

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

**Cwm Glâs Primary School
Colwyn Avenue
Winchwen
Swansea
SA1 7EN**

School Number: 670/2077

Date of Inspection: 8 – 10 February 2005

by

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WO49/5542**

Date: 13 April 2005

Under Estyn contract number: T/136/04P

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Cwm Glâs 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 Cwm Glâs Primary School took place between 8 – 10 February 2005. An independent team of inspectors, led by Margaret Morgan 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 |

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

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Context

The nature of the provider

1. Cwm Glâs Primary School is situated in the middle of a large housing estate on the eastern side of Swansea. The school was built in the 1960s and has extensive grounds that are adjacent to Cefn Hengoed Comprehensive School. A specialist teaching facility for pupils with moderate learning difficulties is sited at the school.
2. The area surrounding the school is mixed and consists of local authority rented properties and owner occupied detached and semi-detached houses. Approximately 30 per cent of pupils come from beyond the traditional catchment area including many of those who attend the specialist facility. The school is situated in a “Communities First” area. The council ward in which it is situated is placed 101st out of 865 on the Welsh Index of Multiple Deprivation. In Swansea, it is placed fourth out of 42 on the Child Poverty index.
3. Ninety six per cent of pupils come from English speaking homes and the remaining four per cent come from a range of ethnic minority backgrounds. Six pupils come from families that are seeking asylum. No pupils speak Welsh at home. There four pupils who are “looked after” by the local authority. Approximately 34 per cent of pupils are entitled to receive free school meals. A high percentage of pupils move in and out of the school. Pupils’ ability on entry to the school is considerably below the local authority average.
4. Currently there are 260 pupils on the school roll including 40 part-time nursery children. The number of pupils at the school has dropped by approximately 20 since the time of the last inspection. Sixty-four pupils are on the school’s special educational needs (SEN) register at either “school action” or “school action plus” levels. A further 10 pupils have statements of SEN.
5. There are 12 teachers at the school including the head teacher who has been appointed to the school since the previous inspection in 1999. An additional 13 adults work in the school on either a full or part-time basis supporting pupils in classes including the nursery and the specialist facility. Pupils begin school at the beginning of the academic year during which the child will be five.
6. The school was last inspected in 1999.

The school's priorities and targets
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7. The school's admission policy states that pupils may enter full-time education at the beginning of the year during which the child will be five. Parents are required to submit a written application and priority is given to those pupils living within the catchment area.

8. The school's mission statement is as follows: "In partnership, we encourage all pupils to achieve personal excellence through working towards their full potential, so that they can make a positive contribution to the school and the wider community". The main aims of the school are to:
 - provide a happy, stimulating school environment;
 - provide a well-resourced, broad, balanced and differentiated curriculum relevant to the needs of each child.

9. Shorter term aims outlined in the school development plan include:
 - Developing the role of the co-ordinators;
 - Enhancing subject provision to improve standards;
 - Improving governing body involvement;
 - Reviewing "Cwricwlwm Cymreig";
 - Extending more able pupils;
 - Evaluating gender and ethnic achievement;
 - Implementing a programme of review and monitoring;
 - Monitoring homework policy and practice.

Summary

10. Cwm Glâs Primary school is a very good school with many outstanding features. Parents hold the school in very high regard and are very supportive of all aspects of provision. The school has made considerable progress over recent years.

Table of grades awarded

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

Standards

Subjects

Subject	Key Stage 1	Key Stage 2
English	Grade 2	Grade 2
Mathematics	Grade 1	Grade 1
Welsh (second language)	Grade 2	Grade 2
History	Grade 2	Grade 2
Art	Grade 1	Grade 1
Religious education	Grade 2	Grade 2

11. During the inspection, the standards achieved by the pupils in the lessons observed are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
26%	63%	11%	0%	0%

12. Pupils enter Cwm Glâs Primary School with levels of ability considerably below the Local Education Authority (LEA) average. They make very good progress in the school and, by the end of key stage 2, achieve very well across a range of subjects.

