

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

**Crwys Primary School
Chapel Road
Three Crosses
Swansea**

School Number: 6702120

Date of Inspection: 14-15 February 2006

by

**Mr Stephen Dennett
78888**

Date: 20 April 2006

Under Estyn contract number: T/128/05/P

The purpose of Estyn is to improve quality and standards in education and training in Wales. Estyn is responsible for inspecting:

- * nursery schools and settings maintained or used by local education authorities (LEAs);
- * primary schools;
- * secondary schools;
- * special schools;
- * pupil referral units;
- * independent schools;
- * further education;
- * adult community-based learning;
- * youth support services;
- * LEAs;
- * teacher education and training;
- * work-based learning;
- * careers companies; and
- * the education, guidance and training elements of Jobcentre Plus.

Estyn also:

- * provides advice on quality and standards in education and training in Wales to the National Assembly for Wales and others; and
- * makes public good practice based on inspection evidence.

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

Publication Section

Estyn

Anchor Court

Keen Road

Cardiff

CF24 5JW or by email to publications@estyn.gsi.gov.uk

This and other Estyn publications are available on our website: www.estyn.gov.uk

© Crown Copyright 2006

This Report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the Report specified.

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.

Crwys Primary School was inspected as part of a national programme of school inspection. The purpose is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents more information about their child's school. A copy of this summary is sent to every family with a child at the school. The full report can be obtained from the school.

The inspection of Crwys Primary School took place between 14th and 15th of February 2006. An independent team of inspectors, led by Stephen Dennett undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

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

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

“There are three types of inspection.

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

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

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

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

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

This school received a **short** inspection.”

Year groups and key stages

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

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

Primary phase:

Year	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The national curriculum covers four key stages as follows:

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

Contents	Page
Context	1
Summary	2
Recommendations	6
Standards	6
Key question 1: How well do learners achieve?	6
The quality of education and training	8
Key question 2: How effective are teaching, training and assessment?	8
Key question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?	9
Key question 4: How well are learners cared for, guided and supported?	10
Leadership and management	12
Key question 5: How effective are leadership and strategic management?	12
Key question 6: How well do leaders and managers evaluate and improve quality and standards?	12
Key question 7: How efficient are leaders and managers in using resources?	13
School's response to the inspection	14
Appendices	15
A Basic information about the school	15
B School data and indicators	15
C National Curriculum assessments results	16
D Evidence base of the inspection	17
E Composition and responsibilities of the inspection team	17

Context

The nature of the provider

1. Crwys Primary School is a small rural community infant and junior school situated in the village of Three Crosses just outside Swansea. There are currently 126 pupils on roll and 14 nursery children attending part time. There are five pupils in the attached Special Teaching Facility (STF) aged between three and seven. The number of pupils at the school has remained fairly constant at around 125 since the school's last inspection in February 2000. There are seven full-time and three part time teachers at the school.
2. Most pupils come from the immediate locality. Their social and economic circumstances are overall neither advantaged nor disadvantaged, although a significant number of pupils do come from socially advantaged backgrounds. All pupils come from homes where English is the first language. No pupils speak Welsh as their first language. Ten percent of pupils are entitled to free school meals, which is below the local education authority (LEA) and national average. Ten pupils (8%) are on the school's register of special educational needs (SEN). This percentage is below the LEA and national averages. Eight pupils have statements of SEN and two pupils in the STF have been disapplied from the National Curriculum (NC). Pupils' ability on entry covers the whole ability range and is broadly average. However a significant minority of pupils are of higher ability. No pupils are looked after by the local authority. Pupils are able to start full-time education at the nursery in the term after their third birthday.
3. The school has received a number of awards, including a Basic Skills Quality Mark and the Green Flag Eco Award.

The school's priorities and targets

4. The school's vision statement says, '*Crwys School will create high standards of learning experiences for all children providing access to all areas of the National Curriculum. It will generate a lively and stimulating environment that is exciting today as well as a preparation for the future. We will develop relationships with parents and maintain a positive image for the school in the community*'.
5. According to its development plan, the central purpose of the school is to provide an appropriate education for all the children suited to their age, aptitude and ability. It also aims to provide a broad, balanced curriculum that demands a variety of teaching methods. The school aims to develop good communication with parents in order that there is a mutual understanding of the educational provision available to the child.
6. The school's current priorities, taken from its current development plan (SDP), are to:
 - continue to improve Welsh and bilingualism;
 - continue to improve attendance;
 - revise the policy for sex and relationship education;
 - develop a more consistent approach to the marking of writing;
 - monitor planning for key skills;
 - develop school in readiness for Foundation Stage;

- continue to raise pupils' awareness of diversity;
- further develop role of link governors;
- monitor the use of the foundation subjects skills assessment document produced by staff;
- plan for staff restructuring;
- develop more systematic self-evaluation arrangements;
- continue the professional development of support staff by inclusion in performance management process; and
- continue to upgrade and repair the school premises.

