

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

**Clwyd Community Primary School
Eppynt Road
Swansea
SA5 7AZ**

School Number: 6702069

Date of Inspection: 04/12/06 – 06/12/06

by

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

The inspection of Clwyd Community Primary School took place between 04/12/06 and 06/12/06. An independent team of inspectors, led by Stephanie James, undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **standard** inspection.

Year groups and key stages

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

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

Primary phase:

Year	R	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

1. Clwyd Community Primary School is located on the edge of a large housing estate in the Penlan district of the city of Swansea. It serves a socially and economically disadvantaged area which is in the top ten per cent of most deprived areas in Wales, according to the Welsh Index of Multiple Deprivation (Welsh Assembly Government, 2005). Pupil mobility is high and 67 per cent of pupils come from outside the immediate catchment area of the school.
2. The school caters for pupils aged three to eleven years. Children are admitted to part-time nursery provision from the September following their third birthday. They enter the reception class after their fourth birthday. Information from baseline assessments indicates that pupils' attainment on entry to school is well below average, particularly in relation to their language and communication skills.
3. There are currently 233 pupils on roll, including 29 children who attend the nursery in the school. Forty-seven per cent of pupils are entitled to free school meals, which is much higher than the national average of 19 per cent. Ninety-seven per cent of pupils come from English speaking homes and are of white ethnic origin. Three per cent of pupils come from an ethnic minority background. No pupils speak Welsh as a first language. Approximately three per cent of pupils are learning English as an additional language.
4. Forty-three per cent of pupils are on the school's register of special educational needs (SEN), which is more than double the national average of approximately 20 per cent. Eleven per cent of pupils have statements of SEN. There are four specialist teaching facilities for pupils with SEN on the site. One infant and one junior class cater for pupils who have moderate to severe learning difficulties. One infant and one junior class serve the needs of pupils with autistic spectrum disorder. The infant class for children with autistic spectrum disorder opened in September 2006.
5. Since the last inspection in March 2001 there have been a number of significant changes in the school. A new headteacher was appointed in 2002 and the deputy headteacher took up his post in 2005. Much of the infant block has recently undergone major refurbishment. A new integrated Children's Centre opened in a building on the school's site in July 2006.

The school's priorities and targets

6. The school's main aim is to:

"provide a stimulating and relevant learning environment, where there are opportunities and encouragement for all children and staff to achieve their full potential. We will strive to develop in our children a sense of place in their community and within society as a whole."

7. Main targets in the School Development Plan (SDP) for the current year are to:
- raise standards in identified aspects of English, mathematics and science;
 - raise standards in pupils' use of Information and Communications Technology (ICT), speaking and listening, reading and writing across the curriculum;
 - begin to develop a culture of bilingualism;
 - further develop provision and procedures for pupils with SEN;
 - develop further the role of the School Council and peer mediators;
 - promote the personal and professional development of teaching and support staff in line with priorities identified in the SDP;
 - continue to strengthen links with parents, the Children's Centre and the secondary school;
 - develop the managerial role of the deputy head teacher;
 - prioritise external building maintenance, begin window replacements and secure funding for improvements to the school grounds and play areas.

Summary

8. Clwyd Community Primary School is an improving school under the clear-sighted direction of the headteacher, who enjoys the commitment and support of all the staff. It is also an inclusive school that enables pupils with significant special educational needs (SEN) to benefit from all the learning experiences provided.

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

Table of grades awarded

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

Standards

10. During the inspection, standards of achievement in the lessons observed in the six subjects inspected were:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
6%	63%	31%	0%	0%

11. In 69 per cent of lessons, pupils' standards of achievement were judged to be grade 2 or above, which is a little above the Welsh Assembly Government's (WAG) target for 2007.

12. In the early years, overall standards in the six areas of learning are:

Areas of learning for under-fives

Language, literacy and communication	2
Personal and social development	2
Mathematical development	2
Knowledge and understanding of the world	2
Creative development	2
Physical development	2

13. The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning.

14. Children under five years of age make good progress and achieve good standards with no important shortcomings in the key skill of listening. Good features outweigh shortcomings in their use of the key skills of speaking, reading and writing, numeracy, information and communications technology (ICT) in their activities in all six areas of learning. Good features outweigh shortcomings in their early bilingual skills.

15. In key stages 1 and 2, overall standards in the subjects inspected are:

Grades for standards in subjects inspected

Subject	Key Stage 1	Key Stage 2
English	3	3
Welsh second language	2	2
Science	3	3
Information technology	3	3
Art	2	2

16. In key stages 1 and 2, pupils make good progress and achieve good standards in listening to their teachers and to one another. Good features outweigh shortcomings in their use of the key skills of speaking, reading, writing, numeracy and ICT across the curriculum. Good features outweigh shortcomings with regard to pupils' bilingual skills.

17. Pupils with additional learning needs, including those with SEN in the mainstream school, make appropriate progress and achieve as expected, relative to their abilities. Key stage 1 pupils with SEN in the Specialist Teaching Facilities (STFs) make very good progress in the development of their literacy, numeracy and ICT skills. In key stage 2, pupils with SEN in the STFs make good progress in relation to these skills.

18. In the 2006 National Curriculum assessments, the performance of pupils at the end of key stage 1 was poor in comparison with other schools in Wales. However, a number of significant factors had a negative impact on the attainment of this group of

pupils. These factors included a high number of pupils with SEN, high pupil mobility and poor attendance. The performance of pupils at the end of key stage 2 was also below average, but the gap in the performance of pupils at the school with those in Wales was not so marked as at key stage 1. In both key stages, girls performed better than boys.

19. When compared with the results of schools with a similar socio-economic profile, the performance of pupils is still below average and there is some under-performance, particularly among the more-able pupils. Observations during the inspection, however, confirm that improvements in the quality of leadership and teaching are beginning to have a positive impact on pupils' standards of achievement. Overall, good features outweigh shortcomings in the progress pupils make and the standards they achieve.

20. Pupils have good attitudes to learning and enjoy school. They are well behaved, overall, and work and play well together.

21. Most pupils attend school regularly and are punctual. However, the attendance of a significant minority of pupils is poor and some pupils frequently arrive late. Both these factors have an adverse affect on pupils' standards of achievement.

22. Pupils make good progress in their personal, social, moral and wider development. They have a good understanding of equal opportunity issues. Pupils with SEN are fully included in all aspects of school life and all pupils demonstrate a high level of respect for those from different backgrounds.

The quality of education and training

23. In the lessons observed during the inspection, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
9%	74%	17%	0%	0%

24. The quality of teaching is good or better in 83 per cent of lessons. This compares well with the national picture reported by Her Majesty's Chief Inspector in her most recent report. Nationally, the quality of teaching is good or better in 79 per cent of lessons. Examples of good teaching were observed in all classes. The quality of teaching for pupils in the STFs is consistently good and often outstanding, particularly for younger pupils.

25. Throughout the school there are good working relationships between teachers, support assistants and pupils. The atmosphere in class is usually calm and conducive to learning. Lessons are generally stimulating and succeed in interesting pupils but expectations of what pupils can achieve, and the amount of work they can complete, are not always sufficiently high, particularly with regard to the more-able pupils.

26. Teachers use a good range of teaching methods and approaches. Teaching and support assistants are deployed very effectively to enable pupils of all abilities to participate fully in lessons.

27. There is a clear assessment policy that provides good guidance. While schemes of work identify assessment opportunities, these are not consistently noted in short-term planning and on-going assessment does not sufficiently inform planning and teaching for all abilities.

28. Annual reports to parents outline pupils' achievements in every subject and are of a good standard, especially in the core subjects.

29. The school provides a broad, balanced and relevant curriculum that is accessible to all pupils, including those with SEN. However, insufficient use is made of the full range of subjects to broaden the curriculum in the key stage 2 STFs.

30. There are well planned schemes of work for all subjects, but opportunities identified for the progressive development of pupils' key skills are not specific enough. Learning experiences provide well for pupils' moral, spiritual and cultural development and their personal and social education.

31. The school's provision of extra-curricular activities, visitors to the school and visits beyond the immediate locality makes an outstanding contribution to the quality and variety of pupils' learning experiences and the standards they achieve.

32. The school has established a number of very useful links with the world of work that strengthens its links with the community. The culture and heritage of Wales feature prominently in the general life of the school and there are very positive attitudes towards the Welsh language.

