

**INSPECTION UNDER SECTION 10 OF THE
SCHOOL INSPECTIONS ACT 1996**

***CRAIGCEFNPARC PRIMARY SCHOOL
CRAIGCEFNPARC
CLYDACH
SWANSEA***

School Number: 670-2117

Date of Inspection: 1-3 April 2003

by

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Registered Inspector

Date: 22 May 2003

Under Estyn Contract Number: CT175/02P

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CURRICULUM NOMENCLATURE AND KEY STAGES

A new nomenclature to describe pupils' progress through school was introduced in 1989. This system of numbering year groups from the start of compulsory schooling to age 18 is intended to ease communication among schools, governing bodies, parents and LEAs and emphasise the importance of continuity.

The term "Reception" (R) is applied to the year group of pupils in a primary school (not a nursery class) who attain the age of 5 during the academic year. "Year 1" (Y1) is applied to the year group of pupils who attain the age of 6 during the academic year and so on to Y13, the year group who attain the age of 18 during the academic year:

	R	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Years	4-5	5-6	6-7	7-8	8-9	9-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18

Key Stage (KS) 1 of the National Curriculum consists of Y1 and Y2; KS2 of Y3 to Y6; KS3 of Y7 to Y9; KS4 of Y10 and Y11 (which is the final year of compulsory education).

GRADE DESCRIPTIONS

The five-point grading scale used to represent the main judgements in this report is as follows:

1. Very good: many good features, some of them outstanding.
2. Good: good features and no major shortcomings.
3. Satisfactory: good features outweigh some shortcomings.
4. Unsatisfactory: some satisfactory work but shortcomings in important areas.
5. Poor: many shortcomings.

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1. CONTEXT

The school and its priorities

Craigcefnparc Primary is a community school, catering for boys and girls aged from three to 11 years. The school was previously inspected in the summer term 1997. There are 64.5 full-time equivalent pupils on roll, including nine children of nursery age who attend part-time and nine children in reception who attend full-time. The school is organised in four mixed-age classes. The under-fives class operates in the mornings. The children in reception are taught with pupils in Year (Y) 1 and Y2 in the afternoon. There is one class in Key Stage (KS) 1 and two in KS2. The average class size is 16. There are four full-time teachers, including the headteacher, and one part-time teacher. A nursery nurse and three teaching assistants support this provision.

The school is situated above the Clydach Valley. The majority of the pupils come from nearby urban areas with a minority from the local rural area. There is a wide variety of housing, including owner-occupied and rented accommodation. The school states about half the pupils' families are neither economically prosperous nor disadvantaged. There are also similar proportions of advantaged and disadvantaged families. Eighteen per cent of pupils have access to free school meals. This is about average. There are a small number of pupils from ethnic minorities. No pupils come from homes where Welsh is the first language. English is the preferred language used.

The school receives pupils from the full range of abilities. Several children begin school with good levels of achievement. Subsequent assessments identify 17 per cent of the pupils to have special educational needs (SEN). This is about average. Two pupils have a statement of SEN.

The school's aims are published in the prospectus. Targets for attainment at the end of KS2 are set and the school development plan (SDP) for 2001/4 identifies the following areas for improvement:

- further improve standards in literacy, numeracy, science and information technology;
- introduce performance management;
- enhance staff development;
- improve financial management;
- further improve school ethos and pupils' motivation and respect;
- further improve school environment;
- further develop the role of parent as educator;
- develop a 'safe route to school';
- implement new SEN Code of Practice and improve SEN provision;
- strengthen the school's partnerships with the community, schools and other institutions.

The school holds the Basic Skills Quality Mark.

2. MAIN FINDINGS

The main findings of the report

This is a school with important strengths to build on. It has a strong partnership with parents and they are very appreciative of the headteacher's positive efforts to strengthen the community's involvement in the school.

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

Area of learning	Nursery	Reception
Language, literacy and communication skills	Satisfactory	Good
Personal and social development	Satisfactory	Good
Mathematical development	Good	Good
Knowledge and understanding of the world	Good	Good
Physical development	Satisfactory	Satisfactory
Creative development	Good	Good

- The standards of achievement in the different subjects of the National Curriculum (NC) in KS1 and KS2 are as follows:

Subject	KS1	KS2
English	Satisfactory	Satisfactory
Mathematics	Satisfactory	Satisfactory
Science	Satisfactory	Satisfactory
Welsh second language	Good	Good
Design and technology	Satisfactory	Good
Information technology	Satisfactory	Good
Geography	Satisfactory	Satisfactory
History	Satisfactory	Satisfactory
Art	Unsatisfactory	Satisfactory
Music	Satisfactory	Satisfactory
Physical education	Satisfactory	Satisfactory
Religious education	Satisfactory	Satisfactory

- The older pupils achieve good standards in English, mathematics and science by the end of Y6. There are also examples of very good achievement in information technology. The school has successfully raised standards in Welsh second language since the last inspection.
- In the 33 lessons or parts of lessons observed standards of achievement were judged to be good in 39 per cent, satisfactory in 52 per cent and unsatisfactory in nine per cent.
- In KS1 and early KS2, the overall rate of progress is generally satisfactory. Progress is often good in Y5 and Y6. However, taken overall, the progress of the more able pupils and slower learners, including those with SEN, is sometimes too slow. When working on individual programmes, pupils with SEN make good progress.
- Pupils learning English as an additional language make good progress and quickly learn to communicate with clarity and confidence.

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- The school's results in NC tests and assessments show a good improvement over time. In the 2002 KS1 NC assessments, 92 per cent of pupils attained at least the nationally expected level 2 in speaking and listening, reading, writing, mathematics and science. This is well above the most recent national figures and well above the average for similar schools¹.
 - In the 2002 KS2 NC tests, 82 per cent of pupils attained at least the nationally expected level 4 in English, mathematics and science. These results compare very well with the national picture and with the performance of similar schools.
 - The standards of achievement in the key skills of speaking, listening, reading, numeracy and information and communications technology (ICT) are good overall. The standards in writing are satisfactory overall.
 - Provision for pupils' spiritual, moral, social and cultural development is good. This is a strength of the school. The pupils' response to this provision is good.
 - The overall quality of pupils' behaviour around the school is good. The majority of pupils are keen to learn and demonstrate positive attitudes to learning. This is a significant improvement since the last inspection.
 - Attendance levels are satisfactory, having averaged 93 per cent during the previous year. This figure is higher than attendance levels at the last inspection. The frequent absence of a small number of pupils limits the overall level. Furthermore, attendance is below 90 per cent for children under five.
 - Registration procedures do not comply with the requirements of National Assembly for Wales circular 3/99 because registers are sometimes not completed at the start of the afternoon session.
 - The overall quality of teaching is satisfactory. It ranges between good and unsatisfactory. Strengths include the teaching of the under-fives and the older pupils in KS2. Overall, teachers have high expectations.
 - In the 33 lessons or parts of lessons observed teaching was good in 46 per cent, satisfactory in 36 per cent and unsatisfactory in 18 per cent.
 - Teachers generally use a limited range of teaching approaches and organisational strategies. The pace of some lessons is too slow. Lesson-planning seldom builds on evaluations of pupils' understanding with the result that subsequent lessons are not securely based on pupils' prior knowledge. This results in a lack of appropriate challenge in some work.
 - The accuracy and consistency of assessment, recording and reporting pupils' progress is satisfactory overall. The arrangements for assessing pupils' attainments through regular tests are good.
 - However, the tracking of pupils' progress is not consistently used to improve their performance, such as by setting individual or group targets and adjusting teaching and learning strategies.
 - In general, whole-class planning takes too little account of assessment information to help group pupils and match the work more closely to their capabilities.

¹ Schools having between 17 and 24 per cent of pupils entitled to free school meals.

