

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

**Clydach Junior School  
Twynybedw Road  
SA6 5ET**

**School Number: 6702112**

**Date of Inspection: 22-23 November 2005**

**by**

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8596**

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- \* special schools;
- \* pupil referral units;
- \* independent schools;
- \* further education;
- \* adult community-based learning;
- \* youth support services;
- \* LEAs;
- \* teacher education and training;
- \* work-based learning;
- \* careers companies; and
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Clydach Junior 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 more information about their child's school.

The inspection of Clydach Junior School took place between 22/11/05 and 23/11/05. An independent team of inspectors, led by John Evans 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:

<b>Grade 1</b>	good with outstanding features
<b>Grade 2</b>	good features and no important shortcomings
<b>Grade 3</b>	good features outweigh shortcomings
<b>Grade 4</b>	some good features, but shortcomings in important areas
<b>Grade 5</b>	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 attain the age of 5 during the academic year. Year 1 refers to the year group of pupils who attain the age of 6 during the academic year and so on. Year 13 is the year group of students who attain the age of 18 during the academic year.

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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## Context

### The nature of the provider

1. Clydach Junior School is a local authority maintained school situated in Clydach, a large village located on the north eastern boundary of the City and County of Swansea. The school building dates from 1894. Until very recently the accommodation consisted of a small hall and six classrooms around a long corridor. The school has a large playground but no playing fields. The school canteen is located approximately 300 yards from the school. In April 2005, a major building project began to provide the school with a multi purpose hall and canteen. Work was still in progress during the inspection, and was due to be completed by the end of December, 2005.
2. The school's catchment area includes the whole of the village of Clydach. The village is also served by a designated Welsh medium school and a Catholic Primary School. Approximately 13 per cent of pupils come from beyond the traditional catchment area. Housing in the area consists of a range of rented local authority homes, housing association homes and owner-occupied detached and semi-detached houses
3. Ninety nine per cent of pupils come from English speaking homes and the remaining one per cent come from a range of ethnic minority backgrounds. No pupils speak Welsh at home. There is one pupil who is "looked after" by the local authority. Approximately 26 per cent of pupils are entitled to receive free school meals.
4. A significant proportion of pupils move in and out of the school. Currently there are 148 pupils on the school roll. The number of pupils at the school has dropped by approximately 20 since the time of the last inspection.
5. Forty six pupils are on the school's special educational needs (SEN) register at either "school action" or "school action plus" stages. A further 5 pupils have statements of SEN.
6. There are 8 teachers at the school including the head teacher. An additional 7 adults work in the school on either a full or part-time basis supporting pupils in classes.
7. The school was last inspected in 1999.

<b>The school's priorities and targets</b>
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8. The school's aims include:
  - i. To provide a broad, balanced and differentiated curriculum;
  - ii. To create a happy and caring environment;
  - iii. To develop a vibrant school community and establish meaningful links with the wider community;
  - iv. To ensure the staff is of the highest quality and are well trained and motivated;
  - v. To establish efficient day-to day working systems and effective methods of communication.
  
9. The school has gained the Basic Skills Agency Quality Mark and is working towards the Eco-Schools bronze award. The current priorities in the School Development Plan (SDP) are:
  - i. Provide a multi-purpose hall and to rationalise space within the existing building.
  - ii. To provide a library for the use of pupils and staff.
  - iii. To improve speaking and listening skills across Key Stage 2.
  - iv. To improve the teaching and learning of Welsh and bi-lingual competency.
  - v. To provide full access to the premises and to the curriculum for all.

## Summary

10. Clydach Juniors is a very good school with a number of outstanding features. Particular strengths of the school include the high quality of teaching and relationships and the very good level of support it affords all its pupils.
11. The school was last inspected in 1999. It has made good progress since then in addressing the key issues for action highlighted in the report.
12. The school, in its self-evaluation, judged itself to be good with outstanding features in all 7 areas of its work. The inspection team agreed with this judgement in five of these questions and disagreed in the remaining two. On balance, the inspection team judged the work of the school as follows:

### Table of grades awarded

Key question	Inspection grade
1 How well do learners achieve?	2
2 How effective are teaching, training and assessment?	1
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?	2
7 How efficient are leaders and managers in using resources?	1

### Standards

13. As this is a short inspection, no judgements are made on standards achieved in subjects.
14. In the 2005 National Curriculum teacher assessments at the end of Year 6, the school's results for the core subjects of English, mathematics and science were below the LEA and national averages. When compared with similar schools in Wales, the school's results were in the upper 50 per cent in English and science and in the lower 50 per cent in mathematics. The majority of pupils achieved the realistic targets set for them. In view of the lower than average attainment levels of pupils on entry to the school, this shows good progress.
15. Pupils make good progress in acquiring basic and key skills and achieve good standards overall. Pupils listen attentively to their teachers and peers and have an appropriate command of language. A minority of pupils throughout the school find difficulty in listening for sustained periods. Pupils' written work is of a good standard. They write accurately and confidently, using a range of appropriate forms of writing in different subjects, but these skills are not

consistently applied throughout the school. Pupils of all abilities make good progress in their reading skills.