33. The school strongly promotes equal opportunities. Irrespective of their social background, gender, disability or ethnicity pupils are positively included in all school activities.

34. Pupils develop a good understanding of sustainable development. Their awareness of global citizenship is enhanced through their sponsorship of a school in Africa.

35. Pupils are cared for, guided and supported particularly well in a very supportive and happy environment. The school has a very positive ethos and every pupil is valued and included. This is an outstanding feature of the school.

36. The school has good partnerships with parents. The very active Parents, Teachers and Friends Association (PTFA) organises a number of valuable fundraising events.

37. There are effective policies and procedures in place to monitor pupils' attendance and punctuality, behaviour and performance. There is an effective policy and sound procedures for child protection.

38. Overall, pupils with SEN are very well supported. Pupils' special educational needs are effectively diagnosed. A strong feature is the direct liaison between outside specialists and the school's staff, so that skills are shared and prescribed programmes are effectively followed. Very good provision is made for pupils identified with behavioural difficulties.

39. The school has well planned and documented procedures for dealing with race equality, disability discrimination and equal opportunities. There are effective policies for areas such as bullying, disability, fire prevention and Internet access. The school promotes diversity and equal opportunities very well.

Leadership and management

40. Improvements in the leadership and strategic management of the school in the last four years have had a positive impact on the quality of education provided and on standards in some subjects. However, these improvements have not yet had enough time to raise standards sufficiently in the core subjects by the end of each key stage and in pupils' use of key skills across the curriculum.

41. The headteacher, who is a very good role model as a class teacher, provides energetic and inspired leadership. An environment based on trust and the fostering of self-respect and self-esteem is being effectively developed. The headteacher has a clear vision for the school's future.

42. The headteacher is very well supported by the senior management team and hard working and dedicated teachers. There is a strong sense of shared purpose. The role of the subject co-ordinator has developed considerably since the last inspection. They feel empowered and monitor their subjects effectively. Provision for meeting the needs of pupils with SEN is very well managed.

43. The governing body is very supportive and pro-active. The headteacher keeps the governing body very well informed about the life and work of the school. It is included in every important decision with regard to the school's strategic direction or its expenditure. While governors' monitoring role is effective, there is room to develop further their contribution to strategic planning.

44. The school's self-evaluation process is accurate and planning for improvement is of high quality. The self-evaluation report produced before the inspection contains a clear analysis of strengths, as well as noting priorities for moving the school forward.

45. The findings of the inspection team match the school's own judgements about its performance in all seven key questions.

46. There is a good complement of well qualified teaching staff to deliver the curriculum. The school invests very generously in skilled support assistants, who are well deployed. The school secretary makes a very important contribution to the smooth and efficient daily routines of the school. The caretaker and cleaning staff work hard to keep the school clean and tidy.

47. The school has worked closely with the Local Education Authority (LEA) in recent years to improve the poor condition of the accommodation in some areas. Initiatives,

which have led to marked improvements, include the refurbished Early Years accommodation and the new security fence. However, some parts of the accommodation remain in a poor state of repair.

48. The school's budget is well managed and governors review expenditure regularly. During the last two years, the budget has been much healthier and this is having a positive impact on progress. Generally, there is a good range of appropriate resources to support the curriculum. Overall, the school ensures good value for money.

49. The school's progress has been good overall since the last inspection and includes important developments in SEN provision. In some areas, such as raising pupils' standards of achievement in National Curriculum assessments by the end of each key stage and further developing key skills across the curriculum, the school recognises the need for further improvement.

Recommendations

- R1 Raise standards in subjects where there are shortcomings;
- R2 continue to raise expectations of pupils' achievement and use information from assessment more effectively to plan challenging work, particularly for the more-able pupils;
- R3 identify more specific opportunities for the progressive development of pupils' key skills across the curriculum;
- R4 continue to take measures to improve pupils' punctuality and attendance;
- R5 continue to work with the Local Education Authority to remedy the important shortcomings identified in the accommodation, particularly those aspects that have implications for the well-being of staff and pupils. These aspects have been discussed with the headteacher and governing body.

Note: Recommendations 2, 3, 4 and 5 have already been identified by the school as areas for improvement either in its School Development Plan (SDP) or in its Self-Evaluation Report.

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

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

51. During the inspection, standards of achievement in the lessons observed in the six subjects inspected were:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
6%	63%	31%	0%	0%

52. In 69 per cent of lessons, pupils' standards of achievement were judged to be grade 2 or above, which is a little above the Welsh Assembly Government's (WAG) target for 2007. Standards in 100 per cent of lessons were grade 3 or above, which exceeds the WAG target that standards should be at least grade 3 or above in 98 per cent of lessons by 2007.

53. Information from baseline assessments confirms that many children enter the nursery with well below average attainment and a significant number of them have poor language and communication skills. The overall trend in baseline assessments has been downward over the last three years.

54. The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning. In the early years, overall standards in the six areas of learning are:

Areas of learning for under-fives

Language, literacy and communication	2
Personal and social development	2
Mathematical development	2
Knowledge and understanding of the world	2
Creative development	2
Physical development	2

55. Children under five years of age make good progress and achieve good standards with no important shortcomings in the key skill of listening. Good features outweigh shortcomings in their use of the key skills of speaking, reading and writing, numeracy, information and communications technology (ICT) in their activities in all six areas of learning. Good features outweigh shortcomings in their early bilingual skills.

56. Although children make good progress and achieve well during their time in the nursery and reception classes, relative to their starting points, many pupils are still working below the levels expected for their age when they enter year 1.

57. In key stages 1 and 2, overall standards in the subjects inspected are:

Grades for standards in subjects inspected

Subject	Key Stage 1	Key Stage 2
English	3	3
Welsh second language	2	2
Science	3	3
Information technology	3	3
Art	2	2

58. In key stages 1 and 2, pupils make good progress and achieve good standards in listening to their teachers and to one another. Good features outweigh shortcomings in their use of the key skills of speaking, reading, writing, numeracy and ICT across the curriculum. Good features outweigh shortcomings with regard to pupils' bilingual skills. When given the opportunity, pupils use Welsh appropriately in other subject areas and in more informal situations.

59. Pupils with additional learning needs, including those with SEN in the mainstream school, make appropriate progress and achieve as expected, relative to their abilities.

60. Key stage 1 pupils with Special Educational Needs (SEN) in the Specialist Teaching Facilities (STFs) make very good progress in the development of their literacy, numeracy and ICT skills. In key stage 2, pupils with SEN in the STFs make good progress in relation to these skills.

61. In the 2006 National Curriculum assessments, the performance of pupils at the end of key stage 1 was poor. It was well below the average of other schools in the Local Education Authority (LEA) and in Wales. Twenty-one per cent of pupils attained the expected level 2 in the three core subjects of English, mathematics and science. Nationally, 81 per cent of pupils attained level 2 in all three subjects. No pupil in the school attained the higher level 3 in any subject. There was also a marked gap in the performance of boys and girls. Twenty-nine per cent of girls attained level 2 in comparison with 14 per cent of boys.

62. These poor results must, however, be interpreted in the light of a number of significant factors affecting the attainment of this group of pupils. The average overall ability of pupils in year 2 last year was particularly low. The achievement of those pupils who had been in the school from the beginning of nursery was, in fact, in line with that predicted from their baseline scores. A small minority of pupils actually did make good progress from a below average baseline to achieve level 2 at the end of key stage 1. However, 32 per cent of this class entered the school during year 1 or year 2. Forty-six per cent of pupils were also on the SEN register and one pupil had a statement of SEN. Furthermore, 39 per cent of the class had below 90 per cent attendance. Observations of this group of pupils during the inspection confirmed that many of them find it difficult to articulate their ideas and have poor recall of what they have learned. Pupils in the current year 2 class are projected to perform much better.

63. In the 2006 National Curriculum assessments, the performance of pupils at the end of key stage 2 was also below the average of other schools in the LEA and in Wales, but the gap was not so marked. Forty-six per cent of pupils attained the expected level 4 in the three core subjects in comparison with the national figure of 74%. Eleven per cent of pupils attained the higher level 5 in English and science and four per cent attained level 5 in mathematics. The performance of boys lagged behind that of girls by 14 per cent, which was an improvement on the 20 per cent gap in the previous year.