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- There is a policy for marking but this is not consistently implemented and therefore pupils are not always given clear guidance on how to improve their work.
 - The quality of annual written reports to parents lacks consistency.
 - The overall quality of the curriculum is satisfactory. It is broad and there is a good emphasis on the *Cwricwlwm Cymreig* across the school.
 - The overall effectiveness of the curriculum is reduced where investigative and research skills are not fully developed such as in mathematics and science. The scope and depth of pupils' studies in other subjects is also limited where topics are not developed in sufficient detail and work is not well enough matched to pupils' differing abilities.
 - There is an imbalance in the time and emphasis given to subjects such as geography and history. This limits continuity and progression in learning.
 - The school successfully raises pupils' awareness of environmental issues and sustainable development. There is good provision to enhance the curriculum through educational visits and visitors to the school. The range of extra-curricular clubs is a positive feature.
 - There are good arrangements for pupils' personal and social education including appropriate attention to issues of citizenship. The school is socially inclusive with all pupils strongly encouraged to play a full part in school life.
 - The overall quality of support, guidance and the attention given to pupils' welfare is good.
 - The quality of provision for pupils with SEN is good overall. However, the organisation of withdrawal sessions sometimes results in pupils missing important teaching with the whole class.
 - The school has a good partnership with parents and organisations in the local community. Recent improvements in this aspect are having a positive impact.
 - The school has a satisfactory partnership with local companies, which gives pupils some opportunities to learn about the world of work.
 - While the SDP sets appropriate targets for improvement, the means of their achievement is not always clearly defined. The recently appointed headteacher has clear plans to prioritise and focus action, in order to maximise the impact of initiatives.
 - The school's evaluation of improvements since the previous inspection identifies many improvements in provision but monitoring and evaluation systems are not yet sufficiently rigorous in assuring the consistent impact of initiatives across the school.
 - The overall quality of leadership and efficiency is good. There is a renewed sense of educational direction. The governing body is well organised and fulfils its statutory obligations with one exception, namely publication of the full range of information required in its annual report to parents.
 - The overall provision of staff, accommodation and learning resources is good.
 - Since the previous inspection the school has made steady and discernible improvement in relation to the key issues raised, although some improvements have yet to impact sufficiently across the school.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards Achieved in Subjects and Areas of Learning

The standards of achievement are satisfactory overall.

- In the 33 lessons or parts of lessons observed standards of achievement were judged to be good in 39 per cent, satisfactory in 52 per cent and unsatisfactory in nine per cent.
- Children begin school with a range of achievements. A significant number have good levels of attainment. All the children make good progress overall in the nursery and reception class. However, this progress is not maintained when they are taught with the Y1/Y2 class.
- Children in nursery and reception achieve good standards in knowledge and understanding of the world and in the creative, and personal and social areas of development. They achieve satisfactory standards in their physical development.
- Children in reception achieve good standards in language, literacy and communication skills, and in mathematical development. Children of nursery age achieve satisfactory standards in these areas.
- In KS1 and early KS2, the overall rate of progress is generally satisfactory. Progress is often good in Y5 and Y6. The rate of work improves where teaching is rigorous and the learning is imaginative and lively.
- Taken overall, the progress of the more able pupils and slower learners, including those with SEN, is sometimes too slow. However, when working on individual programmes pupils with SEN make good progress.
- Pupils learning English as an additional language make good progress and quickly learn to communicate with clarity and confidence.
- In both key stages, standards of achievement are good in Welsh second language. Standards are satisfactory overall in English, mathematics, science, geography, history, music, physical education, and religious education.
- Standards of achievement are good in design and technology and information technology in KS2 and satisfactory in KS1. Standards of achievement in art are satisfactory in KS2 and unsatisfactory in KS1.
- The older pupils achieve good standards in English, mathematics and science by the end of Y6. There are also examples of very good achievement in information technology.
- Across both key stages, all pupils learn a great deal orally and through first-hand experience. However, too few opportunities for developing investigative research and enquiry skills together with the limited scope of some of the work undertaken, especially in the non-core foundation subjects, limits progress. As a consequence much of the written work does not fully reflect pupils' good capabilities.
- The school's results in NC tests and assessments show a good improvement over time. The results match or exceed the school's targets.
- In the 2002 KS1 NC assessments, 92 per cent of pupils attained at least the nationally expected level 2 in speaking and listening, reading, writing, mathematics and science.

This is well above the most recent national figures and well above the average for similar schools².

- In the 2002 KS2 NC tests, 82 per cent of pupils attained at least the nationally expected level 4 in English, mathematics and science. These results compare very well with the national picture and with the performance of similar schools.
- Although the school has not analysed its test results on the basis of gender it is well aware of the greater number of boys than girls. Inspection evidence indicates the boys and girls in Y5 and Y6 make similarly good progress.

3.2 Standards Achieved in Key Skills across the Curriculum

The standards of achievement in the key skills of speaking, listening, reading, numeracy and ICT are good overall. The standards in writing are satisfactory overall.

- Children under five make good progress in developing their early literacy, numeracy and ICT skills. They use oracy skills well, experiment with reading and writing, count and order objects, and use the mouse to control simulation and graphics programs effectively.
- Pupils listen attentively to their teachers, to other adults and sometimes to each other. They have good recall of stories and many first-hand experiences. Good listening skills enable most pupils to gain good levels of incidental knowledge.
- The majority of pupils speak confidently about their learning experiences. They ask and answer questions clearly but in some classes there are too few structured opportunities for pupils to build on their good speaking skills.
- Pupils vividly recount the characters and plot of novels they have enjoyed but in general they make too little use of reading skills to locate information.
- Pupils are taught the conventions of writing but most rarely research topics with sufficient independence and then structure their own detailed accounts. Furthermore, the overuse of writing frames and phonic worksheets limits the quality of pupils' written responses.
- Numeracy skills are sometimes used well to organise data in science and geography, for example. The older pupils make good use of numeracy in design and technology.
- Pupils generally show good levels of confidence and competence in using a range of ICT applications. The younger pupils skilfully operate a graphics program and both enter and manipulate text. The older pupils operate CD-ROM, access selected Internet sites and use control, modelling and data-handling packages to good effect.

4. ETHOS OF THE SCHOOL

4.1 Pupils' Spiritual, Moral, Social and Cultural Development

Provision for pupils' spiritual, moral, social and cultural development is good.

- The school successfully promotes a warm, friendly, caring, family atmosphere. There is a strong community spirit and the quality of relationships is good.

² Schools having between 17 and 24 per cent of pupils entitled to free school meals.

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- Daily assemblies, that incorporate appropriate opportunities for reflection, effectively celebrate pupils' success and impart information. The themes successfully reinforce moral values, invite reflection, and promote social awareness, and develop pupils' self-knowledge. The arrangements meet statutory requirements.
 - The celebration of Welsh language and culture are important features of assemblies. Visiting speakers enhance these joyous and thoughtful occasions. Pupils listen to and make music; they sing hymns and songs well and respond sensitively through prayer. Collective worship makes a positive contribution to school life.
 - Pupils are effectively encouraged to be honest and truthful and they display a good sense of right and wrong. This is apparent in informal contacts around the school and in lessons in personal and social education and religious education.
 - The caring ethos of the school positively encourages respect for self, others and the environment. The school actively promotes positive values and attitudes. Pupils display a strong awareness of the needs of others and enjoy participating in fund-raising activities for several local and national charities.
 - Staff provide good role models and pupils are strongly encouraged to be thoughtful and considerate towards others. They show appropriate respect and courtesy towards adults and each other. The older pupils take appropriate responsibilities that contribute well to school life.
 - The school celebrates pupils' personal and academic achievements through the 'Reach for the Stars' merit award system. Awards are prominently displayed in the school hall. The School Council builds on good relationships. Members of the Council share ideas and exercise responsibility with maturity.
 - Pupils learn to appreciate their own culture and the cultural traditions of others. The curriculum successfully reflects the language, culture and heritage of Wales. Good opportunities to learn about other faiths and cultures are provided in religious education, history, geography, art and music. A good range of visits and visitors make a significant contribution to the cultural development of the pupils.
 - A good range of extra-curricular activities successfully enhances pupils' social development. Older pupils make residential visits that help to promote greater independence and co-operation.
 - The school has a clear equal opportunities policy that promotes racial equality through its commitment towards promoting the self-esteem of all pupils.
 - The school successfully promotes pupils' spiritual, moral, social and cultural development. Their response to this provision is good.