16. Pupils have a good Welsh vocabulary and most make very good progress in their bilingual skills. A number of pupils are developing sufficient skills and confidence to use their knowledge of Welsh in basic conversations with adults outside the classroom.
17. Pupils of all ages have good numeracy skills and they apply their skills well across the curriculum.
18. Pupils use Information Communication Technology (ICT) confidently and purposefully to enhance and reinforce their knowledge and understanding in a wide range of subjects.
19. The displays of pupils' work in the school illustrate their good creative skills and these skills are further enhanced in imaginative and well presented video animations and short documentaries.
20. Pupils' investigative and problem solving skills show good features with some shortcomings. They enjoy opportunities to investigate problems directed by their teachers. However, their ability to work independently is limited.
21. Pupils are well motivated and all, regardless of their background and ability including those with SEN, make good progress and achieve the targets set for them.
22. Pupils' behaviour and attitudes to learning are good overall. However, a minority of pupils throughout the school find difficulty in concentrating and are easily distracted.
23. Attendance rates are at 93 per cent, which is very close to the national and local averages. Levels of unauthorised absences are slightly higher than the average for Wales. The majority of pupils are punctual, but a very small minority are regularly late.
24. Pupils' personal, social and moral development is very good overall.

### **The quality of education and training**

25. The quality of teaching in lessons seen during the inspection was judged as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
38%	54%	8%	0	0

26. The quality of teaching is an outstanding feature of the school. The proportion of Grade 1 and Grade 2 teaching observed, significantly exceeds the average

for Wales\* and the Welsh Assembly Government target for 65 per cent to be good or better by 2007. A feature of all lessons is the good working relationships evident in classrooms that effectively fosters a positive climate for learning.

27. Where the quality of teaching is good with no important shortcomings, lessons are planned thoroughly, clear learning objectives are identified and explained, effective use is made of ICT and good working relationships are established.
28. Outstanding features of lessons were:
  - I. the very effective way in which teachers develop pupils' bilingual skills;
  - II. the subtle manner in which pupils were encouraged to draw out the learning intentions of the lesson;
  - III. the very good communication between teachers and learning support assistants;
  - IV. the successful development of pupils' basic skills to enhance their acquisition of subject-specific skills, knowledge and understanding.
29. In a minority of lessons, the tasks set were insufficiently challenging and time was not used effectively to move the pupils' learning forward.
30. The provision for developing pupils' bilingual skills is very good and teachers work hard at ensuring that opportunities to use everyday Welsh occur regularly throughout the day. This is an outstanding aspect of the school's work.
31. Teachers' planning for the inclusion of basic and key skills is good.
32. The overall quality of assessment is good. The school makes good use of its analysis of data gained from a range of assessments to inform planning and identify pupils' strengths and areas for development.
33. Teachers' marking is good and there are many good examples of written comments that include positive encouragement for individual pupils together with clear guidance on how to improve. In some cases, particularly in the foundation subjects, the marking is less rigorous in guiding pupils towards improvement.
34. The annual reports to parents are of good quality and comply with statutory requirements.
35. Pupils have access to a broad and balanced curriculum that meets their interest and learning needs. The curriculum is broadened and enriched through a variety of extra-curricular activities.