64. When compared with the results of schools with a similar socio-economic profile, the performance of pupils is still below average and there is some under-performance, particularly among the more-able pupils. There is a downward trend in performance in key stage 1, but this is a reflection of the particular profile of last year's group of pupils, as described above. There is a steady upward trend in the performance of pupils in key stage 2. Observations during the inspection confirm that improvements in the quality of leadership and teaching are beginning to have a positive impact on the quality of learning in lessons and standards achieved. Overall, good features outweigh shortcomings in the progress pupils make and the standards they achieve.

65. Good features outweigh shortcomings in pupils' acquisition of new knowledge and skills. When given the opportunity, pupils enjoy problem-solving tasks. For example, in a science lesson in year 1, most pupils persevered well with the problem of how to make a circuit correctly in order to make a bulb light up. Overall, however, pupils' problem-solving skills are limited because they lack regular opportunities to develop them.

66. Pupils are at an early stage of understanding what they are doing, how well they are progressing and what they need to do to improve. They make simple evaluations of work in progress and are becoming aware of more specific targets for improvement.

67. Pupils have good attitudes to learning. They are well motivated, interested in their work and sustain good levels of concentration. However, they are sometimes rather passive and reluctant to answer questions and contribute in discussions. Most pupils work hard in lessons and make effective use of their time. In discussions with the School Council, pupils say that teachers are the best thing about the school. They enjoy school and say that their teachers are helpful and make lessons fun.

68. Pupils are well behaved overall and even the youngest children know what is expected of them. They move sensibly in and around the school and are friendly and polite. From the earliest stages, they relate well to adults. Pupils work and play well together and relationships with each other are good. Older pupils are sensitive to the needs of younger children. The more-able pupils willingly work with their less-able peers.

69. The School Council and peer mediators have an effective role in maintaining good relationships. They help to resolve conflicts through the use of suggestion and problem boxes discreetly placed around the school. They contribute to devising school rules. For example, the *Time Out* system was one of their suggestions.

They have recently produced a pupils' handbook that will form part of the school prospectus.

70. Pupils understand that bullying is unacceptable behaviour and are aware of what to do should it occur. When asked, pupils say they are confident that any misbehaviour reported to an adult in the school will be dealt with immediately. Pupils take their responsibilities seriously and confidently address issues in whole-school assemblies.

71. At 88 per cent, the average rate of attendance for the three terms prior to the inspection was below the LEA and all Wales averages. Most pupils attend school regularly and are punctual. However, although the school regularly reminds parents of the need for regular, punctual attendance, a small number of families are slow to respond and a significant minority frequently arrives late at the start of the day. As a result, pupils miss important introductions to lessons and this has an adverse affect on their education. Systems are in place to improve punctuality and attendance and there is evidence that they are beginning to make an impact. For example, one class that had 88 per cent attendance in the same term last year has achieved 93 per cent for the same period this year.

72. Pupils make good progress in their personal, social, moral and wider development. The school provides effective personal and social education that helps create a good learning ethos and enhances pupils' self esteem. For example, the class teacher and support assistant in the key stage 1 STF acted out Cinderella's preparation for bedtime which included routines and activities that pupils do not always enjoy at home such as personal hygiene, a hot-water bottle and a bedtime story. The session ended with everybody sharing hot chocolate.

73. Pupils have a good understanding of equal opportunity issues because the concept is firmly embedded in the culture of the school. Pupils with SEN are fully included in all aspects of school life. Through their work in Religious Education and the wider experiences that the school provides, such as the adoption of a school in Africa and *Operation Christmas Child*, pupils become aware of other beliefs and cultures and demonstrate a high level of respect for those from different backgrounds.

74. Pupils develop a sense of belonging within the school and the local community. They are involved in community regeneration projects such as the development of the adjoining Integrated Children Centre (ICC). Pupils were involved in the interview process and the design of the garden. Pupils have opportunities to take responsibility through their roles on the School Council, as peer mediators and through participation in the *buddy* system. Pupils take their responsibilities very seriously and show great commitment to their roles.

The quality of education and training

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

Grade 2: good features and no important shortcomings

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

76. In the lessons observed during the inspection, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
9%	74%	17%	0%	0%

77. The quality of teaching is good in 83 per cent of lessons, with 9 per cent of them having outstanding features. This compares well with the national picture reported by Her Majesty's Chief Inspector in her annual report for 2004 to 2005. Nationally, the quality of teaching is good in 79 per cent of lessons, with 18 per cent of them having outstanding features. Examples of good teaching were observed in all classes.

78. Throughout the school, there are good working relationships between teachers, support assistants and pupils. The atmosphere in class is usually calm and conducive to learning. Pupils and members of staff clearly like and respect one another.

79. Lessons are generally stimulating and succeed in interesting pupils but expectations of what pupils can achieve, and the amount of work they can complete, are not always sufficiently high, particularly with regard to the more-able pupils.

80. Teachers have secure knowledge of the subjects they teach. Shared planning for English and mathematics in upper key stage 2, and for science in lower key stage 2, draws very well on the knowledge and expertise of co-ordinators for the core subjects.

81. Lessons are well planned. The content is interesting and they are well structured and organised. Lessons usually have clear learning objectives, but they are not always explicitly shared with pupils so that they are clear about what is expected of them.

82. Teachers use a good range of teaching methods and approaches. Some teachers are particularly skilled at using role-play and drama techniques to enliven lessons, to enthuse pupils and to deepen their understanding. The school places great emphasis on the importance of giving pupils' first-hand, practical learning experiences and teachers consistently and effectively implement this policy.

83. In the early years, teachers focus intensely on developing children's language and communication skills. Adults here are skilled at participating in children's play in

order to develop their language and understanding. In key stages 1 and 2, teaching and support assistants are deployed very effectively to enable pupils of all abilities to participate fully in lessons. Teachers and support staff treat pupils equally, consistently and fairly.

84. The quality of teaching for pupils in the STFs is consistently good and often outstanding, particularly for younger pupils. Teachers and support assistants know their pupils and their special educational and personal needs very well. Outstanding features in some lessons include detailed planning and preparation to ensure all pupils are effectively engaged. These lessons often include a sense of fun and re-enactment of scenarios such as Cinderella's bedtime.

85. Good features outweigh shortcomings in teachers' planning and the opportunities they provide for the progressive development of pupils' bilingual skills.

86. Good features outweigh shortcomings in teachers' planning to meet learners' individual needs. In the STFs, teachers and support assistants use their knowledge of pupils with SEN very effectively to ensure that learning objectives are well matched to individual needs. Sometimes, however, worksheets prepared for mainstream pupils are not adapted so effectively for the needs of these pupils when they work alongside their peers.

87. There is a clear assessment, recording and reporting policy which provides good guidance and support for procedures in this area. Teachers use evidence produced from the baseline assessments undertaken with the under-fives and standardised National Curriculum tests in key stages 1 and 2 to identify strengths and areas for development and to set individual targets for pupils.

88. While schemes of work identify assessment opportunities, these are not consistently noted in short-term planning and on-going assessment does not sufficiently inform planning and teaching for all abilities.

89. There are good systems for assessing and monitoring the progress of pupils throughout the school in the core subjects. Procedures for focusing on the foundation subjects and religious education are, for the most part, more informal. A more-structured programme for assessing progress in all subjects has, however, recently been adopted. This programme, together with class portfolios and subject portfolios of levelled work in most subjects, is bringing an added rigour to the overall assessment process.

90. Work is regularly marked and constructive comments are given. A good effort is made to ensure that pupils play an active role in the process of target setting and evaluating their progress in relation to individual targets. These procedures are at an early stage of development.

91. Annual reports to parents comply with statutory requirements. They outline pupils' skills and achievements in every subject and are of a good standard, especially in the core subjects. Targets for further development are clearly noted. Parents appreciate the school's open-door policy and the weekly opportunities to come to discuss their children's progress and achievements. Open evenings for

parents are held twice a year when they can look at all their children's books and discuss their progress and achievements.

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

Grade 2: good features and no important shortcomings

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

93. The school provides a broad, balanced and relevant curriculum that is accessible to all pupils, including those with SEN. The learning experiences meet legal requirements and provide well for pupils' social, moral, spiritual and cultural development. The school takes very good account of the Personal and Social Education Framework.