4.2 Behaviour and Attitudes

The overall quality of pupils' behaviour around the school is good. The majority of pupils are keen to learn and demonstrate positive attitudes to learning. This represents a significant improvement since the last inspection.

- Pupils behave well in and around the school. This has a positive impact on the quality of life in the school. Pupils have good relationships with each other and with all members of staff. They are friendly, courteous and self-confident when talking to adults.

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- Although pupils have positive attitudes to learning and show keen initial interest in most lessons, the pace of work does not always enable them to sustain concentration and develop a sufficient degree of self-reliance. Taken overall, pupils' behaviour and attitudes have a positive influence on the standards achieved.
 - The school has effective strategies for managing challenging behaviour and preventing bullying and racism. Suitable records of disciplinary matters are kept and parents are properly informed if their child misbehaves.
 - Good work and behaviour are strongly promoted through a merit system. Staff reward pupils with points for hard work, good behaviour and attitudes and acts of citizenship including helpfulness. Awards are recorded on a 'staircase' and accumulated to qualify for small prizes.
 - The weekly 'golden' assembly successfully celebrates personal achievements with the award of certificates. Teachers nominate one pupil from each year group whose names are placed on the 'gold leaf tree of achievement'. Both pupils and their parents value these schemes.
 - Older pupils take on appropriate responsibilities such as helping in assemblies and with supervision. A peer support group of several trained pupils provides guidance for pupils at breaktimes through a 'friendship stop' in the playground. This promotes a strong sense of inclusion.
 - Two pupils from each year group are elected as representatives on the school council that meets regularly. Pupils discuss relevant matters, such as fund-raising and improvements such as the new merit system. Their ideas are referred to the headteacher and governors for consideration.
 - There have been no exclusions in the past 12 months.

4.3 Attendance

Attendance levels are satisfactory, having averaged 93 per cent during the previous year and over the current term to date. This figure is higher than attendance levels at the last inspection.

- Over the past year and currently, there has been little unauthorised absence. This is mainly because the school operates good procedures for quickly following up any unexplained absence with parents.
- The attendance of children of non-statutory school age in the nursery and reception class is consistently below 90 per cent.
- The Education Welfare Officer gives good support in monitoring attendance and visits the school weekly.
- The school encourages good attendance by rewarding pupils with certificates presented at an annual ceremony.
- Pupils' punctuality at the start of the school day is generally good. However, a few pupils arrive late and this disrupts the start of lessons.
- The school's registration procedures do not comply with the requirements of National Assembly for Wales circular 3/99 because the register sheets are sometimes not completed at the start of the afternoon session.

5. QUALITY OF EDUCATION

5.1 Teaching

The overall quality of teaching is satisfactory. Strengths include the teaching of the under-fives and the older pupils in KS2.

- In the 33 lessons or parts of lessons observed teaching was good in 46 per cent, satisfactory in 36 per cent and unsatisfactory in 18 per cent.
- Taken overall, teachers have a satisfactory knowledge and understanding of the subjects they teach. There are strengths in the under-fives curriculum, in Welsh second language, ICT and SEN. Some teachers lack sufficient confidence in setting problem-solving and research activities across subjects to promote self-reliance in learning.
- The teaching of the under-fives class is well focused relevant and lively. The nursery nurse makes a positive contribution to this teaching. There is good emphasis on developing children's oral skills.
- In KS2, there is good consistency in teaching for pupils in Y5 and Y6. Learning is presented in an imaginative context, there is a good level of pupil involvement and explanations are clear.
- Lesson-planning is based on good quality schemes of work that provide progression and continuity. However, the content is not always fully developed and topics are often not fully exploited.
- Teachers generally use a limited range of teaching approaches and organisational strategies. They effectively teach the whole class, use clear explanations and questioning well but seldom adapt and focus their teaching, during group work for instance, to match pupils' differing learning needs.
- All staff have high expectations of pupils' discipline and achievement. However, the slow pace of some lessons, together with the limited scope of the work set, limits pupils' achievements, especially in written tasks.
- Teachers' evaluations and records seldom clearly identify strengths and weaknesses in pupils' knowledge and understanding. As a consequence, subsequent lessons or group tasks are not securely based on pupils' prior knowledge. This results in a lack of appropriate challenge in some of the work.

5.2 Assessment, Recording and Reporting

The accuracy and consistency of assessment, recording and reporting pupils' progress is satisfactory overall.

- The arrangements for assessing pupils' attainments through regular tests are good.
- Good use is made of the information gained from a baseline assessment to plan appropriate learning activities for the children under five.
- In both key stages, a wide range of standardised tests and teacher assessments are used to record pupils' achievements and progress. These are used well to project levels in NC tests in KS2.

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- The school's assessment policy provides clear guidelines for recording pupils' progress. However, the tracking of pupils' progress is not consistently used to improve their performance, such as by setting individual or group targets and adjusting teaching and learning strategies.
 - In general, the framework for teachers' weekly plans is only used for whole-class planning and is not used to help group pupils and match the work more closely to their capabilities.
 - The pupils are becoming involved in setting their own targets in order to improve the standard of their work. A whole-school system of 'step ups' is monitored by the headteacher and deputy headteacher.
 - A record of achievement file is kept for each pupil. This provides an appropriate picture of progress and achievement over time. Separate pupils' portfolios contain some samples of work, assessed and levelled against NC criteria, but such practice is not consistent.
 - Collections of pupils' work and photographic evidence are compiled in most subjects. These collections are not assessed and annotated and at present their value is limited. They do not sufficiently inform staff about the breadth and balance of study in each subject nor do they exemplify NC levels of attainment.
 - There is a policy for marking but this is not consistently implemented and therefore pupils are not always given clear guidance on how to improve their work. In the best practice agreed targets are set for future work. There is regular and constructive marking of pupils' tasks with supportive feedback to them, which is linked to the previous marking.
 - The quality of the annual written report to parents is inconsistent. At their best they give a clear picture of pupils' progress by indicating what pupils can and cannot do in relation to the programmes of study in the NC, and give detailed targets for future progress. In other cases, there is a tendency to report more on pupils' attitudes than on their achievements and sometimes the targets for improvement given are too vague.

5.3 Curriculum

The overall quality of the curriculum is satisfactory.

- The curriculum for the under-fives appropriately promotes the Desirable Outcomes. A broad range of relevant and interesting learning experiences is provided during morning sessions in the nursery and reception class.
- The provision for children in reception, when they are taught with pupils in Y1 and Y2 in the afternoons is less effective. The planning is not securely linked to the six areas of learning and doesn't provide fully for the children's learning needs.
- In both key stages, the curriculum is broad. There are well considered policies and schemes of work for all subjects of the NC and religious education. This framework provides a good basis for planning lessons and provides clear progression.
- The arrangements for planning for the development of key skills are developing well. For instance, some schemes and lesson plans clearly identify opportunities to promote the use of key skills.
- There is good emphasis on the *Cwricwlwm Cymreig* across the school.

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- The overall effectiveness of the curriculum is reduced where investigative and research skills are not fully developed such as in mathematics and science. The scope and depth of pupils' studies is limited where topics are not developed in sufficient detail.
 - There is an imbalance in the time and emphasis given to subjects such as geography and history. This limits continuity and progression in learning. Furthermore, there is only limited evidence in pupils' previous work, in some classes to show topics have been adequately covered.
 - The school has a handwriting policy, but there is no agreed policy for the presentation of pupils' work. In some cases pupils are given clear guidance on how to present and organise their work, but in others the presentation lacks care and is untidy.
 - Where homework is regularly set, this has a positive impact on the standards achieved.
 - There are good arrangements for pupils' personal and social education including appropriate attention to issues of citizenship. The school is socially inclusive with all pupils strongly encouraged to play a full part in school life.
 - The school effectively raises pupils' awareness of environmental issues and sustainable development.
 - There is good provision to enhance the curriculum through educational visits and visitors to the school. This provision includes a residential opportunity for older pupils and a good range of extra-curricular club activities, including some opportunities for competitive sport.
 - In general, the school successfully promotes equality of access and opportunity to the curriculum provided but sometimes the needs of pupils of differing abilities are not adequately catered for and their work doesn't always fully reflect their capabilities.
 - There are no pupils for whom the NC is modified.