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\* The Annual Report of Her Majesty's Chief Inspector of Education and Training in Wales: Primary Schools, 2003-4, HMSO 2005

36. The provision for learners with special educational needs (SEN) is good and meets the requirements of the Code of Practice.
37. The school makes good provision overall for pupils' spiritual, moral, social and cultural development. Spiritual development is good and is promoted through lessons and collective worship. Pupils are provided with very good guidance on developing an understanding of social and moral issues at all levels. The provision for the development of pupils' awareness of their own and other cultures is good.
38. The school makes good provision for developing pupils' personal and social education.
39. The school makes very good provision for the care, support and guidance of pupils. The overwhelming majority of parents recognise and appreciate the secure environment provided for their children. Communication with parents and carers is good and the annual governors' report to parents and school prospectus meet statutory requirements.
40. The school makes good provision for promoting pupils' understanding of the world of work. Pupils' entrepreneurial skills are developed well through a variety of well planned experiences.
41. Induction procedures for pupils entering the school and transferring to secondary school are very good.
42. The school has well established and effective procedures to deal with child protection issues.
43. The school recognises the diversity of pupils' background and ensures that all pupils are treated equally and with dignity and respect. The policy for equal opportunity is implemented effectively and high priority is given to the inclusion of all pupils. The school successfully challenges stereotyping and promotes gender equality. The racial equality policy is fully implemented and the school is free of any form of oppressive behaviour and tension.
44. The school is very successful in functioning as a caring community.

### **Leadership and management**

45. The head teacher provides a very good quality of leadership and management.
46. She gives a clear direction to the school in planning for improvement, managing change, developing a strong team and promoting a caring and inclusive ethos within a bilingual community. The deputy head teacher and all members of staff provide strong support and clearly share the head teacher's vision for the school. The firm sense of teamwork and mutual support amongst staff is a very strong feature of the school.

47. The governing body is very supportive and committed to providing the best for the school. Governors are kept well informed by the head teacher through regular reports. They ensure that the budget is used effectively and evaluate their decisions well in order to monitor effectiveness and give the best value for money. The governing body fulfils its legal and regulatory requirements effectively and efficiently.
48. The self-evaluation report produced by the school prior to the inspection gives an open and honest analysis of its strengths and areas it seeks to improve.
49. Self-evaluation procedures within the school are well established and inclusive of staff, governors, parents and pupils. This gives a very positive feeling of corporate involvement.
50. Governors have a firm understanding of the level of attainment of pupils in the core subjects, but they have a limited understanding of standards and achievement across the full range of subjects.
51. The school development plan is a clearly structured document, which is based on the evidence of evaluation undertaken. It contains a manageable number of priorities and the governing body has ensured that the school's resources are utilised to support these. Success criteria, particularly for those priorities dealing with standards, sometimes lack the necessary precision to ensure that improvements can be accurately measured.
52. The school has addressed the key issues highlighted in the previous Inspection Report. This represents good progress since the last inspection.
53. Pupils receive outstanding support by experienced and well-qualified staff. Staffing levels are good, teachers are effectively deployed and learning support assistants provide very good support in every class. Learning resources generally meet the needs of all learners
54. Accommodation is adequate for the current number on roll and very good use is made of all available space. The school has planned effectively to fully capitalise on the imminent improvements to the school building. Good interim arrangements have also been made to ensure the safety and well being of pupils during the building project. The school does not have a designated playing field nor any on-site parking facilities for staff and visitors. This presents the school with additional health and safety issues, but with considerable effort these are successfully addressed. Access for pupils with physical disabilities is good.
55. The head teacher and governors make very good decisions regarding funding and the budget is very well managed. Overall, the school provides very good value for money.

## Recommendations

56. In order to build on its many strengths the school needs to:
- R1 promote pupils' ability to work independently by developing their investigative and problem-solving skills;
  - R2 continue to implement the monitoring and evaluation policy to ensure there is full involvement by staff and governors in evaluating standards in all subjects;

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

57. The findings of the inspection team differ from the school's self-evaluation. The school judged this key question as Grade 1, and whilst the inspectors recognised the good progress pupils make, the team, on balance, judged this key question to be a Grade 2. This is because of some shortcomings in pupils' ability to work independently and the inconsistency in writing across the curriculum.
58. Pupils attain good standards in knowledge and understanding, and achieve the agreed targets and goals. Targets set by the school and agreed by the local education authority (LEA) are challenging but realistic, and have regularly been achieved and sometimes exceeded. All pupils, including pupils identified with special educational needs (SEN), pupils from ethnic minority backgrounds and pupils for whom English is an additional language make good progress overall.
59. In the 2005 National Curriculum teacher assessments at the end of year 6, the school's results for the core subjects of English, mathematics and science were below the LEA and national averages. When compared with similar schools in Wales, the school's results were in the upper 50 per cent in English and science and in the lower 50 per cent in mathematics. The majority of the pupils achieved the realistic targets set for them. In view of the lower than average attainment levels of pupils on entry to the school, this shows good progress.
60. Trends over time indicate that the level of attainment of pupils is in line with the national average. For example, in the three year period prior to 2005, the proportion of pupils attaining level 4 in English, mathematics and science by teacher assessment was slightly below and by test it was slightly above the average for Wales. The proportion of boys attaining Level 4 or above has been higher than that of girls, but the gap has narrowed in recent years.
61. Pupils' progress and standards in the key skills of speaking, listening and reading is good overall. They listen attentively to their teachers and peers and demonstrate appropriate command of language in their oral responses. A minority of pupils throughout the school find difficulty in listening for sustained periods. Pupils of all abilities make good progress in their reading skills. Standards of writing are good overall. Pupils generally write accurately and confidently, using a range of appropriate forms of writing in different subjects, but these skills are not consistently applied throughout the school.
62. Pupils make very good progress in developing their bilingual skills. They respond enthusiastically and accurately to teachers' questioning and are able to recall a good range of sentence patterns in Welsh. They confidently