Summary

7. Crwys Primary School is a good school with some outstanding features.

Table of grades awarded

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

Standards

8. Children enter Crwys Primary School with ability levels that are similar to LEA and national averages. Pupils make very good progress and achieve very good standards in their knowledge, skills and understanding, regardless of their background.
9. The overall quality of the educational provision for the under-fives is appropriate to their needs and pupils are making good progress towards the Desirable Outcomes for Children's Learning. Pupils with additional learning needs, including those with SEN achieve good standards in relation to their abilities. Pupils in the STF make particularly good progress.
10. By the time pupils leave the school they reach good standards in their use of the key and basic skills. Throughout the school pupils achieve very good standards in their speaking, listening, reading, numeracy and information and communication technology (ICT) skills. Their personal and social education (PSE) skills, creative and problem solving skills are also very well developed. In writing, good features outweigh any shortcomings. Pupils' bilingual skills have some good features, but there are shortcomings in important areas.
11. In key stage (KS)1, pupils achieve high standards in teachers' assessments at the end of Year (Y) 2. In recent years, results in English have consistently been well above the national average. Over half of the pupils achieved the higher level 3 in this subject. In mathematics, results have also been well above

average and over a third of the pupils achieved the higher level 3. Results in science have been well above average and nearly two thirds of pupils achieved the higher level 3.

12. Pupils also achieve high standards in standard assessments and tests at the end of Y6. In recent years, results in English have consistently been well above the LEA and national average. Half of the pupils achieved the higher level 5. In mathematics, results have also been well above average and over half of the pupils achieved the higher level 5. Results in science have been well above average and nearly three quarters of pupils achieved the higher level 5.
13. The school has 10% of its pupils entitled to receive free school meals and is compared with schools that have between eight and 16% of their pupils entitled to free school meals. Comparisons with these schools' standard assessment results indicate that the school is in the top 25% for all three core subjects (English, mathematics and science).
14. Pupils have a good understanding of how they are progressing and what they need to do to improve the quality of their work. The majority of pupils have very good attitudes to learning. They listen carefully to each other and to their teachers and always try their very best to work hard and improve their work. Pupils' very good behaviour is an outstanding feature of the school.
15. The average rate of attendance for the three terms before the inspection was 93.5%. This is close to the LEA and all Wales average. The vast majority of pupils are punctual at the start of the day.
16. Very strong personal, moral and social values together with a philosophy based on care and consideration for others are the foundations of school life. As a result, all pupils cultivate a deep respect for each other, members of the school and wider community. Consequently the pupils are responsible young citizens who are well prepared for life beyond Crwys Primary School.

The quality of education and training

17. During the inspection, 19 lessons were seen. The overall quality of teaching in the school is good. During the inspection, the grades allocated to the lessons observed are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
11%	63%	11%	16%	0%

18. The very good relationships between staff and pupils are an outstanding feature of teaching. Teachers have good subject knowledge and this enables them to use of a wide variety of teaching approaches that helps make learning interesting for the pupils. Although planning is generally effective, and most lesson plans have clear objectives, these are not always shared with pupils. In addition, work is not always suitably matched to the needs of pupils and in the small number of lessons that had shortcomings this was a notable weakness. There are also shortcomings in the development of pupils' bilingual skills.
19. The sensitive support and encouragement given to pupils with additional learning needs are an outstanding feature of the school. These pupils are very well supported in both the mainstream classes and STF. Teaching in the STF is of a very high quality and this enables pupils to learn at a good rate, despite their difficulties.