5.4 Support, Guidance and Pupils' Welfare

The overall quality of support, guidance and the attention given to pupils' welfare is good.

- The staff know pupils well and are responsive and sensitive to their needs. There is good attention to pupils' welfare. Safety is a high priority and a 'walking bus' with trained escorts has been established, for example.
- The school community regularly celebrates pupils' personal and academic achievements. This successfully raises pupils' self-esteem. All pupils are treated equally and included fully in the life of the school.
- Educational guidance through marking and feedback to pupils lacks consistency. However, pupils are now being encouraged to take greater responsibility for their learning by setting their own individual learning targets.
- The arrangements to ensure child protection are good. Staff are aware of their obligations and there are positive links with outside agencies.
- There are effective procedures for dealing with challenging behaviour, including bullying. Appropriate policies are in place for health and safety, equal opportunities and racial equality.

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- There are appropriate arrangements for personal and social education, which cover such issues as relationships, self-awareness, reflection and meditation.
 - There are effective arrangements for dealing with accidents and providing first aid. Two members of staff are qualified first-aiders and the other members of staff are to attend training shortly. Fire drills, risk assessment and equipment checks are carried out regularly.
 - A small number of health and safety issues were drawn to the school's attention and received a positive response. The school continues to press the local authority regarding issues of safety in the playground and immediately outside the main school gate.

5.5 Provision for Pupils with SEN

The quality of provision for pupils with SEN is good overall.

- The school takes appropriate action to identify, support and monitor the progress of pupils with SEN. The arrangements are in line with the requirements of the SEN Code of Practice.
- There are nine pupils identified at the school action stage and two pupils with a statement of SEN. This represents 17 per cent of the school population.
- The recently appointed headteacher is the SEN co-ordinator. Pupils' individual education plans have been reviewed and updated. These contain appropriate targets and both pupils and parents are fully involved in reviewing and supporting progress.
- Pupils with SEN are regularly withdrawn from class lessons. They follow carefully targeted programs to promote self-confidence and esteem, and to enhance the development of literacy skills. Pupils often make good progress during withdrawal sessions. They benefit from the good adult to pupil ratio.
- On their return to the full class pupils' progress is slower. In some cases, pupils have missed important teaching and lesson planning rarely takes sufficient account of the pupils' particular learning needs.

5.6 Partnership with Parents and Community, Schools and Other Institutions

The school has a good partnership with parents and organisations in the local community.

- About one third of parents completed the pre-inspection questionnaire, and a very large majority of their responses expressed support for the school. These views were confirmed by further brief discussions with parents during the inspection.
- Most of the information provided to parents through useful handbooks, the school prospectus, regular newsletters, reports and meetings is of satisfactory quality. The prospectus complies with statutory requirements.
- However, the governors' annual report to parents does not contain all the information statutorily required. Most parents have responded positively to the home/school agreement.
- An active Parent Teacher Association organises events that raise significant funds to help the school. Recent donations have paid for improvements to the schoolyard, books and a digital camera.

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- A few parents regularly help in school by supporting pupils' reading for example. Several others have trained in safety procedures to assist pupils' transport to school. Parents have also helped in the renovation of the outdoor classroom and with improvements to the school's environment, such as the sensory garden.
 - There is a good relationship with the nearby Church in Wales's church. The Vicar leads assemblies twice termly and regularly contributes to the curriculum. Pupils attend the local chapel for festival services and a Christmas concert. They also entertain local retired people.
 - There are good links with local authority agencies and medical services. The community nurse visits the school regularly to monitor pupils' general health and contributes to the sex education programme. The community policeman talks to pupils about matters concerning their personal safety and they attend the Crucial Crew courses organised by the police to raise pupils' awareness of crime and their responsibilities to the community.
 - There are good links with two nearby comprehensive schools. Pupils in Y6 attend 'taster' days, sporting and social events. Teachers exchange visits and curricular information to ensure that the subsequent transfer of pupils to the secondary schools is as smooth as possible. Curricular links include 'bridging' projects where work in the primary school is further developed in the comprehensive school.
 - Students come to the school as part of their work experience. There are also beneficial links with Swansea Institute, whose students come to the school as part of their initial teacher training.

5.7 Partnership with Industry

The school has a satisfactory partnership with local companies, which gives pupils some opportunities to learn about the world of work.

- The school's policy and strategies for promoting its partnership with industry have a satisfactory impact on the quality of curricular provision.
- About 25 nearby shops and businesses support the school through the donation of money and/or materials. These include financial help and sponsorship of the purchase of sports equipment and kit.
- Pupils have made some useful visits to local shops, agencies and companies in support of the curriculum. These include a local superstore, a post office and restaurants.
- People from local companies and agencies come to the school to talk to pupils about their jobs as part of the 'people who help us' programme. Recent visitors have included a postman, the district nurse, a nutritionist, the school caretaker and a chef.
- Two teachers have recently attended a course run by a nearby metal refining company and pupils have visited this site. Both these activities have supported the science curriculum effectively.
- The school has yet to develop education-business links with organisations such as ELWa.

6. MANAGEMENT

6.1 Quality of Self-Evaluation and Planning for Improvement

The quality of self-evaluation and planning for improvement is satisfactory.

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- The school has appropriate procedures to evaluate pupils' attainment. The recently appointed headteacher regularly monitors teachers' planning and subject co-ordinators have undertaken some monitoring and evaluation. The school's informal systems accurately identify strengths and shortcomings in provision.
 - The SDP sets a wide-ranging agenda for improvements over a three-year period. The areas identified are wholly appropriate to the school's needs.
 - While the SDP sets appropriate targets for improvement the means of their achievement is not always clearly defined. The headteacher has clear plans to prioritise and focus action, in order to maximise the impact of initiatives.
 - The school's evaluation of improvements since the previous inspection identifies many improvements in provision but monitoring and evaluation systems are not yet sufficiently rigorous in assuring the consistent impact of initiatives across the school.

6.2 Leadership and Efficiency

The overall quality of leadership and efficiency is good.

- The recently appointed headteacher has made a significant impact in strengthening the school's partnership with parents and the community. She is strongly supported by the governing body who are well informed about the school and its work.
- Leadership is beginning to ensure a clear sense of educational direction with positive plans being formulated to promote the arts, develop greater consistency in teaching and learning, and improve provision for the under-fives.
- The school has well defined aims and values. These are evident in its positive ethos that reflects a high regard for the pupils' contributions to school life. There is a positive commitment to promoting equality of opportunity.
- Teachers are steadily developing their contribution to educational leadership, such as by reviewing provision, in their roles as subject co-ordinators.
- The governing body is well organised and fulfils nearly all of its statutory obligations well. The linking of individual governors to aspects of the school's work is a positive feature and promotes an informed dialogue with the school.
- In general, staff and learning resources are effectively deployed. However, the use of support staff is inefficient where they are not fully involved in the lesson. There is also a lack of rigour in the allocation of time to subjects and the use of lesson time. This is reflected in the limited extent of pupils' productivity and effort in some lessons.
- The school budget is well planned. Income and expenditure are systematically monitored and the pattern of expenditure matches the school's educational priorities well.
- There is good attention to best value in making purchases and agreeing service level contracts. Although expenditure priorities are carefully planned there is limited evidence of clear procedures to evaluate the impact of major spending, such as the recently enhanced level of staffing.
- Day-to-day administration and organisation are effective. The part-time secretary provides effective support to the staff.

6.3 Staffing, Accommodation and Learning Resources

The overall provision of staff, accommodation and learning resources is good.

