

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

CRAIGFELEN PRIMARY SCHOOL

**Woodside Crescent
Clydach
Swansea
SA6 5DP**

School Number: 670/2215

Date of Inspection: 26 – 29 April 2004

MERFYN LLOYD JONES

REGISTERED INSPECTOR: WO52/6697

18 May 2004

UNDER ESTYN CONTRACT NUMBER: T/281/03P

© Crown Copyright 2004

This Report may be reproduced in whole or in part for non-commercial educational purposes provided that all extracts quoted are reproduced verbatim without adaptation and the source and date thereof are stated.

Copies of this report are available from the school. Under the School Inspections Act 1996, the school must provide copies of the report free of charge to certain categories of people. A charge not exceeding the cost of reproduction may be made to others requesting a copy of the report.

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 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.

CONTENTS

1. CONTEXT	5
The school and its priorities	5
2. MAIN FINDINGS	6
The main findings of the report	6
3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS	9
3.1 Standards Achieved in Subjects and Areas of Learning	9
3.2 Standards Achieved in Key Skills across the Curriculum	10
4. ETHOS OF THE SCHOOL	11
4.1 Pupils' Spiritual, Moral, Social and Cultural Development	11
4.2 Behaviour and Attitudes	12
4.3 Attendance	13
5. QUALITY OF EDUCATION	14
5.1 Teaching	14
5.2 Assessment, Recording and Reporting	15
5.3 Curriculum	16
5.4 Support, Guidance and Pupils' Welfare	17
5.5 Provision for Pupils with Special Educational Needs	17
5.6 Partnership with Parents and Community, Schools and other Institutions	18
5.7 Partnership with Industry	19
6. MANAGEMENT	20
6.1 Quality of Self-Evaluation and Planning for Improvement	20
6.2 Leadership and Efficiency	21
6.3 Staffing, Accommodation and Learning Resources	22

7. SUBJECTS AND AREAS OF LEARNING	23
Standards achieved by pupils	23
English	25
Mathematics	27
Science	28
Welsh second language	29
Design and Technology	30
Information Technology	31
History	32
Geography	33
Art	34
Music	34
Physical Education	35
Religious Education	36
8. SCHOOL IMPROVEMENT	37
8.1 Progress Since the Last Inspection	37
8.2 Key Issues for Action	38
APPENDIX	39
A. Basic Information About the School	39
B. School Data and Indicators	40
C. Results of National Curriculum Assessment and Public Examinations	41
D. The Evidence Base of the Inspection	42
E. Composition and Responsibilities of the Inspection Team	43

1. CONTEXT

The school and its priorities

Craigfelen Primary School is situated in the small township of Clydach in the Swansea Valley. The school was opened in 1957 to provide a non-denominational education for children between the ages of three and eleven. In 2001 an Early Years unit was created which enabled the children to be housed in the main building of the school. When it opened in 1957 it provided for children from a new local authority housing estate. In recent years there has been a substantial development of private houses in the area. In contrast to this there are a number of older residencies in the catchment area.

There has been a considerable decrease in the number of pupils attending the school since the last inspection from 164 to 111 full-time equivalent. 75% of the area is described as being economically disadvantaged with 25% described as neither prosperous nor economically disadvantaged. 62% of the pupils receive free school meals.

Thirty-three pupils are identified as having special educational needs (SEN), 2 of those have a statement of SEN.

The current head teacher has been at the school since September 1988.

English is the predominant home language. No child comes from a Welsh speaking family.

One of the main aims of the school is to work in partnership with parents, governors and the wider community to provide an education that will help pupils to achieve their full potential and to experience success.

The school has set for itself the following as some of its main priorities:

- to raise standards in English and mathematics;
- to improve teaching and learning of information and communications technology (ICT);
- to raise the profile of Welsh;
- to achieve the Investor in People Award;
- to improve attendance throughout the school.

The school was last inspected in June 1998.

2. MAIN FINDINGS

The main findings of the report

- Craigfelen is a warm, welcoming, friendly school which provides a happy and secure learning environment for its pupils. There are good relationships at all levels and high standards of pupil behaviour. Good progress has been made since the last inspection.
- Of the lessons observed, standards of achievement across the school are satisfactory or better in 91% of the lessons of which 50% are good. Standards are unsatisfactory in 9% of the lessons observed.
- Standards for the Early Years are summarised below:

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

- At key stage 1 and key stage 2 the overall standards of pupils' achievement in the different subjects of the National Curriculum (NC) and religious education are summarised below:

Subject	KS1	KS2
English	Good	Good
Mathematics	Good	Good
Welsh as a Second language	Satisfactory	Unsatisfactory
Science	Good	Good
Design Technology	Good	Good
Information Technology	Good	Satisfactory
History	Good	Good
Geography	Satisfactory	Satisfactory
Art	Good	Good
Music	Satisfactory	Satisfactory
Physical Education	Good	Satisfactory
Religious Education	Good	Good

- At key stage 1, Teacher Assessment for 2003 in each of the core subjects is significantly below the National average but the rolling averages for 2001 – 2003 show a steady improvement with the number of pupils achieving level 2 above the LEA and National scores. At key stage 2, Teacher Assessment and test results show that the percentage of pupils achieving level 4 and above in each of the core subjects is above the LEA and National standards. Rolling averages for the past three years shows a steady improvement in results.

- Throughout the school standards achieved in the key skills are good overall. Standards in listening, reading, writing and numeracy are good at both key stages. Information technology (IT) is good at key stage 1 and satisfactory at key stage 2. Standards in speaking are satisfactory at both key stages. The development of key skills is not sufficiently planned for across all subject areas.
- The school's provision for pupils' spiritual, moral, social and cultural development is good. Arrangements for daily worship comply with statutory requirements. Values taught in assemblies are reflected in the daily life of the school. Pupils have a clear understanding of the differences between right and wrong. They are encouraged to show respect for themselves and each other, property and the environment.
- Pupils' behaviour and their attitudes to learning are very good. The school is a happy, supportive and orderly community. The head teacher, teaching and support staff recognise the importance of good behaviour as a foundation for pupils' learning and all work diligently to promote good behaviour and positive attitudes towards learning. The school actively promotes the values of tolerance, consideration and fair play, and the head teacher and staff take the issues of bullying, racism and sexism seriously.
- Attendance rates are satisfactory and instances of unauthorised absence are minimal. The school places a high priority on attendance and punctuality and has been successful in improving the attendance rates for pupils of statutory school age since the last inspection. Attendance rates now average 91.5%. Despite the best efforts of the school, a minority of pupils arrive late for the start of the school day.
- The quality of teaching across the school is satisfactory or better in 91% of the lessons observed of which 47% is good. Teaching is unsatisfactory in 9% of the lessons. Teachers have a sound knowledge and understanding of National Curriculum subjects and religious education, and of the Desirable Outcomes for Learning. However, teachers' knowledge of Welsh as a second language needs to be developed. Lessons are generally well planned and orderly. Lessons are effectively managed and classroom routines well established. A good feature particularly at key stage 2 is the way pupils are encouraged to collaborate on tasks when working in pairs and in groups. On occasions the aims and learning objectives are not always explained sufficiently for the pupils to have a clear understanding of what is expected of them. Sometimes, over-directing by teachers limits the opportunities for pupils, particularly the more able pupils to take responsibility for their own learning.
- Overall sound plans have been drawn up for assessing, recording and reporting on pupils' work. The school's written policy on assessment reflects best principles and practice. Good use is made of information gained from on-entry and baseline assessment to plan work for children under five years of age. However, not enough use is made of this information to track achievement and identify individual pupil progress. Procedures to identify the special educational needs of pupils are accurate and consistent. The progress of pupils with SEN is accurately assessed and monitored. As well as National Curriculum standard assessment tests, the school uses other standardised assessment in English and mathematics. The information from assessment is not sufficiently analysed to plan work and set targets for individuals and specific groups of pupils.