20. The quality of assessment and its use to help learning is good. The results from assessments are analysed effectively and used to set pupils targets for improvement. Annual reports to parents are of a good quality and parents are fully informed about how well their children are doing. The school meets all statutory requirements for assessment.
21. The school is successful in meeting pupils' needs and provides a broad and balanced curriculum for all pupils which meets legal and course requirements. A good feature of the school is the breadth of interesting experiences it provides. Pupils have a high level of motivation and persevere with their learning. Visits to places of historical and cultural interest such as Welsh art galleries and field work in the locality, enhance pupils' understanding of Wales and its culture and effectively promote *Y Cwricwlwm Cymreig*. However, there are shortcomings in the promotion of pupils' bilingual skills.
22. An outstanding feature of the school is the wide range of opportunities it provides for extra-curricular activities. The school's provision for PSE is good. Pupils benefit from a range of work-related activities and visits and they are linked wherever possible to curriculum topics. There are good opportunities for learners to develop their entrepreneurial skills through the fruit tuck shop. There are good policies in place to promote equal access and opportunity for all pupils. Everyone has an opportunity to participate in games and activities and after school clubs are open to everyone.
23. Sustainable development is a strong feature of the school. Pupils develop an understanding of issues linked to sustainability on a local national and global level. Pupils gain good learning experiences ensuring they acquire a range of skills that enable them to develop positive and life long attitudes.
24. The school is a happy, caring community where pupils are valued and encouraged into becoming self-confident young citizens. The relationship with parents and carers is good and the school recognises the effectiveness of this partnership on pupils' learning outcomes. There is a good relationship between staff and learners and between the school, parents and the local community.
25. The school has effective clear and effective procedures in place on first aid, evacuation procedures, fire prevention and child protection.
26. A particularly outstanding feature of the school is the very good provision for pupils with additional learning needs, especially in the STF. Where appropriate, very good levels of support are provided and learning activities are carefully structured to meet individual needs. Pupils in the STF are given very valuable support in small groups by the highly effective support teacher. The Special Needs Co-ordinator (SENCo), who is also the teacher in charge of the STF, is very effective and has ensured that teachers have good quality, up-to-date training in special education needs.
27. Clear policies exist on race equality, equal opportunities and diversity. Visiting various places of worship enhances pupil's awareness and understanding of diversity and multicultural issues. The school meets the statutory requirements for collective worship.

Leadership and management

28. The school is very well led and the headteacher gives positive direction, promotes good values and a sense of purpose. He gives clear guidelines on daily routine and individual responsibilities. Through his own teaching, he sets staff a good example. School documentation is comprehensive and there is a sense of order in the life and work of the school.
29. The headteacher and staff have created an excellent ethos, which is based on sound principles. Through their relationships with one another and with pupils, they have created a caring and stimulating environment that promotes effective learning and ensures equality for all. The school considers national priorities carefully. Performance management is conducted effectively and this process informs teachers' continuous professional development.
30. The school's governors have a very good understanding of their responsibilities and they fully meet legal requirements. They are very supportive of the headteacher and staff. They monitor the school budget closely and take an active part in strategic management. Governors have begun to monitor the quality of provision by conducting lesson observations.
31. The schools' procedures for evaluating its performance are good and leaders are generally well informed about the school's performance. However, there is a lack of clarity about co-ordinators' roles that results in inconsistencies in practice, particularly in monitoring standards and the performance of individuals, which is infrequent, informal and lacks structure.
32. The school is good at taking the views of others into account and has ensured that all involved in the self-evaluation process, including the pupils, fully understand the arrangements. The SDP is a useful document, which correctly identifies suitable areas for improvement. The school has made a good level of improvement since its last inspection.
33. The school has sufficient qualified and experienced teachers for the numbers on roll. The classroom assistants make an effective contribution to the work of the school. The continuous professional development of staff benefits from external in-service training organised by the group of schools of which it is a member. Staff have attended a range of courses that focus on the subjects they lead. Very effective use is made of all school resources in order to promote high standards. The headteacher and the governors manage the budget effectively and the school provides good value for money.
34. There is adequate accommodation for the number of pupils on roll and the school provides a stimulating learning environment that is enhanced by colourful displays of pupils' work. Both the school buildings and grounds are well maintained and kept in immaculate condition. The school hall is not of an adequate size for the pupils' needs although staff make effective use of the space available. It is also unacceptable that the toilet facilities for the juniors are outside of their building.

Recommendations

- R1 Further improve provision and the teaching of bilingual skills by providing more opportunities for pupils to use Welsh in everyday situations around the school, as identified in the SDP.
- R2 Develop more systematic self-evaluation arrangements, as identified in the SDP by further improving the role of co-ordinators to include the regular formal monitoring of standards and pupils' learning.
- R3 Improve the planning of lessons to ensure that learning tasks are well matched to the needs of individuals and groups of pupils.

