

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

**Clydach Infant School
Sybil Street
Swansea
SA6 5EU**

School Number: 6702114

Date of Inspection: 08/05/06

by

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17717**

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Clydach Infant 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 Clydach Infant School took place between 08/05/06 and 09/05/06. An independent team of inspectors, led by Luned Eleri Betts 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 special schools, pupil referral units and any new or amalgamated schools receive a full inspection.

This school received a **short** inspection.

Year groups and key stages

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

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

Primary phase:

Year	R	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. Clydach Infants School is situated in the small town of Clydach, which lies on the eastern boundary of the City and County of Swansea. The school was built in 1863 and extended in 1881. In 1994 funding was received for a school dining hall which was built in the playground. This is a multifunctional building and used for a range of initiatives involving parents and after school activities. Lottery funding allowed the development of a garden as an outdoor classroom in 1998, which has been developed extensively during the last eight years.
2. There are 119 full time pupils on roll at present, a figure that includes the equivalent of 24 full time children of nursery age who attend either morning or afternoon sessions. During recent years the school has suffered falling numbers but during the last three years has not decreased as much as was expected. Nevertheless, the varying pupil numbers from year to year necessitates regular reorganisation of class allocation and size. At present three out of the five classes are mixed age ones. One permanent member of staff had gone on maternity leave prior to the inspection and her replacement supply teacher had only been in the class for a few days when the inspection took place.
3. The school's catchment area is mixed; Clydach itself consists of long established housing, including local authority and housing association properties. Twenty five per cent of pupils however come from outside the catchment area with the majority of these coming from a Communities First area. Baseline assessments, particularly in language over the recent years, have shown a steady decline; the school notes that a significant number have speech and language and behaviour problems on entry, although most pupils participate in pre-school education prior to admission.
4. The vast majority of pupils come from homes where English is the first language; about eight per cent of pupils come from an ethnic minority background but none speaks Welsh as a first language at home. Around 18 per cent of pupils are entitled to free school meals and approximately 29 per cent are on the Special Educational Needs (SEN) register. Six pupils currently have statements of special educational needs with two more in the process at present.
5. The school's motto is 'Children First'. It was last inspected in June 2000 and was awarded the Basic Skills Quality Mark for Literacy and Numeracy in September 2005.

The school's priorities and targets

6. The school's priorities and targets are to:

- create a safe, happy, caring and stimulating environment that will promote the intellectual, emotional, physical, social, moral and spiritual development of each child to reach his or her full potential;
- encourage positive attitudes to nurture a love of learning which will inspire all members of our school community to become confident, independent life long learners, gaining the knowledge and skills needed to contribute effectively to the new economy;
- provide a broad, balanced and differentiated curriculum which enables every child to reach their full potential, whilst at the same time fulfilling statutory requirements;
- provide all children with the key skills necessary to unlock learning;
- encourage children to become self-reliant, self-respecting and responsible adults;
- promote equality of opportunity and respect for all men and women irrespective of race, religion, gender or disability;
- ensure that our staff are always of the highest quality and are well trained and motivated, that their conditions of employment are met, and that they have access to and enjoy resources sufficient to meet the demands placed upon them and
- establish efficient day to day working systems and effective methods of communication between pupils, staff, parents/carers, governors, feeder schools and the wider community.

7. **Priorities for this year are to:**

- gain the Basic Skills Quality Mark;
- develop oracy skills;
- secure improvements in literacy and numeracy;
- review and revise staff development needs and respond to workforce remodelling procedures;
- write an accessibility plan and
- improve information communications technology (ICT) resources further.

Summary

8. This is a very good school. The outstanding quality of the head teacher's leadership has been instrumental in establishing the inspiring provision in the reception and nursery classes. Experiences provided for these children make learning fun and provide a sound basis for future progress. Modifications to the accommodation during the last few years have created an exciting and stimulating environment that is conducive to learning for all pupils.
9. Even though the inspection team did not agree with the school's judgement in two out of the seven key questions the report indicates that the school knows itself very well. Evidence sources provided in the report were scrutinised by the inspection team and they came to a complete agreement with the school on the vast majority of judgements made. Although standards in Key Question 1 were judged to be a grade 2 it was felt that measures being put in place by management to raise standards from a low baseline were outstanding and that Key Question 5 was deserving of a Grade 1.

Table of grades awarded

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

10. The overall quality of provision for the under-fives is appropriate to their needs and pupils make good progress towards the Desirable Outcomes for Children's Learning. Children have remarkable opportunities for learning with support or finding things out for themselves.
11. Overall pupils with Special Educational Needs (SEN) make good progress and achieve good standards in line with their ability. Learners succeed in the school regardless of their background and the majority of pupils achieve their potential.
12. Standards in key skills are good overall. Pupils' skills in ICT are often outstanding and in numeracy they are good with no important shortcomings. In literacy standards are more varied. Listening skills across the school are consistently good but speaking skills have some shortcomings. Adult support in the classes for under-fives ensure that children make good progress in pre reading and writing skills. Progress and standards in these skills in key stage

1 are more limited. Pupils' bilingual, creative and problem solving skills are outstanding.