develop the use of specific vocabulary and terms in both languages across a range of subjects. A good number of pupils are developing sufficient skills and confidence to use their knowledge of Welsh in basic conversations with adults outside the classroom.

63. Standards in numeracy are good overall and pupils apply their skills well across the curriculum. They measure and calculate accurately and collect and represent data appropriately in subjects such as science and geography.
64. Pupils use ICT confidently and purposefully to enhance and reinforce their knowledge and understanding in a wide range of subjects.
65. Standards in creative skills are good as is revealed in the wide range of art work on display. Their creative development is further enhanced in imaginative and well presented video animations and short documentaries.
66. Pupils' investigative and problem solving skills show good features with some shortcomings. They enjoy having opportunities to investigate problems directed by their teachers. However, their ability to work independently is limited.
67. Most pupils have a clear understanding of the work they have to do in lessons. They are aware of the individual targets set for them and know what they need to do to improve. They acquire new skills and ideas well and have a good understanding of what they have learnt.
68. The vast majority of pupils are well motivated and remain on task throughout their lessons. However, a minority of pupils throughout the school find difficulty in concentrating and are easily distracted. Behaviour is good and they understand what is expected of them. Pupils are supportive and welcoming to children who are new to the school.
69. Pupils take full advantage of the opportunities provided by the school to make very good progress in their personal, social and moral development. Most pupils work well in pairs and groups, respect each other's opinions and ideas and collaborate well when completing tasks. They show respect to teachers, other adults and their peers.
70. Punctuality and attendance have good features, which outweigh shortcomings. Attendance is very close to the all Wales average and slightly better than the Swansea average at 93.05 per cent for last year. Levels of unauthorised absences are slightly higher than expected but last year that was mainly due to a single pupil. The majority of pupils arrive promptly but a very small minority are regularly late.
71. Pupils demonstrate an awareness of equal opportunity issues when for example they get actively involved in raising funds for children less fortunate than themselves. They have a good sense of fair play, show a growing respect for other faiths and religions and celebrate other social and cultural traditions.

72. Pupils get fully involved in joining in community events when for example they talk to members of a local church group about "Fair Trade". They regularly achieve success in locally organised competitions. They learn about the world of work when they visit local industry, shops and a farm. The opportunities for them to develop an understanding of and appreciate their community are strong aspects of the school.
73. Overall, pupils make good progress towards fulfilling their potential and moving on to their next stage of learning.

## The quality of education and training

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

#### Grade 1: Good with outstanding features

74. Overall, the findings of the inspection team match the judgements made by the school in the self-evaluation report.

75. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
38%	54%	8%	0	0

76. The proportion of Grade 1 and Grade 2 teaching observed, significantly exceeds the average for Wales\* and the Welsh Assembly Government target for 65 per cent to be good or better by 2007.

77. Throughout the school, good working relationships between pupils and adults are established which promote productive learning. There is thorough planning for lessons with the clear identification of learning objectives. Teachers have very good subject knowledge and use a good range of teaching strategies and resources. Effective use is made of ICT to enhance the quality of learning.

78. Some of the outstanding features of teaching include:

- i. the very effective way in which teachers develop pupils' bilingual skills, through regular and planned opportunities to use both languages in a range of contexts;
- ii. the ability of teachers to draw out from the pupils the intentions of the lesson, enabling them to fully understand what they are to achieve;
- iii. the very good communication between teachers and learning support assistants, enabling pupils with additional learning needs to make good progress;
- iv. the successful development of pupils' basic skills to enhance their acquisition of the appropriate subject-specific skill development, knowledge and understanding.

79. In a minority of lessons, the tasks set are insufficiently challenging and time is not used effectively to move the pupils' learning forward.