94. The curriculum provided for the under-fives is varied and often imaginative. The learning experiences offered in the classroom meet the needs and interests of young children very well. The scheme of work is well structured to ensure continuity and progression in children's learning in class and through a wide range of visits in the locality, for example, *Forest School*.

95. In key stages 1 and 2, learning experiences effectively meet the needs of most learners, but there is a lack of challenge in some of the activities provided for the more-able pupils. In upper key stage 2, grouping arrangements for the teaching of English and mathematics are beginning to address this shortcoming. Grouping arrangements for a weekly carousel of science activities in lower key stage 2 effectively give all pupils, including those in the STFs, a good mix of relevant scientific experiences.

96. Overall, in the STFs, the curriculum provided for children under five and pupils in key stage 1 is suitably broad and balanced and very well matched to the range of special learning needs of the pupils. It is suitably based on the six areas of learning and enhanced by a very good range of appropriate learning experiences in real situations.

97. For pupils in the STFs in key stage 2, the curriculum is heavily weighted towards literacy and numeracy. This restricts the range of curriculum experiences available to them. Insufficient use is made of the full range of curriculum subjects to broaden the range of experiences and develop pupils' use of key skills more widely. However, good opportunities are provided to ensure more equality of opportunity for these pupils through the suitable arrangements for them to be integrated and included with their mainstream peers in several lessons and in the daily life of the school, according to their individual needs.

98. There are well planned schemes of work for all subjects that include reference to the common requirements in the National Curriculum programmes of study. Opportunities to develop pupils' key skills of listening and speaking, reading and

writing, numeracy and use of ICT across the curriculum are noted. However, the opportunities identified are too general in nature and do not allow for the progressive development of pupils' key skills in all subjects across the curriculum.

99. The school's provision of extra-curricular activities and off-site provision is rich and varied and makes an outstanding contribution to pupils' learning experiences and the standards they achieve in subjects such as art. Lunch-time and after-school clubs, visitors to the school and a very wide variety of visits in and beyond the immediate locality all complement and extend the curriculum very well. During their time in school, pupils enjoy and learn from many visits to places such as art galleries, museums, environmental centres, country parks and zoos.

100. Pupils' spiritual and moral development is well promoted. They have experiences of a good quality in whole-school acts of collective worship which include those led by a local cleric. They have good opportunities to explore a range of values and moral issues, to offer opinions and, at times, to reflect on themes. Religious education lessons contribute well in this area, as does the general ethos of the school and quality of relationships with the staff.

101. The school effectively promotes pupils' social and cultural development. Pupils have many opportunities to take responsibility and develop their understanding of what it means to live in a community. They develop an increasing appreciation of their own and other cultures through their work in subjects across the curriculum.

102. The school's partnership with industry is very good. One teacher has benefited from a prestigious industrial placement at the Kennedy Space Centre to enhance his professional development. He has produced a valuable research project to see if the use of space exploration could enhance pupils' learning experiences in design and information technology. The headteacher has applied for a partner in industry.

103. The school has established a good number of very useful links with the world of work that further strengthens its links with the community. Pupils' work in literacy, design and technology and art is enhanced through working with authors, poets and story tellers, theatre groups and artists in residence. Pupils in key stage 2 benefit from professional sports coaching in athletics, table tennis and rugby. Residential visits enable pupils to benefit from outdoor pursuits activities.

104. The school benefits from strong links with a garden centre and management links with a construction company that result in very valuable donations that enhance resources such as the IT suite and plant and planters that enhance the environment.

105. The school runs a savings bank and encourages pupils to develop good habits by saving a small amount of money each week. Partnerships with the church, police and emergency services support the school's Personal and Social Education programme as well as running events such as disco's to raise funds for local projects and holiday clubs.

106. There is a strong Welsh ethos throughout the school. There are very positive attitudes towards the Welsh language and the provision to promote progression in bilingual skills is being developed. The culture and heritage of Wales feature prominently across the curriculum and in the general life of the school. The school strongly promotes equal opportunities. Irrespective of their social background, gender, disability or ethnicity pupils are positively included in all school activities.

107. Pupils develop a good understanding of sustainable development and an awareness of conservation issues through recycling projects in the school, as well as planting bulbs, trees and hedges in the school community. The school has gained a silver award for recycling and is working towards Eco School status. It acts in a sustainable way by, for example, purchasing recyclable items and printing information for parents back-to-back and year 3/4 pupils undertake a waste audit. Pupils' awareness of the wider community and global citizenship is enhanced through their sponsorship of a school in Africa.

108. Opportunities for pupils to develop skills required to support economic development are good. All pupils have the opportunity to take responsibility by undertaking monitor roles such as *Helpwr Heddiw*. Pupils help to raise money for good causes. Year 5/6 pupils apply for posts as peer mediators.

109. The School Council effectively develops pupils' understanding of the decision-making process. They were also involved in the interview process for posts in the new Integrated Children's Centre (ICC). Older members of the School Council learn about business and develop their entrepreneurial skills through successfully running the school fruit tuck shop. They order the fruit from a local supplier, which further strengthens the school's links with the community. Younger pupils help to run stalls, for example, at cake sales.

110. The school attends well to national priorities for lifelong learning and community regeneration. Prior to the opening of the ICC, the school hosted family literacy and numeracy courses and number and play courses to enable parents to help their children with their learning. These are now run by the centre. Parents value the courses and feel better able to support their children. Pupils, in turn, see adults as lifelong learners. Community groups use the school premises for various purposes.

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

Grade 2: good features and no important shortcomings

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

112. Pupils are cared for, guided and supported particularly well in a very supportive and happy environment. The school has a very positive ethos and every pupil is valued and included. This is an outstanding feature of the school. The policy is integrated into all aspects of the school's activities and the outcome is reflected in the pupils' caring and thoughtful attitudes.

113. The school has good partnerships with parents. Communication with parents is very effective. Regular newsletters, curriculum information sheets each term and the recently established website keep parents informed about events and topics being taught. There is good daily informal contact. In their responses to the questionnaires and at meetings prior to and during the inspection, parents praised the school for its ethos and the good quality education provided for their children, particularly those with special needs. Parents' views are sought through questionnaires and the school responds positively to concerns.

114. The very active Parents, Teachers and Friends Association (PTFA) organises a number of valuable fundraising events. One parent runs the school uniform shop daily and approximately 95 per cent of pupils now wear uniform. A small number of adults provide valuable support in class, for example, with reading and activities such as bulb planting and gardening. The ICC now hosts the PTFA meetings.

115. Induction arrangements for children under five are carefully planned and implemented. Pupils are also involved in a key stage 1/key stage 2 change-over day. There are effective procedures, including a buddy system, to support pupils who join the school at a later stage. All pupils quickly learn the routines and settle well into school life. There are well established transition arrangements with the receiving secondary schools. Year 6 pupils are involved in cross-phase bridging units in English and mathematics and key stage 3 teachers teach a range of lessons in year 6.

116. There are effective policies and procedures in place to monitor pupils' attendance and punctuality, behaviour and performance. The school operates a system of first day response to absence. It works very closely with the Education Welfare Officer and attendance project worker with a small number of families that give concern. Pupils with attendance above 95 percent are rewarded each term and those with improved attendance and punctuality are rewarded weekly. Almost seventy pupils receive gold or silver awards each term. Letters of congratulations are sent both to parents and pupils with improved attendance.

117. Teachers apply policies for behaviour management consistently and all adults in the school are very good role models. Mid-day supervisors implement the reward system effectively. Pupils' behaviour is monitored very closely and, when required, action is taken to support pupils who experience difficulties. Appropriate procedures were followed in the one incident that resulted in four pupils being excluded in the summer term. Arrangements to encourage pupils to behave well are effective.

118. The school has achieved Phase 1 of the Healthy School Award and promotes health and fitness for pupils through a wide range of extra-curricular activities and the fruit tuck shop. Pupils throughout the school are involved in the sports project. The breakfast club is very well attended and provides a healthy choice of cereals, toast and fruit juice and a calm start to the day. The School Council works effectively with the catering department and healthy options such as salad and fruit are available at lunch-time. The ICC works closely with the school in its provision of *wrap-around* care. Meetings with health professionals, paediatricians and parenting groups are

held at the centre. Many pupils attend the after-school club and enjoy a healthy meal in line with the school's healthy living policy.