13. In teacher assessment at the end of key stage 1, results in core subjects across the last three years generally indicate that in English, results are above similar schools (those schools in the same group mainly based on the number of pupils who receive free school meals) but are below results for the LEA and national results. In mathematics, results are consistently below similar schools and local and national results but in science they are consistently above them all, for example all pupils in 2005 achieved level two (the level expected of pupils who are seven). The Core Subject Indicator (which is the number of pupils who have achieved level two in all three core subjects) was above similar schools but below local and national averages.
14. The development of many personal, social and learning skills such as independence and the ability to share and take turns is good; in the reception and nursery this aspect has some outstanding features. An awareness of spirituality is good in classes but less well developed in collective worship.
15. Learners in the majority of lessons are very motivated and are keen and eager to complete tasks. Behaviour is good overall. Pupils relate very well to each other as well as to adults and are polite and friendly at all times.
16. Attendance figures year-on-year are usually below 90 per cent. Evidence shows that some parents keep their children away for a single day or two nearly every fortnight and in the nursery and reception classes some children miss school for quite long periods. Punctuality is generally good.
17. Pupils are learning to work independently and older pupils demonstrate good levels of confidence and decision making skills for their age. Girls and boys get an equal opportunity and pupils with learning difficulties or disabilities are very well integrated into school.
18. Pupils have an outstanding awareness of the world of work. The head teacher ensures that pupils understand the role they play within their own community, which is an outstanding feature.

The quality of education and training

19. The quality of teaching in lessons observed during the inspection was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
30%	35%	35%	-	-

20. All teaching judged to be a Grade 1 was in the under-fives' classes. Relationships between staff and pupils are good and often outstanding and this promotes effective learning.

21. Amongst other outstanding features observed are teachers' good knowledge of pupils' learning needs, their management of pupils and their use of support staff; cross-curricular teaching is a major strength of the school.
22. At times however, what the pupils are going to learn is not shared effectively with them at the start of lessons and they are at times kept for too long a period listening to the teacher's presentation.
23. Arrangements for assessment, recording and reporting pupils' attainment and progress are good and meet statutory requirements. Open evenings, where parents of all pupils receive feedback, are praised highly by them.
24. Procedures for tracking individual pupils' progress have only recently been introduced and consequently the full benefits cannot be assessed. The school also identifies the further development of matching pupils work to National Curriculum level descriptors as one of its priorities.
25. Work is marked regularly and comments are made to encourage and congratulate pupils. Feedback which helps pupils identify what they need to do in order to improve is less well developed.
26. The curriculum is broad and balanced and its flexibility meets the needs of young children. The curriculum provided in the reception and nursery is stimulating and motivating. The school has embraced the philosophy of the forthcoming foundation phase in an outstanding manner and the 'outside classroom' is used in an inspiring way to make learning fun.
27. The school's planning for key skills is outstanding but has not yet impacted on consistency in standards in literacy. Planning includes provision for the skills of problem solving, thinking skills, creativity and bilingualism.
28. A wide range of educational visits and visitors to school are arranged which enrich learning and provide pupils with first hand experiences.
29. Opportunities provided by the school for promoting spiritual, moral, social and cultural development are good overall. Moral values are reinforced daily in classrooms and in messages conveyed in collective worship.
30. The school environment as well as classroom experiences are very effective in promoting pupils' spiritual development. However opportunities to develop spirituality and providing quiet time for reflection within collective worship is limited. Pupils are aware that there is a diverse range of cultures in the world but are especially aware of the culture of Wales. Their social development is promoted very effectively.
31. Personal and social education receives a high priority in curriculum provision. The school ensures that pupils do not adopt stereotypical views and is proactive in ensuring full access to the curriculum for all its pupils. Work related links are well used to further pupils' curricular experiences. The school promotes sustainable development extremely effectively.

32. The Parent Teacher Association is very active and organises many events. Parents appreciate the many strong features of the school and are kept very well informed especially about curriculum issues.
33. The care and well-being of all pupils in this happy school is an outstanding feature. All adults in the school are aware of the correct child protection procedures to be followed. Staff monitor attendance keenly and are fully aware who is not in school and why.
34. Good behaviour is very effectively promoted. Early and appropriate action is taken should any child find it hard to behave well and strategies put in place to help them achieve as well as other pupils.
35. Induction programmes for new pupils and parents are well established in the school and ensure pupils move confidently between playgroup and the infant school and on to the junior school.
36. The school's policy for SEN is comprehensive and complies with the Code of Practice. The quality of the provision for additional learning needs is good.

