anti-bullying policies. Pupils understand and adhere to the rules they have helped develop. The schools very effective systems for recognising and rewarding good standards of behaviour, attendance and achievement are understood and appreciated by pupils.
- 87 The school has clear and well-documented arrangements, which contribute appropriately to pupils' well-being when in its care. Risk assessments are undertaken and documented appropriately. The school has extensive health and safety policies and procedures which have recently been reviewed and developed by the headteacher. All staff are checked with Criminal Records Bureau and a central record kept.
- 88 All school staff are trained in basic first aid. The school's personal and social education programme contains appropriate health and safety related topics and as a result pupils have an appropriate awareness of health and safety. Good procedures are in place to fully meet the needs of pupils who are unwell or who have suffered an injury whilst in school. The school promotes healthy living well and has good arrangements to ensure pupils remain healthy.
- 89 Child protection arrangements follow recommended good practice with designated 'named persons' and a nominated governor. All staff are aware of the signs of possible child abuse and the specific procedures they must closely follow. Relevant complaint and appeal procedures are in place.
- 90 The provision for pupils with ALN is good. Early identification ensures purposeful support. The school policy is comprehensive and complies with statutory requirements and the framework for inclusive education. The

ALN co-ordinator is efficient and works well with the whole staff, outside support agencies and the governing body. The relationships and support for pupils are also good.

- 91 The additional support given to different groups of pupils who require additional language development is good. The support given to pupils with EAL is good and effective use is made of bilingual assistants. Pupils with ALN receive timely support which is monitored regularly and assessed. All pupils with ALN make good progress considering their individual need and circumstances. Teachers and support staff work as a team providing continuity of support and assessment needs. Targets set in IEPs are stated in observable, measurable terms and can be clearly monitored and reviewed. The assessment of pupils' attainment and progress is sufficiently diagnostic.
- 92 Support for pupils whose behaviour may impede their own or other's progress is good overall. Effective use is made of anger management strategies for those who need it and there are a clear set of school 'morals', which effectively guide pupils' behaviour.
- 93 The school ensures that all pupils, regardless of their social, linguistic or ethnic backgrounds, have the same rights and opportunities. 'Equality' is often used as an assembly topic and is incorporated in the PSE programme. The school successfully ensures that pupils from all backgrounds and genders are given equal opportunities and actively encourages pupils to participate in all activities. The very wide range of activities available during and after school broadens the access for all pupils.
- 94 Pupils are treated as individuals and are frequently encouraged to consider every other person as equal regardless of race, religion, culture or nationality. The school provides a suitably wide range of activities and experiences, which enable pupils to develop a good understanding of diversity within today's society. The school frequently recognises and celebrates diversity, for example in its assemblies, religious services and visiting speakers and artists.
- 95 Measures to eliminate oppressive behaviour are very good. The school staff implements its positive behaviour strategies consistently and considers bullying and inappropriate behaviour very serious matters. Any reported instances of bullying, which are very rare, are comprehensively recorded and are dealt with promptly and effectively, using the range of sanctions available, as necessary and appropriate. Arrangements to eliminate racial discrimination, oppressive behaviour, bullying and harassment work extremely well because all teachers apply relevant policies and procedures consistently and have very high expectations of their pupils in these areas.
- 96 The accommodation allows access for wheelchairs to all the ground floor of the school and there are designated toilets for disabled pupils and visitors. Pupils with disabilities who attend the school are integrated appropriately and effectively. There is good provision for ensuring the inclusive education of all pupils. The school has a clear disability equality scheme and action plan.