119. Adults in the school are well aware of pupils with particular needs and are very knowledgeable about procedures in the event of accidents and emergencies such as how to help pupils with identified allergic reactions and medical conditions. There is a comprehensive health and safety policy. Risk assessments are systematic and all members of staff are alert to issues relating to the well-being of pupils. Risks to the well-being of pupils and staff noted during the inspection are directly linked to the state of the building and have been discussed with the governing body.

120. There is an effective policy and sound procedures for child protection. The headteacher and the Special Educational Needs Co-ordinator (SENCo) are the designated persons responsible for child protection. Teachers and support staff are fully aware of their responsibilities. The chair and vice-chair are named link governors for child protection matters.

121. Overall, pupils with SEN are very well supported by a range of visiting specialists according to the nature of their needs through provision of assessment, individual programmes and effective liaison with staff. These include specialist support teachers for pupils with specific learning difficulties, teachers for pupils with hearing or visual impairment, speech and occupational therapists, educational psychologists and other professionals from medical, social and voluntary services.

122. Visiting speech therapists to the school make very good arrangements to support pupils with speech and language difficulties attending the STFs. However, the requirement for pupils in mainstream classes with speech and language difficulties to attend an outside clinic for therapy sessions often results in non-attendance and provision being withdrawn. This is an unsatisfactory outcome since it often results in pupils with significant speech and language difficulties not receiving the specialist support they need to address an important special educational need.

123. Very good arrangements are in place to ensure that pupils' special educational needs are effectively diagnosed. All pupils are screened by the use of baseline tests soon after admission to school and while in the infant department. Where concerns are raised, further standardised tests are used. From the outcomes of these assessments suitable individual educational plans are drawn up, which include input and involvement from parents, and appropriate targets are set.

124. The difficulties and needs of pupils with Statements of Special Educational Needs attending the STFs are thoroughly assessed soon after placement at the school, providing a sound starting point for suitable educational provision.

125. Overall, very good and effective additional support is provided from the involved outside specialists and professionals. A strong feature is the very good direct liaison with the school staff so that skills are shared and prescribed programmes are effectively followed.

126. Very good provision is made for pupils identified with behavioural difficulties such as challenging behaviour or high anxiety. The pupils benefit from involvement

in a programme to improve their attitudes, social skills and self-esteem provided by the Barnado's *Swansea Children Matter* project.

127. The school has well planned and documented procedures for dealing with race equality, disability discrimination and equal opportunities. All pupils are encouraged and enabled to take part in the activities provided by the school. There are effective policies for areas such as bullying, disability, fire prevention and Internet access. Pupils say that misbehaviour or incidents of bullying are not tolerated and teachers deal very quickly with concerns. They value the *Time Out* system and the suggestion and problem boxes.

128. There are currently no pupils with mobility disabilities attending the school, but there is a suitable accessibility plan that takes account of the school site and buildings.

129. The school promotes diversity and equal opportunities very well. A good range of activities is provided for pupils through personal and social and religious education which enables them to develop an understanding of diversity and equal opportunities.

Leadership and management

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

Grade 2: good features and no important shortcomings

130. The findings of the inspection team match the judgement made by the school in its self-evaluation report. The grade awarded for this key question does not match the grade awarded for key question 1. Improvements in the leadership and strategic management of the school have had a positive impact on the quality of education provided and on standards in some subjects. However, these improvements have not yet had enough time to raise standards sufficiently in the core subjects by the end of each key stage and in pupils' use of key skills across the curriculum.

131. The headteacher, who is a very good role model as a class teacher, provides energetic and inspired leadership. She ensures that the school's clear and well publicised objectives and values are very effectively reflected in its daily life and that the provision offers extensive and equal opportunities for every pupil. Under her strong leadership, an environment based on trust and the fostering of self-respect and self-esteem is being effectively developed. She has a clear vision for the school's future.

132. The headteacher is very well supported by the senior management team and hard working and dedicated teachers who play an active part in the decision-making process. There is a strong sense of shared purpose and the ethos of working closely as a team is perceived as one of the school's strengths. Over the last few years, roles have been clarified. Lines of communication and routines are good and these

allow the daily work to proceed smoothly. There are regular meetings to discuss a range of issues appertaining to the daily life of the school.

133. Working closely with staff members and governors, the headteacher has introduced a number of well defined procedures to move the school forward. She plays a key role in monitoring a number of aspects of school life, including weekly planning and the quality of teaching. Good use has also been made of LEA expertise in this context.

134. The role of the subject co-ordinator has developed considerably since the last inspection. Co-ordinators make important and valuable contributions to the school's strategic management and financial decisions. They feel empowered and monitor their subjects effectively. They evaluate the quality of provision, assessment, pupils' learning and, increasingly, the quality of teaching.

135. Provision for meeting the needs of pupils with SEN is very well managed. The SENCo, along with the senior teacher for the STFs, provide very good leadership for the development of provision within the school. All aspects of provision meet statutory requirements and follow the SEN Code of Practice for Wales. Good procedures are in place to monitor SEN provision. This monitoring effectively results in a continuing programme of professional development for the teachers and support assistants directly involved and raises awareness of SEN issues for all staff.

136. The school considers national and local priorities well. It concentrates effectively on developing ICT and there are good arrangements in hand for restructuring the roles of support staff. The school focuses well on issues such as the introduction of the new Foundation Phase and the promotion of bilingualism.

137. There are clear links between the monitoring process and school development planning. The SDP for the current year is a very comprehensive document which is well structured in terms of targets, responsibilities, timetables, costings and achievement outcomes. There is, however, a lack of clarity in the SDP in relation to noting priorities and with regard to identifying longer-term considerations.

138. The school helps develop the expertise of both teachers and support staff in an inclusive way. Performance management procedures successfully promote teachers' continuing professional development. The school's leaders keep a good balance between meeting the professional needs of individual teachers and achieving its educational priorities.

139. Teachers have appropriate time for planning, preparation and assessment (PPA). The implementation of workforce remodelling has been effective in helping to raise standards further.

140. The governing body is very supportive and pro-active. It meets regularly and fulfils all legal requirements. The headteacher keeps the governing body very well informed about the life and work of the school. It is included in every important decision with regard to the school's strategic direction or its expenditure.

141. The governing body's sub-committee system is effective. Individual members have appropriate responsibilities for different aspects and subjects and they perform their responsibilities effectively. While governors' monitoring role is effective, there is room to develop further their contribution to strategic planning.

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

Grade 2: good features and no important shortcomings

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

143. The school's self-evaluation process is accurate and planning for improvement is of high quality. The findings of the inspection team match the school's judgements in its self-evaluation report in this key question and all other key questions.

144. A culture of self-evaluation has been well established. There is a clear strategy and the school has very successfully established procedures which are comprehensive, systematic and based on clear evidence.

145. Self-evaluation and the drive towards continuous improvement are strong features of the school, particularly in relation to forming secure judgements about standards and the quality of education provided. Good procedures have been established to involve all stakeholders in the process. All staff and governors are involved and a significant feature is that the school involves pupils and parents in the self-evaluation process.

146. The headteacher and curriculum leaders' monitoring role is having a positive effect on the school's development. Subject leaders' self-evaluations record strengths and areas for development based on monitoring books, observation and talking to pupils and colleagues, in line with the school's monitoring policy.

147. The headteacher and staff conduct a detailed analysis of pupils' assessment results, including information from baseline tests in the Early Years and teachers' assessments in key stages 1 and 2. Effective use is made of the information collected to set targets for pupils.

148. Test and assessment results and targets are discussed with governors. The governing body has a good knowledge of pupils' development and how the school compares with similar schools locally and nationally.

149. The self-evaluation report produced before the inspection is comprehensive and focuses well on a range of relevant elements relating to the seven key questions. The report is honest and thorough and governors, staff and LEA advisers were involved in its development. There is a clear analysis of strengths, as well as noting priorities for moving the school forward. The analysis is based on a wide range of comprehensive evidence.

150. In recent years, the process of self-evaluation has led to the establishment of a wide range of important initiatives, many of which have already brought about clear improvements in learning and teaching. They include initiatives in the field of ICT and a revised approach to raising standards in English, with a particular emphasis on the development of oral skills. Initiatives in relation to the development of phase groups, the role of co-ordinators and the more effective involvement of support staff have been particularly successful.