Leadership and management

37. The school's clear aims and values are apparent in its daily life. The head teacher is committed, enthusiastic and highly organised. Her outstanding leadership gives clear direction to the work of the school. Her deputy is an extremely effective and energetic role-model as class teacher.
38. Systems to support, develop and improve the performance of staff are very well developed. All members of the teaching and non-teaching staff have the opportunity to discuss their performance and training requirements with the head teacher. All adults involved in school life make a good contribution to the team spirit apparent in this school.
39. Prior to the inspection the school produced a very comprehensive self-evaluation report which gave a full account of school procedures and effectively analysed what the school think they do well and in which areas they see the need for development.
40. A culture of self-evaluation driven by the head and deputy has been established at the school. Its progress against all other schools in relation to statutory and internal assessments are analysed in detail. The School Development Plan sets clear targets for improvement. Since the last inspection progress in issues identified has been good.
41. A number of governors are fully involved in the school and visit regularly to evaluate aspects of life and work. Pupils are members of the School Change Team and parents have received questionnaires evaluating aspects of school life; these are used by the school when planning for improvement.

42. The school has an appropriate number of teachers who are suitably qualified and have a range of experience, expertise and responsibilities. The good quality of pupil support through dedicated teaching assistants is a strength of the school.
43. Outstanding use is made of the accommodation, which fully supports learning across the curriculum. Stimulating displays help to create an environment, which is conducive to learning. Outside the quality of accommodation is exceptional. The yard has been transformed into an exciting 'outside classroom'.
44. The school has a range of exceptional resources; they are well cared for, used to enhance learning, shared and stored appropriately.
45. The school gives good value for money.

Recommendations

In order to move the school forward the staff and governing body need to:

- R1 further raise standards in literacy throughout the school;
- R2 continue to find ways of improving the school's attendance figures;
- R3 continue to develop aspects of the school's assessment strategies and
- R4 improve the quality of spiritual development and quiet reflection during collective worship.

- R 1 is already identified as an area for development in the School Development Plan.

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

Standards

Key Question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings.

46. The findings of the inspection team differ from the judgement made by the school in its self-evaluation report. The team felt that although every group of pupils makes significant progress, there were insufficient outstanding features in standards of achievement to give the school a grade 1.
47. Baseline Assessment indicates low skill levels on entry and that since the last inspection there has been a steady decline in these results; figures are significantly below the scores for all Swansea pupils in language. Learners however across the school generally achieve good knowledge, understanding and skills, even though their progress in learning is inhibited sometimes by language difficulties.
48. The overall quality of provision for the under-fives is appropriate to their needs and pupils make good progress towards the Desirable Outcomes for Children's Learning.
49. Overall pupils with SEN make good progress and achieve good standards in line with their ability. The percentage on the SEN register is reduced each year as pupils make progress after targeted support. Local Educational Authority (LEA) data states that this school is among the top schools in Swansea for the progress made by pupils with SEN.
50. Learners succeed in the school regardless of their background. Language support for ethnic minority pupils who are not fluent in English helps these pupils as well as the majority of other pupils, achieve their potential.
51. Targets are set for all pupils. Pupils are involved in setting these with their teachers and evaluations in their target books show what progress they have made in achieving these. This helps them know how they are progressing. Overall, pupils understand what they are doing and why they are doing it; in the majority of cases they have a good awareness of what they need to do to improve.
52. Standards in key skills are good overall. Pupils' skills in ICT are often outstanding. The provision of an interactive white board in the majority of classes has significantly increased their skills; they often tell their teacher what they need to do to retrieve a page on the white board. Their knowledge of the keyboard is good; in year 2 they are adept at using keys that help them with their punctuation. Skills in numeracy are good overall. Although results in teacher assessments at the end of the key stage are disappointing, pupils have a sound understanding of the rules of number and can apply their knowledge of numbers in role play and problem solving activities.

53. In the key skills of literacy standards are more varied. Listening skills across the school are consistently good but speaking skills have some shortcomings. Even though under-fives and key stage 1 pupils receive many opportunities in role-play situations to extend their linguistic skills, these skills remain underdeveloped. Adult support in the classes for under-fives ensures that children make good progress in pre reading and writing skills. Progress and standards in these skills in key stage 1 are more limited with some individual pupils having difficulty in reading their worksheets. However, when reading together as a whole class from the interactive white board all pupils showed a measure of confidence. Although some pupils demonstrate good writing skills in key stage 1, few examples of extended writing across the curriculum were seen.
54. Pupils' bilingual skills are outstanding. They know an extensive range of language patterns in Welsh and what they mean in English. They are eager to use their knowledge with adults and often will greet them voluntarily in Welsh. Number work is often done in both languages. Both languages feature in collective worship and displays around the school. Pupils' awareness that they live in a bilingual country is appropriate.
55. Standards in creative skills are also outstanding. Pupils are allowed to think for themselves and are given opportunities to use their imagination for example when role playing and using a variety of materials, colours and textures to create models. This feature in turn helps their problem solving skills, which are outstanding.
56. In teacher assessment at the end of key stage 1, results in core subjects across the last three years generally indicate that in English results are above similar schools (those schools in the same free meals group) but are below results for the LEA and nationally. In mathematics results are consistently below similar schools and local and national results but in science they are consistently above them all, for example all pupils in 2005 achieved level two (the level expected of pupils who are seven). The Core Subject Indicator (which is the number of pupils who have achieved level two in all three core subjects) was above similar schools but below local and national schools. Literacy skills, which are underdeveloped, do impact on standards of attainment generally.
57. Numbers of pupils who have achieved the higher level three has increased in English and science over the last three years; it is more variable in maths but has exceeded once during the last three years. Boys have performed at a significant lower level than girls in English during the last three years, in mathematics there is very little difference and in science performance has been the same.
58. The development of many personal, social and learning skills such as independence and the ability to share and take turns is good; in the reception and nursery this aspect has some outstanding features. All pupils are proud to undertake the role of 'Helpwr y Dydd'. Collective worship during the inspection succeeded in establishing awareness of working as part of a team.