Leadership and management

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

Grade 2: Good features and no important shortcomings

- 97 The findings of the inspection team do not match the grade 1 awarded by the school in its self-evaluation report. This is because the school did not fully understand the grade criteria and was somewhat over generous in its evaluation.
- 98 The headteacher leads the school well. She has a clear sense of purpose and direction which is effectively communicated to all staff and the governing body. Her vision is reflected in its mission statement which expresses its commitment to developing the Christian ethos of the school. At the same time, she demonstrates great care and concern for both staff and pupils.
- 99 The school's commitment to each pupil is evident also in the aims of the school and the values it seeks to promote. These focus on the development of good attitudes, learning skills and the social and interpersonal skills which are essential if pupils are to achieve well. Parents indicated their support and appreciation of the values instilled by the school in the pre-inspection questionnaires and at the parents' meeting. An outstanding feature of the school's ethos is the way in which it actively promotes and achieves equality for all.
- 100 All staff are aware of the school's aims and values and are fully committed to promoting them in their work and through personal example. This commitment is evident in all aspects of the life of the school. The headteacher and staff succeed in creating a caring ethos and stimulating environment which promote effective learning.
- 101 Curriculum co-ordinators provide effective leadership, monitoring standards in their subjects and clearly identifying areas for improvement. These are discussed with colleagues to ensure that they understand what is required of them in the process of raising standards. They also lead training for colleagues in areas that are a priority in the SDP.
- 102 The school takes appropriate account of national priorities. The raising of standards in Welsh is an on-going target and an action plan is in place for the implementation of the Foundation Phase.
- 103 The headteacher and staff analyse the school's performance data and set targets accordingly. Individual targets are also set and monitored by both staff and pupils. Performance management is conducted efficiently and teachers' targets reflect both the school's priorities and the professional development needs and interests of the individual. The headteacher also holds appraisal meetings with staff to review their professional development.
- 104 The governing body is very supportive of the headteacher and staff. Governors monitor the quality of provision by making regular visits to the school and observing lessons. Governors are proud of the school and are committed to school improvement. They receive regular reports from the headteacher and discuss these in governors meetings. The chair of

governors provides very good pastoral support for the headteacher and staff. The governing body meets all statutory requirements.

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

Grade 2: Good features and no important shortcomings

- 105 The findings of the inspection team do not match the grade 1 awarded by the school in its self-evaluation report. This is because the school did not fully understand the grade criteria and was somewhat over generous in its evaluation.
- 106 Staff are well informed about performance in their areas of responsibility. They gather first-hand evidence from observing lessons, looking at pupils' work and speaking to pupils. The headteacher regularly monitors lessons in order to make judgements about standards throughout the school. The headteacher also monitors and evaluates teachers' planning well and gives effective leadership to the process of school self-review.
- 107 All those who provide education are involved in the self-evaluation process. The headteacher takes very seriously the opinions of parents, staff and governors. All staff and governors are consulted and their views sought and discussed fully. Parents are consulted through questionnaires and the school takes note of their views and responds positively. The views of the pupils on the school council are also sought and pupils contribute significantly to the evaluation process.
- 108 The school self-evaluation report is a well-researched document which effectively identifies its strengths and areas for development, but is somewhat lacking in clear judgements about the school's performance. It also tends to be over-descriptive. The judgements of the inspection team matched those of the school in only two of the seven key questions, largely due to the fact the school tends to be over-generous in its grading. This is because it does not fully understand the judgement criteria in relation to what is genuinely 'outstanding' when the school is evaluated against the criteria in the common inspection framework (CIF).
- 109 The governing body works with the headteacher and staff in the process of self-evaluation. Governors discuss the self-evaluation report prior to approval. The governing body is committed to self-evaluation and sees it as instrumental in bringing about improvements.
- 110 The information gathered through self-evaluation is directly used to inform strategic planning. Areas identified as being in need of improvement are included as targets in the SDP. Targets are realistic but challenging, although some of these are not sufficiently focussed on what needs to be done to bring about improvement. All members of staff monitor progress against targets in the SDP and the headteacher reports to the governors.
- 111 The school supports its priorities well through the allocation of resources. For example, the school has successfully implemented the 'Thinking Actively in a Social Context' (TASC) strategy, which has led to improvements in pupils'

independent learning and problem-solving skills. The school has made good progress since the last inspection and has dealt appropriately with all outstanding issues.