80. The overall quality of assessment is good. The school makes good use of its analysis of data gained from a range of assessments to inform planning and identify pupils' strengths and areas for development. Standardised test results

\* The Annual Report of Her Majesty's Chief Inspector of Education and Training in Wales: Primary Schools, 2003-4, HMSO 2005

in English and maths are used effectively to identify those pupils requiring additional support.

81. Teacher assessments are generally accurate and consistent and meet the statutory requirements. Pupils' progress is assessed regularly and a week is earmarked at the end of each term for extensive assessments. Detailed records of class and individual pupils' assessment results and scores are kept and used effectively to track progress.
82. Pupils' work is regularly marked and there are many good examples of written comments that include positive encouragement for individual pupils together with clear guidance on how to improve. In some cases, particularly in the foundation subjects, the marking is less rigorous in guiding pupils towards improvement. The school's marking policy gives clear and useful guidance on good practice.
83. Pupils are positively encouraged to become increasingly involved in evaluating their own work and progress based on the 'Good Pupils Getting Better' scheme. They are also actively involved in setting their own targets and in monitoring progress towards achieving those targets.
84. Assessment procedures for the core subjects are effective and well implemented throughout the school. In the non-core subjects, procedures and methods of assessment are less well developed and not applied consistently in all classes. The school is in the process of further developing subject portfolios to support the judgements teachers make about standards in all subjects.
85. The annual reports to parents are of good quality and comply with statutory requirements. There are good descriptions of pupils' academic and personal and social achievements together with useful suggestions and targets to encourage further progress.

**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

86. Overall, the findings of the inspection team match the judgements made by the school in the self-evaluation report.
87. The school provides a broad and balanced curriculum that meets the interest and learning needs of all pupils. Detailed schemes of work ensure that pupils are given varied and interesting experiences. Appropriate attention is given to continuity and progression in pupils' knowledge and understanding when planning the curriculum.
88. Opportunities for the development of key skills are identified in schemes of work and further developed in weekly teaching plans to ensure effective coverage and progression. The provision for developing pupils' bilingual skills

is very good and teachers work hard at ensuring that opportunities to use everyday Welsh occur regularly throughout the day. This is an outstanding aspect of the school's work.

89. The school makes very good provision for pupils' spiritual, moral, social and cultural development. Despite the temporary absence of whole-school collective worship due to the current building work, pupils' spiritual development is effectively promoted. They gain a good insight into spirituality through lessons and classroom based collective worship. Pupils are provided with very good guidance on developing an understanding of social and moral issues at all levels. The school council and 'circle time' promote a good sense of the need to be fair and to respect others. The outstanding success of the many fundraising activities has increased pupils' awareness of local and global issues.
90. The provision for the development of pupils' awareness of their own and other cultures is good. Planned opportunities to develop *Y Cwricwlwm Cymreig* are clear in a number of subject areas, including history, geography, music and art as well as during extra curricular activities, such as the school choir, dance groups and the annual eisteddfod.
91. Pupils' experiences are broadened and enriched through a very good range of extra curricular activities, which include sport, music, art, gardening and chess. Partnerships with sporting organisations are well established and accreditation for external awards is actively encouraged in a variety of activities such as swimming and athletics.
92. The school promotes very good links with parents and encourages regular communication between school and home. In the questionnaire and in the pre-inspection meeting a very high percentage of parents expressed their satisfaction with all aspects of the school's work. Parents are encouraged to play an active role in school through attendance at various events and initiatives such as Family Learning Programmes. There is an active Parent Teacher Association (PTA), which provides the school with a valuable supportive body. Well established and very good links exist with the community, which enhance pupils' learning across all areas of the curriculum.
93. There are good pastoral, administrative and curricular links with both the feeder infant school and the secondary school to which the majority of pupils transfer. Regular consultation meetings, induction events for pupils, joint in-service training and curriculum bridging packs are good examples of the measures taken to promote smooth transition for the pupils.
94. Links with employers are very well established. Work related education placements for staff have been undertaken to a nearby local industrial plant where their skills and knowledge in for example science and design and technology benefit.
95. The school is an extremely inclusive community; this is a very notable feature of its work. Social disadvantage and equality of opportunity receive very

serious consideration. Equality of access is assured and in this respect the school is very successful in tackling social disadvantage.