59. Learners in the majority of lessons are very motivated and are keen and eager to complete tasks. They settle quickly and help organise themselves to make a start on activities in groups or pairs. The very youngest pupils in particular try very hard and are confident to "have a go" because they know their efforts are valued. Pupils have very positive attitudes to learning and the majority of older children concentrate well on their work.
60. Behaviour is good overall. The behaviour of very young pupils is often outstanding. Very little disciplining was ever necessary during the two days of inspection. Pupils in nearly all classes are well managed, kept busy and interested which promotes high standards of behaviour. Children under five and pupils in key stage 1 play with much enjoyment on the playground, which they love. They know they are fortunate to have so much to do outside and make the most of the exceptional range of play equipment, which they use very sensibly. They relate very well to each other as well as to adults and are polite and friendly at all times.
61. Attendance and punctuality are both priorities in school planning. Figures year on year are usually below 90 per cent although two terms last year were better than this in years 1 and 2. School policy and practice aim to promote good attendance for everyone and data is correctly recorded according to regulations. Attendance figures have recently been affected by unusually high incidents of illness, including the worst outbreak of chicken pox for ten years. However, even taking this into account, figures are persistently low for too many pupils. Evidence shows that some parents keep their children away for a single day or two nearly every fortnight and in the nursery and reception classes some children miss school for quite long periods. Punctuality is generally good.
62. Pupils are learning to work independently and older pupils demonstrate good levels of confidence and decision making skills for their age. Relationships are very positive and pupils readily help and support each other. They are gaining a real sense of fairness and honesty and of right and wrong which will benefit them greatly in later life. Girls and boys get an equal opportunity and pupils with learning difficulties or disabilities are very well integrated into school.
63. Pupils have an outstanding awareness of the world of work. They love pretending to be Clydach post workers or being drivers on the large wooden train in the yard to Disneyland. Resources often encourage them imaginatively to role-play different occupations.
64. The head teacher ensures that pupils understand the role they play within their own community because they are able to become involved in an extremely good range of visits and projects. This is again an outstanding feature.

The quality of education and training

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

Grade 2: Good features and no important shortcomings.

65. The findings of the inspection team differ from the judgement made by the school in its self-evaluation report. Although there was a high proportion of outstanding teaching the team felt that there were a few shortcomings in teaching and areas to develop in the school's assessment strategies.

66. The quality of teaching in lessons observed during the inspection was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
30%	35%	35%	-	-

67. All teaching judged to be a Grade 1 was in the under-fives' classes. Relationships between staff and pupils are good and often outstanding and this promotes effective learning.

68. Where the teaching displays outstanding features:

- learning objectives are clearly shared at the beginning of the lesson and reviewed effectively during the plenary session;
- teachers have good knowledge of individual pupils' learning needs and of the areas of learning;
- there are planned opportunities for children to learn through doing and discovering;
- teachers use open-ended questions to find out what pupils know and extend their understanding;
- they have high expectations of pupils, praise their efforts and develop their self esteem and confidence and
- manage the behaviour of pupils well using support staff effectively.

69. Cross-curricular teaching is a major strength of the school: the whole school theme of 'Summer' is imaginatively and appropriately taught across all areas of learning and provides a 'buzz' of co-operation and excitement in learning throughout the school.

70. Whilst all teachers structure their lessons carefully and identify the learning objectives for every lesson, these are not always made clear to pupils and are not always effectively revisited at the end of the session. At times pupils are kept for too long a period listening to the teacher's presentation and the pace of the lesson is slow.

71. All teachers use resources well, especially the interactive whiteboards to enhance their teaching.

72. Teachers place great emphasis on developing pupils' independence; they give them opportunities to select their own resources, place their photographs in the correct groups to show they are in school and to work independently when their teacher is working with a focus group.
73. Attention given to bilingualism in teaching sessions is an outstanding feature of the school; teachers and support staff use incidental Welsh well to question, give instructions and to comment.
74. Arrangements for assessment, recording and reporting pupils' attainment and progress are good and meet statutory requirements. A new format for the annual report for the nursery children has just been completed with a photograph of the child at the centre. This new format presents parents with the appropriate information in a colourful, easily accessible and user-friendly way. Open evenings, where parents of all pupils receive feedback, are praised highly by them.
75. Procedures for tracking individual pupils' progress have been designed collaboratively between the head teacher and her counterpart in the junior school. This system has recently been introduced and consequently the full benefits cannot be assessed.
76. Baseline assessments, year on screening tests, LEA reading surveys and teachers' ongoing assessments of pupils are used effectively to monitor pupils' progress and plan appropriate future learning.
77. The school identifies the further development of matching pupils work to National Curriculum level descriptors as one of its priorities.
78. Work is marked regularly and comments are made to encourage and congratulate pupils. Feedback which helps pupils identify what they need to do in order to improve is less well developed.