- Overall, the school provides a broad and balanced curriculum of good quality. The curriculum for under fives is good. It offers variety and substance and successfully promotes the desirable outcomes in the six areas of learning. The curriculum at key stage 1 and key stage 2 fully meets the requirements for the National Curriculum and religious education, and is socially inclusive. However, a small number of pupils in Year 1 are not receiving equality of access and opportunity in the present organisational structure. There are appropriate policies and schemes of work in place for all subjects except mathematics which is currently being reviewed. Regular visits to places of interest, and talks by members of the local community and other visitors help to enhance and extend the curriculum. Appropriate emphasis is given to the 'Cwricwlum Cymreig' in subjects such as history, art and music. Good provision is made for extra-curricular activities.
- Overall, good provision is made for the support, guidance and welfare of pupils. The school offers a secure and caring environment in which children feel safe and valued. Staff know pupils well and provide effective personal support and guidance. Relationships between staff and pupils and pupils themselves are very good.
- The provision for pupils with special educational needs is very good. Provision is very well managed and fulfils the requirements of the Code of Practice for pupils with SEN. Individual educational plans set out suitable programmes of work. Plans are clearly written and well presented. Progress is reviewed on a regular basis. All pupils with special educational needs are well integrated into classes and follow the same curriculum as other pupils. Additional support is provided in the classroom by designated support workers. These are well managed by the SENCO and head teacher.
- The school places particular importance on its partnership with parents, schools, institutions and the local community and enjoys good relationships in all these areas. Overall, the links that the school enjoys with parents and community, schools and other institutions have a positive impact on pupils' motivation, learning and their personal and social development.
- The school's partnership with industry is good. The school has made good progress in developing a partnership with industry, business and commerce and staff make good use of industry links to support work in a number of curriculum areas.
- The quality of the school's self evaluation and planning for improvement is satisfactory with some good features. The school has adopted a range of systems and procedures to evaluate the quality of provision across the school. The effectiveness of these is evident in the extent of improvement since the last inspection. The school meets statutory requirements in relation to target setting, with the setting of individual pupil and school targets in place. Pupils themselves are given the opportunity to identify areas for improvement and their targets complement those set by the teachers; these are then shared with parents. However, pupils need regular reminding of what they are as some pupils are not always clear of what is expected of them. The direct monitoring of learning and teaching is at an early stage of development but all staff are aware of and have contributed to the system in place. Subject co-ordinators are

not give sufficient time to observe teachers in other classrooms so as to make appropriate judgements on standards.

- Leadership and efficiency are generally good. The head teacher provides calm, caring leadership and has created a positive, well-disciplined, welcoming atmosphere at the school. The co-operation and practical support given by the governors in many aspects of school life is good. The staff are committed and work hard in the best interest of the pupils. The governing body has a good overview of financial resources and uses available funds effectively in order to improve the educational opportunities for pupils. The general administration and organisation of the school is good.
- Staffing, accommodation and learning resources are good overall. Teachers and classroom assistants are appropriately qualified and make good use of training opportunities to enhance their skills and knowledge. Non-teaching staff provide valuable support for pupils throughout key stage 2. Duties are clearly defined and well understood. The school building provides good accommodation for the pupils. The premises are well maintained and kept exceptionally clean and tidy by the school caretaker and cleaning staff. Good use is made of pupils' work to create a bright and colourful learning environment.
- The school provides good value for money.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards Achieved in Subjects and Areas of Learning

Of the lessons observed, standards of achievement across the school is satisfactory or better in 91% of the lessons observed of which 50% are good. Standards are unsatisfactory in 9% of the lessons observed.

- In the Early Years (Nursery and Reception) standards of achievement are good in all the lessons observed.
- At key stage 1 (years 1 and 2) the standards of achievement are satisfactory or better in all the lessons observed of which 50% are good.
- At key stage 2 (years 3 – 6) the standards of achievement are satisfactory or better in 83% of the lessons observed, of which 33% are good. Standards are unsatisfactory in 16% of the lessons observed.
- The provision for the under fives is good and appropriate to their needs. They are making good progress towards the Desirable Outcomes for Children's Learning.
- Standards at key stage 1 are good in English, mathematics, science, history, design technology, information and communications technology, art, physical education and religious education. Standards are satisfactory in Welsh as a second language, music and geography.

- Standards at key stage 2 are good in English, mathematics, science, history, design technology, art and religious education. Standards are satisfactory in geography, information and communications technology, music and physical education. Standards are unsatisfactory in Welsh as a second language.
- At key stage 1, Teacher Assessment for 2003 in each of the core subjects is significantly below the National average but the rolling averages for 2001 – 2003 show a steady improvement with the number of pupils achieving level 2 above the LEA and National scores.
- At key stage 2, Teacher Assessment and test results show that the percentage of pupils achieving level 4 and above in each of the core subjects is above the LEA and National standards. Rolling averages for the past three years show a steady improvement in results.

3.2 Standards Achieved in Key Skills across the Curriculum

Throughout the school standards achieved in the key skills are good overall. Standards in listening, reading and writing and numeracy are good at both key stages. ICT is good at key stage 1 and satisfactory at key stage 2. Standards in speaking are satisfactory at both key stages.

- In the Early Years pupils make good progress in using their developing literacy, numeracy and ICT skills across the curriculum.
- At key stages 1 and 2, pupils listen attentively to their teachers and concentrate well to complete set tasks.
- Pupils' reading and comprehension skills are developing well. As they progress through the key stages they are used well when researching topics in history and geography, through using reference books, CD Roms and the Internet.
- At both key stages the standards of writing in English are good. However, writing across the curriculum is underdeveloped.
- At both key stages the standards in numeracy are often good. However, pupils are slow to recognise, use and explain alternative mental strategies. There is evidence of recording data, by using spreadsheets and graphs to record findings in science and history.
- At key stage 1 good use is made of ICT to reinforce number and literacy skills and to support work, e.g. in Welsh.
- At key stage 2 use is made of ICT to research work in e.g. history and geography but pupils need to develop more confidence to apply their skills independently. Skills are not regularly applied to extend learning across the curriculum.
- The development of key skills of literacy, numeracy and ICT is not always sufficiently planned for across all subjects of the curriculum.

4. ETHOS OF THE SCHOOL

4.1 Pupils' Spiritual, Moral, Social and Cultural Development

The school's provision for pupils' spiritual, moral, social and cultural development is good.

- Arrangements for daily worship comply with statutory requirements. Values taught in assemblies are reflected in the daily life of the school. There are opportunities for pupils to reflect on beliefs and values in assemblies and in lessons where they gain valuable insight into moral and social principles.
- The general ethos of the school is good. The head teacher and the staff create a secure, supportive and happy community for the pupils.
- Relationships in the school are good and built on mutual trust and respect. Every pupil is equally valued.
- Pupils have a clear understanding of the differences between right and wrong. They are encouraged to show respect for themselves and each other, property and the environment. Pupils are given opportunities from an early age to take appropriate responsibilities; they carry these out sensibly. The recently formed School Council which is yet to be fully operational will encourage further participation and responsibility on the part of the pupils.
- Provision for pupils' cultural development is good. Their awareness of different cultures is well promoted through e.g. history and religious education. The annual Eisteddfod and the high quality of display promote a good understanding of the culture of Wales.
- The school's policy on equal opportunities gives appropriate attention to the need to prevent racism and social discrimination of any kind and the governing body is fully aware of its responsibility in this respect.