13. The overall quality of provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning.
14. All pupils with additional learning needs, including those with special needs, those who are looked after by the Local Authority and those who learn English as an additional language, achieve very good standards in their knowledge and skills.
15. Pupils reach good levels in their use of key skills. Pupils' communication, bilingual and numerical skills are good. Their skills using information technology are very good. Pupils show a good ability to solve problems and their creative skills are very good. An outstanding feature of the school is the pupils' personal and social skills; they show compassion towards each other, the local community and the world at large.
16. Since the appointment of the current head teacher, standard assessment test results have seen a continuous improvement. In 2004, key stage 2 pupils exceeded the targets set for them. The percentage of pupils who achieved the expected level four in all three core subjects (English, mathematics and science) rose significantly and is above the local and national averages.
17. When the school's 2004 key stage 2 results are compared with those in similar schools, (those English speaking schools with between 33 per cent and 40 per cent of pupils entitled to receive free school meals), the school is in the top 25 per cent for the individual subjects of English, mathematics and science. It is also in the top 25 per cent of schools for the core subject indicator, namely the achievement of the expected level in all three core subjects.
18. Taking into account pupils' ability on entry, key stage 1 results indicate that pupils make good progress. In 2004, results in the three core subjects and the core subject indicator were below national averages. The percentage of pupils achieving the higher level three was also below the national average. Pupils performed best in mathematics.
19. When compared with similar schools, (those English medium schools with between 33 per cent and 40 per cent of pupils entitled to receive free school meals), the school is just above the bottom 25 per cent in English and science and just in the top 50 per cent in mathematics.
20. Pupils have very positive attitudes to their learning and play a full part in lessons. They show good motivation and make effective use of their time. All pupils strive to promote honesty, fairness, respect and a compassionate attitude to others. They have a pride in themselves, in their work and the school community as a whole.
21. The whole school initiative to develop emotional literacy whereby pupils learn to manage their feelings is exemplary good practice and contributes significantly to pupils' raised academic standards.

22. Currently pupils' independent learning and enquiry skills are not fully developed. Also they are uncertain about what they need to do to improve the quality of their work in order to achieve the targets set for them.

The quality of education and training

23. During the inspection, the quality of teaching in the lessons observed is as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
35%	55%	10%	0%	0%

24. The quality of teaching is a significant strength of the school.
25. Teachers have extremely positive relationships with pupils that encourage them to do their best. They use a wide range of strategies to cater for pupils' differing learning styles.
26. In all classes, teachers utilise a good variety of resources, including computers, to encourage pupils' active participation in the learning process. However, on occasions, teachers do not fully encourage pupils to develop as independent learners or to maximise their enquiry skills. They occasionally rely too heavily on worksheets that tend to restrict pupils' thought processes.
27. Teachers cater fully for the different needs and abilities in classes. Key stage 2 pupils are placed into ability sets for English and mathematics and additional support is very effective in ensuring pupils reach their full academic potential. Pupils from the specialist teaching facility integrate very successfully with mainstream pupils.
28. Learning objectives are set for each lesson and pupils know what is required. However, the system for involving pupils in evaluating their own work, setting targets for improvement and reviewing their own progress is underdeveloped. Only in the best examples of good practice does marking contain constructive written guidance to indicate the best way forward for pupils.
29. The school has a comprehensive, manageable whole school system of assessment based on clear, valid criteria, efficient data analysis and information from a range of other sources.
30. The curriculum is broad, balanced and varied. It successfully engages the interests of pupils. The school is quick to celebrate the various achievements of pupils and responds very well to their learning needs. Great emphasis is placed on listening to pupils' thoughts and feelings.
31. Pupils are very well cared for, guided and supported in a very happy environment. The school has a very positive ethos and works hard to ensure that pupils feel valued and included.

32. The provision for pupils with additional learning needs is very good. Dedicated staff support pupils with special educational needs very well. The special needs co-ordinator (SENCo), classroom teachers and a range of external professionals work very well together to ensure that the needs of individual pupils are met.

Leadership and management

33. The quality of leadership shown by the head teacher is very good. The head teacher is supported well by the governing body. The school has a clear vision for the future. There is an obvious sense of high expectations.
34. The school takes account of national priorities and these are integrated into its strategic development.
35. The school's self-evaluation processes are very comprehensive and are an outstanding feature.
36. Leaders and managers at all levels have a very comprehensive overview about performance in the areas for which they are responsible. The school makes extremely good use of data to identify strengths and areas for further development.
37. The school development plan is a full working document that correctly identifies issues that require addressing. It sets clear priorities and describes in detail the actions to be taken to bring about improvement.
38. Resources have been allocated sensibly taking careful account of the main priorities.
39. The previous inspection report was positive in many of its findings but the school experienced a difficult period following the inspection. However, since the appointment of the current head teacher three years ago, the school has made very good progress. Standards in all aspects of school life are much improved. All key issues for action from the previous inspection have been addressed.
40. The overall quality of resources including staffing is very good. The school provides very good value for money.

Recommendations

In order to maintain the current high standards in all aspects of its provision and to improve further, the school needs to:

- R1 Address the shortcomings identified in subjects.
- R2 Further develop pupils' independent learning and enquiry skills.
- R3 Ensure that pupils know how they are progressing and what they need to do to improve the quality of their work, including the more focussed use of marking.