96. Education for sustainable development is an area identified as one for further development. Nevertheless, a good start has been made and pupils are very aware of how to conserve energy. Recycling is an established part of classroom routines. Global citizenship is also a good feature and the school is effective in teaching all pupils about the world around them and the part they can play within their own community and the wider world, for example, the school benefits from a link with a school in Ghana and pupils are involved in the promotion of 'Fair Trade'.
97. Entrepreneurial skills are developed well through pupils' involvement in the many fund raising activities and in organising the sale of fruit in the "Healthy Tuck Shop". They also make small items in design and technology lessons for sale at the school fete. Members of the school council speak sensibly about their role and responsibilities and are planning how to spend a small budget they have been given to improve their new playground. They are gaining a good understanding of how they can contribute and take on progressively more responsibility. They are very well prepared for moving on to secondary school.

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

##### **Grade 1: Good with outstanding features**

98. Overall, the findings of the inspection team match the judgements made by the school in the self-evaluation report.
99. The head teacher and staff know the pupils and their families very well and work closely and effectively with outside agencies and parents. The school effectively monitors and supports pupils' academic progress, their social development and their personal welfare. Thorough attention to detail in many aspects of care and guidance together with a clear understanding of good practice ensures that the quality of support is consistently high. This is an outstanding feature of the work of the school.
100. Parent partnerships are well established and their views are sought through questionnaires. The overwhelming majority of parents recognise and appreciate the secure environment provided for their children. They also value the good relationships, which ensure that pupils are well cared for.
101. The induction procedures for pupils entering the school, moving up classes and transferring to secondary school are very effective and ensure pupils settle quickly into their new environments.
102. Personal and Social Education is a very important part of provision and all pupils are given good advice and care. Pupils learn about drugs misuse and bullying and how to keep safe in a planned programme with the support of the

- Police. Healthy lifestyles and habits are actively taught and promoted. Peer supporters have been recently trained who are doing a good job and are rising to the challenge in order to keep things calm and peaceful on the playground. These, again, are outstanding features of provision.
103. Attendance and punctuality are monitored appropriately and good liaison exists between the school and the Education Welfare Officer (EWO). Good support is provided in cases where there are attendance difficulties. The school is active in reminding parents of their obligations to send their children to school daily and on time.
  104. The provision for learners with special educational needs (SEN) is good. and meets the requirements of the Code of Practice The Special Educational Needs Co-ordinator (SENCo) has a clearly defined role and provides purposeful guidance for class teachers in addition to teaching and supporting pupils with SEN. She works closely with class teachers, support staff and the governor with responsibility for SEN in order to ensure effective delivery of support. Identification of needs is effectively carried out through the sharing of information with the feeder infant school and analysis of standardised test scores and teacher assessment results in Year 3 and throughout the key stage.
  105. Teachers and support staff work well as a team to provide good support for pupils with SEN. Learning Support Assistants make a significant contribution to the high quality of support provided in each class. Individual Education Plans (IEPs) are drawn up by the SENCo in consultation with class teachers, taking note of any individual targets agreed by the pupil and class teacher. IEPs are of a good quality and contain clear and measurable targets, useful advice on strategies and specific information on everyone's role in providing the support. Parents are kept well informed on their children's progress through regular meetings and sharing of information. There is good collaboration between the school and the external agencies in meeting the needs of pupils with specific learning difficulties.
  106. There is a strong emphasis on rewarding good behaviour and the school has a very effective anti-bullying policy. The recently introduced peer support system is paying dividends. Extensive training on aspects such as conflict resolution and developing co-operative play has been introduced for a number of pupils, mainly boys, who find it less easy to conform.
  107. The head teacher is the named person for child protection and staff and the majority of governors have all been trained in correct procedures. Policy and practice follow locally agreed procedures and staff are experienced and knowledgeable about how to support all children at risk.
  108. Pupils in care are very well supported and do very well in the school. Thorough attention is planned for and given to pupils who have health and medical needs. First aid is carried out properly and training needs are reviewed to maintain these high standards of care and welfare. Aspects of provision in this area are outstanding.

109. The policies for equal opportunities and racial equality are clear and reviewed regularly and central to the aims of the school. Pupils are treated equally and given fair access to all that is offered. Pupils and visitors with disabilities have access to the whole building and when the new hall opens will have access to a second disabled toilet. These too are very good features of care arrangements in the school.