4.2 Behaviour and Attitudes

Pupils' behaviour and their attitudes to learning are very good. The school is a happy, supportive and orderly community.

- The head teacher, teaching and support staff recognise the importance of good behaviour as a foundation for pupils' learning and all work diligently to promote good behaviour and positive attitudes towards learning. All staff have high expectations of pupils' behaviour and pupils respond positively to their calm and consistent approach
- The school has a very effective policy and set of procedures to promote positive behaviour, which are implemented fairly and consistently by staff. A clear code of conduct exists and pupils understand what is expected of them.

- Good behaviour and effort are celebrated within the classroom and in morning assemblies. Staff use praise to good effect to encourage and support pupils throughout the school day.
- The quality of relationships throughout the school is very good and this contributes significantly to pupils' self-esteem, confidence and positive behaviour. Pupils' relationships with teachers and support staff are mutually respectful and friendly. Pupils are polite, courteous and relate well to staff, to each other and to visitors.
- Pupils have positive attitudes towards their work and play. They co-operate willingly with staff and their fellow pupils, settle quickly to tasks and work hard to sustain concentration. They enjoy their work, are keen to do their best and they take pride in their achievements.
- The head teacher has established effective procedures to deal with pupils whose behaviour is giving cause for concern and who might be at risk of exclusion. Pupils are counselled, parents are involved and support is sought from external agencies and the LEA when necessary. There have been no exclusions during the past twelve months.
- The school actively promotes the values of tolerance, consideration and fair play, and the head teacher and staff take the issues of bullying, racism and sexism seriously. Effective policies and procedures are in place to deal with any incidents that might be brought to the attention of staff. No such incidents were observed during the inspection.
- Parents appreciate the efforts of the school in encouraging good behaviour and are supportive of the values that the school promotes.
- Overall, the very good behaviour of pupils and their positive attitudes to learning contribute to the quality of life in the school, to the standards pupils achieve and to their personal and social development.

4.3 Attendance

Attendance rates are satisfactory and instances of unauthorised absence are minimal.

- The school places a high priority on attendance and punctuality and has been successful in improving the attendance rates for pupils of statutory school age since the last inspection. Attendance rates now average 91.5%.
- Attendance rates in the nursery are considerably lower than for the rest of the school, averaging only 83%. The school is working diligently with parents to improve this situation.
- Despite the best efforts of the school, a minority of pupils arrive late for the start of the school day.

- Registration is conducted efficiently and in accordance with statutory requirements. The school makes good use of an efficient computerised registration system that provides staff with comprehensive information about attendance and enables the school to identify patterns of absence for individual pupils.
- The head teacher monitors attendance and punctuality rigorously. Very good procedures are in place to encourage good attendance and punctuality, to ensure absence is adequately explained and to follow up situations when necessary.
- Regular and effective liaison takes place with the Education Welfare Officer (EWO).
- Good and improving attendance is celebrated and rewarded throughout the school.
- The improvement of whole school attendance continues to be a priority identified in the school development plan (SDP). The school is making good progress in its target to improve the attendance rates of those pupils whose attendance falls below satisfactory levels.
- The school complies with the attendance requirements set out in the National Assembly for Wales Circular 3/99, *Pupil Support and Social Inclusion*.

5. QUALITY OF EDUCATION

5.1 Teaching

The quality of teaching across the school is satisfactory or better in 91% of the lessons observed of which 47% is good. Teaching is unsatisfactory in 9% of the lessons.

- In the Early Years (Nursery and Reception) the quality of teaching is satisfactory or better in all the lessons observed of which 83% is good.
- At key stage 1 (years 1 and 2) the quality of teaching is satisfactory or better in all the lessons observed of which 50% is good.
- At key stage 2 (years 3-6), 83% of the teaching is satisfactory or better of which 33% is good. Teaching is unsatisfactory in 16% of the lessons.
- Teachers have a sound knowledge and understanding of National Curriculum subjects and religious education, and of the Desirable Outcomes for Learning. However, teachers' knowledge of Welsh as a second language needs to be developed.
- Lessons are generally well planned and orderly. On occasions the aims and learning objectives are not always explained sufficiently for the pupils to have a clear understanding of what is expected of them.
- Time is generally well used, with a suitable balance between introduction and pupil task, but opportunities are often missed particularly at key stage 2 to recap on the main learning points.

- Lessons are effectively managed and classroom routines well established.
- A good feature particularly at key stage 2 is the way pupils are encouraged to collaborate on tasks when working in pairs and in groups. However, over-directing by teachers limits the opportunities for them, particularly the more able pupils, to take responsibility for their own learning. Pupils need to be encouraged more to become independent learners particularly as the progress through the school.
- At key stage 2 in particular, tasks are not always differentiated enough to match the age and ability of pupils in mixed age classes.
- Support staff make a very positive contribution to teaching and learning. This is most effective where teachers carefully focus and guide the work of assistants.

5.2 Assessment, Recording and Reporting

Overall sound plans have been drawn up for assessing, recording and reporting on pupils' work, but procedures are not yet adequately implemented throughout the school, particularly in relation to assessment.

- The school's written policy on assessment reflects best principles and practice.
- Good use is made of information gained from on-entry and baseline assessment to plan work for children under five years of age. However, not enough use is made of this information to track achievement and identify individual pupil progress throughout key stage 1.
- The nursery nurse and teacher have effective systems to observe and record children's significant development in the six areas of learning.
- As well as National Curriculum standard assessment tests, the school organises other standardised assessment in English and mathematics. The information from this assessment is not always sufficiently analysed to plan work and set targets for individuals and specific groups of pupils.
- Targets are set for individual pupils, but pupils do not always have a clear understanding of what the targets are or how to achieve them.
- Procedures to identify the special educational needs of pupils is accurate and consistent. The progress of pupils with SEN is accurately assessed and monitored.
- Individual portfolios of pupils work have been developed. Samples of work are assessed against National Curriculum levels but areas for future development are not identified.
- Marking varies considerably in quality and does not allow pupils to focus on strengths and targets for improvement.

- Good use is made of achievement awards in weekly whole school assemblies.
- Parents receive two written reports per year. The annual reports comply with statutory requirements.
- Appointments are made for parents to discuss their children's work with teachers on receipt of reports. Discussion focuses on targets for future work and how parents can support their child's progress.
- Parents are invited to attend informal fortnightly surgeries to discuss any concerns about their children.

5.3 Curriculum

Overall, the school provides a broad and balanced curriculum of good quality.

- The curriculum for under fives is good. It offers variety and substance and successfully promotes the desirable outcomes in the six areas of learning.
- The curriculum for key stage 1 and key stage 2 fully meets the requirements for the National Curriculum and religious education, and is socially inclusive. However, a small number of pupils in Year 1 are not receiving equality of access and opportunity in the present organisational structure. More able pupils are not being sufficiently challenged in mixed class organisation. One pupil is disapplied from the National Curriculum.
- There are appropriate policies and schemes of work in place for all subjects except mathematics which is currently being reviewed.
- Schemes of work are well structured, provide detailed guidance for teachers and ensure continuity and progression in all subject areas.
- Good use has been made of General Teaching Council (GTC) grants by subject co-ordinators to support the development of their curriculum areas.
- Teachers' long and medium-term planning is detailed and of good quality generally.
- Too much reliance is placed on published worksheets in some curriculum areas, which provide too little scope for independent thought.
- The development of key skills of literacy, numeracy and information and communication technology is not sufficiently planned for across all subjects of the curriculum.
- Aspects of personal and social education are successfully integrated across the curriculum.

