

**Inspection under Section 10 of the
Schools Inspections Act 1996**

**Clase Primary School
Rheidol Avenue
Clase
Morrison
Swansea
SA6 7JX**

School Number: 670/2073

Date of Inspection: 14th to 16th March 2005

by

**Dr. Eric Peagam
W/200/14943**

Date: 14th May 2005

Under Estyn contract number: T/135/04P

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Clase Primary School was inspected as part of a national programme of school inspection. The purpose 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 more information about their child's school. A copy of this summary is sent to every family with a child at the school. The full report can be obtained from the school.

The inspection of Clase Primary School took place between 14th and 16th March 2005. An independent team of inspectors, led by Dr. Eric Peagam 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. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

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

Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years 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 attain the age of 5 during the academic year. Year 1 refers to the year group of pupils who attain the age of 6 during the academic year and so on. Year 13 is the year group of students who attain the age of 18 during the academic year.

Primary phase:

Year	R	Y 1	Y 2	Y 3	Y 4	Y 5	Y 6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y 7	Y 8	Y 9	Y 10	Y 11	Y 12	Y 13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The national curriculum covers four key stages as follows:

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

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Context

The nature of the provider

Clase Primary School, located in Morriston on the outskirts of Swansea, provides education for 218 boys and girls aged from three – 11, of whom 18 attend the nursery on a part-time basis. The school serves the Clase area, but a number of pupils, who have statements of special educational need (SEN) come from further afield to benefit from four LEA-resourced special teaching facilities (STFs), one of which has been opened since the previous inspection. The pupils cover the full range of ability on intake, but overall attainment is below average with pupils coming mainly from economically disadvantaged backgrounds; the area is mainly social priority or municipal accommodation and has been designated a 'Communities First' area.

About 60 per cent of pupils are entitled to free school meals; this is much higher than either the local education authority's average or that for Wales as a whole. Around 47 per cent of pupils have SEN, including 33 pupils with statements of SEN of whom 27 are taught in the STF classes. Almost all pupils' home language is English and there are none from Welsh-speaking backgrounds. About two per cent of pupils are receiving support in learning English as an additional language.

The school was formed by the amalgamation of the junior and infants schools on the site shortly before the previous inspection, partly as a response to falling rolls, and the number on roll has continued to fall since then.

The school was last inspected in June 1999 when weaknesses were found in standards, assessment, curriculum structure and monitoring and resources. The actual Key Issues were:

- improve curriculum planning in order to identify specific learning objectives for each year group which promote continuity and progression of pupils' knowledge, skills and understanding, both within and across key stages;
- ensure that the plans to create a coherent assessment policy are implemented throughout the school and are consistently used to gather information about pupils' progress that will enable improvements in standards;
- improve the effectiveness of monitoring and dissemination of good practice by curriculum co-ordinators;
- implement teacher appraisal and develop the management skills of the headteacher and senior staff so that more effective leadership may be established to promote successful school development;
- implement procedures for the provision of an appropriate personal and social development programme;
- improve resource provision in information and communications technology (ICT), both hardware and software, so that ICT skills are further developed across the curriculum;
- improve the provision for multicultural development so that pupils are prepared both to live and work in a multicultural society.

The school's priorities and targets

The school aims to provide a place that children enjoy coming to and that provides a secure, caring and stimulating environment where pupils can achieve full potential through developing lively, enquiring minds and applying knowledge, skills and understanding appropriately in a shared home-school experience.

Current targets in the school development plan (SDP) include:

- ❑ improving standards in core subjects with a particular focus on mathematics;
- ❑ upgrading staff skills, including those needed for subject co-ordinator roles;
- ❑ improving attendance;
- ❑ promoting increased community involvement in the school; and
- ❑ developing the grounds and refurbishing accommodation.

Summary

1. Clase Primary school is an improving school that provides effectively overall for the needs of its pupils. It has a number of particular strengths and, taken together, these are sufficient to outweigh its shortcomings. Since the school was previously inspected in June 1999, there has been considerable improvement across a wide area of the school's work, but in some areas, particularly those related to standards, assessment, self-evaluation and rigorous analysis of school data and its use in planning, there remain significant shortcomings that require to be urgently addressed. Overall, value for money is satisfactory. The inspection team was unable to agree with any of the school's judgements about its performance in the self-evaluation report prepared for the inspection.

Table of grades awarded

2. The inspection team judged the school's work as follows:

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

Standards

3. Standards of achievement are variable, but, overall, shortcomings are outweighed by strengths. In some subjects inspected, standards are good, but in others, particularly English they are just satisfactory. Pupils' standards of achievement in lessons are broadly in line with the Welsh Assembly Government's (WAG) all-Wales targets for 95% of standards to be satisfactory (corresponding with grade 3) and 50% to be good (corresponding with grade 2).
4. The standards of achievement observed in lessons in the areas of learning and subjects inspected are as follows:

Pupils' standards of achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Percentage at each grade	0	56	34	10	0

Subjects and/or Areas of Learning

- The overall quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning
- In Key stage 1 and Key stage 2, in the subjects inspected, the standards of achievement are good overall, and in most subjects. Individual subject grades are as follows:

Subject	Key stage 1	Key stage 2
English	3	3
Design and technology	2	2
Information technology	2	2
Geography	3	3
Art	2	2
Physical education	2	2

- A strong feature of the school is the extent to which pupils succeed, regardless of their background. Arriving at the school with attainments that are, overall low average, some pupils make good progress to achieve the levels expected by the end of KS2. It is not appropriate to make direct comparisons between the results of this school with those of previous years or those of other schools, because of the variable numbers of pupils with significant SEN in the four STF classes. However, when these are discounted, in most years the school achieves less well than most schools serving similar populations. Although short-term rolling averages are currently indicating an upward trend, overall improvement in test results since the previous inspection has been less than that for Wales as a whole.
- Pupils acquire effective learning skills and, in the main, they are enthusiastic learners. They make satisfactory overall progress in the acquisition and use of the key skills of literacy, ICT, numeracy and creativity. Behaviour is very good and pupils make good progress in personal development overall, most particularly in moral and social development and in their sense of responsibility and respect for others, including those who are different from them. In spite of the considerable emphasis on attendance and the systems for monitoring and improving it, attendance is still significantly below expected levels and unauthorised absence is high.

The quality of education and training

- The quality of teaching is good overall, and has no important shortcomings; teachers know their pupils well and classes are well managed. Most lessons have clear objectives that are shared with pupils and teaching is well supported by the good classroom relationships that are maintained and the appropriately wide range of methods and approaches teachers use. Planning is generally

appropriate, but there is limited evidence of formal planning for individual needs or to meet the specific targets in pupils' individual education plans (IEPs)

10. Percentage of lessons awarded each grade:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0	63	37	0	0

11. Arrangements for the assessment, recording and reporting of pupils' progress are improving, but there are still significant shortcomings both in the accuracy of assessment and the use made of assessment information. The school has worked hard to produce a manageable system, but now needs to make sure that it is properly used by all teachers to promote higher standards. The school does not effectively analyse the results of standardised tests and makes very little use of the data actually to promote higher standards.
12. The school has worked hard to meet the shortcomings previously identified in the curriculum and now has a generally effective curriculum in place that is broad, balanced and relevant to these pupils. In particular, it is strongly enriched by effective partnerships with community and other organisations as well as a wide range of extra-curricular activities. However, subject schemes of work have a number of shortcomings, both in terms of securing that the National Curriculum (NC) programmes of study are covered and in providing for common requirements, key skills, bilingual competence and the promotion of Y Cwricwlwm Cymreig.
13. The school is particularly effective in addressing social disadvantage through the curriculum and ensuring equality of access including support for families through family learning. A significant strength of the school is the extent to which it actively supports and promotes the principles of lifelong learning and involves itself in community regeneration initiatives. It takes account of national priorities in promoting economic awareness, as well as education for global citizenship and sustainable development to a high level, although this is in addition to, rather than through NC schemes of work.
14. The school is strongly committed to the welfare and personal development of its pupils and this is a strong feature of its work. Pupils are well cared for and there are good procedures to ensure their health, safety and well-being. The school works well with parents and is, in turn, highly regarded by them. It takes good account of the views of pupils and has developed the school council into an effective and influential body that represents all pupils well.