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

Standards

Key question 1: How well do learners achieve?

Grade 1: Good with outstanding features

- 35. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 36. Children enter Crwys Primary School with ability levels that are similar to LEA and national averages. Pupils make very good progress and achieve very good standards in their knowledge, skills and understanding, regardless of their background.
- 37. The overall quality of the educational provision for the under-fives is appropriate to their needs and pupils are making good progress towards the Desirable Outcomes for Children's Learning. Pupils with additional learning needs, including those with SEN achieve good standards in relation to their abilities. Pupils in the STF make particularly good progress.
- 38. By the time pupils leave the school they reach good standards in their use of the key and basic skills. Throughout the school pupils achieve very good standards in their speaking, listening, reading, numeracy and ICT skills. Their PSE skills, creative and problem solving skills are also very well developed. In writing, good features outweigh any shortcomings. Pupils' bilingual skills have some good features, but there are shortcomings in important areas.
- 39. In KS1, pupils achieve high standards in teachers' assessments at the end of Y2. In recent years, results in English have consistently been well above the national average. Over half of the pupils achieved the higher level 3 in this subject. In mathematics, results have also been well above average and over a third of the pupils achieved the higher level 3. Results in science have been well above average and nearly two thirds of pupils achieved the higher level 3.
- 40. Pupils also achieve high standards in standard assessments and tests at the end of Y6. In recent years, results in English have consistently been well above the LEA and national average. Half of the pupils achieved the higher level 5. In

mathematics, results have also been well above average and over half of the pupils achieved the higher level 5. Results in science have been well above average and nearly three quarters of pupils achieved the higher level 5.

41. The school has 10% of its pupils entitled to receive free school meals and is compared with schools that have between eight and 16% of their pupils entitled to free school meals. Comparisons with these schools' standard assessment results indicate that the school is in the top 25% for all three core subjects (English, mathematics and science).
42. Pupils have a good understanding of how they are progressing and what they need to do to improve the quality of their work. Pupils achieve their targets in a reasonable time and teachers are very effective in reminding pupils about their targets before they start work. An outstanding feature of the school is the very good progress the vast majority of pupils make in fulfilling their potential. They also are very well prepared for the next stage of their education when they move on to the secondary school.
43. The majority of pupils have very good attitudes to learning. They listen carefully to each other and to their teachers and always try their very best to work hard and improve their work.
44. Pupils' very good behaviour is an outstanding feature of the school. Unkind behaviour is not tolerated and the school is highly successful in encouraging the pupils to take responsibility for their own actions. Older pupils are very good role models for their younger friends. Pupils' very good behaviour has a very positive influence on the standards that pupils achieve and the very good progress they make.
45. Whole school attendance three full terms prior to inspection.

Term	Whole School
Spring 2005	94.1%
Summer 2005	92.1%
Autumn 2005	94.3%
Total	93.5%

46. Attendance for the three full terms prior to the inspection was close to the national and LEA average at 93.5%. The headteacher and administrative staff monitor attendance on a termly basis. The school actively promotes awareness for parents and guardians of their responsibilities in relation to attendance and punctuality. They are discouraged from taking term time holidays, however, there are instances of them withdrawing their children from school during term time. The majority of pupils are punctual at the start of the school day. For the small minority of pupils who give cause for concern, the school acts swiftly and implements the effective policies and strategies in place for improvement.
47. Very strong personal, moral and social values together with a philosophy based on care and consideration for others are the foundations of school life. As a result, all pupils cultivate a deep respect for each other, members of the school and wider community. Pupils have a very good capacity to work independently and have good study skills. These are particularly well developed in Y6. Consequently the pupils are responsible young citizens who are well prepared for life beyond Crwys Primary School.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

48. The judgement of the inspection team differs from that of the school, which judged this key question to be grade 1.
49. In the lessons observed the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
11%	63%	11%	16%	0%