- Regular visits to places of interest, and talks by members of the local community and other visitors help to enhance and extend the curriculum.
- Appropriate emphasis is given to the 'Cwricwlwm Cymreig' in subjects such as history, art and music.
- Good provision is made for extra-curricular activities.
- The homework policy is consistently applied.

5.4 Support, Guidance and Pupils' Welfare

Overall, good provision is made for the support, guidance and welfare of pupils.

- The school offers a secure and caring environment in which children feel safe and valued.
- Staff know pupils well and provide effective personal support and guidance. Relationships between staff and pupils and pupils themselves are very good.
- The induction of children under five is sensitively handled. Children quickly adjust to the routines of the school.
- Sound policies have been drawn up and implemented on health and safety, equal opportunities, personal and social education and racial equality. Health and safety are taught effectively throughout the whole curriculum of the school. Pupils' awareness is further raised by the school's inclusion in the Healthy Schools programme. The school nurse is closely involved in promoting the importance of personal hygiene, diet and exercise.
- All staff in the school have been trained in first-aid and there is a named First Aider. Regular fire drills are carried out and the Head teacher and Governors regularly carry out a risk assessment audit.
- Satisfactory supervision is provided at break times and lunch times. Appropriate child protection arrangements are in place. Teachers have received appropriate training on child protection issues.
- Good relationships have been established with a range of external support agencies.
- Sex education is taught as part of the science and PSE curriculum. Parents are consulted closely on the role of sex education in the curriculum. Published resources are used effectively to develop pupils' understanding.
- Strong emphasis is placed on social inclusion. All pupils have equal opportunities and are able to learn without interference or disruption. However, a small number of Year 1 pupils are not receiving equal access to the key stage 1 curriculum.

5.5 Provision for Pupils with Special Educational Needs

The provision for pupils with special educational needs is very good.

- Provision is very well managed and fulfils the requirements of the Code of Practice for pupils with SEN. Individual educational plans set out suitable programmes of work. Plans are clearly written and well presented. Progress is reviewed on a regular basis.
- All pupils with special educational needs are well integrated into classes and follow the same curriculum as other pupils. Additional support is provided in the classroom by designated support workers. These are well managed by the SENCO and Head teacher. The SENCO provides very good support for classroom teachers.
- Withdrawal sessions are efficiently conducted; minimum disruption is caused to normal classroom work. Additional support provided during these sessions is well planned.
- Provision for the two pupils with a formal statement of special educational needs conforms to statutory requirements and is reviewed each year.
- Pupils make good progress. In normal classroom activities pupils are well supported by teachers, but work is not always properly differentiated and matched to individual needs and abilities.
- Liaison with outside agencies and with parents is good. Good use is made of the Learning House to support pupils with specific special needs.
- The school is developing good strategies to support pupils identified as being dyslexic.

5.6 Partnership with Parents and Community, Schools and Other Institutions

The school places particular importance on its partnership with parents, schools, institutions and the local community and enjoys good relationships in all these areas.

- The head teacher and staff work very hard to encourage parents to become involved in the life and work of the school. A number of new initiatives has ensured that more parents are now involved in the daily life of the school.
- Many parents are supportive of the school. They value the school's welcoming nature and appreciate the ready access they have to the head teacher and staff on a daily basis and through the fortnightly 'parents' surgeries'. A useful home/school partnership agreement has been drawn up and accepted by most parents.
- Parents are kept informed by regular newsletters, a comprehensive annual report of the governing body and regular opportunities to meet with teachers to discuss their

children's work and progress. The school prospectus is currently being updated to ensure all statutory information is included.

- A number of parents give freely of their time helping out throughout the school and accompanying pupils on educational visits. Their commitment is greatly valued by staff and they make a positive contribution to the work of the school. The head teacher is working diligently to re-establish the home/school association.
- The school enjoys successful pastoral and administrative links with the secondary school to which pupils transfer. Arrangements for the transfer of pupils are good and ensure that Y6 pupils look forward to secondary school with confidence. Curriculum links are developing well; regular liaison meetings, an exchange of information and ideas, teacher exchanges, and the introduction of work units that span key stage 2 and key stage 3 help to promote continuity of education for pupils. The school is justly proud of the award it has achieved for its transition partnership with the secondary school.
- The school has established successful partnerships with several institutes of higher education and provides training facilities for student teachers and students undertaking vocational qualifications. All students are well supported by staff and they make a positive contribution to the life of the school.
- The school works very hard within the local community to develop positive partnerships that benefit pupils. Productive links with local churches, chapels, charities and businesses are particularly beneficial and give pupils insight into the nature of their own community. The school regularly serves the community by supporting a range of cultural, charitable and environmental projects.
- Overall, the links that the school enjoys with parents and community, schools and other institutions have a positive impact on pupils' motivation, learning and their personal and social development.

5.7 Partnership with Industry

The school's partnership with industry is good.

- The school has made good progress in developing a partnership with industry, business and commerce, and staff make good use of industry links to support work in a number of curriculum areas.
- The school has an effective set of procedures to raise the economic and industrial understanding of pupils and to give them insight into the world of work.
- Good working relationships have been established with relevant agencies, especially Careers Wales. No teachers have yet undertaken a relevant industrial placement with a view to enhancing professional development and enriching curriculum provision for pupils.

- Through their visits to a number of industrial, retail and commercial sites within their locality and further afield, including supermarkets, local shops, a nickel works, a police station and a bakery, pupils are gaining first-hand knowledge of different working environments and an understanding of the variety of work undertaken in the area.
- Teachers actively encourage personnel from a variety of professions and occupations to speak to pupils about their work. The contribution of personnel from the emergency services, together with health professionals and visitors such as a photographer has had a positive impact on pupils' learning.
- Pupils benefit from attending science and design and technology workshops sponsored by industry and relevant agencies, and take part in a number of industry-linked competitions.
- Older pupils' understanding of the work of the emergency services has been enhanced by the school's involvement in the *Crucial Crew* programme.
- Local business, industry and commerce view the school in a positive light and are supportive of the school. Considerable sponsorship has been received from a number of local industries.
- The head teacher and staff are committed to the continuing development of a dynamic partnership with industry and the development of industry links remains a priority in the school development plan (SDP). The links already established contribute significantly to pupils' motivation, learning and standards of achievement.

6. MANAGEMENT

6.1 Quality of Self-Evaluation and Planning for Improvement

The quality of the school's self evaluation and planning for improvement is satisfactory with some good features.

- The school has adopted a range of systems and procedures to evaluate the quality of provision across the school. The effectiveness of these is evident in the extent of improvement since the last inspection.
- The school meets statutory requirements in relation to target setting, with the setting of individual pupil and school targets in place. Pupils themselves are given the opportunity to identify areas for improvement and their targets complement those set by the teachers, these are then shared with parents. However, pupils need regular reminding of what they are as some pupils are not always clear of what is expected of them.
- A range of assessment data, including national and standardised tests is used to track pupil progress and set targets for groups of pupils but this information needs to be used more effectively to match work appropriately based on needs.