Leadership and management

15. Leadership and management, taken together, have sufficient strengths to outweigh some significant shortcomings. Clear aims and values, embodied in the school's vision are embraced by all staff so that common objectives are pursued. However, strategic planning is hampered by the short-term focus of development planning and the lack of focused targets. The headteacher and deputy headteacher complement each other well, and at this level, an enthusiastic commitment to the school has an energising effect on staff. However, the notional senior management team (SMT) does not play a consistent or coherent

role in leadership or management and many of its functions are ad-hoc or transitory.

16. Account is taken of national priorities in general, but there has been insufficient attention to the promotion of key skills and bilingualism. There is a lack of clear planning to ensure that areas of the school such as the separate STFs are managed coherently or to coherently integrate them into whole-school planning. The governors have set up appropriate structures for monitoring the work of the school, but a lack of rigour in internal processes means that they do not have the information necessary to keep the school under review. All legal obligations are met, apart from the omission of minor details from documents for parents.
17. There is a strong commitment to improving the school and many new systems have been introduced since the previous inspection. However, the school lacks effective systems for keeping its work under review and for identifying and implementing changes to bring about improvement. There is no culture of rigorous analysis and evaluation of data and, until recently, the school has lacked the structures to track the progress pupils make. School development planning lacks precision and it is difficult to identify the actual priorities within it. The separation of budget setting from the SDP process is a significant weakness. As a result, although improvement has been satisfactory overall, particularly from the low base of the previous report, significant changes to the system are required if it is to improve further. Review of development objectives lacks rigour and, as a result, while specific actions may well have brought about improvements, the school is not in a position to demonstrate this.
18. The school is well staffed and resourced and effective use is generally made of all resources, although there is little formal monitoring of deployment of staff or audit of resource use. The school benefits from a very spacious building with good grounds and these are used well, particularly to provide for extra-curricular sport and family learning. Recent improvements to security have increased the school's ability to make greater use of the grounds and this is being effectively promoted. Overall, the school gives satisfactory value for money.

Recommendations

19. In order to improve provision further, the headteacher, staff and governors should:
 - R1. raise standards in core subjects through rigorous analysis of test results and other data to identify weaknesses and implementation of a focused programme to ensure that improvement at least matches that of schools in Wales overall;
 - R2. continue with its strenuous efforts to improve attendance and punctuality to ensure that overall learning and progress of a minority of pupils does not continue to be impeded by high levels of absence;
 - R3. improve the processes for assessment in all subjects to match the best practice found in the school and ensure that the analysis and interpretation of outcomes of assessment are systematically used in planning to improve standards;
 - R4. continue the development of curriculum planning to ensure that full account is taken of individual needs, including SEN, and that activities and intended outcomes in the key skills, the common requirements and Y

Cwricwlwm Cymreig are systematically addressed as well as securing that the NC programmes of study are fully covered;

R5. improve the quality and consistency of management by ensuring that the SMT has a clear and effective role across the school and ensuring that all areas of the school are effectively co-ordinated, including ensuring an effective response to national priorities such as key skills and bilingualism;

R6. improve the quality of school development planning by ensuring that self-review is securely based on systematic evaluation of all areas of the school's work, including the standards achieved, leading to identification of clear priorities within a longer-term strategic plan and with a clear link to budget setting;

R7. address all shortcomings in aspects of the school's work that are satisfactory or good overall.

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 3 good features outweigh shortcomings

20. The findings of the inspection team do not match the judgement made by the school in the self-evaluation report (Grade 2).
21. The overall quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning
22. In Key stages 1 and 2, standards of achievement are variable, but overall, shortcomings are outweighed by strengths. In some subjects inspected, standards are good, but in others, particularly English they are just satisfactory. Pupils' standards of achievement in lessons broadly reflect the WAG's all-Wales targets for 95% of standards to be satisfactory and 50% to be good.
23. The standards of achievement observed in lessons in the areas of learning and subjects inspected are as follows:

Pupils' standards of achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Percentage at each grade	0	56	34	10	0

24. Individual subject grades are as follows:

Subjects	Key stage 1	Key stage 2
English	3	3
Design and technology	2	2
Information technology	2	2
Geography	3	3
Art	2	2
Physical education	2	2

25. Standards in English reflect the progress that pupils who arrive with a limited range of language skills make, although they still achieve lower overall levels than those attained by pupils from similar environments. In geography, shortcomings relate to the lack of consistent development of subject skills and the fact that pupils do not securely retain knowledge or apply it in new circumstances.
26. The presence in the school of four STFs, resulting in a significant variation of the numbers of pupils in Y2 or Y6 in any one year, means that direct comparisons with the school's previous results or those of other schools do not give a reliable guide to performance. However, even when this effect is discounted, in most years, the school achieves less well than the great majority of schools serving similar localities. Although the three-year rolling averages are currently indicating a satisfactory performance with an upward trend, this is a result of significantly higher scores in 2002 and 2003. When longer-term trends, for example over five years, are considered, this improvement is less obvious and overall improvement in test results since the previous inspection has been less than that for Wales as a whole. Key stage 2 results in 2004 were no higher than those at the previous inspection, while Key stage 1 assessments were significantly lower.
27. The school sets targets but these are not securely based on previous individual performance or an analysis of pupils' progress. As a result, they neither predict nor reflect patterns of attainment and are not useful as a measure of achievement. The school does not evaluate outcomes, so that although the school failed to achieve its targets for overall attainment in core subjects in 2004, this did not feature significantly in development planning.
28. While there are, at times, significant differences in the way in which girls and boys achieve, these generally reflect the national pattern.
29. In the non-core foundation subjects looked at in this inspection, pupils are making good progress in Key stages 1 and 2 in design and technology, information technology, art and physical education. Overall, therefore, pupils successfully acquire new knowledge, develop ideas and increase their understanding. Where they are successful, they are aware of this and are increasingly becoming aware of what they need to do to improve. They make less, although satisfactory, progress in geography where they do not sufficiently develop effective skills or retain and use knowledge.
30. Pupils' overall standards and progress in the key skills of, literacy, ICT and numeracy are satisfactory. Listening skills develop well, but the significant shortcomings in pupils' speaking and writing skills limit their use across the curriculum. Pupils' skills in ICT although good overall, are insufficiently employed across the curriculum so that standards in ICT are lower than they should be. Their personal and social development is a strength of the school and

contributes well to the ethos. They show good levels of creativity, most particularly in art and drama, but also in other activities. Pupils' limited exposure to, and use of, the Welsh language in everyday communication limits their ability to demonstrate bilingual skills, in which they make insufficient progress.

31. Pupils' behaviour is good and the school functions well as a supportive and orderly community. A clear code of conduct exists and pupils understand what is expected of them. Pupils are aware of the sanctions imposed for inappropriate behaviour and appreciate the need for class and school rules, which they perceive as fair. Pupils are polite and courteous and relate well to each other, to staff and to visitors.
32. Most pupils have positive attitudes to their work. They listen to their teachers, settle to task and sustain concentration to the best of their abilities. In some lessons, especially when teachers' expectations are not high enough, their pace of work is slow and they take too long to complete the tasks set.
33. The school places a high priority on attendance and punctuality but, despite considerable efforts, attendance rates remain unsatisfactory. Attendance rates for the past three terms average only 88%, a figure below national averages for primary schools and short of the target of 92% attendance that the school has set for itself to achieve. Much of the absence is caused by a small group of pupils who have a high level of persistent absence, which has an adverse impact on the continuity of their education and the standards they achieve. A number of other pupils have their progress impeded because of sporadic absences throughout the school year.
34. A minority of pupils is consistently late for the start of the school day. This disrupts classes and these pupils often miss significant parts of the first lesson of the day. Registration is conducted efficiently and in accordance with statutory requirements and the school complies with attendance requirements set out in the National Assembly for Wales Circular 3/99, Pupil Support and Social Inclusion.
35. Pupils' personal, moral and social development is progressing well. Most pupils are developing a secure set of personal and moral values and demonstrate honesty and fairness in their work and play. These attitudes are particularly evident in the playground when the 'playground pals' help and support their fellow pupils and contribute to the good order that exists during break-times and lunch-times. Within the classroom, pupils sometimes need the support of teachers to ensure that they organise themselves appropriately and include everyone when working in groups. Pupils have the opportunity to contribute to decision-making through participation the school council and their role in running the 'eco group'.
36. The school successfully promotes equality of opportunity for all pupils, and pupils demonstrate a good understanding of the importance treating everyone equally, fairly and without favouritism. In discussion with older pupils, they display a growing respect for the diversity of beliefs, attitudes and cultural traditions within society.