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

Grade 1: Good with outstanding features.

79. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
80. The curriculum is broad and balanced and its flexibility meets the needs of young children. It fully meets National Curriculum and legal requirements.
81. The curriculum provided in the reception and nursery is stimulating and motivating. Provision for learning across all areas of learning is outstanding with remarkable opportunities for learning with support or finding things out for themselves. As a result, awe and wonder is continually on children's faces. The school has embraced the philosophy of the forthcoming foundation phase

in an outstanding manner and the 'outside classroom' is used in an inspiring way to make learning fun.

82. The overall quality of provision for the under-fives is appropriate to their needs and pupils make good progress towards the Desirable Outcomes for Children's Learning.
83. The school has also based its planning in key stage 1 on the foundation phase and role play areas have become an integral part of planning. Schemes of work are based on appropriate themes, which ensure that the curriculum is broad and balanced but relevant to the needs of pupils. Planning is done within teams to ensure that pupils of the same age in the mixed classes receive parity of experiences. Short term planning is detailed and identifies the support provided by the adults in classes. Effective evaluations identify where planning needs to be reviewed to suit the needs of some pupils. Periods of prominence for some areas such as art, book days, Welsh week and mathematics week extend curriculum provision further.
84. The provision for the *cwricwlwm Cymreig* and bilingualism is good with outstanding features. Children in nursery have a knowledge of Welsh tales about giants and across the school pupils are taken on visits to important places in Wales. The school uses Clydach itself as a starting point to pupils' understanding of the *cwricwlwm Cymreig*.
85. The school's planning for key skills is outstanding but has not yet impacted on consistency in standards in literacy. Planning includes provision for the skills of problem solving, thinking skills and creativity. Initiatives such as, a numeracy project and maths games are integrated appropriately into curriculum planning. Planning is very effective in relation to the promotion of bilingual skills.
86. A wide range of outstanding educational visits and visitors to school are arranged which enrich learning and provide pupils with first hand experiences. Visits include museum and gardens. In Singleton Park for example, pupils were shown plants that had come from different countries in the world. Numerous people visit the school to enhance pupils' understanding of what they are learning. They also take part in competitions linked to the Royal Welsh Show. An after school club and activities during the breakfast club enrich pupils' lives and add to their joy of being in school.
87. Opportunities provided by the school for promoting spiritual, moral, social and cultural development are good overall. Moral values are reinforced daily in classrooms and in messages conveyed in collective worship. Social development is promoted very effectively through 'golden time' and 'golden assembly', which celebrate pupils' achievements and during 'circle time' when pupils discuss issues fairly. The school environment, including the outside area, as well as classroom experiences, is very effective in promoting pupils' spiritual development. However opportunities to develop spirituality and providing quiet time for reflection within collective worship is limited. Provision

ensures that pupils are aware that there is a diverse range of cultures in the world but gives an appropriate priority to the culture of Wales.

88. Personal and social education receives a high priority in curriculum provision. Sex and health education, are addressed appropriately. The school has already received three health promoting awards and initiatives such as the fruit shop, breakfast club embed healthy eating into the curriculum.
89. An extensive range of links and partnerships very effectively promote learning opportunities for all pupils. Particularly supportive parents have been responsible for raising impressive funds, which in the main, have been used to develop the outside playground area.
90. Work related links are very well used to further pupils' curricular experiences; this is an outstanding feature. During the development of the playground, workmen were interviewed and the progress of their work recorded. Local businesses are visited often and design and technology projects promote pupils' entrepreneurial skills. Pupils produce badges, magnets, cakes and sweets, which are sold at school fetes and every pupil designs their own Christmas card, which is printed and sold to family and friends.
91. The school ensures that pupils do not adopt stereotypical views and is proactive in ensuring full access to the curriculum for all its pupils. Pupils themselves were eager to tell the inspectors that they all had a chance and were treated fairly and the year 2 pupils in the School Change Team saw it as their duty to listen to ideas offered by all pupils.
92. The school promotes sustainable development extremely effectively. Pupils are aware of the need to conserve energy and save water through simple every day actions. They are very aware of the benefits from recycling paper and undertake litter picks. They have begun to understand how they can make their own compost. The school is working towards the Green Flag 'Eco Schools award' and is involved in the Swansea recycling project. Pupils understand in simple terms what their responsibility is towards global citizenship when they collect books for use in deprived countries. The school is also involved in the Clydach Development Trust whose key priorities are lifelong learning and community regeneration.
93. The Parent Teacher Association is very active and organises many events such as, a successful musical performance, the "Grease Extravaganza Day" which brought many community groups together.
94. Parents appreciate the many strong features of the school and are kept very well informed including about curriculum issues. School and class notice boards are very effective in communicating with parents as are the termly news letters they receive and the interesting school website.
95. In the pre inspection questionnaires and meeting with parents they were eager to tell the team of their high regard for the school. The head teacher is a very

familiar face to parents and is easily contacted. Parents get fully involved in home school projects for example, when making Noah's animals.