- The school development plan is a comprehensive document for 2003-4 but priorities and targets beyond that is limited. Clear time-scales, costings and responsibilities for actions have been listed but the plan lacks rigour in measuring standards and the progress made by pupils.
- The role of subject co-ordinators has been developed since the last inspection. Policies and schemes of work have been reviewed and revised. The direct monitoring of learning and teaching is at an early stage of development, but all staff are aware of and have contributed to the system in place. Subject co-ordinators are not give sufficient time to observe teachers in other classrooms in order to make appropriate judgements on standards.

6.2 Leadership and Efficiency

Leadership and efficiency are generally good.

- The head teacher provides calm, caring leadership and has created a positive, well-disciplined, welcoming atmosphere at the school.
- The co-operation and practical support given by the governors in many aspects of school life is good. They are sincere in their commitment to the school; they are well organised and undertake their statutory duties effectively. Sub-committees have been set up to address various statutory responsibilities and these are shared equitably between members.
- The staff are committed and work hard in the best interest of the pupils. Relationships are good in all classes, with staff and pupils working harmoniously together.
- Staff meetings take place regularly to deal with whole school and curriculum matters. School-based in-service following attendance on a course provides a suitable forum for discussion.
- There are suitable aims and policies in place and nearly all subject schemes of work have been reviewed and revised. The school has identified in its development plan that mathematics is its next priority. These need to be monitored more rigorously to ensure continuity and progression from class to class and from one phase of learning to the next.
- Staff have worked successfully together to improve planning and update policies and schemes of work. The curriculum co-ordinators have clearly defined roles and the outworking of these responsibilities is developing well.
- The governing body has a good overview of financial resources and uses available funds effectively in order to improve the educational opportunities for pupils.
- The general administration and organisation of the school is good.
- The school provides good value for money.

6.3 Staffing, Accommodation and Learning Resources

Staffing, accommodation and learning resources are good overall.

- Teachers and classroom assistants are appropriately qualified and make good use of training opportunities to enhance their skills and knowledge.
- In-service training is generally linked to the school development plan and teachers' own professional needs.
- Curriculum co-ordinators need more planned opportunities to fully disseminate good practice in their curriculum areas.
- Curriculum responsibilities have generally been allocated according to subject qualifications and experience, with additional training in some cases. All co-ordinators have appropriate job descriptions.
- Non-teaching staff provide valuable support for pupils throughout key stage 2. Duties are clearly defined and well understood.
- The school building provides good accommodation for the pupils. The premises are well maintained and kept exceptionally clean and tidy by the school caretaker and cleaning staff.
- Accommodation for under-fives is very good and used effectively.
- Good use is made of pupils' work to create a bright and colourful environment.
- The school has well developed libraries in key stages 1 and 2 which are well used by children.
- Learning resources in all subjects are well organised by co-ordinators and support teachers in delivering the curriculum.
- The Early Years Unit would benefit from more pre-reading resources e.g. structured games and books from a wider range of reading schemes.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

Provision for Children under Five

Good provision is made for children under five years of age. Children make good progress in nursery and reception. Standards of achievement in the early years are good in all areas of learning.

Good Features

Part time nursery children (aged 3-4)

- A happy, secure and caring environment is provided for children.
- Good use is made of the space in the Early Years Unit.
- Staff relationships are good; close teamwork between the teacher and nursery nurse results in clear routines and good, well-planned focused group activities.
- The nursery nurse makes a valuable contribution to children's learning.
- Good attention is paid to social development. Children work and play amicably together, they co-operate well and are kind and courteous to each other.
- Strong emphasis is placed on developing linguistic skills. Children listen attentively to stories and participate enthusiastically in singing action songs and rhymes. Most can recognise their own name and the names of other children.
- Children's mathematical skills are developing well. They can count every day objects up to five; some pupils can count to ten. They are able to use appropriate mathematical language in their play activities. Counting is reinforced by number rhymes, a very good range of sorting and matching activities, and good use of the whiteboard by the teacher.
- Good progress is made in developing knowledge and understanding of the world. Children are provided with a wide range of opportunities to investigate how things work through enthusiastic play, using sand, water, playdough and large construction kits. They are beginning to use the computer and whiteboard confidently.
- Children make good progress in their physical and creative development. They are able to use construction kits effectively to produce moving models, such as vehicles and robots. They display good control when using large wheeled toys on the outdoor play area, and participate well when using large apparatus in the hall.
- Daily opportunities are provided for structured, creative activities, and children are developing a good understanding of how to produce attractive paintings and collages using a variety of tools. They are developing well in their control when using crayons and paints.

Shortcomings

There are no major shortcomings.

Reception age children (aged 4-5 years)

Good features

- Social skills are very good. Children work and play sensibly with each other, and carry out simple tasks responsibly. They understand the need to take turns, work well as part of a group, and share resources fairly. They concentrate on planned tasks and activities for an appropriate length of time and take responsibility for keeping equipment in their appointed places. They are able to attend to their own personal hygiene needs.
- Children listen attentively to their teacher. Good opportunities are provided for discussion during group activities. The teacher uses questioning effectively to extend pupils' responses.
- Regular use of Big Books, stories and rhymes helps to develop listening, language skills and vocabulary.
- Early reading skills are taught systematically through a variety of imaginative approaches, including alpha bears and teacher-developed programmes on the whiteboard. Good use is made of Big Books to develop pupils' understanding of story structure.
- Children read accurately and with confidence and are able to discuss the books they are reading. They are able to recognise title, author, illustrator and main characters. They can discuss pictures, make predictions and display good comprehension skills.
- Writing skills are developing well, with most pupils able to compose simple sentences. Pencil control and letter formation are well developed. Appropriate spaces are left between words.
- Children make good progress in their mathematical understanding. Most children count to twenty and name basic flat and solid shapes. They can sort and match objects using appropriate language, and recall a range of number rhymes, songs and counting games. They enjoy performing the accompanying actions.
- A good range of opportunities is provided for pupils to further develop their knowledge and understanding of the world. They use the local environment to identify their journey to school and where they live in relation to other pupils. During the inspection, pupils enjoyed solving a problem for a catering company through investigating the most effective way to clean dishes. They enjoyed making pizzas and were able to recall ingredients used in the process. They show increasing independence in using the computer and whiteboard effectively.

- Good progress is made in physical and creative development. Children display good physical control. They are agile and show good balancing skills, and move confidently with increasing control and co-ordination.
- They undertake a range of creative activities enthusiastically and are developing fine motor skills in cutting, sticking and arranging.

Shortcomings

There are no major shortcomings.

English

Standards in listening, reading and writing are good at both key stages. Standards in speaking are satisfactory at both key stages.

Good Features

- All pupils, including the youngest, display good listening skills in school assemblies.
- All pupils listen attentively during lessons and concentrate well to complete set tasks.
- Pupils in both key stages enjoy talking to visitors and are confident and eager to discuss their work. They show good recall of learning.
- Standards of reading are good in both key stages.
- At key stage 1, pupils read fiction books fluently and accurately with a clear understanding of text from well-chosen books. Pupils are able to use the contents page of non fiction books to locate information. They understand the difference between fiction and non fiction texts.
- Reading standards are good across key stage 2. Pupils read fiction texts fluently and accurately. They can use the contents page, index and glossary in non fiction books.
- Higher order reading skills are consistently developed at key stage 2. Pupils use a range of research material, including the Internet to locate information. At the end of key stage 2 pupils know how to highlight key words and can skim and scan for information.
- All pupils have structured weekly opportunities through good parental support, to use the well resourced school libraries.
- Pupils who have difficulty with reading are heard regularly, receive additional support and monitoring, and make good progress.
- Pupils at both key stages are given opportunities to write for a variety of purposes. They are introduced to different writing styles including stories, diaries, letters and

poetry. The work of Francesca Kay, Alexis Deacon and Phil Carradice in school has provided pupils with good models to produce work of a good standard.