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

Grade 3 good features outweigh shortcomings

37. The findings of the inspection team do not match the judgement made by the school in the self-evaluation report (Grade 2).

The quality of teaching in the subjects inspected	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Percentage at each grade	0	63	37	0	0

38. The quality of teaching is good overall, and has no important shortcomings. The percentage of good teaching seen is comfortably above the Welsh average although no lessons were seen that had outstanding features. Teachers know their pupils well and use this knowledge effectively in managing classes and informally matching work such as questioning to individual pupils. In the lessons seen, teachers selected an appropriately wide range of techniques and approaches. Relationships in classes are good and support the climate for learning well.

39. Subject knowledge is generally good, but the school recognises that teachers' skills and knowledge in information technology need to be updated. Most lessons have clear objectives that are shared with pupils at the outset of lessons, although the use of these to review learning is less well established.

40. Planning is generally appropriate, and teachers' short-term planning generally reflects the content of subject schemes of work. Teachers have a clear idea of what they intend to do, although this is not fully supported by in-depth written planning. Differential levels of work are offered in many lessons, but there is limited evidence of formal planning for individual needs or to meet the specific targets in pupils' individual education plans (IEPs) in mainstream classes.

41. Teaching for pupils in the STF classes is good overall, in spite of the fact that in both the classes for autistic pupils there are long-term temporary cover arrangements. Pupils who are withdrawn from lessons for support in small groups receive good teaching.

42. Support staff in classrooms make a good contribution in enabling pupils to understand the work they are being asked to do and in informally monitoring their learning and behaviour, making helpful suggestions and giving appropriate help.

43. Teachers are aware of gender, race and disability issues and ensure that pupils share this awareness. They promote pupils' awareness of their heritage well, but there is limited emphasis on developing bilingual skills.

44. Teaching has shortcomings in about two-fifths of lessons, usually relating to missed opportunities for making teaching points and insufficiently high expectations, particularly of more-able pupils. This, at times, leads to a lack of challenge and slow pace when the task is insufficiently engaging. There is also limited use of ICT to support learning, encourage research or to demonstrate concepts.

45. Teachers assess pupils' achievements and progress in the core and some other foundation subjects regularly and fairly.
46. Most teachers have a clear understanding of the requirements of the NC but there is a lack of consistency in how accurately they judge the level of pupils' work. They collate work achieved in a subject in portfolios. Some of these include some levelled work but none is annotated.
47. The school has recently begun to track the progress of pupils over time. However this system has not been fully implemented and gives limited information.
48. Although there are areas of good assessment practice, as in English, information technology and design and technology, the school does not analyse the data available with rigour. As a result, teachers do not use assessment sufficiently to inform them of the progress of their pupils or to guide their subject planning.
49. Older pupils identify their own individual targets in the core subjects and, in many classes, teachers identify targets for each pupil. Although there is good practice in Y6 marking, on the whole, teachers make few constructive comments in the pupils' books to advise pupils on how to improve.
50. Teachers understand the purpose of assessment to identify pupils' learning strengths and shortcomings and to identify pupils with SEN, including the Early Years baseline assessment. However, they do not monitor the assessment procedures sufficiently, for example they do not analyse targets and do not track pupils' progress over time.
51. The school meets statutory requirements for recording pupils' achievement.
52. Reporting to parents and other agencies meets requirements and where practice is good, teachers report on the pupils' achievement in skills, knowledge and understanding. The school offers parents many opportunities to discuss their child's progress.

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

Grade 3 good features outweigh shortcomings

53. The findings of the inspection team do not match the judgement made by the school in the self-evaluation report (Grade 1).
54. The school provides pupils with access to a broad curriculum and meets statutory requirements.
55. Teachers make good provision for children under five structured around the integrated day with a carousel of activities, some of which involve the whole class and some of which are chosen by the children. In nursery and reception classes, the curriculum is interesting, motivating and challenging.
56. Subject policies and schemes of work for Key stages 1 and 2 are in place in the core and non-core foundation subjects. However, schemes of work are not mapped across to the NC Programmes of Study to ensure that there is complete coverage or to ensure that pupils build securely on previous learning without undue repetition.

57. The procedure that has been introduced to assist teachers in planning their work provides a good framework. It leads teachers from a general plan for their work to a half termly overview to more specific and detailed weekly plans. At present, the quality of planning varies. Where it is good, it clearly indicates what pupils should know and the skills they should develop. At the end of each week, teachers make evaluations of their plans. Those evaluations that identify how successfully pupils have understood the work covered are effective in guiding the course of future planning.
58. The school has achieved the Basic Skills Quality Mark. However, the planning for and teaching of key skills across the curriculum is unsatisfactory. Very few schemes and lesson plans clearly identify opportunities to promote the use of key skills. There are also weaknesses in the provision of the Common Requirements of Y Cwricwlwm Cymreig and ICT Skills.
59. Pupils benefit from equal opportunities to participate in a wide range of interesting extra-curricular activities, including the school choir, drama club, computer club and sports clubs. A large number of pupils engage in these activities.
60. There is good provision to enhance the curriculum through educational visits and visitors to the school. This provision includes a residential opportunity for older pupils.
61. The arrangements for pupils' personal and social education (PSE), including health and sex education, in Key stages 1 and 2 are good. The school follows the guidance provided by the Qualifications, Curriculum and Assessment Authority for Wales (ACCAC) in its framework. Provision has been enhanced by class discussions known as circle times and through the work of the School's council. The promotion of healthy eating is well developed in the school. The school has a satisfactory racial equality policy and action plan.
62. The school promotes moral development well. Pupils have a sense of ownership and responsibility to the school and its environment. The school promotes wholesome moral values through its reward systems. There is a climate of positive behaviour, with teachers providing good role models.
63. Pupils' social development is enhanced by opportunities to take responsibility and to become involved in decision-making. Older pupils take appropriate responsibilities throughout the day. The School's council initiative further promotes good relationships; pupils undertake their duties seriously and act responsibly. Pupils work and play co-operatively together, learning to accept responsibility for their actions and, with the help of their teachers, develop a clear understanding of right and wrong.
64. Acts of collective worship make a satisfactory contribution to pupils' understanding of moral issues and help them to respect truth and justice. Music is given due prominence but pupils are given insufficient opportunities during assemblies and in other areas of the curriculum to reflect upon issues of spiritual awareness and self knowledge.
65. Pupils show respect for each other and for people of different cultures. The school continues to work to raise pupils' cultural awareness as many have a limited understanding of the richness of the wider world.