151. Overall, the school's progress has been good since the last inspection and includes important developments in SEN provision. In some areas, such as raising pupils' standards of achievement in National Curriculum assessments by the end of each key stage and further developing key skills across the curriculum, the school recognises the need for further improvement.

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

Grade 2: good features and no important shortcomings

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

153. The school has a good complement of teaching staff to deliver the curriculum and they are very well deployed. Teachers have appropriate qualifications and a wide range of expertise and the scheme for delegating responsibilities is very good.

154. Curriculum leaders contribute well to the development of their subjects. The school invests very generously in enthusiastic and very effective support staff, who work very well with the teachers. All members of staff have job descriptions that give a clear outline of their responsibilities.

155. The restructuring of staff has focused specifically on the school's needs in a number of areas. Effective use is made of the skills of the teacher of Welsh across the school to cover for teachers' PPA time. Additional help from support staff has reduced teacher workloads considerably. The general quality of all the members of staff, and the effectiveness of their deployment, is a strong feature of school life.

156. Teachers and support staff attend a good range of training sessions and this has a positive effect on their skills and their understanding. Visitors to the school contribute very effectively in relation to supporting teachers.

157. The school secretary makes a very important contribution to the smooth and efficient daily routines of the school. The caretaker and cleaning staff work hard to keep the school clean and tidy.

158. Overall, good features outweigh shortcomings in the quality of the accommodation. It is very generous in terms of space and includes a large hall. The school has worked closely with the LEA over the last few years to improve the poor condition of the accommodation in some areas.

159. Initiatives which have led to marked improvements include the new, refurbished Early Years centre and the security fence that now surrounds the school. Internally, the Early Years accommodation now provides an attractive, suitable setting for young learners. Inappropriate outdoor play areas, however, still restrict some aspects of children's learning in the environment immediately outside the classrooms. The new security fence constructed by the LEA has considerably reduced vandalism.

160. The school is well aware of the deficiencies in some parts of the accommodation and has budgeted for further improvements to be made during the current year. However, parts of the accommodation remain in a poor state of repair, some of which may be hazards to the well-being of pupils and staff. These points were discussed with the headteacher and governing body at the post-inspection meeting.

161. The school makes effective use of the site and buildings. One of the school's strengths is the quality of the displays which contribute greatly to the stimulating atmosphere which is characteristic of the life of the school. The use made of the computer area has had a substantial effect on raising information technology standards. Very effective use is made of the hall for assemblies and physical education. However, the library area is restricted.

162. The school ensures that the resources purchased correspond to its priorities for development. Leaders and managers conduct annual reviews to ensure that there are sufficient, suitable resources in the areas for which they are responsible. Overall, there is a good range of resources to support the curriculum that is appropriate for different needs and the age-range. There is a good supply of resources for children under five. There is an appropriate number of computers in the designated area outside key stage 2 classes. There are plans to establish a similar area for key stage 1 pupils and to increase the number of computers in classes. Overall, the use made of resources is effective in ensuring that pupils receive good learning experiences.

163. The school's budget is well managed and good use is made of grants from the General Teaching Council for Wales. During the last two years, the budget has been much healthier and this is having a positive impact on progress. Previously, the headteacher and governors worked hard to manage a deficit budget, which had a constraining influence on developments. The school's current spending decisions are well linked to plans for development and governors review expenditure regularly. The spending on ICT equipment, language resources and Early Years resources and accommodation, in particular, has had a positive effect on developments. Overall, the school ensures good value for money.

Standards achieved in subjects and areas of learning

Under 5s

Language, literacy and communication skills

Grade 2: good features and no important shortcomings

Good features

164. Many children have poor communication skills when they enter the nursery. A significant number of them lack confidence in engaging in conversation and have a limited vocabulary. However, they make good progress in listening and speaking during their time in the nursery and reception classes.

165. Nursery children listen very attentively and with great enjoyment to stories such as 'Owl Babies' and some of them confidently join in the refrain. They are starting to exchange simple greetings in Welsh. They are beginning to understand the purpose of print and enjoy experimenting with mark making using a variety of implements.

166. Reception children respond appropriately to instructions in English and Welsh. They are beginning to use simple Welsh phrases appropriately. They are interested in books and enjoy listening to, and acting out, traditional stories. They are developing a good awareness of the relationship between sounds and letters. They enjoy practising letter formation with a variety of different implements and materials. Most of them know the difference between words and letters and some are beginning to blend sounds to make words. They use their increasing knowledge of the writing system effectively in their role-play activities, for example, by writing shopping lists. The more-able children write brief legible sentences about personal experiences.

167. Children of nursery and reception age in the STFs make very good progress in the development of their communication and language skills. They learn to listen attentively and make outstanding progress in speaking skills, rapidly gaining confidence, increasing their vocabulary, and extending single word responses to phrases and full sentences. This is particularly evident when taking part in role-play of a familiar story.

Personal and social development

Grade 2: good features and no important shortcomings

Good features

168. The youngest children settle very happily into school and adapt well to nursery routines. They are effectively learning how to take turns as part of a group and are eager to explore new experiences. They concentrate well on self-chosen activities.

They are beginning to take on some responsibilities, such as registering themselves as present at the start of the day. They are keen to tidy up at the end of a session.

169. Reception children display a positive attitude to learning and enjoy all the experiences provided. They show good self-control, co-operate well at work and play and wait patiently for their turn in group activities. They show an increasing ability to work independently on practical tasks. They take responsibility for their personal hygiene and dress themselves independently after physical education lessons and line up sensibly to return to class.

170. Children of nursery and reception age in the STFs make very good progress in their personal development. They become significantly more independent, competent in basic self-help skills and grow rapidly in self-confidence.

Mathematical development

Grade 2: good features and no important shortcomings

Good features

171. Children's early mathematical skills are developing well. Nursery children are beginning to count in English and Welsh and sort and match using different criteria. Reception children are developing a good understanding of the language of size such as bigger and smaller and most and least. They are beginning to count accurately, with support, and are becoming aware of ways of measuring time. Through their role-play activities they are developing a good understanding of the purpose and use of money. They are beginning to recognise and write numerals.

172. In the STFs, children of nursery age make good progress in their understanding and use of key mathematical vocabulary relating to position (up and down), size (big and small), shape (round and square) and colour. By the end of the reception stage, they use these terms more confidently to describe things when sorting and matching objects. They gain confidence in counting items up to five and some understand more and less.

Knowledge and understanding of the world

Grade 2: good features and no important shortcomings

Good features

173. In the reception and nursery classes, children develop a good understanding, at a level appropriate for their age, of other places, cultures, people and animals. Nursery children are becoming aware of the passage of time and identify different parts of the day such as day-time and night-time. Reception children know that some animals sleep during the day and come out at night. They are also developing a good awareness of sources of light. Reception children know the different parts of the body and that their hearts beat faster during exercise. They are aware of some

of the kinds of work people do. Visits to places such as Plantasia effectively increase their knowledge of other environments.

174. Children in the STFs understand light and dark and accurately sort pictures into groups showing scenes at night or during the day. They link ideas well to explain that a picture of cars with lights on is at night-time and that cars need lights so they do not crash.

Physical development

Grade 2: good features and no important shortcomings

Good features

175. Children make good progress in developing their fine motor skills. They use a wide range of implements and manipulate small pieces of equipment with increasing control. Most nursery children pedal a variety of wheeled toys with good control and make the most of the space available. They usually take avoiding action when going past one another. Reception children confidently travel on apparatus using different parts of the body. They are developing good balancing skills and are aware of the space around them.

Shortcomings

176. Some nursery children find it difficult to ride wheeled toys with good control because of the narrow sloping paths and lack of appropriate space in the outdoor play area.

Creative development

Grade 2: good features and no important shortcomings

Good features

177. Children make good progress in their creative skills. Nursery and reception children show an increasing ability to take on the roles of various characters in role-play activities. They enjoy a wide range of artistic activities and create colourful images, patterns and prints using many different techniques and materials. They sing enthusiastically and enjoy moving in time to music. They are developing well their ability to tap their knees to the beat of the music. They recognise a number of simple percussion instruments and are aware of different ways of playing them

English

Key Stage 1
Key Stage 2

Grade 3: good features outweigh shortcomings
Grade 3: good features outweigh shortcomings

Good features

178. Building on their effective Early Years experiences, the majority of key stage 1 pupils make appropriate progress in speaking and listening skills. They listen well to stories and demonstrate an appropriate grasp of vocabulary and basic sentence patterns when answering questions or contributing to discussions. The more-able pupils demonstrate good skills when sequencing stories or talking about their favourite stories and characters.