50. The overall quality of teaching is good and is above the 2007 Welsh Assembly Government (WAG) target of 65% to be a grade 2 or better.
51. The very good relationships between staff and pupils are an outstanding feature of teaching and they contribute considerably to the calm and stimulating atmosphere in lessons. Teachers have good subject knowledge and this enables them to use of a wide variety of teaching approaches that helps make learning interesting for the pupils. Teaching is often challenging and stimulating, and in junior classes, this results in particularly high standards, especially in mathematics and science.
52. Although planning is generally effective, and most lesson plans have clear objectives, these are not always shared with pupils. In addition, work is not always suitably matched to the needs of pupils and in the small number of lessons that had shortcomings this was a notable weakness. There is a tendency for activities to be planned for the whole class, rather than for individuals or groups within the class.
53. There are shortcomings in the development of pupils' bilingual skills. There are insufficient opportunities for pupils to develop a range of phrases that they can use in every day situations. As a consequence, pupils lack fluency and the ability to switch easily between English and Welsh.
54. The sensitive support and encouragement given to pupils with additional learning needs are an outstanding feature of the school. These pupils are very well supported in both the mainstream classes and STF. Teaching in the STF is of a very high quality and this enables pupils to learn at a good rate despite their difficulties.
55. The quality of assessment and its use to help learning is good. All statutory requirements are met. The school has developed a suitable system that provides the school with sufficient information about how well the pupils are doing in English, mathematics and science. Good progress has also been made in the production of an assessment booklet in other subjects. Although relatively new, this document is beginning to provide teachers with detailed information about pupils' progress. Good use is made of assessment information in English and mathematics to set targets for improvement. All statutory requirements are met for assessment.
56. Pupils are actively involved in setting their own targets for improvement, and they know what they need to do to move forward in their learning. The quality of marking of books by teachers is variable, but the best practice gives pupils

clear assessments of how well they have done and what they need to do to improve their performance. Reports to parents are informative and also identify targets for improvement, both academically and in pupils' personal development; they conform to statutory requirements.

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

Grade 2: Good features and no important shortcomings

57. The judgement of the inspection team differs from that of the school, which judged this key question to be grade 1.
58. The school is successful in meeting pupils' needs and provides a broad and balanced curriculum for all pupils which meets legal and course requirements. A good feature of the school is the breadth of interesting experiences it provides. Pupils have a high level of motivation and persevere with their learning. Visits to places of historical and cultural interest such as Welsh art galleries and field work in the locality, enhance pupils' understanding of Wales and its culture and effectively promote *Y Cwricwlwm Cymreig*. There are, however, shortcomings in the promotion of pupils' bilingual skills.
59. An outstanding feature of the school is the wide range of opportunities it provides for extra-curricular activities. Teachers are involved in providing a good range of sporting activities throughout the school year, for example, rugby, football, hockey, and netball. Older pupils also benefit from attending a residential course at Borfa House, which contributes both to their learning and to their social development.
60. The school's provision for PSE is good. The school has a structured PSE programme and pupils are confident and respond well to choices and to being given responsibility. Pupils enjoy opportunities to co-operate and share ideas. They interact politely and confidently with both peers and adults. Collective worship meets statutory requirements and contributes effectively to pupils' moral development, in particular to their understanding of right and wrong.
61. Pupils benefit from a good range of work-related activities and visits and they are linked wherever possible to curriculum topics. There are good examples of work related projects in science and design and technology, where pupils have worked with a local engineer on building carousels. A variety of people come to the school to talk about their work with the pupils and visits have been made to the National Assembly, local businesses and Swansea library. The close working relationship with Careers Wales has enabled teachers to attend courses and placements. The school offers work experience to pupils from the three of the local comprehensive schools and has close links with Swansea University, Trinity College and Swansea Institute.
62. There are good policies in place to promote equal access and opportunity for all pupils. School and playground rules are observed and pupils show respect for each other in their work and play. Aspects of these areas are discussed within the teaching of religious education, in assemblies and during circle time sessions. Everyone has an opportunity to participate in games and activities and after school clubs are open to everyone.

63. Provision for sustainable development is an outstanding feature of the school. The school actively promotes pupils' understanding of sustainable development through geography and PSE programmes. They develop an understanding of issues linked to sustainability on a local national and global level. Participation in recycling schemes and the healthy schools programme ensures pupils develop a respect for their immediate environment. Through the Eco schools initiative pupils have collected and analysed data regarding the fruit tuck shop and energy sources. Pupils gain some experience of entrepreneurial skills through activities such as the school council, fruit tuck shop and visits to the local post office.
64. Pupils gain good learning experiences ensuring they acquire a range of skills that enable them to develop positive and life long attitudes. Pupils are able to plan and manage their own learning, demonstrating a growing independence as they progress through the school. Transition and pastoral arrangements for pupils in Y6 as they transfer to Bishopston Comprehensive School are effective and well established.