66. Where homework is regularly set this has a good impact on the standards achieved.
67. The arrangements for learning support, including the writing of the IEPs for pupils with SEN are good. However, subject policies and schemes of work for Key stages 1 and 2 do not always take account of pupils with SEN.
68. The schools' provision for reflecting the language and culture of Wales is satisfactory. Pupils are given opportunities to acquire knowledge and understanding of the tradition, culture and history of Wales. They visit places of interest and celebrate St David's Day. They have a good knowledge of Welsh artists. However, the provision for promoting bilingual skills is unsatisfactory. The use of incidental Welsh is very limited in most classes.
69. The school's partnerships with parents, the local community, other schools and higher education institutions are highly successful and have outstanding features that enrich the life and work of the school and enhance pupils' learning experiences.
70. The school works tirelessly with parents to encourage them to play an active part in the life and work of the school and to become involved in their children's education. Parental involvement in the family learning projects has been very successful and benefited both pupils and parents. The Parents and Friends Association organises many social and fund-raising events, which enhance links with the local community and provide the school with a valuable source of additional income.
71. Parents are kept well informed through regular newsletters, curriculum information, an informative annual report of the governing body (GB) and by regular meetings with teachers to discuss their children's work and progress. The school prospectus is a helpful document but fails to include all statutory information. A useful home-school agreement is in place, which has readily been accepted by most parents.
72. Good pastoral, administrative and curricular links have been developed with the receiving secondary school. Regular liaison meetings, an exchange of information and ideas and teacher exchanges help to promote continuity of education for pupils. The school has established successful partnerships with several institutes of higher education and regularly provides training facilities for student teachers and students undertaking vocational qualifications.
73. Links with the local community are wide-ranging and very successful. Good use is made of the community and locality as a learning resource. Educational visits and the expertise of members of the local community make a positive contribution to pupils' learning in a number of subject areas.
74. The school promotes pupils' understanding of the world of work through visits to a range of retail, commercial and industrial sites in Swansea and further afield. Pupils are gaining a good understanding of different working environments and the variety of work undertaken in their area. The school enjoys good working partnerships with the local police and fire services, and older pupils' understanding of the work of the emergency services has been enhanced by their involvement in the *Crucial Crew* programme.
75. The school enjoys positive partnerships with local employers and relevant agencies including *Careers Wales*. Teachers have attended courses and some

have undertaken relevant placements, which have contributed to their professional development and enhanced curriculum provision for the pupils.

76. The headteacher, teaching and support staff are highly successful in tackling social disadvantage and promoting equal opportunities for all pupils. The school is inclusive of all its pupils regardless of background, race, gender or ability and pupils know they are valued equally and as individuals.
77. Pupils are keenly aware of environmental issues that impact upon their school and local community and the whole-school community actively promotes sustainable development and an understanding of global citizenship. As part of the eco-schools award scheme, pupils are involved in re-cycling schemes and understand the problems of litter and pollution, and the necessity for water and energy conservation. The whole school community is justly proud of achieving a gold award for re-cycling and receiving the *European Green Flag* as recognition of its commitment to conservation and the environment.
78. Pupils take part in many competitions and workshops sponsored by industry and relevant agencies, including the Education Business Partnership (EBP). They have opportunities to contribute to decision-making through their involvement in the School council and in the development of the school grounds. They exhibit their entrepreneurial and problem-solving skills as they take part in enterprise activities and have won recognition for their efforts in the *Primary Innovation Award* scheme.
79. Pupils are aware of their own community and understand how they can contribute to its regeneration through citizenship, partnership with others and through care for the environment.

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

Grade 2: Good features and no important shortcomings

80. The findings of the inspection team do not match the judgement made by the school in the self-evaluation report (Grade 1).
81. The headteacher monitors attendance, punctuality and behaviour carefully. Pupils whose behaviour is giving cause for concern are counselled, parents are involved and support is sought from external agencies and the LEA when necessary. These arrangements are effective and, with support, pupils' behaviour improves.
82. Comprehensive procedures are in place to encourage good attendance and punctuality, to ensure pupils' absence is adequately explained and to follow up situations where necessary. The school's partnership with the Education Welfare Officer (EWO) is very supportive. Regular meetings contribute to the successful monitoring of attendance and to the development of further strategies to improve attendance rates. Individual pupils with attendance problems are identified, contact is made with parents at an early stage, and other welfare agencies are involved when necessary. However, in spite of the efforts by the school, these procedures do not result in good attendance and punctuality.
83. Provision for pupils with additional learning needs is an important area of the school's work, with four STF classes covering severe learning difficulties and

autism. Overall provision for these pupils is good with effective use made of outside support agencies. There are effective processes for identifying pupils with SEN in the mainstream classes and the IEPs that result are appropriate and focused.

84. For pupils with statements, the annual review process is well conducted and parents are invited to play a full part. There is a very experienced and knowledgeable special educational needs co-ordinator (SENCO) who provides advice and support for teachers of pupils with SEN. However, there is no clear structure for managing and co-ordinating the work of the individual STFs and, although the SENCO is nominally on the SMT, there is no clear route for SEN issues to be discussed at a management level.
85. The school recognises the diversity of pupils' backgrounds and all pupils are treated equally and with dignity and respect. The school ensures that all pupils have equal opportunities to participate in school activities. For example, out-of-school clubs have memberships of boys and girls and cover a wide range of interests. Good race relations are promoted successfully and the school values and celebrates diversity.
86. The measures taken by the school to eliminate oppressive behaviour including racial discrimination, bullying and all other forms of harassment are very effective. Such incidents are very rare and the school functions well as a harmonious community where all pupils, including those with disabilities and specific learning needs, are valued equally

Leadership and management

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

Grade 3: Good features outweigh shortcomings

87. The findings of the inspection team do not match the judgement made by the school in the self-evaluation report (Grade 1).
88. There is a strong sense of purpose reflecting the clear aims and values, embodied in the school's vision statement and a commitment to improvement that is shared by staff and governors alike. This, in turn, enables staff to embrace shared norms about behaviour, relationships and pupil management. The school has adopted policies that underpin and inform its work with an appropriate focus on pupils' needs and ensure equality of treatment and opportunity. The amalgamation of the two schools, that took place shortly before the previous inspection, has been successfully managed and there is a strong sense that this is now one school. However, the strong identification with the community and the positive role the school seeks to play in community regeneration, while being a strong feature, nevertheless, leads to overall expectations that are insufficiently high in terms of pupils' standards of achievement.
89. There is an effective sharing of roles between the headteacher and her deputy that enables them to complement each others' skills. At this level, their enthusiastic commitment to the school has an energising and motivating effect on staff. There is, in addition, a notional SMT, but this does not play a consistent

or coherent role in leadership or management. There were regular meetings focused on obtaining the Quality Award, but there have been none since and management planning and decision-making is usually the province of the headteacher and deputy headteacher, who call on the assistance of other individual members of staff as appropriate. As a result, those with other management roles do not effectively and consistently contribute to overall planning and review. There is a lack of clear planning to ensure that areas of the school such as the separate STFs are managed coherently or to ensure that management has ensured that planning for the resourced units have been coherently integrated into whole-school planning. Some time has been made available for co-ordinators to monitor their subjects in various ways, but, overall, their role is under-developed.

90. The school works effectively with other providers, including the secondary school, to which most pupils transfer, to develop joint approaches. However, there is insufficient sharing of information about standards of achievement, so that the school is not aware of what is being achieved elsewhere and is unable to evaluate its own standards against those of other schools. The response to WAG priorities is variable. There is a strong commitment to promoting ideas of sustainable development and global citizenship, and this has enabled the school to be selected for the Lord Mayor's Award for recycling and conservation. There has been less response in other areas, particularly in the formal promotion of key skills and in developing pupils' bilingual skills.
91. The school has adopted a target-setting process for pupils' attainment which is, however, insecurely based on analysis of assessment information where this is available. Overall target-setting is not well-established and the lack of focused targets hampers development planning and evaluation of outcomes. Performance management is in place and is used effectively to provide individual targets and identify staff and school in-service training (INSET) needs. However, the system for providing access to externally provided INSET does not relate securely to this. There is limited evaluation of the effect and benefit of courses and, in particular, the impact of such courses on standards.
92. Governors have a clear understanding of their role and contribute well to development planning. However, strategic planning is hampered by the short-term focus of this development planning and, as a result there is a limited longer-term strategic vision.
93. The governors have set up appropriate structures for monitoring the work of the school, including effective individual 'buddy' links with classes. As a result, they have a good sense of the overall work of the school. However, a lack of rigour in internal processes means that they do not have the information necessary to keep the school under review or to know whether outcomes are sufficiently good. All legal obligations are met, apart from the omission of minor details from documents for parents.