## Leadership and management

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

#### Grade 1: Good with outstanding features

110. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
111. The school has very clear aims and values that are well reflected in all aspects of its work. The quality of leadership shown by the head teacher is very good. She gives a clear direction to the school in planning for improvement, managing change, developing a strong team and promoting a caring and inclusive ethos within a bilingual community. The deputy head teacher and all members of staff provide strong support and clearly share the head teacher's vision for the school. The firm sense of teamwork and mutual support amongst staff is a very strong feature of the school
112. Very good account is taken of national priorities, local partnerships and opportunities to work with partner schools. This is an outstanding feature of the school's work and the carefully chosen initiatives and priorities such as the Basic Skills Agency Quality Mark, Healthy Schools Initiative, Catch Up Programme and Eco Schools status have all had a direct and positive impact on pupils' learning and personal and social development.
113. Procedures for monitoring and evaluating the work of individual members of staff are developing well and there is a strong commitment to identifying targets and providing effective support for staff development. All members of staff have clear job descriptions and the Staff Development Plan ensures that they have good opportunities for professional development. Performance management procedures are successfully established in the school and effective staff appraisal ensures that they are well supported in their roles.
114. The governing body meets regularly and fulfils its legal and regulatory requirements effectively and efficiently. It is very supportive and committed to providing the best for the school. Governors are kept well informed by the head teacher through regular reports. The SDP is discussed and monitored during governing body meetings and governors have a good understanding of the need to consider the resource implications of any new developments. They ensure that the budget is used effectively and evaluate their decisions well in order to monitor effectiveness and give the best value for money. The governing body has played an important role in making decisions related to the improvement and extension work to the school building.

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

**Grade 2:** Good features and no important shortcomings

115. The findings of the inspection team differ from the school's self-evaluation. The school judged this key question as Grade 1. On balance, however, the inspection team judged this key question as Grade 2 – recognising some minor shortcomings in the evaluation of standards by governors and curriculum leaders.
116. There is a well established system to involve the views of all staff in identifying the school's strengths and areas for development. This gives a very positive feeling of corporate involvement in the self-evaluation process. The views of parents are also sought on a regular basis to help inform the school's evaluation of its work. Increasingly the views of pupils are also being drawn out and are beginning to contribute to this process.
117. The head teacher and staff are committed to improving the attainment of pupils. They routinely analyse and evaluate pupil attainment in the National Curriculum subjects on a yearly basis, track individual pupil progress and identify trends over time. They use the results of such analysis to identify areas for development and improvement.
118. Governors have a firm understanding of the level of attainment of pupils in the core subjects. They know how their school compares with similar schools in the LEA and Wales. They also receive regular updates of developments in other areas of the curriculum, but they have a limited understanding of standards and achievement across the full range of subjects.
119. Routine reviews of the quality of teaching and learning, undertaken by the head teacher, help to deploy teaching staff as effectively as possible. This is having a positive impact on standards in areas such as bilingualism and literacy.
120. Curriculum leaders monitor developments in their subject areas and write reports based on their analysis of the pupils' work. They also contributed to the self-evaluation report drawn up as part of the inspection. Whilst these reports were informative, they often lacked the necessary first-hand evidence to support their judgements on standards of achievement.
121. The school development plan is a clearly structured document, which is based on the evidence of evaluation undertaken. It contains a manageable number of priorities and the governing body has ensured that the school's resources are utilised to support these. Success criteria, particularly for those priorities dealing with standards, sometimes lack the necessary precision to ensure that improvements can be accurately measured.
122. The self-evaluation report produced by the school prior to the inspection gives an open and honest analysis of its strengths and areas it seeks to improve.

With the exception of the judgement made in paragraph 115, the report was supported by a very good range of evidence.

123. The school has addressed the key issues highlighted in the previous Inspection Report. This represents good progress since the last inspection.

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

#### **Grade 1: Good with outstanding features**

124. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
125. Pupils are given outstanding support by experienced and well-qualified staff. There is a very supportive ethos within the team and teachers share their subject knowledge to good effect. Staffing levels are good, teachers are effectively deployed and learning support assistants provide very good support in every class.
126. The school secretary carries out routine administrative tasks efficiently. Lunchtime support staff contribute well to the orderliness and good behaviour seen on the playground and in the dining hall.
127. Learning resources generally meet the needs of all learners and the new library is well equipped and used extensively. The school has made every effort to ensure that there are adequate numbers of computers and suitable software in each class. Some of these are rather old but the appointment of a part-time technician has ensured that they are well maintained.
128. Accommodation is adequate for the current number on roll and very good use is made of all available space. Displays throughout the school are bright and colourful and enhance the learning environment. The school has planned effectively to fully capitalise on the imminent improvements to the school building. Good interim arrangements have also been made to ensure the safety and well being of pupils during the building project. The school does not have a designated playing field but arrangements are made to compensate by using local sports clubs' facilities. Lack of parking facilities for staff and visitors present the school with additional health and safety issues, but with considerable effort these are successfully addressed. Access for pupils with physical disabilities is good.
129. The head teacher and governors make very good decisions regarding funding and the budget is very well managed. Despite falling rolls over recent years the school has, through careful planning, generally managed to maintain staffing levels. Resources are reviewed regularly and curriculum co-ordinators play an important role in prioritising spending on books and equipment. The head teacher works extremely hard at securing additional funding through successful bids for grants. Good use is made of financial contributions from the PTA. Overall the school provides very good value for money.