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

Grade 2: Good features and no important shortcomings

- 112 The findings of the inspection team differ from the school's self-evaluation in that the school graded this key question grade 1. The team identified a number of minor shortcomings in the school premises and there were no outstanding features of this aspect of the school to warrant a grade 1.
- 113 The school has enough suitably qualified, knowledgeable teachers to teach and support the subjects of the NC and religious education, and they are deployed well. Support staff work effectively with teachers and provide good support.
- 114 Staff receive regular updates to their training and are appropriately developed through performance management. The sharing of school staffs' knowledge and expertise is good. All teachers receive appropriate regular time for planning, preparation and assessment (PPA).
- 115 The accommodation is clean and well maintained. Most classrooms are of adequate size and attention is paid to pupils' learning and daily needs. However, the shared upstairs classroom is small and has no divider, so that noise from one class often interferes with the other class sharing the space. Throughout the school the many displays in classrooms and shared areas celebrate pupils' achievements and provide a colourful and stimulating learning environment. Outdoor accommodation is restricted but is used for a variety of curricular activities.
- 116 The school has an appropriate amount of learning resources to meet the needs of the curriculum and all pupils. These are of good quality. The small school library within the space available is well stocked with carefully selected books that cover an appropriate range of subjects and provide for the needs of the pupils. The school has a mobile computer suite and classrooms have computers that contribute to improving the quality and standards of learning. All classrooms have an interactive white boards.
- 117 The school budget is managed well. The headteacher and the governing body bases spending on the priorities in the SDP. They carefully monitor spending and saving money in a variety of ways. This is accounted for accurately.
- 118 The school uses and deploys its teaching staff and learning support assistants well. The school administrator carries out daily routines and responsibilities efficiently and effectively. The caretaker, cleaners and catering staff ensure the accommodation is well maintained.
- 119 Spending decisions are matched well to the school's priorities. The impact of financial spending is monitored in terms of the progress pupils' make and how standards are being improved. Overall, the school provides good value for money.

Standards achieved in subjects and areas of learning

Welsh second language

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

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

Good features

- 120 At both key stages, pupils develop an increasing confidence in their use of Welsh. In key stage 1, pupils speak clearly and have a good understanding of simple phrases and greetings. They count effectively to ten, name colours correctly and confidently answer questions using familiar language patterns.
- 121 Pupils make good progress with their reading skills showing appropriate understanding of text. They read accurately and re-enacted 'Carnifal Caerdydd' with confidence. Pupils write simple sentences based on familiar patterns.
- 122 Pupils in key stage 2 demonstrate good speaking and listening skills and respond with enthusiasm. They use the language confidently to answer a variety of questions and display good progression in previously learnt patterns.
- 123 Pupils use a variety of reading materials effectively and make good progress in their reading skills. They read dialogues and books with good expression.
- 124 Pupils reinforce their oral work in a range of writing activities and they use familiar patterns to write sentences, dialogues, diaries, questionnaires and letters accurately. They successfully apply their writing skills to other areas of the curriculum.

Shortcomings

- 125 Pupils' recording and presentations skills are not as well developed as other aspects of Welsh, due to the over-use of work sheets for recording purposes.

Mathematics

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

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

Good features

- 126 Skills in mental calculations and understanding of mental strategies are developing well at both key stages. Interactive white boards are used to support pupils' learning in key stage 1 and key stage 2. Pupils use ICT well to support their mathematical knowledge and raising their standard of achievement.

- 127 Pupils in key stage 1 know how to count on and back and add and subtract within 20. They can recognise patterns in number sequence and have a basic understanding of money.
- 128 Pupils measure objects accurately using non-standard measures and have an understanding of time. By the end of key stage 1 pupils count confidently to a hundred.
- 129 In key stage 2, pupils build appropriately on key stage 1 work. The majority of younger key stage 2 pupils use the four rules of number appropriately and have a good understanding of odd and even numbers. Pupils understand the relationship between doubling and halving numbers.
- 130 Older pupils in key stage 2 have a good knowledge and understanding of area and perimeter. They show an increasing ability to work with larger numbers and most record their work neatly and accurately. They try different ways of solving problems and organise their work effectively.
- 131 Across key stage 2, pupils develop a good understanding of measurement. Pupils are also developing their problem solving skills well and most pupils can explain the strategies they use to solve them.

Shortcomings

- 132 Pupils' recording skills are underdeveloped and standards of presentation are not as high as they should be.