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

Grade 4: Some good features, but shortcomings in important areas

94. The findings of the inspection team do not match the judgement made by the school in the self-evaluation report (Grade 1).
95. There is a strong commitment to improving the school and many new systems have been introduced since the previous inspection in response to what was clearly an unsatisfactory situation. The response to the Key Issues identified, together with the need to harmonise and co-ordinate systems across the school following amalgamation have provided a basis for the school to have made significant improvement in many areas since that time. It is clear that the school has made significant progress in addressing those issues. The action plan was detailed and coherent and went beyond the Key Issues to identify and address, for example, shortcomings in subjects. However, the school has not developed the structures necessary to enable it to determine for itself the effectiveness of its work or the appropriateness of outcomes and, in consequence, what it needs to do to improve.
96. There is no culture of rigorous analysis and evaluation of data, or the use of comparative data to judge achievement. Until recently, the school has lacked the structures to track the progress individual pupils make to compensate for the limited validity of other methods of comparing overall performance. This limits the extent to which staff are active in assessing outcomes and their own performance, as well as the performance in the areas for which they have responsibility. There is no secure or consistent system for monitoring the work of teachers or the quality of learning experiences. There appears to be little on-going use of the external moderation of self-review that would have enabled the school to take a more realistic view of its performance. The school has effective systems for determining the views of pupils, staff and the community, but lacks the structure necessary to build these into self-evaluation. Overall, there is a lack of understanding on the part of management about the nature and requirements of successful self-evaluation and staff do not play an effective part in the process.
97. The SDP is a useful aide-memoir in terms of a range of on-going processes and is presented in a way that indicates the school's commitment to the pupils being at the centre of planning. However, it lacks the sharpness of focus and the identification of priorities that would enable the school to carry it out and to evaluate progress in the areas. It is not clear how the school distinguishes between the continuous review of policies and practices inherent in maintenance management and the setting of new objectives and specific developments.
98. The SDP itself has a one-year focus, so that there is no basis for longer-term strategic planning, and this is a further weakness. Review of development objectives lacks rigour and, as a result, the school cannot know how effective its planning is.
99. The separation of budget setting from the SDP process is a significant weakness. The process is managed by the headteacher, and staff, including members of the SMT, are not involved. There is, therefore, a lack of coherence between the way in which planning takes place and the provision of funds to support it.
100. While specific actions may well have brought about improvements the school is not in a position to demonstrate this. The evidence on standards of achievement is, at best, inconclusive. There have clearly been improvements in most subjects

inspected. However, in terms of performance at the end of each Key stage, although results have fluctuated widely, those for 2004 are no better than those at the time of the previous report and rolling averages show rates of improvement below those for Wales as a whole.

101. As a result, although improvement has been satisfactory overall, particularly from the low base of the previous report, significant changes to the system are required if it is to improve further.

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

Grade 3: good features outweigh shortcomings.

102. The findings of the inspection team do not match the judgements made by the school in its self-evaluation (Grade 1).
103. Overall, there is a sufficient number of qualified and experienced teachers who possess a good range of specialisms to provide for the needs of pupils, including those with SEN and the under fives. However, the school has had difficulty securing the services of a specialist teacher for autistic children to cover for the long-term absence of a member of staff. At present, the supply teacher working in one of the autistic units does not have any specialist training or qualification in teaching autistic children.
104. Support staff within the classroom, together with the school secretary, caretaker, cleaners, canteen staff and mid-day supervisors, make a valuable contribution to the smooth running and overall quality of life in the school.
105. The quality and quantity of resources to support learning are adequate to meet the needs of the curriculum. Considerable investment has been made to enhance computer hardware and the development of the IT suite. The library in Key stage 2 is still being developed as a tool to promote learning and the school has only one interactive white board.
106. The accommodation is spacious for the number of pupils on roll and is clean and well maintained. The headteacher and staff make every effort to provide a bright, stimulating environment for pupils, both indoors and outdoors. The quality of display throughout the school is good and effectively celebrates pupils' achievements and stimulates learning. The new boundary fence has done much to reduce incidents of vandalism and the school is successfully implementing a range of initiatives to improve the external environment of the school. Pupils have planted trees, bulbs and flowers and take an active role in the development of their school grounds.
107. Teachers generally make efficient use of resources within the classroom, but the interactive whiteboard and the computer suite are not fully utilised. Teachers do not make enough use of computers to support ICT across the curriculum.
108. The use of support staff in the classroom is successful when they are involved in planning and have clear guidance from teachers about their role. They then provide good support to pupils and contribute significantly to the learning outcomes in lessons. On some occasions, teachers do not make full use of support staff and they are inactive during lesson introductions.

109. In light of the overall progress made by the school and taking account of the shortcomings in most areas of its work, the school gives satisfactory value for money.

Standards achieved in subjects and areas of learning

English

KS1 Grade 3: good features outweigh shortcomings.

KS2 Grade 3: good features outweigh shortcomings.

110. Although pupils make good progress in listening skills, they achieve less well in speaking, reading and writing in both Key stages.

Good features

111. In the Early Years pupils make significant progress in listening and in acquiring new language relevant to their needs.

112. They make positive steps in basic reading and writing.

113. Pupils in Key stage 1 listen carefully, carry out instructions carefully and remember the events of a story in the correct sequence.

114. Younger pupils in the Key stage ask and answer questions confidently and take part eagerly in small group work.

115. They read at levels appropriate to their age and ability and are beginning to make steady progress in phonics. Most are comfortable with the conventions of books.

116. Key stage 1 pupils are making steady progress in writing according to their ability and focus well on the given task. More-able pupils have a clear understanding of how to punctuate a sentence.

117. Key stage 2 pupils make good progress in listening; they have good recall of much of what they have learned previously and pay attention to both the teacher and other pupils' contributions.

118. Some older pupils are able to express their ideas clearly with appropriate vocabulary. Boys and girls contribute equally to discussions in class.

119. Pupils make slow but discernible progress in reading. They predict outcomes of stories sensibly and imaginatively. Many are beginning to broaden their reading experiences.

120. Pupils describe and understand the points of view of various characters and develop their own attitudes as a result.

121. They scan screen text accurately.

122. By the end of the Key stage, pupils develop an understanding of the functions of writing. They write in a number of different styles. There are good examples of

creative writing, dialogues, letters and some very confident and honest poetry. They are aware of character, plot and setting in their own work and structure their writing accordingly.

123. Overall, by the end of the Key stage, pupils write with confidence and independently in relation to their ability. There are examples of interesting and extended pieces of writing.
124. Most pupils in the STF classes make at least satisfactory progress in speaking and listening. Some pupils with SEN are developing confidence and fluency in communicating with others orally and in writing. Most are making steady progress in reading.

Shortcomings

125. There are many examples, in both Key stages, where pupils' limited vocabulary hinders their progress in speaking, reading comprehension and writing.
126. Throughout the school, too many pupils spell and punctuate carelessly.
127. Pupils do not use the ICT facilities to draft their written work sufficiently.

Design and Technology

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

Good features

128. In Key stage 1 the youngest pupils make animal homes. They successfully evaluate their work orally.
129. They make a fruit salad. They investigate the fruit by cutting it in half and tasting it. They use basic tools safely. They have gained an understanding of the properties including taste, texture, and appearance. They explain clearly their likes and dislikes. They recognise that it is important to eat fruit and vegetables.
130. Younger pupils use commands to successfully move a programmable toy forwards and older pupils program the toy to make left and right turns.
131. Y2 pupils design and make a puppet for a purpose. They carefully make a paper pattern and then mark out, cut and join fabric pieces to make the main part of their puppet. They use appropriate finishing techniques and evaluate their puppets throughout the process.
132. They make wheeled vehicles and are aware of the need to plan and design their work before they begin the making process. They draw an appropriate design and produce a clear flow chart to sequence their ideas. They select wheels and axles from a range of them. They create well constructed joints. They successfully evaluate their work.
133. Y3 pupils successfully investigate healthy sandwiches. They consider food hygiene and create their own sandwiches from a variety of different ingredients. They sensibly discuss the taste and texture of the sandwich. They use a word-processing package to complete an evaluation sheet.