- At key stage 1, pupils' writing successfully conveys meaning and is generally well organised and clear. Simple punctuation is used appropriately, and good attention is paid to spelling and grammar.
- Many pupils are members of the local library and have their own books at home. All teachers encourage home reading for all pupils.
- At key stage 2, pupils' writing ability shows progress. Pupils write both factually and imaginatively. They display a good understanding of the organisational structures of different forms of writing such as diaries, letters and persuasive text. Their writing shows an increasing understanding of grammar, punctuation and spelling. By the end of key stage 2, pupils can produce imaginative and well-structured pieces of writing.
- Handwriting is taught systematically through the use of a published scheme. Most pupils can write fluently and legibly; most pupils use a cursive style by the end of key stage 2.

Shortcomings

- Pupils at key stage 2 are not provided with sufficient opportunities to develop oral skills in the classroom, through planned opportunities for speaking and listening in paired and group activities.
- The use of role play and drama to extend language development is under used at both key stages.
- At upper key stage 2, more able pupils are not given the opportunity to use their knowledge of different text forms to write independently.
- Presentation of work and style of handwriting is not consistent in all classes at key stage 2

Mathematics

Standards of achievement are good at both key stages.

Good Features

- At key stage 1 pupils sort, match and sequence numbers correctly and are familiar with number symbols.
- Year 1 pupils have a sound knowledge of number bonds to 10. They confidently add and subtract within 20. Year 2 pupils have a good understanding of number up to a hundred. They are confident in counting in twos, threes, fives and tens and the more able show they understand the concept of multiplication.

- Pupils at key stage 1 make good progress in their appreciation of shape. They show a good understanding of 2-D shapes and are making good progress in their knowledge of 3-D shapes. They are developing a good understanding of their properties.
- Pupils throughout the key stage recognise the value of coins and undertake simple transactions.
- As they progress through the key stage they understand the value of simple fractions such as a half and a quarter.
- They are introduced to simple graphs which they can interpret confidently.
- Investigation and problem-solving work is progressing well. They can continue patterns, describe patterns and use mathematical language appropriately to describe what they have done.
- The majority of the younger pupils at key stage 2 have a clear understanding of place values in tens and units with many able to work confidently with three-figure numbers. They show a good understanding of the addition and subtraction process. By the end of the key stage they have a good knowledge of the four rules of number.
- Pupils at key stage 2 have a good recall of number facts. They show an understanding of the relationship between decimals, fractions and percentages.
- Pupils at key stage 2 understand the measurement of length, weight and capacity and the more able pupils can identify confidently how this knowledge can be applied in other areas of the curriculum.
- Knowledge and understanding of 2-D and 3-D shape is progressing well with pupils in years 3 and 4 having conducted a very successful project on work with cubes.
- Work on investigation and problem-solving continues throughout the key stage where pupils explore patterns with numbers and record their findings. They show good understanding. Good use is made of appropriate mathematical language.

Shortcomings

- Pupils are slow to recognise alternative strategies when asked to think mathematically.
- Work often fails to provide sufficient challenge for the more able pupils
- Pupils make insufficient use of information and communications technology in their mathematics work.

Science

Standards of achievement are good at both key stages.

Good features

- Pupils at key stage 1 show a good understanding of scientific enquiry skills. They are clear about the importance of fair testing and prediction and have undertaken a range of purposeful investigation e.g. the work on waterproofing.
- They have a good knowledge of materials and their properties, and identify similarities and differences. They understand how some are suitable for a particular purpose, whilst others are not.
- They are confident in recognising and naming the major parts of the body and can describe their functions accurately. They appreciate the importance of exercise and healthy living.
- They can describe different habitats and the creatures that live in them.
- They can distinguish between living and non-living things and can describe the conditions that are required for plants to grow healthily.
- At key stage 2 pupils develop their scientific enquiry skills appropriately. Pupils are encouraged to suggest their own ways of conducting an investigation and are given opportunities to apply their knowledge and understanding to different situations. The work of pupils in years 3 and 4 on making a burglar alarm demonstrated how scientific knowledge can be applied to a real situation.
- Pupils at key stage 2 develop a good understanding of a wide range of subjects such as solids, liquids and gases, the solar system, sounds and habitats.
- Pupils can make appropriate measurements and interpret the results of their findings.
- Pupils' use of scientific language is developed well across both key stages.

Shortcomings

- Pupils are given insufficient opportunities as they progress through key stage 2 to determine their own recording methods. The opportunity to use ICT for this purpose is also missed.

Welsh Second Language

Standards of achievement are satisfactory at key stage 1 and unsatisfactory at key stage 2.

Good Features

- At key stage 1, pupils make steady progress in understanding and speaking familiar everyday vocabulary and phrases.

- They use simple greetings and commands and respond well to basic questions about themselves and where they live. IT is used effectively to reinforce the work.
- They enjoy role play and singing songs in Welsh as was evident at morning assemblies. They can count to ten, name colours and make simple comments about the weather.
- They are beginning to understand simple Welsh stories and write short sentences based on their own experiences.
- At key stage 2, pupils respond satisfactorily to simple questions about themselves, what they like and dislike.
- They read familiar text from the published scheme "Ben Bwgan Brain" and some show a reasonable understanding of what they've read.
- Writing tasks are mainly based on published schemes with some pupils able to describe what they've written.

Shortcomings

- There is a lack of continuity and progression in all aspects from key stage 1 into key stage 2.
- At key stage 2 the lack of regular and meaningful contact with the language impedes progress.
- Incidental Welsh is not consistently used in classes and opportunities are missed in different areas of the curriculum.

Design and Technology

Although only one lesson was observed during the inspection, evidence from previous work and discussion with pupils indicates that standards of achievement are good at both key stages.

Good Features

- All pupils are given a variety of purposeful opportunities to design and make a wide range of products using different tools, materials and components.
- At key stage 1, pupils have a good understanding of the need to plan and evaluate their work and this is further developed at key stage 2, when pupils realise the need to improve their designs in the light of evaluation.
- The scheme of work ensures that there is continuity and progression in learning.

- Evidence from previous work shows a steady acquisition of relevant skills as pupils progress through the key stages.
- Good connections are made with other curriculum areas such as geography, history, religious education, science and music.
- Pupils in Years 1/2 produced 'Wigwams' and different houses in connection with work on homes and materials in science.
- Pupils in Years 3/4 were observed designing and making an alarm system for a house, making relevant connections to science work on circuits and switches. The pupils' knowledge and understanding in this lesson was of a very good standard.
- Pupils in Years 5/6 produced prayer mats in relation to their work on other religions.
- Pupils generally employ a good range of materials and pay good attention to sensible use of tools and equipment. Work produced by pupils is of a good standard in both key stages.
- Pupils have good recall of how they constructed their designs.

Shortcomings

There are no significant shortcomings.

Information Technology

Standards of achievement are good at key stage 1 and satisfactory at key stage 2.

Good Features

- Work at key stage 1 is built upon the good work achieved in the Early Years. Pupils are familiar with the key board and are confident in using the mouse to drag items across the screen.
- They show a good understanding of icons and their purpose and are confident in retrieving information, correcting simple text and storing it for future use.
- At key stage 1, pupils are able to use their word-processing skills to produce work for display.
- Pupils can give pre-set instructions to a programmable toy and control distance and direction.
- At key stage 2, good use is made of word-processing skills to produce work for display in history and science.
- Older pupils are able to use the Internet and electronic mail facilities. Regular use is made of digital photographs to enhance wall displays.