Science

Key Stage 1: Grade 3: Good features outweigh shortcomings

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

Good Features

- 133 Pupils in key stage 1 investigate sounds and record their findings using appropriate words and symbols. They respond to suggestions about how they can find things out and put forward their own ideas. Pupils recognise similarities and describe differences, using suitable scientific vocabulary.
- 134 More able pupils in key stage 1 have a good grasp of sound and its properties. They compare the effects of similar phenomenon, such as the loudness of a sound.
- 135 Younger pupils in key stage 2 have a good understanding of light and reflection. They make sensible suggestions about how they can find out the answers to the questions they have posed. Pupils use appropriate scientific words to describe their observations, when studying their reflections in the back of spoons and mirrors, for example.
- 136 Pupils respond well to teachers' suggestions and put forward their own ideas when deciding how to carry out an investigation. Pupils make accurate measurements when working out distances travelled and time taken in their investigations. Pupils have a good understanding of resistance and friction.

- 137 Older pupils in key stage 2 know well the parts of the human body and the function of organs. They accurately describe in their work the functions of the heart, liver and bladder. They draw detailed, labelled diagrams of the digestive systems and the skeleton.
- 138 Pupils recognise that in order to answer scientific questions, they need to put forward an hypothesis and test it to see if it is correct. More able pupils design their own investigations and record their findings accurately using diagrams, tables and graphs. They make effective use of ICT in their investigative work to make tables and produce both bar and line graphs.
- 139 Pupils have a good knowledge of electricity and its properties. They suggest ways in which a circuit can be changed to dim an array of bulbs in series. Pupils understand well terms such as 'voltage' and 'resistance' and understand that a circuit must be complete for a current to flow.

Shortcomings

- 140 Younger pupils in key stage 1 do not understand what they need to do to carry out a fair test.
- 141 Some pupils in key stage 1 have difficulty using correct scientific vocabulary when identifying sound sources, for example.
- 142 At both key stages, pupils' recording and presentation skills are underdeveloped because they make too much use of work sheets to record their findings.

History

Key Stage 1: Grade 3: Good features outweigh shortcomings

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

Good features

- 143 In key stage 1, younger girls have an appropriate knowledge and understanding of life in the past. They also have an understanding of the passage of time, for example, they can tell why a iron is old, and give a clear explanation. Girls have a good sense of chronology and use words such as 'now', 'then' and 'a long time ago' to place artefacts in a sequence.
- 144 Pupils extract information from pictures depicting sound instruments from the past. They label them with the correct dates and sequence them chronologically. Pupils describe the difference and similarities of modern and old sound-making machines, such as gramophones, tape recorders and CD players. They pose and answer questions appropriately, using evidence from their previous work.
- 145 In key stage 2, pupils understand well the main features of the Tudor period. They make good use of secondary sources to research facets of every-day life and make comparisons between life then and now. Pupils are excited about the subject, and respond very positively when 'Henry VIII' (a teacher dressed as the monarch) visits the class. Pupils make effective use of ICT and other resources to research the lives of Henry's wives and combine this information effectively into biographies of each one. Pupils also have a good understanding of the main chronological sequence of the Tudor period.

- 146 Older pupils have a good grasp of the main events surrounding the attack of the Spanish Armada of 1588. They use different sources to compile 'fact sheets' and recall this information well when compiling a 'mind map' of the subject. Pupils are beginning to understand that there are different interpretations of the past, as they look at events from the Spanish and English points-of-view. They make sensible suggestions about possible reasons when the events are open to different interpretations.
- 147 Pupils have a good understanding of the local history of Swansea, as well as the wider history of Wales.

Shortcomings

- 148 In key stage 1, younger boys lack the necessary verbal and personal skills to be able to explain what makes something old and this inhibits their progress in the subject.
- 149 Some boys in key stage 1 are poorly organised and do not know how to order artefacts in a logical chronological sequence.
- 150 At both key stages, pupils' recording and presentations skills are underdeveloped because they make too much use of worksheets for recording their findings.