## **School's response to the inspection**

The Governing Body and Staff of Clydach Junior School are very proud of the report resulting from the recent inspection. The inspectors found Clydach Junior to be a very good school with a number of outstanding features. The excellent grades received are a recognition of the commitment and consistent hard work of all concerned with the school.

Inspectors recognised that we have maintained high standards since our last inspection. We are pleased that the inspectors found the quality of teaching to be an outstanding feature. The skill and dedication of teachers and the significant contribution of our support staff are duly acknowledged. Inspectors also recognised the good progress, effort and behaviour of our pupils and confirmed that our curricular provision is very effective. It was particularly pleasing that bilingualism was found to be outstanding.

Most importantly the report confirms that we are achieving our aim to create a happy and caring environment and confirmed there is excellent provision for the care, support and guidance of our pupils.

We will strive to maintain our high standards. Staff and Governors will ensure the recommendations in the report are incorporated into our School Development Plan. The Governors' Annual Report to Parents will report on the progress we are making on the inspection recommendations.

## Appendix A

### Basic information about the school

Name of school	Clydach Junior School
School type	Junior
Age-range of pupils	7 – 11 years
Address of school	Twynybedw Road, Clydach, Swansea
Postcode	SA6 5ET
Telephone number	01792 843231

Head teacher	Mrs Rhian Thomas
Date of appointment	October, 1995
Chair of governors/ Appropriate authority	Mr Allen Jones
Registered inspector	Mr John Evans
Dates of inspection	22 <sup>nd</sup> to 23 <sup>rd</sup> November, 2005

## Appendix B

### 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					39	29	40	40	148

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	7.0	0.6	7.6

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	19:1
Pupil: adult (fte) ratio in nursery classes	N/A
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	24.6
Teacher (fte): class ratio	24:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of School
Autumn 2004	N/A	N/A	94.2
Spring 2005	N/A	N/A	92.9
Summer 2005	N/A	N/A	91.9

Percentage of pupils entitled to free school meals	26%
Number of pupils excluded during 12 months prior to inspection	4

## Appendix C

### National Curriculum Assessment Results End of Key Stage 2:

National Curriculum Assessment KS2 Results 2005				Number of pupils in Y6				45			
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0	2	0	0	2	0	18	41	36
		National	1	0	0	0	1	5	16	46	30
Mathematics	Teacher assessment	School	0	2	0	0	2	5	23	43	25
		National	0	1	1	0	0	3	15	43	36
Science	Teacher assessment	School	0	2	0	0	2	2	5	68	21
		National	0	0	0	0	0	1	11	50	37

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by Teacher Assessment		by Test	
In the school	58	In the school	N/A
In Wales	72	In Wales	72

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

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

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

W Pupils who are working towards level 1

## Appendix D

### **Evidence base of the inspection**

The inspection team consisted of three inspectors who were present for a total of five inspection days. During the period:

- Pre-inspection meetings were held with the head, teachers, parents and governors;
- 72 questionnaires were completed by parents and they were analysed thoroughly;
- school policies and documents were studied;
- discussions were held with the head and curriculum leaders;
- 13 teaching sessions or parts of sessions were observed;
- the inspectors talked with pupils about their work and listened to them reading;
- examples of pupils' work in each class were studied;
- attendance registers, pupils' records and teachers' planning files were studied;
- the inspectors observed acts of collective worship;
- post-inspection meetings were held with staff and the governing body.

## Appendix E

### Composition and responsibilities of the inspection team

<b>Team member</b>	<b>Responsibilities</b>
Mr J. Evans Registered Inspector	Context Summary and Recommendations Key Questions 1, 2 & 6
Mrs C. Roberson Lay Inspector	Key Question 4 Contributions to Key Questions 1 & 3
Mr R. Griffiths Team Inspector	Key Questions 3,5 and 7 Contributions to Key Questions 1,2 &4

The contractor was:

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### Acknowledgement

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