179. Younger pupils in key stage 1 are beginning to recognise letter patterns, words and rhymes. Across the key stage, good features outweigh shortcomings in their reading development in terms of accuracy, fluency and understanding. Most pupils in year 2 are aware of features on the covers of books and have positive attitudes towards reading. The more-able pupils understand the difference between fiction and non-fiction, use contextual clues well and talk quite confidently about what they have read.

180. Throughout key stage 1, good features outweigh shortcomings in relation to writing. By the end of the key stage, the majority are beginning to develop as independent writers. They make appropriate progress in their use of capital letters and full stops as they write news items, book reviews, descriptions of places and characters in stories. They also re-tell traditional stories and write their own. They sometimes word process their work.

181. Pupils in the key stage 1 STF make very good progress in literacy. They achieve sound basic skills in reading and writing and are beginning to use initial letter sounds to identify words.

182. Good features outweigh shortcomings in pupils' speaking and listening skills in key stage 2. The majority of pupils make appropriate progress in speaking clearly and with an increasing range of vocabulary. Pupils in lower key stage 2 demonstrate appropriate skills as they retell key elements and share ideas about the poem or story they are studying. They make good use of drama and role-play to reinforce their learning and develop their speaking skills. The more-able older pupils generate ideas well in discussions about the differences between myths and legends. They listen well to readings from the works of Dylan Thomas and appropriately discuss aspects of his life and work.

183. Across key stage 2, most pupils make appropriate progress in their reading skills. The more-able pupils achieve good standards and read accurately with increasing confidence. These pupils develop good comprehension skills in relation to specific texts. A significant number of older pupils demonstrate appropriate skills in gathering information from books.

184. Literacy skills of pupils in the key stage 2 STF improve steadily and most pupils achieve basic competence in reading by the end of the key stage. The more-able pupils with SEN read with understanding and good expression. Spelling skills progress well, with pupils becoming confident in writing independently using letter sounds to write three letter words correctly.

185. Throughout key stage 2, pupils make appropriate progress in writing both in terms of content and the conventions of writing. The more-able pupils achieve good standards, particularly in the upper part of the key stage, where good use is made of paragraphs in writing. Pupils in lower key stage 2 use a range of writing approaches in their study of the poem *The Pied Piper*. At the planning stage, pupils consider effective choices of vocabulary which they use to good effect in their writing.

186. By the end of key stage 2, pupils use an increasingly imaginative vocabulary to enhance the quality of their writing about, for example, Myths and Legends. Older pupils write for a good range of purposes which include an appropriate focus on poetry writing. The more-able older pupils demonstrate good skills in drafting and redrafting work. Across the key stage, pupils use the word processor appropriately to support the development of their writing.

187. Overall, good features outweigh shortcomings in the standard of pupils' handwriting in both key stages.

Shortcomings

188. Across the school, a significant minority of pupils use a restricted vocabulary and limited range of sentence patterns in oral work and in writing.

189. Key stage 1 pupils' awareness of poetry is limited.

190. Pupils in key stage 1 and lower key stage 2, for the most part, produce an insufficient amount of writing and write for a limited range of purposes.

191. A significant minority of pupils in both key stages use a narrow range of punctuation in their writing and the standard of their handwriting is variable.

Welsh second language

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

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

Good features

192. In both key stages, pupils demonstrate positive attitudes towards Welsh and respond effectively when given opportunities to use the language. They build well on what they have learned in the Early Years, particularly with regard to the sounds of the language and the grasp of a basic vocabulary and sentence patterns.

193. As they move through the school, pupils develop an increasing confidence in their use of Welsh and make good progress in their pronunciation and intonation skills.

194. Pupils in key stage 1 make good progress in the skills of speaking and listening. They respond well to instructions and ask and answer questions effectively about the weather using the past, as well as the present tense. They develop a good grasp of a range of sentence patterns and vocabulary relating to colours, personal information and likes and dislikes.

195. At appropriate levels, they make good progress in reading. They read captions and class story books accurately, with good levels of understanding, and at times with good expression.

196. Pupils across the key stage effectively write phrases and complete simple sentences based on their acquired vocabulary in relation to such topics as food and clothing and with an appropriate level of accuracy.

197. Pupils in lower key stage 2 demonstrate good speaking and listening skills and use a variety of sentence patterns and vocabulary relating to a range of personal information. They demonstrate good conversational skills as they question each with regard to abilities in relation to various games and sports and record the given information appropriately.

198. Older pupils in key stage 2 make good use of a range of sentence patterns relating to the third person as they prepare to write character descriptions. The majority of pupils in key stage 2 make good use of opportunities to work in pairs and groups to enhance their conversational skills.

199. The majority of pupils in key stage 2 make appropriate progress in reading in whole-class situations and when reading given texts and dialogues. The more-able pupils make appropriate progress as independent readers.

200. The majority of pupils in key stage 2 make good progress in their writing skills. In lower key stage 2, the majority demonstrate good skills as they write a range of sentences, short paragraphs and simple dialogues using given patterns. Older pupils write more extended pieces using familiar patterns, including descriptions, simple diaries, conversations, dialogues and poems. They use the past tense and the third person in their work in an appropriate manner.

Shortcomings

201. In both key stages, pupils lack confidence in reading independently.

202. The skills of a significant minority of older key stage 2 pupils, in particular, are limited in relation to holding more extended conversations using familiar sentence patterns.

Science

Key Stage 1
Key Stage 2

Grade 3: good features outweigh shortcomings
Grade 3: good features outweigh shortcomings

Good features

203. Pupils in key stage 1 are developing a good understanding of electricity. In year 1 they know that electricity makes a bulb light up and are beginning to understand the need for a complete circuit. By year 2, pupils know that many everyday appliances use electricity and show a good understanding of important safety issues relating to their use.

204. Year 1 pupils are aware of some of the properties of different materials. Year 2 pupils distinguish between those materials that are natural, and those that are man-made. They also know that some things are living and others are not.

205. In discussion, year 2 pupils show a good understanding of the basic principles of fair testing. For example, they know that ice cubes must be the same size in order to find the warmest area in a room and accurately measure the time they take to melt.

206. Pupils in lower key stage 2 make good progress in using investigation planning sheets. They note their hypotheses and make logical predictions about what they think might happen. They record the stages of their experiments clearly and record the results of their findings in tables, bar charts and diagrams.

207. Pupils in the key stage 2 STF offer thoughtful predictions and come to sensible conclusions after comparing results with their predictions.

208. In their study of how to keep warm, pupils in lower key stage 2 show good understanding of a range of thermal insulators. They know that clothes stop heat escaping from humans and that fur keeps animals warm. They observe and describe in simple terms the affects of cold on the body and are developing an understanding of temperature as a measure of heat and cold.

209. Pupils in lower key stage 2 use ICT fairly confidently to find answers to questions such as, *why do we shiver?* They also use it well to create graphs presenting their findings.

210. Pupils in upper key stage 2 display good knowledge of recent work on habitats and food chains. They also have good recall of previous work on healthy diets.

211. In upper key stage 2, pupils make reasonable suggestions of how they could set up an experiment to answer the question, 'Do all substances dissolve?' They know that they would need to have the same amount of water and the same amount of substance in order to come to a reliable conclusion. Some pupils use secondary sources of information, such as books and the Internet, competently to confirm or extend the knowledge gained from their own investigations.

Shortcomings

212. In both key stages, pupils often find it difficult to recall and articulate their understanding using appropriate scientific vocabulary.

213. Pupils in key stage 1 do not record their scientific understanding often enough, or in a sufficiently wide range of ways.

214. In upper key stage 2, pupils' understanding and conduct of the investigative process lacks depth and rigour.

Information technology

Key Stage 2 Grade 3: Good features outweigh shortcomings

Key Stage 2 Grade 3: Good features outweigh shortcomings

Good features

215. In both key stages, the majority of pupils use information technology programmes appropriately to support their work in art, language and mathematics.

216. Across key stage 1, the majority of pupils are developing appropriate basic keyboard skills and skills of controlling the mouse to move images.

217. The majority are aware that information comes from many sources and are beginning to find information on the internet to help with work in other subjects.