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

Grade 1: Good with outstanding features
--

65. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
66. The school is a happy, caring community where pupils are valued and encouraged into becoming self-confident young citizens. Staff know their pupils well and there are good established procedures in place to ensure that pupils are well cared for, guided and supported. The highly effective open-door policy is well embedded and the school responds positively to suggestions and complaints. The school has set written procedures to deal with complaints but the need has not arisen to put them into practice.
67. The very good relationship with parents and carers is an outstanding feature of the school. Parents and carers are encouraged to take an active part in their child's education and are regularly invited to take part in a variety of school events. The school listens to, evaluates and reviews the concerns of parents and carers by way of questionnaires. Parents and carers are kept well informed of the work and life of the school by parents' evenings and reports, termly diary of events, regular newsletters, including information on class themes, and the school web site. The majority of parents have signed and returned the home/school agreement that informs every one of their responsibilities. The Annual Governors' Report to Parents and the Parents' Handbook meet WAG guidelines.
68. Effective procedures are in place for monitoring pupils' punctuality, attendance, behaviour and performance and the school takes early and appropriate action where necessary. Registers are marked in accordance with statutory requirements and registration is administered effectively.
69. The school has very effective clear procedures in place on first aid, evacuation procedures, fire prevention and child protection. Regular risk assessments are carried out and recorded. The headteacher is the trained child protection officer

and has a designated deputy. All teaching and non-teaching staff are briefed on protocols and procedures as outlined in the school's child protection policy.

70. A particularly outstanding feature of the school is the very good provision for pupils with additional learning needs, especially in the STF. There are very effective systems for diagnosing educational needs at an early stage. The process of assessment, target setting and review includes both pupils and parents at all stages. Each pupil with additional learning needs has a detailed individual education plan (IEP), which has specific short-term targets that are achievable and appropriate to the specific needs. Teachers and support staff use IEPs effectively to plan pupils' work. The very good SEN policy outlines all procedures and actions to be taken and is a very useful tool for teachers in planning work for different groups of pupils.
71. Where appropriate, very good levels of support are provided and learning activities are carefully structured to meet individual needs. Pupils in the STF are given very valuable support in small groups by the highly effective support teacher. Good support is also given in classes by learning support assistants (LSAs), who receive clear instructions from the class teacher and the SENCo. There is good support from the LEA and other outside agencies, particularly for pupils with special difficulties, such as communication problems. The SENCo, who is also the teacher in charge of the STF, is very effective and has ensured that teachers have good quality, up-to-date training in special education needs.
72. Clear policies exist on race equality, equal opportunities and diversity. Visiting various places of worship enhances pupils' awareness and understanding of diversity and multicultural issues. The school has effective arrangements in place to raise pupils' understanding of these matters. Multi-cultural themes are effectively promoted through religious education, music and geography. The awareness of the importance of racial equality is developed through PSE, assemblies, and an appropriate range of reading material. Provision for collective worship meets statutory requirements.

Leadership and management

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

Grade 1: Good with outstanding features

73. The findings of the inspection team match the judgement of the school in the self-evaluation report.
74. The school is very well led and the headteacher gives positive direction, promotes good values and a sense of purpose. He gives clear guidelines on daily routine and individual responsibilities. Through his own teaching, he sets staff a good example. School documentation is comprehensive and there is a sense of order in the life and work of the school.
75. The headteacher and staff have created an excellent ethos, which is based on sound educational principles. This is an outstanding feature of the school's leadership. Through their relationships with one another and with pupils, they have created a caring and stimulating environment that promotes effective learning and ensures equality for all.

76. The school considers national priorities very carefully. It has identified the improvement of bilingualism as an area for development, for example, and demonstrates outstanding good practice in sustainable development. There are excellent relationships with local partnerships and the headteacher is contributing to a project to raise standards in mathematics throughout the Gower Consortium.
77. The school has set and achieved very challenging targets for raising standards in mathematics and science and the majority of pupils have achieved very high standards in both subjects. The raising of standards in literacy and ICT appear as targets in the SDP and teachers are preparing well for the Foundation Phase.
78. Performance management is conducted effectively and this process informs teachers' continuous professional development. Good support has been given to newly qualified teachers, as well as the effective professional development of teachers who have been identified as needing additional training by the last inspection report.
79. The school's governors have a very good understanding of their responsibilities and they fully meet legal requirements. They receive comprehensive reports from the headteacher who informs them of all aspects of the school's life and work. They are very supportive of the headteacher and staff. They monitor the school budget closely and take an active part in strategic management. They have begun to monitor of the quality of provision by conducting lesson observations.