96. Community links are also very good and members of the community are warmly invited into school. Grandparents as well as parents help voluntarily and this extra support is valued enormously by staff.
97. Links with other schools are good; they are firmly in place and promote standards and learning opportunities. Joint visits and projects such as, a Safe Route to School with the nearby junior school are regularly planned and help pupils in year 2 move on happily. Links with the playgroup and a Surestart group which are held in the multifunctional building on site are outstanding; they involve parents in the school while their children are very young.
98. Students from schools and colleges, including those training to become teachers, are regularly in the school gaining experience for their future careers. These links benefit pupils in many ways and during the inspection practical support from students, for pupils, was a marked feature in many classes.

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

Grade 1: Good with outstanding features

99. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
100. The care and well-being of all pupils in this happy school is an outstanding feature. Pupils interviewed during the inspection said that they enjoyed coming to school and were very sad when they had to stay at home because of illness.
101. The school has exceptionally close links with parents, LEA and other support agencies. An open-door policy ensures that home and school work very closely together. Parents are very aware of whole school themes and share enthusiastically in their children's learning.
102. Good behaviour is very effectively promoted. Early and appropriate action is taken should any child find it hard to behave well and strategies put in place to help them achieve as well as other pupils. Pupils know the rules and say that they are rewarded fairly for extra good behaviour. They talk enthusiastically about weekly 'golden time' sessions and the very good impact it has on encouraging good behaviour.
103. Induction programmes for new pupils and parents are well established in the school and ensure pupils move confidently between the playgroup to the infant school and on to the junior school; outstanding partnership projects like the anti-bullying campaign, supported by the local police and involving both key stage 1 and key stage 2 are very beneficial.

104. The school works very closely with members of the community, for example the police and vicar to further pupils' well-being. Pupils feel secure in school.
105. The school has appropriate policies and procedures in place to ensure that pupils are appropriately cared for and protected. The head teacher and one governor are designated as having responsibility for child protection. All adults in the school are fully aware of the correct child protection procedures to be followed.
106. The school's policy for SEN is comprehensive and complies with the Code of Practice. The sharing of the role of special educational needs co-ordinator (SENCo) between the head teacher and another teacher is effective.
107. The quality of the provision for additional learning needs is good. Under fives with additional learning needs are very well supported by teachers and learning assistants who have an in-depth knowledge of their needs. All teachers are quick to identify individual learning needs and discuss these with the head teacher. Baseline assessments, middle infant screening materials and the annual reading survey are carefully analysed to ensure all pupils' needs are met. Year 1 and year 2 pupils benefit from using a computer programme, 'RM Maths' to progress at their own pace. This has proven to be particularly effective in challenging more able pupils. Two members of staff have received training in dyslexia; this is of great benefit to pupils. Teachers are quick to reassure parents about individual pupil's progress or any issues of concern either informally at the start or end of the day or in extra letters sent home.
108. The school's procedures for dealing with bullying are outstanding. An anti-bullying policy is in place and posters are displayed across the school. The school to date reports no instances of bullying. Parents are confident that should any bullying take place it would be dealt with immediately and effectively.
109. A clear policy and procedures are in place to ensure pupils' welfare, health and safety. Risk assessments are carried out before visits and clear instructions are placed on every classroom door regarding procedures in case of fire. Arrangements at the start of the school day and when pupils leave are good. A breakfast club gives many pupils a good start to the school day.
110. To ensure pupils' safety, following the recommendations of the last inspection, barriers have been erected outside both main entrances, traffic-calming measures have been installed and road markings ensure cars do not park outside the entrances. The building, both outside and inside, is very secure.
111. The school ensures that all pupils, whatever their ability, background or needs have equal access to participate in school life. Pupils for whom English is an additional language are very well cared for. Appropriate learning support and materials are provided and pupils make good progress.

112. The school has an accessibility plan and have taken appropriate measures to ensure that any pupils with a disability are not treated less favourably than any other pupils.
113. Staff monitor attendance keenly and are fully aware who is not in school and why. An Education Welfare Officer effectively support a very small number of families who do not send their children to school often enough and over time some show improvement. The school is keen to work even more closely with all parents to raise rates of attendance further so that no pupil misses out on school.