Art

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

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

Good Features

- 151 Pupils in key stage 1 explore colour, form, line and texture to create imaginative pictures using a wide range of media. They use fragments of materials to create their own work based on the colours and images in owls, for example. Pupils investigate printing using a variety of objects at increasing levels of complexity, exploring pattern and colour to produce attractive designs. Pupils' objective drawings are also good, showing some careful observation of a stuffed owl, for example.
- 152 Also in key stage 1, pupils make models from clay of a good standard, and demonstrate confidence and skill when using a range of media and tools to refine their work. They explore a range of techniques, such as diffusion and different ways of printing which they use effectively in their work.
- 153 In key stage 2, pupils explore printing using a range of Welsh and other artists as a stimulus. They also use the Internet effectively to search for images to use in their work. Pupils produce attractive multimedia prints in the style of Andy Warhol.
- 154 Younger pupils produce interesting images based on the work of Aboriginal artist, Natalie Bateman. They develop their own ideas in her style and experiment with colour, line and texture. Pupils make decisions about their work in progress and make adjustments as they go along
- 155 Pupils have a well-developed visual vocabulary. They link their responses to various stimuli to different colours effectively and apply these colours well

when producing paintings in the style of Georgia O'Keefe. Their work shows a good understanding of shade and tint.

- 156 Older pupils in key stage 2 have a good understanding of a wide range of media and techniques. They apply this knowledge well when producing images in chocolate, based on Andy Warhol's Marilyn Monroe portrait. Pupils analyse their work in progress and make adjustments accordingly. They plan their work well and carry out their intentions completely. Some of their works shows high levels of sophistication.

Shortcomings

- 157 There are no important shortcomings.

Music

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

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

Good features

- 158 Throughout the school, pupils sing tunefully and with enthusiasm. In key stage 1, pupils control an appropriate range of percussion instruments with confidence. They vary the techniques to play the instruments so as to create different effects.
- 159 Pupils choose and organise sounds showing control of dynamics by using a variety of instruments. They can understand a simple graphic score. Pupils are able to appraise their own and other's music by using appropriate musical vocabulary.
- 160 In key stage 2, pupils' performing, composing and appraising skills are developing well. They listen to their own compositions and performances which they evaluate and record using ICT. Pupils are able to combine sounds to produce a complex pattern for performance using percussion instruments.
- 161 Pupils have a good sense of rhythm, able to read a notational score, conducting in time and playing tuned percussion confidently when directed by the teacher.
- 162 Older pupils in key stage 2 are involved in a musical project based on the story of *Charlie and the Chocolate Factory*. Under the guidance of secondary school staff, they effectively composed their own songs and adapted well it to perform vocally and through dance.

Shortcomings

- 163 There are no important shortcomings.

School's response to the inspection

The governing body, headteacher, staff, pupils and parents of Christchurch VA Primary School, wish to thank the team for the approachable manner in which the inspection process was conducted. Individual inspectors were courteous and considerate in their relationships with members of the school community whilst ensuring that they gathered evidence in a rigorous manner.

We are delighted that so many of the aspects of the work of the school have been acknowledged as good with some outstanding features. The dedication, commitment and enthusiasm of both staff and governors have been duly recognised.

We are particularly pleased that inspectors acknowledge:

- Pupils overall standards of achievement in lessons observed are better than WAG targets for 2010.
- Pupils key skills are good throughout the school.
- Pupils personal and social skills are good and their creative skills and ability to work together is also good.
- Pupils demonstrate good behaviour and positive attitudes.
- The upward trend of the value added by the school as pupils move through the school, and standards by the end of year 6 have been maintained at levels above the national average.
- The quality of teaching exceeds the 2010 WAG target, and inspectors list the outstanding teaching observed including planning, preparation, well paced lessons, excellent use of questioning and development of pupils' bilingual and thinking skills.
- The strong links between the school, parents, and the local community.
- The high expectations the school has of its pupils and its strong promotion of equality.
- The outstanding way learners are cared for, guided and supported.
- That the school is well led at all levels.
- The school has made good progress since the last inspection and has dealt appropriately with all outstanding issues.
- The school provides good value for money.

Whilst celebrating a very positive report, we recognise that there is always the opportunity for further improvement. The governing body and headteacher and staff will rigorously address the inspectors' recommendations in order to further improve the school and further raise standards.