- Pupils have just begun to store information in individual files which they can access successfully.
- Key stage 2 pupils are beginning to make use of spreadsheets, entering data under appropriate headings and choosing suitable graphs for work presentation.

Shortcomings

- Insufficient use is made of information technology to support learning across the curriculum particularly at key stage 2.
- At key stage 2 pupils need to develop their own independence and confidence to use IT to support their work.
- Record of progress is often limited by the lack of information on which programmes individual pupils have used and the level of skill and understanding they have achieved.

History

Standards of achievement are good at both key stages.

Good Features

- At key stage 1, pupils' understanding of chronology is developing well as they compare the past with the present.
- They show an appropriate awareness of similarities and differences between the present and the past e.g. in their study of a Victorian and a modern kitchen.
- At key stage 1 pupils' recall and understanding of work previously covered is good e.g. work on Cave Dwellers.
- The use of and understanding of historical vocabulary is good.
- At key stage 2, pupils recall of previous work is good; they can discuss with confidence work done on castles, the Tudors, the Victorians and World War II.
- Pupils are introduced to methods of historical enquiry through their visit to Swansea museum and know that they can find out about the past from a range of sources. They use IT to enhance good quality wall displays.
- At key stage 2 pupils have an appropriate sense of chronology and are able to place characters and events in their historical context.
- Good use is made of historical artefacts to enhance pupils' understanding of the past.
- Pupils throughout both key stages have a knowledge of characters and events from Welsh history; this gives them a good understanding of Y Cwricwlwm Cymreig.

- By the end of key stage 2 the more able pupils are beginning to understand that there are different interpretations to historical events.

Shortcomings

- The restrictive format of work-sheets limits pupils from developing their writing skills to record work.
- The importance of developing pupils' own thoughts and ideas are limited.

Geography

Standards of achievement in geography are satisfactory at both key stages.

Good Features

- At key stage 1, pupils know where they live and describe some features in their locality.
- They can describe what they like about where they live and can explain some differences between Craigfelen and Swansea.
- They have a good knowledge of weather and can describe the differences between the weather and other features such as buildings at Craigfelen and a Caribbean village which they've studied.
- They can trace routes using a simple map and use such terms such as left, right, forward, etc. IT is used effectively to reinforce this understanding. They are beginning to understand how to use a key and simple grid references.
- At key stage 2 pupils have studied their local area and have observed and asked questions about geographical features in their village such as housing, land use and the weather.
- In their study of a contrasting area, pupils in years 5 and 6 can describe satisfactorily similarities and differences, e.g. occupation, transport and leisure facilities between Oxwich and the wider community of Clydach.
- They can identify Wales and other countries of the U.K. on a map, with some of the more able being confident in identifying countries across the world using a globe.
- At key stage 2, pupils understand the purpose of maps and are beginning to use the necessary skills to, e.g., locate and interpret different features.

Shortcomings

- At key stage 2, the subject is not being taught with sufficient frequency to enable pupils to develop their skills on a consistent basis.
- Pupils, particularly at key stage 2, need to develop their understanding of, and their ability to use, a wide range of maps including atlases and the globe.

- Not enough emphasis particularly in years 3 and 4 is placed on the study of contrasting areas.

Art

Standards in art are good in both key stages.

Good Features

- A good policy and scheme of work have been produced for the subject, and emphasis is placed on developing pupils' skills using a wide variety of media.
- Pupils are effectively taught to appreciate and experiment with a range of tools, materials and equipment.
- Work at both key stages involves the study of famous artists to develop pupils' visual perceptions. Years 1 and 2 study the style of 'Monet', Years 3 and 4 experiment with paintings in the style of 'Joseph Herman' producing good observational drawings. Years 5 and 6 pupils were observed sketching in the style of 'Kyffin Williams'. They had a good recall of the styles of artists 'Paul Klee' and local artist 'Will Evans'.
- Good use is made of the local 'Glyn Vivian Art Gallery'. From this visit, pupils produced charcoal and chalk pictures of shapes and bowls of fruit which were of a good standard.
- Art is a significant factor in the high quality of work on display throughout the school.
- Pupils display good attitudes to learning and an enthusiasm for an enjoyment of the subject.
- Good support is provided by the co-ordinator.

Shortcomings

There are no significant shortcomings.

Music

Insufficient music was observed during the inspection to make an overall judgement about standards. However, evidence gained from teachers' planning files suggests that pupils receive a broad and balanced curriculum which covers all the National Curriculum requirements for that subject. From the evidence available during inspection, standards overall are satisfactory in both key stages.

Good Features

- Pupils follow a commercial scheme throughout the school, which ensures coverage of all elements, continuity and progression.
- In all assemblies, pupils sing tunefully and enthusiastically. There are regular hymn practices. Hymns are sung in both English and Welsh. Words are generally well known in both languages.
- Most key stage 2 pupils are able to read music through learning to play the recorder. Standards in this aspect of work are good.
- Key stage 2 pupils gain benefit from working with a specialist teacher.
- The school has a good range of tuned and untuned instruments.
- The co-ordinator has begun to monitor the implementation of the new scheme of work.

Shortcomings

- Lessons are sometimes slow in pace and over directed by the teacher.

Physical education

During the inspection, not all the elements of the National Curriculum were observed, but all elements are covered during the year. Overall standards are good at key stage 1 and satisfactory at key stage 2.

Good Features

- The youngest pupils show good agility and skills in balancing using a variety of methods of travelling and supporting themselves on different body parts.
- Pupils at key stage 1 undertake a range of different movements during warm-up activities. They run, dodge and chase. Pupils are able to use these skills in a games situation which reinforces skills development necessary to participate well in team games or individual sports.
- Pupils have good space awareness and can use their dribbling skills successfully to avoid other pupils. They respond well to instructions and support each other well in team games.
- At key stage 2, swimming is a regular feature of the programme.
- Extra-curricular activities are provided in football, netball and rugby. These are well attended and support pupils in the development of their skills.
- All pupils understand the effects of exercise and appreciate the needs for warm-up and cool-down activities.

- Staff and pupils dress appropriately when involved in physical education activities.
- In all lessons appropriate attention is given to safety.
- Good use is made of the multi-use games area (MUGA) for outdoor games.

Shortcomings

- Not all pupils at key stage 1 are appropriately dressed for physical education and are excluded from the planned activity.
- Pupils in upper key stage 2 are not given sufficient opportunities to appraise their work and that of others.
- Not all pupils in upper key stage 2 participate appropriately in lessons.

Religious education

Standards in religious education are good at both key stages.

Good Features

- The subject is accorded a prominent place in the curriculum and is taught regularly in class.
- Pupils at both key stages have a good knowledge of Bible stories and the main celebrations and their meanings. They listen with interest and can recall facts well.
- Pupils know that there are other faiths in the world and understand that they also have buildings, books and symbols which reflect their faith.
- Younger pupils can name significant Christian ceremonies and are beginning to understand the symbolism associated with those ceremonies. Older pupils have good well developed knowledge of the events of the life of Jesus.
- Morning assemblies, visits to the local church and visits by the vicar help to extend knowledge of Christian beliefs and practices.
- Pupils understand the importance of worship and take part respectfully in school services.
- Good use is made of artefacts to develop pupils' understanding of Christianity and other religions.
- Good support is provided by the co-ordinator.