- There are sufficient appropriately qualified and experienced teachers to meet the needs of the NC and for the ages of pupils taught. Staff are suitably deployed and occasional opportunities are taken to share expertise, such as by exchanging classes for particular lessons.
- Teachers' job descriptions are to be reviewed shortly. The teachers undertake duties as subject co-ordinators and are developing the role. Most have undertaken relevant training in the subjects they lead and maintain a co-ordinators' file.
- There is a clear policy for performance management and the arrangements for teachers' continuing professional development are satisfactory.
- There is an appropriate handbook for staff and for student teachers to inform them of school routines.
- The school receives good support from the two visiting teachers and three learning support assistants. The nursery nurse makes a particularly valuable contribution to learning in the class for the 'under-fives'.
- The part-time school clerk efficiently undertakes a range of administrative duties and the caretaker, canteen and lunchtime staff all contribute well to the smooth running of the school.
- The school was recently improved and extended by providing an extension to the junior building. The accommodation is enhanced by the colourful displays of pupils' work and the hall was decorated recently by volunteers.
- The school is developing a 'Garden of Learning' which provides a stimulating learning environment. Attractive murals and playground markings for games provide a helpful focus for pupils' outside play.
- The size of the hall and the reduced size of the playground, for safety reasons, limit the range of activities undertaken in physical education. Furthermore, the lack of daily access to a designated outdoor learning area for children under five limits aspects of their physical development.
- Learning resources are good for most areas of the curriculum. Computers are used well to enhance learning across the curriculum.
- Pupils' experiences are enhanced through educational visits and visitors to the school who make a significant contribution to the quality of pupils' learning.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

Provision for the under-fives

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

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- Children in nursery and reception achieve good standards in knowledge and understanding of the world and in the creative, and personal and social areas of development. They achieve satisfactory standards in their physical development.
 - Children in reception achieve good standards in language, literacy and communication skills, and in mathematical development. Children of nursery age achieve satisfactory standards in these areas.
 - Nine children of nursery age attend the nursery/reception class in the mornings.
 - Nine children of reception age attend full-time. In the mornings they are taught alongside the nursery children and in the afternoon they join pupils in the Y1/Y2 class.
 - Progress is good in morning sessions. However, the progress of reception children slows when they are taught in the Y1/Y2 class. This is because their learning needs are not fully met.
 - The foundations of good behaviour, positive attitudes and good relationships are developed well in the nursery/reception class.
 - The level of children's attendance is consistently below 90 per cent.
 - The teaching of the under-fives class is well focused relevant and lively. The nursery nurse makes a positive contribution to this teaching. There is good emphasis on developing children's oracy skills.
 - Good use is made of the information gained from a baseline assessment to plan appropriate learning activities for the children under five.
 - A broad range of relevant and interesting learning experiences is provided during morning sessions in the nursery and reception class. Pupils with SEN are well supported.
 - A good partnership is fostered with parents through informal daily contacts.

Good features

Part-time nursery children

- Children make good progress in their **personal and social development**. Most have settled happily in school and relate well to adults. Most take part in role-play and are beginning to show imagination and enthusiasm.
- They respond positively to a variety of different sounds played on a tape and they listen with interest to other children when they describe their feelings.
- Most children make satisfactory progress in **early language, literacy and communication skills**. They listen attentively and enjoy a range of stimulating activities in which they experience challenge and opportunity. Whilst making cakes, they take turns to stir the mixture and talk confidently about their experiences and observations.
- They enthusiastically use emergent reading and writing in the role-play and writing areas.
- Children's **mathematical skills** are developing satisfactorily. They count to nine and sort objects into groups according to colour. They are beginning to understand the language of size.
- Children make good progress in their **knowledge and understanding of the world**. They know that a recipe book tells them how to make a cake, talk about animals and develop confidence in using the listening station and the computer.
- Children's **physical development** is satisfactory. They use construction toys with increasing confidence and enjoy regular opportunities to play on large apparatus.
- They make good progress in their **creative development**. They successfully glue and paste black and white material to make a collage. Their threading skills are developing well and they handle tools and malleable materials safely. They enjoy making choices whilst mixing water and paint.

Full-time reception age children

- Children maintain good progress in their **personal and social development**. Most treat one another and their environment with care and concern. For example, making bird cake and looking after Barnaby the Owl. The children are developing the ability to keep on task and to work more independently.
- Children make good progress in their **language, literacy and communication skills**. They recognise familiar words and have a good knowledge of letters and sounds. They handle books well, enjoy pictures and words and confidently discuss a story and talk about their own experiences. The children copy and continue with more complex writing patterns and write their own name neatly. Most copy a sentence with appropriate spacing.
- The use of incidental Welsh is a strong feature. The children respond to simple commands in Welsh and join in enthusiastically with Welsh action songs and rhymes.
- Children make good progress in their **mathematical development**. They say the numbers up to ten and back again. They understand the concepts of buying, selling and giving change. They recognise 1p, 2p and 5p coins and count 1p less than, with amounts up to 10p.
- Children's **knowledge and understanding of the world** is progressing well. They investigate how sound varies with distance from the source and record their findings with appropriate drawings.

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- They talk about past events, with interest when observing old toys and household artefacts, and enthusiastically recall their visit to a museum. They plant and learn to care for spring flowers, successfully create pictures using an art package and plan a route for a robotic toy.
 - Children make satisfactory progress in their **physical development**. They push, pull and pedal using large equipment and understand positional language.
 - They make good progress in **creative development**. They successfully create three-dimensional models from recycled materials and new clay. They confidently explore materials that they use and practise cutting, sticking and decorating. They successfully make teddies with moving joints, for example.
 - The children participate well in musical activities and keep a steady beat.

Shortcomings

- A few nursery age children lack confidence and are slow to talk about their experiences.
- Children in reception seldom engage in a sufficient range of interesting, practical and challenging learning tasks during afternoon sessions to enable them to maintain the good progress achieved in morning lessons.
- Progress in some aspects of physical development is limited by the lack of daily access to a designated area for structured large-scale movement activities.

English

The standards of achievement in English are satisfactory overall in both key stages. In Y5 and Y6 pupils achieve good standards. This reflects the school's good performance in NC tests.

Good features

- In KS1, the more able pupils speak confidently and listen well.
- Across KS2, pupils extend their speaking and listening skills well. The most able use an extended vocabulary. The majority ask and answer questions clearly and the older pupils use oracy skills well to convey the life of servants in Victorian times, for example.
- Pupils make good progress in reading throughout the school. In Y1 and Y2, pupils are taught phonics and benefit from reading a range of structured books with their teachers and carers.
- Many confidently use picture and contextual cues to predict what will happen next when reading a 'big book' with their teacher and they enthusiastically recall favourite stories. The more able know the role of an author and give examples of authors they like.
- In KS2, pupils enthusiastically recount the plot and characters from books they have read and reviewed with the class. The younger pupils use phonic and contextual cues with increasing confidence to establish meaning.
- The older pupils are beginning to identify the different styles and techniques used by authors and to infer meaning from the text. They have a good knowledge of library skills and know how to locate information.

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- In KS1, pupils use their understanding of phonics to improve their spelling and to develop an appropriate knowledge of spelling patterns. They learn to write in suitably structured and punctuated sentences and begin to identify nouns and adjectives.
 - The more able pupils sometimes write detailed accounts of events such as a school visit to a museum.
 - In Y3 and Y4, pupils develop the structure of their writing with the aid of story planners. They use a range of connectives, identify plurals, synonyms and homophones and write informed reviews of 'George's Marvellous Medicine,' for example.
 - They learn spelling patterns, identify nouns, adjectives and use the context of a text to select appropriate words or phrases to complete the passage.
 - In Y5 and Y6, pupils write well-structured pieces for a range of audiences and purposes. They use a variety of language to good effect, structure their writing logically, organise their thoughts in paragraphs and use punctuation appropriately in re-drafted work such as their letters to King Henry VIII.
 - Pupils have a good knowledge of writing styles and successfully evaluate and identify persuasive language. They achieve well in writing when the purpose is relevant and interesting, for instance when making a case to open a children's home in Victorian times.
 - When working on individual reading and writing tasks, pupils with SEN make good progress.
 - Pupils learning English as an additional language make good progress and quickly learn to communicate with clarity and confidence.

Shortcomings

- In KS1, pupils seldom further extend their oracy skills through structured role-play and opportunities to share ideas or opinions with the class.
- In KS1 and lower KS2, pupils use a limited range of subject specific language when discussing or evaluating texts.
- In most classes pupils rarely write at length for different purposes, they make too little use of drafting and re-drafting and seldom build on peer review to improve the quality of their writing.
- Across the school, pupils seldom skim and scan texts to locate information and rarely make notes in order to structure their own accounts or present a point of view.