134. They investigate free standing photograph frames considering stiffness and stability. They discuss their purpose and design. They consider the materials they will need and the tools they will use for cutting and joining. They make frames with a good quality finish. They successfully evaluate their artefacts.
135. Pupils in the STF class in Key stage 2 understand the process of design by identifying what they intend to do from a fixed range of alternatives on a planning sheet. They select the material for the purses, the method of closure and the style of decoration. They show necessary skill in the use of needle and thread to join and close the fabric.
136. Pupils consider the cookies they have made and discuss what they like and what they might change. They recall the components and the order of processes, indicating that they understand measuring, weighing, mixing and cooking. They make choices about the size of individual cookies. They recall previous work, identifying what they liked best about it.
137. Y5 pupils investigate, disassemble and evaluate a range of musical instruments in order to learn how they function. They confidently design on paper, taking account of appropriate materials. They make a variety of interesting instruments. They successfully evaluate the appearance, comfort of use, the sound produced and the materials used.
138. In Y6, pupils sensibly discuss the suitability of slippers for different people and different age groups. They identify the parts and materials that have been used to construct the sole, upper part, inner part, heel, toe and lining. They recognise the materials that have been used to decorate the slippers. They make good working drawings with an indication of measurements and materials to be used. They successfully make a decorated slipper for given purpose. They identify and make improvements.
139. They improve their designing skills when they draw a plan of an *Anderson Shelter*, listing the materials that would be suitable. They sensibly test the materials for strength and permeability.

Shortcomings

140. There are no significant shortcomings.

Information Technology

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

Good features

141. Younger pupils in Key stage 1 successfully use the mouse to select and deselect tools and icons in programs. They import suitable clip art to match their word processed phrases.
142. Older pupils recognise the various types of icons used for files, folders, programs and disks. Most pupils confidently use a word-processing program with word banks to write simple sentences. They save and print their work

- independently. More-able pupils use a simple desk top publishing package to produce a colourful interesting newspaper.
143. They successfully use modelling programs to try things out and explore aspects of real and imaginary situations.
 144. Y3 pupils use a *Logo* style program to competently draw rectangles and squares. They use a word-processing package and clip art with increasing confidence.
 145. Y4 pupils improve their skills in their word-processed writing, for example, by using a range of fonts and styles of text in a reporter's account of a memorable expedition. They save their work to their folder on the hard disk. A few pupils find appropriate files on the hard disk, and can open and use them. They are encouraged to use computers to support their research, for example, by using the internet to find appropriate text and photographs about the expedition.
 146. They use a data-handling package to create and print graphs. They begin to understand that different types of graph are used for different purposes.
 147. They understand the set-up of a spreadsheet and begin to understand its uses and applications.
 148. Y5 pupils use a digital camera effectively to record their work. They import images from the camera and successfully manipulate the images to produce documents for a variety of audiences.
 149. By the end of the Key stage, pupils design an interesting electronic book. They insert a combination of their own illustrations, pictures from files and some clip art. They resize the pictures and move them around the screen. They insert text, change the style and size of the font and change the background colours. They animate their images and insert suitable audio effects. They confidently move backwards and forwards while creating the presentation in order to create the best effect. They confidently use and explore animation programs.
 150. Pupils successfully use a music package to compose and edit musical phrases.
 151. They use the internet effectively to research and gather information, for example in their work in geography. They further improve their skills in their word-processed writing.
 152. They improve their standards in writing *Logo* programs, learning how to use the repeat command and writing simple procedures.

Shortcomings

153. There are no significant shortcomings

Geography

KS1 Grade 3: good features outweigh shortcomings.
KS2 Grade 3: good features outweigh shortcomings.

Good features

154. Younger pupils develop an awareness of the local area, walking around the school grounds and recording what they see, mapping their journey to school and examining patterns in the traffic in the area.
155. Throughout Key stage 1, pupils develop an awareness of the location, features and character of a range of places through their examination of the travels of *Barnaby Bear*. In Y2, they use a travel brochure to select a destination and identify features that would appeal to them. They use the index in an atlas to locate the place.
156. They learn that places within Britain have different characteristics, including land use and types of building, when they 'explore' the island of Skuay, found in the stories about *Katie Morag*. They produce simple maps and consider how people have affected the landscape. They extend their awareness of housing types through play when they run their own 'Estate Agency'. They make a comparison of an unspecified seaside location with that of an urban area such as Clase.
157. Throughout Key stage 2, through regular study of news items, pupils develop awareness that events have local, national or international significance.
158. Y3 pupils investigate the local area through a local walk, identifying signs and symbols and following directions. They develop a practical focus to their work when they work with Y6 pupils and the Clase and Caemawr Community Partnership, identifying good places to play in the area, as a contribution to a report entitled *A child's view of Clase and Caemawr*. They participate in environmental improvement schemes, for example tree planting.
159. Y4 pupils extend their environmental awareness when they examine the issue of litter and investigate what pupils would like to see improved. They look at some issues of conservation, land use and facilities when they make comparisons between Clase and a village in India,
160. In Y5, pupils develop an understanding of the water cycle and the importance of water use and conservation. They consider environmental priorities and competing interests when they debate the benefits and disadvantages of closing the High Street of a seaside town to traffic.
161. Y6 pupils investigate the mountain environment, locating the main mountain ranges of Great Britain on an outline map, using an atlas as a guide.
162. Pupils in the STF classes make satisfactory progress in mapping skills as they prepare a plan of the classroom and also participate well in conservation activities such as tree-planting.

Shortcomings

163. Pupils show little evidence of a progressive development of skills and knowledge in geography through their very limited recording of their work in the subject
164. Older pupils are seen working at the same level as younger pupils, for example in using an atlas and grid references to locate places.
165. Pupils do not have a secure knowledge of the geography of Great Britain and are unable, for example, to identify the capital cities of each of the countries. They are not sure which place names relate to countries and which relate to cities.

166. Pupils do not acquire the skills and knowledge that come from a structured comparison of contrasting locations in each Key stage.

Art

KS1 Grade 2: Good features and no important shortcomings

KS2 Grade 2: Good features and no important shortcomings

Good features

167. Pupils make good progress in art as demonstrated by the displays and presentations of pupils' work throughout the school. They use their artistic skills confidently and imaginatively to illustrate and reinforce their work in other subjects.
168. In both Key stages pupils make good progress in using a wide range of media, tools and materials. They produce collages related to their topic and free painting using colour and form well.
169. In their portraits and observational drawing, pupils demonstrate a developing eye for line and tone. Many drawings are good examples of shape, line and shading.
170. They produce creative three-dimensional work, such as the tiles representing their environment with a visiting potter in Key stage 1, and a variety of pot styles in Key stage 2.
171. Pupils in the STF classes produce repeated patterns and form their names from salt dough and gum squares. They also paint and varnish well formed clay faces.
172. Key stage 1 pupils produce interesting pictures of houses using wool winding and different fabrics.
173. Older pupils develop their textile work through paper weaving, and textile panels such as a depiction of *Llancaiach Fawr* and carnival masks.
174. Pupils appraise the work of other artists, emulate the style and compare their own work with the original for example Van Gogh in Key stage 1 and in Key stage 2, Josef Herman and local artists Sian Bonnel and David Marchant.
175. Pupils in Key stage 2 are, overall, keen to improve their work and persevere until they master the skill. They capitalise intelligently on the visits they make to galleries and the guidance given by artists-in-residence.

Shortcomings

176. In both Key stages, pupils explore Western art only; they have limited knowledge of the art of, for example, the third world.

Physical education

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

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

Good features

177. Pupils develop a clear understanding of the effect of exercise on their bodies, both in the short term and in terms of the benefits to health over the longer term. They participate enthusiastically and sensibly in 'warm-up' activities and in those that stretch and relax them at the end of lessons.
178. They develop a good range of gymnastic skills, using the floor, mats and large apparatus. They show good understanding of a range of ways of travelling and combine these with balances to form a sequence.
179. Pupils who attend the after-school gymnastics club, benefit from highly skilled teaching to achieve very high standards confidently and safely performing sequences using the trampette or ramp and the high horse to perform a series of jumps and somersaults.
180. They acquire a good understanding of how dance forms are created and developed. Y3 pupils make good progress when working with students from Gorseinon College, and Y4 pupils apply their knowledge of a number of skills found in the Olympics to creating a dance, working very effectively in pairs and groups.
181. Pupils develop a good range of games skills and show awareness of the need to practise these in order to improve. They watch demonstrations carefully and model themselves on the demonstrator to eliminate bad habits, for example in playing hockey. When participating in inter-school matches, they show a good regard for rules and sportsmanship.
182. Games skills are significantly enhanced by the good use that pupils make of opportunities to use outside facilities and visiting specialists, as when they participate in *Fun in Athletics* days at Afan Lido. They work with a visiting coach to develop skills and train for a 'short' tennis tournament. Rugby skills, in particular, have improved as a result of working with a Welsh Rugby Union Development Officer.
183. Athletics skills are developed well throughout the school. Pupils from all classes practise together to prepare for a range of sports day activities. Cross-country running skills are a particular strength, with pupils participating regularly and enthusiastically in a lunch-time club.
184. Swimming skills develop well through the use of Penlan Baths by Y5 pupils. Most pupils learn to swim and many achieve the 25 metre standard.
185. Throughout the school, pupils show an ability to evaluate and discuss their own and each other's performances, making sensible and sensitive suggestions as to how they might be improved or developed. Even the highest-attaining pupils are enthusiastic about increasing their skills and listen carefully to each other and to teachers.
186. Pupils with SEN, including those in the STF classes, make good progress and often participate on equal terms with their mainstream peers.