Leadership and management

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

Grade 1: Good with outstanding features

114. The findings of the inspection team match the judgement made by the school in its self-evaluation report. Even though standards were judged to be a grade 2 the inspection team felt that the measures being put in place by management to raise standards from a low baseline were outstanding and deserving of a Grade 1.
115. The school's clear aims and values are apparent in its daily life. The commitment to 'children first' by the entire school community is an outstanding feature.
116. The head teacher is committed, enthusiastic and highly organised. Her outstanding leadership gives clear direction to the work of the school. Her deputy is an extremely effective and energetic role-model as a class teacher, she works closely with the head teacher and very effectively compliments the leadership of the school. The role of the subject leaders is well established; they take responsibility for managing their subjects very well.
117. Full consideration is given to national priorities. The school is at the fore with new initiatives. Actions taken relating to the planning and preparation of the foundation phase are outstanding.
118. The School Development Plan is an effective, corporate document, which takes account of school and LEA priorities. The link between development planning and staff developments is clear.
119. The school has a comprehensive range of policies; all who work at the school are aware of school procedures. Lines of communication throughout the school are clear. Staff meet regularly and share information and discuss strategies; thus the school day proceeds in a highly efficient manner.
120. Systems to support, develop and improve the performance of staff are very well developed. Performance management procedures are well embedded into the life of the school and targets set have had a positive influence on school improvement. All members of teaching and non-teaching staff have the opportunity to discuss their performance and training requirements with the head teacher. This has impacted greatly on the quality and responsibilities given to support staff; many of their contributions to teaching and learning during the inspection were outstanding.
121. The governing body is very supportive of the school. Governors are well informed on all aspects of school life and help the head effectively in setting the school's strategic direction. Many are very experienced and all are

ambitious for the school and proud to be associated with it. They meet regulatory and legal requirements.

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

Grade 1: Good with outstanding features

122. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
123. Prior to the inspection the school produced a very comprehensive self-evaluation report which gave a full account of school procedures and effectively analysed what the school think they do well and in which areas they see the need for development.
124. Even though the inspection team did not agree with the school's judgement in two out of the seven key questions the report indicates that the school knows itself very well. Evidence sources provided in the report were scrutinised by the inspection team and they came to a complete agreement with the school on the vast majority of judgements made.
125. A culture of self-evaluation driven by the head and deputy has been established at the school. Its progress against all other schools in relation to statutory and internal assessments are analysed in detail.
126. The Action Plan, which followed the last inspection, addressed all shortcomings in detail. In the documentation prepared for this inspection, details of how the school responded are clearly recorded. Since the last inspection progress in issues identified has been good. Safety issues have been resolved, curriculum monitoring has developed and the balance of the curriculum also addressed. Maintaining standards has not been as effective in language, which can be related to the steady decline in language skills on entry.
127. The school has developed an effective monitoring programme, which includes class observations where comments are recorded in a set format. This is mainly done by the head teacher and deputy, who is released weekly from class responsibilities for this purpose. Outcomes are discussed regularly; written comments are also provided weekly when planning is monitored. Class teachers evaluate teaching and learning weekly and subject leaders provide subject evaluations, which feed the School Development Plan and present reports to the Governing Body.
128. The School Development Plan sets clear targets for improvement for three years although the LEA financing only allows planning for one year at a time. The plan is time related with identified resource implications. Progress of targets is reviewed regularly by the Governing Body and the plan itself reviewed each year and amended as necessary.

129. Pupils are encouraged at a very early age to think and evaluate what they have achieved during their learning. Pupils in year 2 are members of the School Change Team, which involves staff and governing body. Their awareness of their role in school improvement is outstanding. They have been very involved in the exciting playground developments and can talk about the difference this has made to their enjoyment of school life. They record the views of their peers on what needs to be done next to improve the school; they understand the need to trial an idea for example playing music while they eat dinner and the need to evaluate it's appropriateness with fellow pupils.
130. Parents have received questionnaires regularly on school life and their opinions are taken into account when planning for school improvement.
131. A number of governors are fully involved in the school and visit regularly to evaluate aspects of life and work. They are very aware of the school's strengths and where the school needs to develop.

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

Grade 1: Good with outstanding features

132. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
133. The school has an appropriate number of teachers who are suitably qualified and have a range of experience and expertise, which is used well. The pupil teacher ratio is good. A range of training opportunities and visits to other schools ensure that individual teacher needs and school priorities are met. All teachers have appropriate curricular responsibilities; the head teacher is responsible for three subjects and other aspects.
134. The good quality of pupil support through dedicated teaching assistants is a strength of the school. They are used well and their quality has enabled the school to staff its Planning Preparation and Planning time appropriately. Early indication is that the procedures for this are effective.
135. The school clerk is very experienced and knows the school well. She is very supportive of all school aims and undertakes extra duties as a line manager for students and support staff effectively. All staff have appropriate job descriptions.
136. The school has invested in an information technology technician for half a day a week; indications are that this is money well spent. An *athrawes fro* provides valuable advice for the teaching of Welsh and a music specialist teaches music on one afternoon a week.
137. The caretaker is shared between four sites and therefore his presence on the site is limited. However the fabric of the building is in good condition and the

rolling programme of redecoration is effective. The standard of cleanliness is exceptional.