Mathematics

The standards of achievement in mathematics are satisfactory overall in both key stages. Standards are good by the end of KS2. This reflects the good standards attained in the NC tests.

Good features

- In Y1, pupils know by heart all the pairs of numbers that make 10. They know coins to 20p and notes to £10. They recognise the hour and the half-hour on a clock-face and use everyday language appropriately to describe the features of geometric shapes.

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- Pupils in Y2 know addition facts to at least 20. They confidently say what is 10 more than any number to 100 and they know by heart the doubles of numbers from one to 10. Pupils recognise the hour, half-hour, and quarter to, and quarter past on an analogue and digital clock-face.
 - In Y3, pupils identify the vertical and horizontal axis and they identify position by co-ordinates with increasing accuracy. They make a table from a tally chart and satisfactorily explain what a bar chart and a pictogram represent. In Y4, pupils confidently plot and record co-ordinates, read the time to five minutes and solve problems using the calendar.
 - In Y3 and Y4, pupils confidently use a written method, where there is no need for carrying to the 10s column, in order to add or subtract three-digit numbers. The more able pupils use a method with carrying. They work out the remainder when dividing a two-digit number by two, three, four or five and accurately choose to add, take away, multiply or divide to solve number problems.
 - In Y5 and Y6, pupils know area is measured in square centimetres and confidently apply the formula 'length times breadth' to calculate the area of a rectangle. They explain the value of each digit in a five-digit number and write in figures numbers like fifty-six thousand and nine.
 - Pupils recognise the percentage sign, make appropriate calculations and have a satisfactory understanding of the relationship between fractions and percentages. They successfully add and subtract decimals up to two decimal places, explain their method clearly and check their answers by approximating.
 - In Y6, pupils successfully calculate the area of a shape that can be split into rectangles and the area of a right-angled triangle. They explain the value of each digit in a number with seven or more digits. They confidently use written methods to multiply two and three-digit numbers and to divide a three-digit number by a two-digit number. They check their answers by approximating.
 - In Y5 and Y6, pupils record data in a bar or line graph and accurately interpret information from such graphs. They calculate the mean of a set of data, for example. Pupils name and describe the properties of a range of shapes, identify lines of symmetry and have a developing understanding of reflective symmetry.
 - The more able pupils use their mental skills well to simplify fractions and percentages and begin to understand and use the probability scale. They identify and use the appropriate operations, including combinations of operations, to solve written mathematical problems involving numbers and quantities. They explain their methods and reasoning well and use a variety of mathematical terms confidently.

Shortcomings

- In KS1, pupils do not undertake enough sufficiently challenging mathematical investigations and use only a limited range of mathematical terms.
- In lower KS2, pupils rarely 'think' mathematically, in order to find different methods of calculation to solve number problems mentally, nor do they explain their strategies.
- The accuracy of pupils' calculations is impaired where data needs to be recorded accurately. The careless presentation of work has an adverse effect on pupils' accuracy in calculations where place value is involved.

Science

The standards achieved in science are satisfactory overall in both key stages. By the end of KS2, pupils achieve well in knowledge of the subject.

Good features

- Pupils in KS1 confidently name a range of materials and begin to identify their characteristics. They distinguish between metal and plastic, describe the characteristics of materials used for clothing, and accurately label a drawing of their house to show the materials used. The more able pupils know that materials are chosen for specific purposes on the basis of their properties.
- Pupils name a variety of light sources and know that shiny objects need a light source if they are to shine. They know that pushes and pulls are forces that can make things move or change direction.
- Most pupils understand that sounds get louder the nearer you are to a sound source. They follow a simple investigation and most understand the need for a fair test. Pupils in Y2 appropriately record their findings in a table.
- Pupils in Y3 and Y4 identify solids and liquids and know that the same material can exist as both solid and liquid. They know that some solids do not dissolve and that filtering can separate a mixture.
- Pupils make careful measurements of temperature, record their results clearly and find out which materials are effective thermal insulators. They measure forces using a force meter, know friction is caused between two surfaces and observe the effect of different surfaces on the movement of a model car.
- In Y5 and Y6, pupils know how to make a simple electrical circuit incorporating a switch. They draw circuit diagrams using correct symbols and have a clear knowledge of conductors and insulators.
- Pupils use a good range of scientific terms accurately. They have a good knowledge of liquids, solids and gases and processes such as evaporation. They understand the concept of a fair test, and make informed predictions when undertaking investigations, such as testing the effect of air pressure on a parachute.
- They group plants and animals, know that the movement of the earth around the sun causes night and day and that the moon takes approximately 28 days to orbit the Earth.

Shortcomings

- Pupils in KS1 do not progressively develop the skills of planning, investigation and prediction. They undertake a narrow range of work.
- During investigations in KS2, pupils rarely make sufficient use of first-hand experience and prior knowledge to set up their own fair test, test hypotheses and suggest suitable methods of recording information.
- Pupils' ability to describe how they carried out a task and explain why an event happened is underdeveloped. They complete too many worksheets that do not guide them sufficiently in this aspect.

Welsh second language

The standards achieved in Welsh as a second language are good in both key stages.

Good features

- Pupils demonstrate positive attitudes to learning Welsh. They have very good opportunities to use the language incidentally during the day in all classes.
- When teachers speak Welsh they provide good role models of the language. Pupils listen well, both to their teachers and to each other.
- In Y1, pupils know the names of items of clothing and food and they ask and answer simple questions clearly. They understand and use vocabulary about their feelings well.
- In Y2, pupils use simple Welsh dictionaries to help them write sentences, which they contribute to a class book.
- When reading ‘big books’, such as ‘*Dwi’n hapus*’ with the class, pupils in both year groups use good pronunciation and intonation.
- Pupils in Y3 and Y4 confidently ask and answer questions using previously learnt sentence patterns. They ask and answer questions in the present and past tense and are able to follow a story in Welsh. They confidently use vocabulary about ‘illnesses’ and ‘the weather’ and produce class books in their second language describing ‘famous people’.
- In Y5 and Y6, pupils are comfortable with the language. They are able to understand a wide range of sentences in Welsh, often giving spontaneous answers when discussing famous sportsmen and women. They confidently use the affirmative and the negative, and the present, past and future tenses.
- Pupils read with good pronunciation and expression, from books that are appropriate for their age and ability, and they write their own songs in Welsh.

Shortcomings

- There are no major shortcomings in the subject.

Design and technology

One lesson was observed in KS2. The scrutiny of teachers’ planning and a portfolio of pupils’ past work show standards are satisfactory at KS1 and good in KS2.

Good features

- In KS1, pupils make hand puppets. They make labelled drawings of the puppets and are able to use basic sewing techniques appropriately. They talk about their finished puppet in relation to how well it works and how well it fulfils the design criteria.
- In KS2, the younger pupils design and make money containers. They understand that joining needs to be secure and strong, and use simple decorative techniques well. They produce drawings with labels to show what they intend to make and clearly evaluate their product against their specification.
- They compare photograph frames by talking about their features and successfully design, make and evaluate a frame as a gift for a relative or friend. The pupils work well co-operatively to design and make games with magnets, which they demonstrate with enthusiasm.
- The older pupils design slippers. They evaluate slippers and identify the different materials used. They understand that a pattern or template must be used to make a pair of

slippers the same size. They make a pattern on grid paper and include suitable allowances for the seams.

- Pupils work co-operatively to design and make an Islamic prayer mat and use fabric paint effectively.
- In previous work, pupils have designed, made, tested and evaluated shelters. They identify which parts support and strengthen simple structures and successfully reinforce a basic square framework by adding diagonals and triangles. They attach textiles to this frame and add a circuit, incorporating a light and a switch to their model.
- The pupils constructively evaluate their own and other pupils' shelters to identify what is and what is not working as the construction progresses.

Shortcomings

- In KS1, pupils use a small range of materials and their oral and written evaluations are limited.
- In KS1 and lower KS2, pupils do not progressively develop a sufficient range of making and investigating skills through using a wide variety of materials and a range of tools.

Information technology

The standards achieved in information technology are satisfactory in KS1 and good in KS2. There are examples of very good work at the end of KS2.