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

Grade 2: Good features and no important shortcomings

80. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
81. The headteacher has a good overview of the school and its work and is well supported by subject leaders. The headteacher has good understanding of pupils' performance in statutory assessments and trends over the longer term. He uses the information gained in the self-evaluation process to identify relevant areas for development, such as the attention currently being given to the improvement of writing skills and presentation.
82. Co-ordinators have a good overview of planning and resources in their particular areas of responsibility. They also have a good overview of standards through the monitoring of pupils' work in core subjects. Subject co-ordinators produce good quality action plans and reviews that focus on key strategies to further raise standards. However, here is a lack of clarity about co-ordinators roles that results in inconsistencies in practice, particularly in monitoring standards and the performance of individuals, which is infrequent, informal and lacks structure.
83. The school's self-evaluation process is effective. Because of the good teamwork that exists in the school, all staff and governors are involved actively in the self-evaluation process. Teachers and LSAs fully understand their

contribution to the need for continuous improvement. Pupils have good opportunities to make suggestions through the school council. Pupils interviewed during the inspection said that teachers always listen to their ideas sympathetically. Parents say that the school always gives serious consideration to any suggestions they make.

84. The school improvement plan is based on a thorough audit of the current situation. The resulting priorities and actions that are derived from this audit are appropriate to the school's context. The school sets specific timescales for the achievement of objectives and resources are realistically allocated from the school's budget.
85. The self-evaluation report produced for the inspection is good. It is generally accurate in its assessment of the school's strengths and areas for development. It provides a convincing database for the judgements made. The inspection team has agreed with this school's judgments in five of the seven key questions.
86. Priorities set in previous action plans have been met and have had a positive effect on the school's progress. Since the last inspection, the school has made good progress and all the issues raised have been addressed.

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

Grade 2: Good features and no important shortcomings

87. The findings of the inspection team match the judgement of the school in the self-evaluation report.
88. The school has sufficient qualified and experienced teachers for the numbers on roll and teachers demonstrate a good level of commitment to the school. The classroom assistants make an effective contribution to the work of the school. When they work alongside the teachers, they give good support to the pupils. The secretary, midday supervisors, caretaker and cleaners fulfil their duties effectively.
89. Very effective use is made of all school resources in order to promote high standards. The headteacher and the governors manage the budget effectively and the school provides good value for money. Learning resources are easily accessible to all pupils and match the demands of their learning experiences. The good range of resources is appropriate to pupils' age and needs.
90. There is adequate accommodation for the number of pupils on roll and the school provides a stimulating learning environment that is enhanced by colourful displays of pupils' work. Both the school buildings and grounds are well maintained and kept in immaculate condition. Since the last inspection, a number of improvements to the school buildings has ensured that they are now in a good condition and meet the needs of pupils. The new early years block provides safe and attractive accommodation for the children, although access to the outdoors is available only to the nursery class. The new toilet facilities are good and pupils with SEN have access to their own toilet. The school hall is not of an adequate size for the pupils' needs, although staff make effective use of the space available. It is also unacceptable that the toilet facilities for the juniors are outside of their building.

School's response to the inspection

The staff and governing body are very pleased that the school's hard work has been recognised in an excellent inspection report. We would like to thank Mr Dennett for his thorough, professional approach.

- R1 Our SDP recognises the fact that bilingualism is an area for further development. Whilst we have put some in place measures to effect improvement the full benefits may take some time to manifest themselves. However, we will seek further advice from Canolfan Gymraeg San Helen and also plan to view good practise. We will monitor closely the effectiveness of our new strategies.
- R2 We plan to develop more systematic self evaluation arrangements through a more structured approach involving sampling work, viewing lessons and reporting findings.
- R3 We feel that planning for individuals and groups is already effective. Teachers differentiate by task, outcome, dialogue, pace, groupings and use of support. However, this will need to be more overt planning.