218. The more-able pupils demonstrate appropriate word processing skills as they write a letter to the wolf in *Little Red Riding Hood* and when they write a poem in Welsh. Their skills in drafting and redrafting work are beginning to develop appropriately.

219. Pupils in the key stage 1 STF become confident with the computer, using the mouse to click on and drag items into place in pictures. The majority of pupils in lower key stage 2 use their IT skills effectively to generate and communicate ideas in different forms. They can link graphics and text in word processing packages. Pupils in year 4 have begun to develop their skills in using electronic mail.

220. Across key stage 2, good features outweigh shortcomings in the development of word processing skills. Younger pupils have word processed character descriptions and good quality posters emphasising the importance of keeping the environment clear of litter. Their skills of linking images to text are developing appropriately. The more-able pupils have word processed weather reports and incorporated maps showing different weather conditions.

221. Pupils in upper key stage 2 use their processing skills for a wide range of purposes and to good effect in presenting their work, particularly in English. They have also designed templates for newspaper reports and created information sheets

in relation to their river study. The majority make appropriate use of their computer skills when drafting and redrafting work in this context.

222. A significant number of pupils in key stage 2 are developing appropriate skills in relation to database work. Younger pupils have entered information about moving objects which they have sorted and classified and created graphs and spreadsheets. Older pupils have stored information, questioned databases and produced different types of graphs on topics such as differing pulse rates.

223. The more-able pupils in upper key stage 2 use multimedia effectively to create a play using stop frame animation and *Plasticine* models.

Shortcomings

224. A significant number of key stage 1 pupils demonstrate limited skills of working independently to open, edit, print and save their work.

225. Key stage 1 pupils' skills of entering data and creating simple graphs are under-developed.

226. A significant minority of key stage 2 pupils have limited skills in working without assistance.

227. In upper key stage 2, pupils' skills of using electronic mail are under-developed.

Art

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

228. In both key stages, pupils make good progress in responding practically and imaginatively to the ideas, methods and work of a wide variety of artists and craft workers, including Welsh examples. They develop their skills well in using different painting and printing techniques. They use sketch books increasingly effectively to experiment and record their ideas.

229. Throughout the school, pupils with SEN follow the same art curriculum as their peers and make good progress in developing their skills of observation and in using a variety of methods and media.

230. In key stage 1, pupils make good quality self-portraits capturing different moods after closely observing their own faces in a mirror. They use ICT well to extend their investigation of portraits.

231. Pupils experiment successfully with colour mixing, adding white to primary colours to make a range of shades. They use viewfinders competently in studying the work of Monet and identify similarities and differences between his work and their

own. They create three-dimensional objects using a variety of media including clay and paper.

232. Some pupils in year 3 successfully emulate the dotted technique of Aboriginal paintings and produce carefully executed drawings in the same style.

233. Through their study of the work of David Hockney, pupils in year 4 develop a good understanding of the use of colour to communicate moods and feelings. They confidently create their own compositions based on his work and show good use of line and colour. They make simple evaluations of what they have done well and what they might change if they did it again.

234. In upper key stage 2, pupils' standards of work are significantly enhanced by their visits to the Glyn Vivian Art Gallery to observe and discuss the work of different artists. The work of Turner, for example, inspired their drawings of the River Tawe which were, in turn, informed by their knowledge of shading to create light and dark tones.

235. In years 5 and 6, under the guidance of a visiting artist, pupils produce very attractive hardback books that show careful attention to detail and the use of a variety of papers and collage techniques.

School's response to the inspection

Pupils, staff and governors are very pleased that the inspection report acknowledges that,

Clwyd Community Primary School is an improving school under the clear-sighted direction of the Head Teacher, who enjoys the commitment and support of all the staff. It is also an inclusive school that enables pupils with significant special educational needs (SEN) to benefit from all the learning experiences provided.

We are delighted that the inspection team's findings reflected the judgements made by the school in its self evaluation report in relation to all of the seven Key Questions.

The inspection team were thoroughly professional in their approach and commitment to the task. The headteacher in her role of school nominee, and staff, appreciated the attention given to ensuring that the inspection process was open, transparent and focused on the further development of the school. The observations of the Inspection Team will be invaluable in helping the school move forward.

An action plan will be put in place to address the recommendations in the report. Staff and governors have already taken note of the health and safety issues identified by inspectors in the report.

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 1

Basic information about the school

Name of school	Clwyd Community Primary School
School type	Nursery and Primary
Age-range of pupils	Three to eleven years
Address of school	Epynt Road Penlan Swansea
Postcode	SA5 7AZ
Telephone number	01792 588673

Headteacher	Mrs Ann Morgan
Date of appointment	October 2002
Chair of governors/ Appropriate authority	Mr C Racey
Registered inspector	Ms Stephanie James
Dates of inspection	4 – 6 December 2006

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N fte*	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	14.5	30	30	22	26	31	35	30	218.5 fte*

Total number of teachers			
	Full-time	Part-time	Full-time equivalent fte*
Number of teachers	13	1	13.5

*fte - full-time equivalent

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	19.5
Pupil: adult (fte) ratio in nursery classes	14.5:1
Pupil: adult (fte) ratio in special classes	2.3:1
Average class size, excluding nursery and special classes	25
Teacher (fte): class ratio	16:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of School
Autumn 2005	76%	85%	90%
Spring 2006	68%	82%	90%
Summer 2006	72%	81%	88%

Percentage of pupils entitled to free school meals	47%
Number of pupils excluded during 12 months prior to inspection	4

Appendix 3

National Curriculum Assessment Results of Pupils in the School (2006) and Nationally (2005) at the end of Key Stage 1

National Curriculum Assessment KS1 Results 2006			Number of pupils in Year 2		28		
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher Assessment	School	0	21	46	32	0
		National	0	4	12	64	20
En: reading	Teacher Assessment	School	0	25	43	32	0
		National	0	4	14	56	26
En: writing	Teacher Assessment	School	0	21	54	25	0
		National	0	5	14	69	12
En: speaking and listening	Teacher Assessment	School	0	7	32	61	0
		National	0	2	11	64	23
Mathematics	Teacher Assessment	School	0	7	62	28	0
		National	0	2	10	63	24
Science	Teacher Assessment	School	0	3	24	69	0
		National	0	2	9	65	24

Percentage of pupils attaining at least level 2 in mathematics, science and English by teacher assessment

In the school	21%	In Wales	81%
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D Pupils who have been disapplied from the statutory arrangements
W Pupils who are working towards level 1

National Curriculum Assessment Results of Pupils in the School (2006) and Nationally (2005) at the end of Key Stage 2

National Curriculum Assessment KS2 Results 2006			Number of pupils in Year 6		28						
Percentage of pupils at each level											
			D	A	N	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	7	21	18	43	11
		National	0	0	1	0	1	4	15	47	32
Mathematics	Teacher assessment	School	0	0	0	0	4	0	43	50	4
		National	0	0	1	0	1	3	15	47	32
Science	Teacher assessment	School	0	0	0	0	0	7	18	64	11
		National	0	0	1	0	0	2	11	51	35

Percentage of pupils attaining at least level 4 in mathematics, science and English by teacher assessment

In the school	46%	In Wales	72%
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D Pupils who are excepted or disapplied 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
W Pupils who are working towards level 1

Appendix 4

Evidence base of the inspection

Four inspectors spent a total of nine inspector days in the school and met as a team before the inspection. The nominee from the school was the headteacher.

These inspectors visited:

- Forty-two lessons or part lessons;
- all classes;
- acts of collective worship and
- a range of extra-curricular activities.

Members of the inspection team had meetings with:

- staff, governors and parents before the inspection began;
- senior managers, teachers, support and administrative staff and groups of pupils during the inspection.

The team also considered:

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

The inspection team held post-inspection meetings with the staff and governors.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Stephanie James Registered Inspector	Key questions 1 and 2, Contributions to other key questions Early Years, Science, Art, Context, Summary, Recommendations, Appendices
Brin Jones Team Inspector	Key questions 5, 6 and 7, Contributions to other key questions English, Welsh second language, Information technology
Caterina Lewis Lay Inspector	Key questions 3 and 4 Contributions to other key questions
Jim Phillips Team Inspector	Special Educational Needs
Ann Morgan Headteacher	School Nominee - Provision of information

The contractor was: Baker-Phillips Educational Communications Ltd.,
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.