Good features

- In KS1, the younger pupils demonstrate appropriate skills when using art and data-handling packages.
- The pupils in Y2 use word processing together with 'clip art' appropriately and program a robotic toy for simple control work.
- In KS2, the younger pupils select the font, size and colour in their word processing. They make alterations in a word processing program and save, retrieve and print their work independently.
- They use a data-handling package to enhance their work in a project on homes and successfully use 'Logo' to control a 'screen turtle.' They write simple procedures to create two-dimensional shapes.
- In Y5 and Y6, pupils send and receive e-mails and use the Internet for research in their work in English, history, geography and religious education.
- Most pupils competently use a multimedia authoring program to organise, refine, and present a set of linked multimedia pages which incorporate images, sounds and text, in their work in Welsh.
- The pupils work in groups to create a database on a project for healthy eating and other groups in the class interpret this. They successfully use a spreadsheet to investigate the ratio between the circumference of a pupil's head to their height, and the size of their hand span compared to their height.

Shortcomings

- In KS1, pupils do not sufficiently develop the skills of computer modelling through the use of simulation programs. They use a limited range of software and this slows progress.

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- There are no major shortcomings in KS2.

History

Only one history lesson was observed. Judgements are based on the scrutiny of teachers' planning and pupils' previous work. Standards of achievement in history are satisfactory in both key stages.

Good features

- In Y1 and Y2, pupils describe the characteristics of household objects from the Victorian and Edwardian periods. They compare the artefacts used a long time ago for cooking and washing in the home with those used in their own homes today.
- They recount the story of Prince Llewellyn and Brave Gelert, know Guy Fawkes attempted to blow up the Houses of Parliament and that this event is marked on Bonfire Night.
- Pupils in Y3 and Y4 know some of the characteristics of life in Stone Age, Celtic and Roman Times. They know the Celts and Romans invaded Wales and gain good insights to home and army life through studying artefacts and written sources.
- They compare Victorian schools with their own and know that figures such as Robert Owen made a significant contribution to social change in the 19th century.
- In Y5 and Y6, pupils identify how life was different for town and country people in Stuart and Victorian times. They discuss events such as the Gunpowder Plot and the actions of Henry VIII.
- Pupils consider the lives of children who had to work in the mines or factories in Victorian times and use a range of sources well to develop their understanding of the impact of the Swansea Blitz in World War II.

Shortcomings

- Pupils do not develop a sufficient awareness of chronology by progressively developing their knowledge of historical figures, periods and events.
- The younger pupils in KS2 use only a limited range of historical sources and seldom develop the skills of historical enquiry in order to study topics in sufficient depth.

Geography

One geography lesson was observed in each key stage. This and other evidence indicates standards of achievement in geography are satisfactory in both key stages.

Good features

- Pupils in Y1 and Y2 develop their knowledge of features in the locality. They identify different types of houses and distinguish between attractive and less attractive features.
- They draw simple maps of their journey to school and features of the school. Pupils use suitable symbols to represent key features and they identify the countries of the United Kingdom on a map.
- In Y3 and Y4, pupils have a developing understanding of the characteristics of different countries and great cities around the world. They appropriately locate major cities on a map of the world.
- Pupils in Y5 and Y6 develop an appropriate understanding of the impact of industrial development on the landscape and communities. They use texts, maps and photographs effectively to identify evidence of changes in a village community in India and consider the differing viewpoints of landowner, villager and developer.
- They use similar skills to further their knowledge of the local area through visits and the study of maps to identify changes in the Clydach valley.

Shortcomings

- Pupils do not develop a sufficiently wide range of geographical knowledge and skills such as those linked to the use of maps, aerial photographs and local studies.
- The younger pupils do not sufficiently develop the skills of geographical enquiry. They use a limited range of geographical terms and have a limited understanding of the links between physical features and human activity.

Music

The standards of achievement in music are satisfactory in both key stages.

Good features

- The standards in singing are good throughout the school. Good attention is given to intonation and phrasing. The pupils sing with sensitivity and enjoyment.
- In KS1, pupils sing songs with different tempos and clap and march in time to recorded music. They can name three familiar instruments and they listen attentively to the instrument. The pupils are beginning to distinguish between high and low notes and they successfully write simple graphic scores.
- In KS2, pupils listen to a recording and describe the mood that the music creates. They successfully compose and perform pentatonic melodies to simple given rhythms, from four to eight beats long. They use non-tuned and tuned percussion instruments appropriately.
- Pupils read well-known rhythmic patterns from stick notation and they keep a steady beat when performing. They successfully evaluate their performances and suggest alternative instruments for creating a composition with a soft mood, for example.
- Pupils who receive lessons from a peripatetic guitar teacher make good progress. An impressive number of pupils in Y5 and Y6 play the recorder with enthusiasm. Pupils achieve good standards in instrumental performance that contribute significantly to the quality of assemblies and concerts.

Shortcomings

- Pupils do not progressively develop their musical knowledge and skills across the programmes of study.

Art

No lessons in art took place during the inspection. Judgements are based on the scrutiny of teachers' planning and a portfolio of pupils' past work. These indicate standards are unsatisfactory in KS1 and satisfactory in KS2.

Good features

- In KS1, pupils experiment with some of the methods used by established artists. They match colour from observation and experiment successfully with texture and shape. They use charcoal to make some interesting drawings.
- In Y3 and Y4, pupils work with a visiting artist to create pictures using willow twigs, leaves and seedflowers. They use block printing and lino printing techniques to produce attractive Celtic style prints.

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- Pupils in Y5 and Y6 know about the tools and techniques used for collage and create their own pictures based on Van Gogh's 'Starry Night'. They experiment with texture using crayons and pastels appropriately. Pupils observe landscapes, produce detailed working drawings and satisfactorily finish their landscape pictures using acrylic paints.
 - Across KS2, pupils study and respond to the work of several Welsh artists. They discuss the feelings and emotions present in the pictures and develop their own imaginative artwork based on these ideas.
 - Pupils across the school have worked collaboratively to plan a two-dimensional image for a large mural in the school's 'Garden of Learning and Sharing'.

Shortcomings

- In KS1 and lower KS2, pupils do not progressively develop a sufficient range of artistic skills and techniques.
- Across the school pupils rarely undertake three-dimensional work and do not adequately develop the skills of sculpture.

Physical education

One lesson in gymnastics was observed in KS1 and a games session was observed in KS2. On the basis of this limited evidence, plus additional information provided by the school, the standards of achievement in physical education are satisfactory overall in both key stages.

Good features

- Pupils in Y1 and Y2 travel at different speeds and change direction with developing control of their bodies.
- They practice hand and foot balances with appropriate control and satisfactorily perform a sequence of movements including three jumps, a balance and a roll.
- Pupils enthusiastically transfer the movements explored in floor work to the apparatus. They pay appropriate attention to safety considerations when working with large apparatus.
- At the beginning of a games lesson, pupils in Y3 and Y4 'warm up' appropriately by jogging, stretching, sprinting and walking. While playing 'piggy-in-the-middle', they pass the ball with suitable control and accuracy.
- Pupils in KS2 attend regular swimming sessions and achieve well. By the end of Y6, all pupils swim at least 25 metres and many attain distance and survival awards.

Shortcomings

- Pupils do not consistently and progressively develop their skills in dance, gymnastics and games across the school.
- They seldom work with sufficient concentration and effort to improve the quality of their performances and have little knowledge of movement or dance from different cultures.
- Pupils do not regularly evaluate their own or others' performances.

Religious education

One lesson in religious education was observed in KS2. Judgements are based on the scrutiny of pupils' work and curricular plans. Standards of achievement in religious education are satisfactory overall in both key stages.