138. All adults involved in school life make a good contribution to the team spirit apparent in this school.
139. Outstanding use is made of the accommodation, which fully supports learning across the curriculum. Inside it is more than adequate in terms of space. Interactive white boards have enhanced the environment, for example in the reception class images of their recent seaside visit were loaded onto a screen saver at eye level which young children watched while they played in the beach role play area. Classrooms, corridors and the hall show imaginative use of even the smallest space. Toilets are also brightly painted and despite its age the whole building is kept in pristine condition. The library and inside garden, are places that enhance pupils' curiosity and sense of wonder and motivate them further. Stimulating displays help to create an environment, which is conducive to learning.
140. Outside the quality of accommodation is exceptional. Inspiring use is made again of every possible space which is also very well maintained and organised and stimulates pupil's imagination. High quality climbing and play equipment and a large sand pit, as well as a newly developed garden area are exciting play areas. It has been transformed into an exciting 'outside classroom'. Safe surfaces have been fitted which again raise the overall standard of accommodation.
141. The multifunctional building on the school yard provides facilities which enable the school hall to be used for curriculum activities only. When not occupied by the play group it is available as an extra valuable space for a variety of activities before, during and after school.
142. The school has a range of exceptional resources both inside and outside the building. These include books, materials and equipment of very high quality, which enhance the quality of provision in all curriculum areas. They are well cared for, used to enhance learning, shared and stored appropriately.
143. The use of resources is regularly reviewed and the school gives good value for money.

School's response to the inspection

Pupils, staff and governors are extremely proud that the inspection report acknowledges that Clydach Infant School is a very good school and has identified so many outstanding features. We are especially pleased that the report states that 'the care and well being of all pupils in this happy school is an outstanding feature.'

We are delighted that the inspection team findings accurately reflected the judgements made by the school on its performance in its self-evaluation report in relation to five of the seven key questions.

We were also delighted that the inspectors recognised that children succeed in this school regardless of their background. The report recognised that provision for ICT and bilingualism and planning for key skills, creative development and problem solving were all outstanding. The report also acknowledged the good behaviour of pupils overall and the outstanding behaviour of children in early years.

Cross-curricular teaching was recognised as a major strength of the school and the report states that 'the whole school theme of 'Summer' is imaginatively and appropriately taught across all areas of learning and provides a 'buzz' of co-operation and excitement in learning throughout the school' and that the school is at the fore with the new initiatives and has embraced the philosophy of the forthcoming foundation phase in an outstanding manner'.

We consider these comments to be a result of the recognition of the commitment, hard work and professionalism of all the staff at the school.

We acknowledge the recommendations made by the team and will ensure that these are incorporated into the school development plans. The governors' annual report to parents will outline the progress we are making on the recommendations.

Finally the school would like to acknowledge the professional, courteous and thorough manner in which the team conducted the inspection. The head teacher, in her role as nominee, appreciated the attention given to ensuring that the inspection process was open, transparent and focused on the further development of the school.

Appendix 1

Basic information about the school

Name of school	Clydach Infant School
School type	Nursery and Primary
Age-range of pupils	3-7
Address of school	Sybil Street, Clydach Swansea
Postcode	SA6 5EU
Telephone number	01792 843356

Head teacher	Mrs Glenys Lloyd
Date of appointment	January 1993
Chair of governors/ Appropriate authority	Mr David Davies
Registered inspector	Mrs Eleri Betts
Dates of inspection	8-9 May 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	24	26	32	37	n/a	n/a	n/a	n/a	119

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	6	0.5	6.5

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	25 : 1
Pupil: adult (fte) ratio in nursery classes	13 : 1
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	26
Teacher (fte): class ratio	1 : 3 : 1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of School
Summer 2005	84	89	93
Autumn 2005	70	90	93
Spring 2006	80	85.8	87.5

Percentage of pupils entitled to free school meals	18
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

National Curriculum Assessment Results End of Key Stage 1:

National Curriculum Assessment KS1 Results 2005			Number of pupils in Y2:			38	
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher Assessment	School	0	0	24	50	26
		National	0	4	13	63	20
Mathematics	Teacher Assessment	School	0	0	21	58	21
		National	0	2	11	63	24
Science	Teacher Assessment	School	0	0	0	71	29
		National	0	2	10	65	23

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	71	In Wales	80

- D Pupils who have been disapplied from the statutory arrangements
W Pupils who are working towards level 1

Appendix 4

Evidence base of the inspection

Three inspectors spent a total of five inspector days in the school. They were joined by a peer assessor and the head teacher of the school was the nominee. A team meeting was held prior to the inspection.

Inspectors visited:

- 20 lessons or part lessons
- All classes
- Acts of collective worship
- The breakfast club

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 Education Welfare Officer.

The team also considered:

- The school's self evaluation report
- 61 responses to the parents'/carers' questionnaire
- A comprehensive range of documentation provided by the school before and during the inspection
- A range of pupils' work

The inspection team also held post inspection meetings with staff and governors.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Eleri Betts Registered Inspector	Context of the school, summary report, recommendations and the evidence base for the inspection. Also Key Questions 1,3,6,7.
Charlotte Robeson Lay Inspector	Contributions to Key Questions 1,3,4,7.
Caryl Dobson Team Inspector	Key Questions 2,4,5.
Millicent Phillips Peer Assessor	Observing teaching and discussing judgements.
Glenys Lloyd Head teacher Nominee	Providing information.

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Acknowledgement

The inspection team would like to thank the staff, governing body, parents and pupils for their courtesy and help during the inspection.