Shortcomings

Although pupils undertake a range of written work, too heavy reliance is placed on photocopied sheets at the expense of independent writing.

8. SCHOOL IMPROVEMENT

8.1 Progress Since the Last Inspection

The school needs to:

- continue to increase the percentage of pupils achieving Level 4 in mathematics, science and English at the end of key stage 2;

Staff have worked hard to raise standards of attainment and over 77% of pupils are now performing in the upper quartile in their FSM benchmark in the three core areas.

- improve standards in Design and Technology at key stage 1, English at key stage 2 and art throughout the school;

A policy and scheme of work have been produced for all three subjects. Each subject has been given a high profile in the school development plan. Staff have attended relevant courses and the school has used outside providers to support subject development and pupil standards. Good progress has been made since the last inspection.

- use assessment more effectively to set targets for improvement for individual pupils;

Satisfactory progress has been made. The assessment policy has been revised and a section on target setting has been included. Additional standardised tests have been introduced to measure pupil progress in English and Mathematics. However, assessment data is not analysed and used to set appropriate targets for improvement. Pupils do not fully understand targets that have been set. Individual teachers planning does not provide structured assessment processes. Monitoring of the curriculum by subject co-ordinators lacks consistency and rigour.

- improve the quality of teaching in areas where shortcomings have been identified;

Satisfactory progress has been made. Teachers now plan to an agreed format and these are used across the school. However, class lessons still lack pace, pupils are often over-directed and not allowed to take control of their learning. Teachers still tend to dominate discussion which restricts opportunities for pupils to respond at length.

- continue to improve the quality of the learning environment;

The quality of the learning environment in classrooms and around the school is good and provides stimulating opportunities for pupils to appreciate their work.

- further develop whole-school planning and complete schemes of work

Good progress has been made with a clear policy statement for all aspects of school life including subject areas. Schemes of work have been revised for all subject areas except mathematics but this has been identified in the school development plan as a next priority.

- continue to develop communication and involvement with parents.

Good progress has been made. The school has produced a range of initiatives to improve communications with parents and a significant number of parents are now actively involved in the life and work of the school.

8.2 Key Issues for Action

The school needs to:

- address those shortcomings where they are noted in the report;
- improve the standard in Welsh as a second language particularly at key stage 2;
- continue to improve pupils' oral skills across the school;
- improve the use of assessment information to differentiate more appropriately in mixed age classes;
- develop the systems and procedures of self-review and link them to priorities in the school development plan which sets out measurable success criteria in relation to progress and standards.

APPENDIX

A. Basic Information About the School

Name of School	Craigfelen Primary School
School type	LEA Maintained
Age-range of pupils	3 – 11
Address of school	Woodside Crescent Clydach Swansea
Post-Code	SA6 5DP
Telephone Number	01792 843278

Head teacher	Mrs L M McAleer
Date of appointment	September 1988
Chair of Governors/ Appropriate Authority	Councillor Sylvia Lewis
Registered Inspector	Mr Merfyn Lloyd Jones
Dates of inspection	26 – 29 April 2004

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	9	7	11	18	12	11	13	15	96

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	6	0	6

<i>Staffing information</i>	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	14:5:1
Pupil : adult (fte) ratio in nursery classes	-
Pupil : adult (fte) ratio in special classes	-
Average class size, excluding nursery and special classes	26.5
Teacher (fte) : class ratio	1.1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
	R	Key Stage 1	Key Stage 2	Whole school
Term 1	90.85	91.69	92.58	91.7
Term 2	91.73	93.83	90.45	92.00
Term 3	86.17	92.18	92.26	90.2

Number of pupils excluded during 12 months prior to inspection.	NIL
---	-----

C. Results of National Curriculum Assessments and Public Examinations

NATIONAL CURRICULUM ASSESSMENT RESULTS END OF KEY STAGE 2: 2003

National Curriculum Assessment KS 2 Results: 2003								Number of pupils in Y6: 13					
Percentage of pupils at each level													
			D	A	F	W	1	2	3	4	5	6	
English	Teacher assessment	School	0	0	0	0	0	7.7	30.8	61.5	0	0	
		National	0	0	0	0	1	6	17	46	30	0	
	Test/Task	School	0	0	8	0	0	0	15	62	15	0	
		National	0	2	2	0	0	3	18	51	25	0	
Welsh	Teacher assessment	School	0	0	0	0	0	0	0	0	0	0	
		National											
	Test/Task	School	0	0	0	0	0	0	0	0	0	0	
		National											
Mathematics	Teacher assessment	School	0	0	0	0	0	0	23	77	0	0	
		National	0	0	0	0	1	4	19	47	28	0	
	Test/Task	School	0	0	0	0	0	0	15	77	8	0	
		National	0	2	2	0	0	4	19	43	30	0	
Science	Teacher assessment	School	0	0	0	0	0	0	8	92	0	0	
		National	0	0	0	0	0	2	13	50	33	0	
	Test/Task	School	0	0	0	0	0	0	7	85	8	100	
		National	0	2	0	0	0	1	10	47	38	0	

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:	62	In the school:	77
In Wales:	70	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
- W Pupils who are working towards level 1

Appendix D

The Evidence Base of the Inspection

- The inspection team consisted of 3 inspectors who worked for 5 inspector days.
- Pre-inspection meetings were held with the head teacher, staff and governing body.
- Eight parents attended a meeting with the Registered Inspector.
- Sixteen questionnaires were returned, analysed and summarised.
- All documents submitted by the school was analysed and discussed, including the school development plan, policy and curriculum documents and teachers' planning files.
- Pupils were observed as they arrived and departed from school and during the midday and other breaks.
- At various time of the day, inspectors took the opportunity to talk to pupils and to discuss their work.
- Twenty-four lessons or part-lessons were observed.
- Pupils were heard reading and were questioned in their knowledge and understanding of English, Welsh, mathematics, science and other subjects.
- A wide range of pupils' written and other work was examined in each class.
- Inspectors discussed pupils' work with teachers and examined assessment records.
- Discussions were held with the head teacher, curriculum co-ordinators and other staff.
- The work with special needs pupils was examined.
- Budget figures were examined.
- Attendance and pupil records were inspected.
- Inspectors attended acts of collective worship.

E. Composition and Responsibilities of the Inspection Team

Team Members	Subject responsibilities	Aspect responsibilities
Mr M LI Jones Registered Inspector	Welsh second language Mathematics Science Information Technology History Geography	<ul style="list-style-type: none"> © Context © Main Findings © Standards Achieved in Subjects and Areas of Learning © Standards Achieved in Key Skills across the Curriculum © Pupils' Spiritual, Moral, Social and Cultural Development © Teaching © Quality of Self-Evaluation and Planning for Improvement © Leadership and Efficiency © Progress Since the Last Inspection © Key Issues for Action
Mrs S McDonald Team Inspector	Early Years English Design and Technology Music Art Physical Education Religious Education	<ul style="list-style-type: none"> © Main Findings © Assessment, Recording and Reporting © Curriculum © Support, Guidance and Pupils' Welfare © Provision for Pupils with Special Educational Needs © Staffing, Accommodation and Learning Resources © Key Issues for Action
Mrs J Warr Lay Inspector		<ul style="list-style-type: none"> © Behaviour and Attitudes © Attendance © Partnership with Parents and Community, Schools and other Institutions © Partnership with Industry © Key Issues for Action

The inspection team would like to thank all parents, governors, staff and pupils for their assistance and co-operation at all stages of the inspection.