Shortcomings

187. There are no significant shortcomings

School's response to the inspection

The inspection report recognises that the school is an improving school that provides effectively for its pupils and that we have made considerable improvement across a wide area. We are pleased that the team recognised that the quality of teaching was good overall that the children are enthusiastic learners who are well cared for, whose behaviour is very good and who make good progress in social development and in respect for others. It also commented on the school's significant strength of promoting lifelong learning.

There is a strong commitment from everyone to improve the school and an action plan will be put in place to address the recommendations in the report. Raising standards in core subjects through rigorous analysis, continue our efforts to improve attendance, improve the process of assessment ensuring the analysis and outcomes of assessment are systematically used in planning, continue the development of curriculum planning, improving the quality and consistency of management ensuring an effective response to national priorities and improving the quality of school development planning based on systematic evaluation of all areas of work.

Discussions with staff, Governors and the School Management Team have already taken place and some initiatives have already been implemented to address some of the issues. Links have been made with local schools to access expertise in data analysis and the use of assessment information. The school has also put into place procedures for the systematic levelling of core subjects across Key Stage 2. Further reward strategies will be implemented to improve attendance and network meetings have been arranged for Senior management.

Improving the evaluation of quality and standards by leaders and managers will be a major priority for us. This will be tackled in a structured and thorough manner. Opportunities will be provided for senior management to observe successful practice in other schools.

A copy of the school's action plan in response to the inspection recommendations will be sent to all parents. The governors' annual report to parents will report on the progress we are making on the inspection recommendations.

Appendix A

Basic information about the school

Name of School	Clase Primary School
School type	Community
Age-range of pupils	4-11
Address of school	Rheidol Avenue Clase, Morriston, Swansea
Post-Code	SA6 7JX
Telephone Number	01792 781747
Headteacher	Mrs L. Hedges
Date of appointment	September 1998
Chair of Appropriate Authority	Mr A. Gabriel
Registered Inspector	Dr Eric Peagam
Dates of inspection	15 th - 17 th March 2005

Appendix B

School data and indicators

Number of pupils in each year group								
Year group	YR	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	27	31	35	33	27	29	27	209

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	14	1	14.5

Staffing information	
Pupil: teacher ratio excluding nursery and special classes	18: 1
Pupil: adult ratio in nursery class	9: 1
Pupil: adult ratio in special classes	1.8:1
Pupil: adult ratio in other classes	15:1
Average teaching group size(excluding nursery and special classes)	25
Teacher (fte): class ratio	1.3:1

<i>Percentage attendance for three complete terms prior to the inspection</i>			
Term	Nursery	Reception	KS1/2
Summer 2004	80.5	90.3	84.8
Unauthorized absence		0.8	3.5
Spring 2004	74	92	88.1
Unauthorized absence		0.7	3.6
Autumn 2004	74.2	89.8	90.2
Unauthorized absence		0.9	2.3

Percentage of pupils entitled to free school meals	60
Number of pupils excluded during 12 months prior to inspection	2

Appendix C

National Curriculum Assessment Results: End of Key Stage 1:

National Curriculum Assessment KS1 Results 2004 (Wales 2003)		Number of pupils in Y2:							
		Percentage of pupils at each level							
			D	W	1	2	3	4	
English	Teacher Assessment	School	0	21	24	45	9	0	
		National	0	4	14	63	20	0	
Mathematics	Teacher Assessment	School	0	15	36	48	0	0	
		National	0	2	11	63	24	0	
Science	Teacher Assessment	School	0	15	27	48	9	0	
		National	0	2	10	66	22	0	

D Pupils who are excepted under statutory arrangements from part or all of the National Curriculum

A Pupils who have failed to register a level because of absence

W Pupils who are working towards level 1

Percentage of pupils attaining at least level 2 in mathematics, science, and either English or Welsh (first language) according to teacher assessment					
Whole school:	45	Mainstream pupils	54	In Wales:	79

National Curriculum Assessment KS 2 Results: 2004 (National 2003)							Number of pupils in Y6: 25						
Percentage of pupils at each level													
			D	A	N	B	W	1	2	3	4	5	6
English	Teacher Assessment	School	4	0	0		0	0	0	56	41	0	0
		National	0	0	0		0	1	6	16	45	31	0
	Test/Task	School	4	11	11	0			0	26	44	4	
		National	0	2	1	1			5	12	38	40	
Mathematics	Teacher Assessment	School	4	0	0		0	0	0	44	52	0	0
		National	1	0	0		1	1	4	18	51	25	0
	Test/Task	School	4	11	11	0			7	41	30	7	
		National	1	2	1	1			3	15	50	28	
Science	Teacher Assessment	School	4	0	0		0	0	0	22	67	7	0
		National	1	0	0		0	0	2	13	49	35	0
	Test/Task	School	4	7	0	0			0	11	59	19	
		National	0	2	0	0			1	9	48	39	

D Pupils who are excepted under statutory arrangements from part or all of the National Curriculum

A Pupils who have failed to register a level because of absence

N Pupils who have failed to register a level for reasons other than absence

B Pupils not entered for the tests because they are working outside the set levels of the tests

W Pupils who are working towards level 1

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by Teacher Assessment		by Test	
Whole school:	41	Whole school:	30
Mainstream pupils	48	Mainstream pupils	35
In Wales:	71	In Wales:	70

Appendix D. Evidence base of the inspection

The inspection was carried out by a team of four inspectors over a period of three days, and the report was based on evidence from:

- pre-inspection meetings held with the headteacher, staff and the governing body;
- the analysis of 30 returned parents' questionnaires and a meeting with 12 parents;
- the observation of 29 lessons or part lessons and observation of extra-curricular activities;
- a scrutiny of pupils' work in the required range of subjects and evidence from subject leaders of pupils' progress;
- discussions with pupils, including a meeting with the school council;
- an examination of assessment records and reports to parents;

- observation of registration procedures;
- the scrutiny of school documentation, teachers' plans and assessment records;
- observation of pupils' behaviour in and around the school at break-times, lunch-times and before and after school;
- discussions with the headteacher and other staff;
- discussions with representatives of support agencies;
- post-inspection meetings with senior management and governing body.

Appendix E

Composition and responsibilities of the inspection team

Inspector	Type	Aspect Responsibilities	Subjects
Eric Peagam	Rgl	Context, Summary, Key Questions 1, 2, 5 and 6 Contributions to Key Questions 4	geography physical education
Janet Warr	Lay	Key Question 7. Contributions to Key Questions 1,3, 4	
Meriol Meredith-Jones	Team	Key Question 4. Contributions to Key Question 2	English art
Helen Smith	Team	Key Question 3	design and technology, information technology

The contractor for this inspection: Baker-Phillips Educational Communications Ltd.

Contractor's address: Oaks Lea, Higher Knolton, Overton, Wrexham. LL13 0LF

Acknowledgement

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

Inspection under Section 10 of the Schools Inspections Act 1996
Summary Report for Parents on The Inspection of
Clase Primary School, Rheidol Avenue, Clase.