Appendix 1

Basic information about the school

Name of school	Christchurch CiW VA Primary School
School type	Nursery and Primary
Age-range of pupils	3 to 11
Address of school	Rodney Street Swansea
Postcode	SA1 3UA
Telephone number	01792 510900

Headteacher	Mrs Joy Allen
Date of appointment	September 1996
Chair of governors	Rev Lois Williams
Registered inspector	Mr Stephen Dennett
Dates of inspection	22/01/2008 to 24/01/2008

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	12.5	18	25	17	19	16	16	18	141.5

Total number of teachers			
Number of teachers	Full-time	Part-time	Full-time equivalent (fte)
	8	0	8

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	21:1
Pupil: adult (fte) ratio in nursery classes	6.25:1
Average class size, excluding nursery and special classes	21
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Spring 2007	84.3	94.4	92.3
Summer 2007	88.4	92.5	91.5
Autumn 2007	87.3	94.6	91.1

Percentage of pupils entitled to free school meals	32.5
Number of pupils excluded during 12 months prior to inspection	1

Appendix 3

National Curriculum Assessment Results End of key stage 1:

National Curriculum Assessment KS1 Results 2007			Number of pupils in Y2:					18
Percentage of pupils at each level								
			D	W	1	2	3	
English:	Teacher assessment	School	0	6	28	56	11	
		National	0	3	13	63	20	
En: reading	Teacher assessment	School	0	6	28	56	11	
		National	0	4	14	55	17	
En: writing	Teacher assessment	School	0	11	22	56	11	
		National	0	5	14	68	12	
En: speaking and listening	Teacher assessment	School	0	6	28	56	11	
		National	0	6	11	61	22	
Mathematics	Teacher assessment	School	0	6	11	61	22	
		National	0	2	10	64	23	
Science	Teacher assessment	School	0	0	22	61	17	
		National	0	2	9	66	24	

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	66.7	In Wales	80.6

National Curriculum Assessment Results End of key stage 2:

National Curriculum Assessment KS2 Results 2007			Number of pupils in Y6							18	
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	0	0	17	56	28
		National	0	0	0	1	1	4	16	48	30
Mathematics	Teacher assessment	School	0	0	0	0	0	0	22	61	17
		National	0	0	0	1	1	3	14	48	33
Science	Teacher assessment	School	0	0	0	0	0	0	6	67	28
		National	0	0	0	1	0	2	12	52	34

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language) by teacher assessment			
In the school	77.8	In Wales	74.2

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

Appendix 4

Evidence base of the inspection

- A team of three inspectors spent a total of seven inspector days at the school.
- Pre-inspection meetings were held with staff, parents and governors.
- Twenty-six questionnaires were returned by parents and analysed.
- The school's self-evaluation report and a comprehensive range of other documents were examined.
- Thirty-three lesson observations were undertaken.
- Samples of pupils' work from across the age and ability ranges were examined.
- Inspectors talked to pupils and listened to them read.
- Inspectors talked to the school council and observed lunch times and break times.
- Inspectors attended daily acts of collective worship.
- Post-inspection meetings were held with the staff and the governing body.
- The headteacher acted as nominee and assisted the team with gathering evidence and answering questions about the school.
- A peer assessor assisted the team with work sampling, observing lessons, hearing reading and talking to pupils.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Stephen Dennett Registered Inspector	Led on : Context, Summary, Recommendations and Appendices Key Questions 1, 5 and 6 Science History Art Contributed to: Key Question 4
Mrs Elizabeth Halls Lay Inspector	Led on: Key Question 4 Contributed to: Recommendations Key Questions 1 and 3
Mrs Meinir Howells Team Inspector	Led on: Key Questions 2, 3 and 7 Welsh second language Mathematics Music
Mrs Gillian Cheverton Peer Assessor	Contributed to all key questions and subjects
Mrs Joy Allen Nominee	Contributed to all key questions

Acknowledgement

The inspection team wish to express their thanks to the governing body, headteacher, staff, parents and pupils of Christchurch CiW VA Primary School for the co-operation and assistance both before and during the inspection.

Contractors

EPPC/Severn Crossing Ltd
Britannic House
Britannic Way
Llandarcy
Neath
SA10 6JQ