Good features

- In Y1 and Y2, pupils develop an appropriate awareness of the ‘specialness’ of religious celebrations, including Harvest Festival, the Indian Festival of Holi and Christmas.
- They write thoughtful thank-you prayers for food and friends, know that the Festival of Holi is celebrated with bonfires and that we give presents to celebrate the birth of Jesus.
- Pupils know the Bible is a holy book and have a developing knowledge of Old Testament stories and the life of Jesus.
- In Y3 and Y4, pupils know the Bible is a library of books and that six of the Old Testament books are also the Jewish scriptures.
- They recall the events of the Genesis creation story, know Abraham and Moses were key leaders and have a good knowledge of the life of Jesus and the events of the first Easter.
- Pupils are beginning to understand the symbolism of the bread and the wine at Holy Communion and they confidently describe elements of Jewish and Christian worship.
- In Y5 and Y6, pupils know that holy books are used in special ways for preaching and teaching. They know the Bible, Torah and Qu’ran are made up of different kinds of writing.
- They have a good knowledge of religious artefacts, symbols, the elements of worship and the places of worship in the Christian, Jewish and Muslim faiths. They gain good insights into how festivals such as the Passover are celebrated.

Shortcomings

- Pupils do not use a sufficient range of artefacts and information sources to fully develop their knowledge of different religious figures and traditions.
- They seldom use research skills to further their knowledge of religious observance for children and their families from different faiths.

8. SCHOOL IMPROVEMENT

8.1 Progress Since the Last Inspection

Since the previous inspection the school has made steady and discernible improvement in relation to the key issues raised, although some improvements have yet to impact sufficiently across the school.

Improve the standards achieved by older pupils in speaking Welsh;

The school has successfully raised standards in speaking Welsh across the school.

Improve the quality of handwriting in both key stages;

Although appropriate steps have been taken to improve the teaching of handwriting, the quality of pupils’ written work remains variable.

Improve pupils’ capacity to work with greater self-reliance and self-discipline;

Pupils have a good capacity to work with greater self-reliance. They have good self-discipline and often demonstrate such skills as initiative around the school. However, the learning experiences provided seldom enable pupils to make choices, test ideas and plans or take appropriate responsibility for their work and resources.

Strengthen procedures for monitoring and evaluating the curriculum;

Policies and schemes of work have been updated for all subjects. Subject co-ordinators play an increasing role in resourcing and monitoring subject provision across the school. However, monitoring systems have yet to impact sufficiently on the quality and consistency of learning.

Include more precise costing, specified targets and clearly defined criteria for judging success in the SDP.

The SDP is a much-improved document. It includes a wide range of appropriate areas for improvement together with some well-defined targets. However, the implementation of planned whole-school improvements is not yet sufficiently prioritised and focused.

8.2 Key Issues for Action

In order to raise standards and further improve the quality of education, the school and the governing body, with the support of appropriate agencies, should build on existing good practice in order to:

- raise standards in art in KS1 and further raise standards in subjects where standards are currently satisfactory;
- improve progress across the ability range;
- increase the range of teaching and organisational strategies used;
- strengthen lesson-planning and use assessment information effectively to provide appropriately challenging work;
- promote greater self-reliance, provide more opportunities for research and investigation and ensure sufficient breadth and depth in pupils' studies across the curriculum;
- build on the SDP, systematically prioritise whole-school initiatives and assure their consistent implementation through rigorous monitoring and focused evaluations;
- ensure statutory requirements are met for registration and for the publication of the required information in the governors' annual report to parents.

APPENDIX

A. Basic Information About the School

Name of School	Craigcefnparc Primary School
School type	Community
Age-range of pupils	3–11 years
Address of school	Craigcefnparc Swansea
Post-Code	SA6 5TE
Telephone Number	01792 843225

Headteacher	Miss R Webb
Date of appointment	1 January 2003
Chair of Governors	Dr B Torrington
Registered Inspector	Mr M T Ridout
Dates of inspection	1-3 April 2003

B. School Data and Indicators

<i>Number of pupils in each year group</i>									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	4.5	9	11	6	12	9	7	6	64.5

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	4	1	4.5

<i>Staffing information</i>	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	15 : 1
Pupil : adult (fte) ratio in nursery classes	9 : 1
Average class size, excluding nursery and special classes	16
Teacher (fte) : class ratio	1.125 : 1

<i>Percentage attendance for three complete terms prior to the inspection</i>					
	Nursery	R	KS1	KS2	Whole school
Spring 2002	80.1	89.0	90.9	94.8	93.5
Summer 2002	84.6	84.4	94.1	94.7	94.5
Autumn 2002	81.0	85.8	86.6	94.8	91.2

Number of pupils excluded during 12 months prior to inspection	0
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C. Results of National Curriculum Assessments and Public Examinations

END OF KS1

National Curriculum Assessment KS1 Results: in the school 2002 and nationally 2001			Number of pupils in Y2 : 12						
Percentage of pupils at each level									
			D	A	W	1	2	3	4
ENGLISH:	Teacher Assessment	School	0	0	8	0	58	33	0
		National	0	0	4	13	62	21	0
EN: Reading	Teacher Assessment	School	0	0	8	0	42	50	0
		National	0	0	4	13	54	29	0
EN: Writing	Teacher Assessment	School	0	0	8	0	75	17	0
		National	0	0	5	13	70	12	0
EN: Speaking & listening	Teacher Assessment	School	0	0	8	0	67	25	0
		National	0	0	3	11	63	23	0
MATHEMATICS	Teacher Assessment	School	0	0	0	0	50	42	0
		National	0	0	2	9	60	29	0
SCIENCE	Teacher Assessment	School	0	0	8	0	83	8	0
		National	0	0	2	10	67	21	0

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

In the school	92	In Wales	81
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D Pupils who have been disapplied from the statutory arrangements

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

W Pupils who are working towards level 1

END OF KS2

National Curriculum Assessment KS2 Results: in the school 2002 and nationally 2001			Number of pupils in Y6: 13									
Percentage of pupils at each level												
			D	A	N	B	W	1	2	3	4	5
English	Teacher Assessment	School	0	0	0	0	0	0	0	23	38	39
		National	0	0	0	-	1	1	6	19	48	25
	Test/Task	School	0	0	0	0	0	0	0	23	39	39
		National	0	2	1	1	0	0	5	14	47	30
Mathematics	Teacher Assessment	School	0	0	0	0	0	0	0	23	31	46
		National	0	0	0	-	0	1	4	20	47	28
	Test/Task	School	0	0	0	0	0	0	0	31	23	46
		National	0	2	1	1	-	0	4	18	42	32
Science	Teacher Assessment	School	0	0	0	0	0	0	0	15	39	46
		National	1	0	0	-	0	0	3	15	52	29
	Test/Task	School	0	0	0	0	0	0	0	0	46	54
		National	0	2	0	1	0	0	2	13	51	31

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	80	In the school	82
In Wales	68	In Wales	68

- 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
B Pupils not entered for the tests because they are working outside the set levels of the tests.
W Pupils who are working towards level 1

D. The Evidence Base of the Inspection

- The inspection team consisted of three inspectors who worked for six inspector days gathering first-hand evidence. In total, 33 lessons or parts of lessons were observed. Inspectors observed classes and evaluated the children's work.
- Inspectors visited registration sessions and school assemblies and observed break times. All teachers were observed teaching several times. Discussions were held with members of the teaching and non-teaching staff, representatives of the governing body, parents and others both during the inspection and the initial inspection visits.
- All the available work and records of a representative sample of at least three pupils from each class, and the work of a sample of pupils with SEN was scrutinised. A representative number of pupils were heard to read both formally and informally.
- A large amount of documentation provided by the school was analysed both before and during the inspection.
- The registered inspector held a meeting attended by 13 parents before the inspection and considered 18 parents' responses to a questionnaire.
- The inspection took place over three days.

E. Composition and Responsibilities of the Inspection Team

Inspector	Type	Aspect Responsibilities	Subject Responsibilities
Mr M Ridout	RgI	The school and its priorities Educational standards Standards in key skills Teaching Curriculum Provision for pupils with SEN Quality of self-evaluation and planning for improvement Leadership and efficiency Progress since the last inspection	English science geography history physical education religious education
Mrs H Smith	Team	Pupils' spiritual, moral, social and cultural development Assessment recording and reporting Support, guidance and pupils' welfare Staffing, accommodation and learning resources Provision for the under-fives	Welsh as a second language mathematics design and technology information technology art music
Mr S Page	Lay	Behaviour and attitudes Attendance Partnership with parents, the community, schools and other institutions Partnership with industry	

The visiting inspectors wish to thank the governors, the headteacher and all the staff for the co-operation and courtesy they received during the inspection.