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Clase Primary School was inspected as part of a national programme of school inspection. The purpose 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 more information about their child's school. A copy of this summary is sent to every family with a child at the school. **The full report can be obtained from the school.**

The inspection of Clase Primary School took place between 14th and 16th March 2005. An independent team of inspectors, led by Dr. Eric Peagam 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. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

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

Summary

1. Clase Primary school is an improving school that provides effectively overall for the needs of its pupils. It has a number of particular strengths and, taken together, these are sufficient to outweigh its shortcomings. Since the school was previously inspected in June 1999, there has been considerable improvement across a wide area of the school's work, but in some areas, particularly those related to standards, assessment, self-evaluation and rigorous analysis of school data and its use in planning, there remain significant shortcomings that require to be urgently addressed. Overall, value for money is satisfactory. The inspection team was unable to agree with any of the school's judgements about its performance in the self-evaluation report prepared for the inspection.

Table of grades awarded

2. The inspection team judged the school's work as follows:

Key question	Inspection grade
1 How well do learners achieve?	3
2 How effective are teaching, training and assessment?	3

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

Standards

- Standards of achievement are variable, but, overall, shortcomings are outweighed by strengths. In some subjects inspected, standards are good, but in others, particularly English they are just satisfactory. Pupils' standards of achievement in lessons are broadly in line with the Welsh Assembly Government's (WAG) all-Wales targets for 95% of standards to be satisfactory(corresponding with grade 3) and 50% to be good (corresponding with grade 2).
- The standards of achievement observed in lessons in the areas of learning and subjects inspected are as follows:

Pupils' standards of achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Percentage at each grade	0	56	34	10	0

Subjects and/or Areas of Learning

- The overall quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning
- In Key stage 1 and Key stage 2, in the subjects inspected, the standards of achievement are good overall, and in most subjects. Individual subject grades are as follows:

Subject	Key stage 1	Key stage 2
English	3	3
Design and technology	2	2
Information technology	2	2
Geography	3	3
Art	2	2
Physical education	2	2

- A strong feature of the school is the extent to which pupils succeed, regardless of their background. Arriving at the school with attainments that are, overall low average, some pupils make good progress to achieve the levels expected by the end of KS2. It is not appropriate to make direct comparisons between the results of this school with those of previous years or those of other schools, because of the variable numbers of pupils with significant SEN in the four STF classes. However, when these are discounted, in most years the school achieves less well than most schools serving similar populations. Although short-term rolling averages are currently indicating an

upward trend, overall improvement in test results since the previous inspection has been less than that for Wales as a whole.

8. Pupils acquire effective learning skills and, in the main, they are enthusiastic learners. They make satisfactory overall progress in the acquisition and use of the key skills of literacy, ICT, numeracy and creativity. Behaviour is very good and pupils make good progress in personal development overall, most particularly in moral and social development and in their sense of responsibility and respect for others, including those who are different from them. In spite of the considerable emphasis on attendance and the systems for monitoring and improving it, attendance is still significantly below expected levels and unauthorised absence is high.

The quality of education and training

9. The quality of teaching is good overall, and has no important shortcomings; teachers know their pupils well and classes are well managed. Most lessons have clear objectives that are shared with pupils and teaching is well supported by the good classroom relationships that are maintained and the appropriately wide range of methods and approaches teachers use. Planning is generally appropriate, but there is limited evidence of formal planning for individual needs or to meet the specific targets in pupils' individual education plans (IEPs)

10. Percentage of lessons awarded each grade:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0	63	37	0	0

11. Arrangements for the assessment, recording and reporting of pupils' progress are improving, but there are still significant shortcomings both in the accuracy of assessment and the use made of assessment information. The school has worked hard to produce a manageable system, but now needs to make sure that it is properly used by all teachers to promote higher standards. The school does not effectively analyse the results of standardised tests and makes very little use of the data actually to promote higher standards.
12. The school has worked hard to meet the shortcomings previously identified in the curriculum and now has a generally effective curriculum in place that is broad, balanced and relevant to these pupils. In particular, it is strongly enriched by effective partnerships with community and other organisations as well as a wide range of extra-curricular activities. However, subject schemes of work have a number of shortcomings, both in terms of securing that the National Curriculum (NC) programmes of study are covered and in providing for common requirements, key skills, bilingual competence and the promotion of Y Cwricwlwm Cymreig.
13. The school is particularly effective in addressing social disadvantage through the curriculum and ensuring equality of access including support for families through family learning. A significant strength of the school is the extent to which it actively supports and promotes the principles of lifelong learning and involves itself in community regeneration initiatives. It takes account of national priorities in promoting economic awareness, as well as education for global citizenship and sustainable development to a high level, although this is in addition to, rather than through NC schemes of work.
14. The school is strongly committed to the welfare and personal development of its pupils and this is a strong feature of its work. Pupils are well cared for and there are good

procedures to ensure their health, safety and well-being. The school works well with parents and is, in turn, highly regarded by them. It takes good account of the views of pupils and has developed the school council into an effective and influential body that represents all pupils well.

Leadership and management

15. Leadership and management, taken together, have sufficient strengths to outweigh some significant shortcomings. Clear aims and values, embodied in the school's vision are embraced by all staff so that common objectives are pursued. However, strategic planning is hampered by the short-term focus of development planning and the lack of focused targets. The headteacher and deputy headteacher complement each other well, and at this level, an enthusiastic commitment to the school has an energising effect on staff. However, the notional senior management team (SMT) does not play a consistent or coherent role in leadership or management and many of its functions are ad-hoc or transitory.
16. Account is taken of national priorities in general, but there has been insufficient attention to the promotion of key skills and bilingualism. There is a lack of clear planning to ensure that areas of the school such as the separate STFs are managed coherently or to coherently integrate them into whole-school planning. The governors have set up appropriate structures for monitoring the work of the school, but a lack of rigour in internal processes means that they do not have the information necessary to keep the school under review. All legal obligations are met, apart from the omission of minor details from documents for parents.
17. There is a strong commitment to improving the school and many new systems have been introduced since the previous inspection. However, the school lacks effective systems for keeping its work under review and for identifying and implementing changes to bring about improvement. There is no culture of rigorous analysis and evaluation of data and, until recently, the school has lacked the structures to track the progress pupils make. School development planning lacks precision and it is difficult to identify the actual priorities within it. The separation of budget setting from the SDP process is a significant weakness. As a result, although improvement has been satisfactory overall, particularly from the low base of the previous report, significant changes to the system are required if it is to improve further. Review of development objectives lacks rigour and, as a result, while specific actions may well have brought about improvements, the school is not in a position to demonstrate this.
18. The school is well staffed and resourced and effective use is generally made of all resources, although there is little formal monitoring of deployment of staff or audit of resource use. The school benefits from a very spacious building with good grounds and these are used well, particularly to provide for extra-curricular sport and family learning. Recent improvements to security have increased the school's ability to make greater use of the grounds and this is being effectively promoted. Overall, the school gives satisfactory value for money.

Recommendations

19. In order to improve provision further, the headteacher, staff and governors should:
 - R1. raise standards in core subjects through rigorous analysis of test results and other data to identify weaknesses and implementation of a focused programme to ensure that improvement at least matches that of schools in Wales overall;

R2. continue with its strenuous efforts to improve attendance and punctuality to ensure that overall learning and progress of a minority of pupils does not continue to be impeded by high levels of absence;

R3. improve the processes for assessment in all subjects to match the best practice found in the school and ensure that the analysis and interpretation of outcomes of assessment are systematically used in planning to improve standards;

R4. continue the development of curriculum planning to ensure that full account is taken of individual needs, including SEN, and that activities and intended outcomes in the key skills, the common requirements and Y Cwricwlwm Cymreig are systematically addressed as well as securing that the NC programmes of study are fully covered;

R5. improve the quality and consistency of management by ensuring that the SMT has a clear and effective role across the school and ensuring that all areas of the school are effectively co-ordinated, including ensuring an effective response to national priorities such as key skills and bilingualism;

R6. improve the quality of school development planning by ensuring that self-review is securely based on systematic evaluation of all areas of the school's work, including the standards achieved, leading to identification of clear priorities within a longer-term strategic plan and with a clear link to budget setting;

R7. address all shortcomings in aspects of the school's work that are satisfactory or good overall.

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.