Appendix A

Basic information about the school

Name of School	Crwys Primary School
School type	Community
Age-range of pupils	3 to 11
Address of School	Chapel Road Three Crosses Swansea
Post-code	SA4 3PU
Telephone number	01792 872473

Head teacher	Mr P A Withey
Date of appointment	January 1999
Chair of governors	Mr T Howell
Registered inspector	Mr Stephen Dennett
Dates of inspection	14-15 February 2006

Appendix B

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	7	19	16	15	15	16	20	25	133

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	7	3	8.2

Staffing information	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	23:1
Pupil : adult (fte) ratio in nursery classes	10:1
Pupil : adult (fte) ratio in special classes	2.5:1
Average class size, excluding nursery and special classes	23
Teacher (fte) : class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Whole School
Summer 2004	91.0	93.1	92.8
Spring 2005	90.0	94.8	94.1
Autumn 2005	91.0	92.9	92.1

Percentage of pupils entitled to free school meals	10
Number of pupils excluded during 12 months prior to inspection	0

Appendix C

National Curriculum Assessment Results

End of Key Stage 1:

National Curriculum Assessment KS1 Results 2005			Number of pupils in Y2					13	
Percentage of pupils at each level									
			D	W	1	2	3	4	
English:	Teacher Assessment	School	0	0	8	38	54	0	
		National	0	4	13	63	20	0	
En: reading	Teacher Assessment	School	0	0	8	31	61	0	
		National	0	3	11	63	23	0	
En: writing	Teacher Assessment	School	0	0	1	38	54	0	
		National	0	5	14	69	11	0	
En: speaking and listening	Teacher Assessment	School	0	0	0	46	54	0	
		National	0	4	14	55	26	0	
Mathematics	Teacher Assessment	School	0	0	0	62	38	0	
		National	0	2	11	63	24	0	
Science	Teacher Assessment	School	0	0	0	38	62	0	
		National	0	2	10	65	23	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	92.3	In Wales	80
---------------	------	----------	----

D Pupils who have been disapplied from the statutory arrangements

W Pupils who are working towards level 1

National Curriculum Assessment Results

End of Key Stage 2:

National Curriculum Assessment KS2 Results 2005			Number of pupils in Y6					25				
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	0	5	45	50	0
		National	1	0	0	0	1	5	16	46	30	0
	Test/Task	School	0	0	0	0	0	0	05	45	50	0
		National	1	1	1	0	0	4	12	42	37	0
Mathematics	Teacher Assessment	School	0	0	0	0	0	0	0	40	60	0
		National	0	0	0	0	1	3	17	46	31	0
	Test/Task	School	0	0	0	0	0	0	0	40	60	0
		National	1	1	1	0	0	3	15	43	36	0
Science	Teacher Assessment	School	0	0	0	0	0	0	0	30	70	0
		National	0	0	0	0	0	1	11	50	37	0
	Test/Task	School	0	0	0	0	0	0	0	30	70	0
		National	1	1	0	0	0	1	8	51	39	0

Percentage of pupils attaining at least level 4 in mathematics, science and English or Welsh (first language)

By Teacher Assessment		By Test	
In the school	95.8	In the school	95.8
In Wales	72	In Wales	72

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

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

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

W Pupils who are working towards level 1

Appendix D

Evidence base of the inspection

- A team of three inspectors spent a total of 5 inspector days at the school.
- Pre-inspections meetings were held with staff, parents and governors.
- Sixty questionnaires were returned by parents and analysed.
- The school's self-evaluation report and a comprehensive range of other documents were examined.
- The headteacher acted as nominee and provided additional information as required.
- A peer assessor assisted with the inspection and collected a range of relevant evidence.
- Nineteen lesson observations were undertaken.
- Samples of pupils' work from across the age and ability ranges were examined.
- Inspectors talked to pupils and listened to them read.
- Inspectors talked to the school council, and observed pupils at lunch times and break times.
- Inspectors attended daily acts of collective worship.
- Post-inspection meetings were held with the staff and the governing body.

Appendix E

Composition and responsibilities of the inspection team

Team member	Responsibilities
Stephen Dennett	Summary, Context, Recommendations and Appendices Contributed to: Key Question 1 Key Question 2 Key Question 4 Key Question 6
Helen Adams	Contributed to: Key Question 1 Key Question 3 Key Question 4
Branwen Jones	Contributed to: Key Question 3 Key Question 5 Key Question 7

The contractor was:
EPPC/Severn Crossing Ltd
Suite H, Britannic House
Britannic Way
Llandarcy
Neath
SA10 6JQ

Acknowledgement

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