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

41. The findings of the inspection team match with the judgement made by the school in its self-evaluation report.
42. During the inspection, the standards achieved by the pupils in the lessons observed are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
26%	63%	11%	0%	0%

43. Pupils enter Cwm Glâs Primary School with levels of ability considerably below the Local Education Authority (LEA) average. They make very good progress in the school and, by the end of key stage 2, achieve very well across a range of subjects.
44. In the subjects inspected, the standards are as follows:

Subject	Key Stage 1	Key Stage 2
English	Grade 2	Grade 2
Mathematics	Grade 1	Grade 1
Welsh (second language)	Grade 2	Grade 2
History	Grade 2	Grade 2
Art	Grade 1	Grade 1
Religious education	Grade 2	Grade 2

45. The overall quality of provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning.
46. All pupils with additional learning needs, including those with special needs, those who are looked after by the Local Authority and those who learn English as an additional language, achieve very good standards in their knowledge and skills.
47. Pupils reach good levels in their use of key skills. Communication skills are satisfactory in the nursery and good throughout the rest of the school. All pupils use their numerical skills well and standards are good. The recent upgrading of the computer facilities in the school has helped to ensure that pupils' information technology skills are very good. They are confident and competent using computers for a range of purposes. Pupils' bilingual competence is good; they frequently use Welsh words and phrases throughout the school day.

48. In nursery and reception classes, children use their problem solving skills very effectively while undertaking their activities. In key stages 1 and 2, pupils' problem solving skills are good. Pupils are very creative; they produce stunning artwork and write effective poetry; they contribute exciting ideas for the continuing development of the school.
49. An outstanding feature of the school is the pupils' personal and social skills. Throughout the school, pupils are well adjusted; they show compassion towards each other, the local community and the world at large. They are very proud of their local school community and work hard to ensure its continued success.
50. Since the appointment of the current head teacher, standard assessment test results have seen a continuous improvement. In 2004, key stage 2 pupils exceeded the targets set for them. The percentage of pupils who achieved the expected level four in all three core subjects (English, mathematics and science) rose significantly.
51. The careful analysis of previous results and also placing pupils in specific ability groups for the teaching of English and mathematics in key stage 2 has a significant positive impact on standards.
52. Key stage 2 results, including those for pupils from the specialist teaching facility, were above both local and national averages in 2004.
53. Boys' results in particular have shown great improvement and in 2004, they performed significantly better than girls. The percentage of pupils achieving the higher level five was well above the national average in mathematics and science and the same as the average in English.
54. When the school's key stage 2 results are compared with those in similar schools, (those English speaking schools with between 33 per cent and 40 per cent of pupils entitled to receive free school meals), the school is in the top 25 per cent for the individual subjects of English, mathematics and science. It is also in the top 25 per cent for the core subject indicator, namely the achievement of the expected level in all three core subjects.
55. Taking into account pupils' ability on entry, key stage 1 results indicate that pupils make good progress. In 2004, results in the three core subjects and the core subject indicator were below national averages. The percentage of pupils achieving the higher level 3 was also below the national average. Pupils performed best in mathematics.
56. When compared with similar schools, (those English medium schools with between 33 per cent and 40 per cent of pupils entitled to receive free school meals), the school is just above the bottom 25 per cent in English and science and in the top 50 per cent in mathematics.
57. Through the good support offered at the school, all pupils acquire new knowledge and skills very successfully. They progressively increase their

understanding and by the end of key stage 2 are well-adjusted individuals who have maximised their potential and are ready to move on to the next stage of their education.

58. Although pupils have a general view of how well they are doing, they are unaware of their specific progress and they say they are uncertain of what they need to do to improve the quality of their work. Marking, for example, provides sufficient praise but not enough constructive feedback.
59. Across the whole school, pupils have very positive attitudes to their learning and play a full part in lessons. They listen intently and follow instructions well, confidently asking and answering questions or enthusiastically expressing their views. They settle quickly to tasks, sustain concentration and persevere as work becomes more challenging.
60. Pupils behave very responsibly. In classes, they show good motivation and get on with their work promptly making effective use of their time. They work with enthusiasm and are considerate and courteous towards each other and to the staff. They move around the school in an orderly manner and exercise exemplary self-discipline. Very good behaviour and positive attitudes and relationships are evident throughout. Pupils are friendly and courteous to each other, and to visitors. This contributes positively to the work of the school as a community.
61. The average rate of attendance for the three terms prior to the inspection was 93 per cent. Attendance rates have exceeded targets over the past four years and are now above the local education authority (LEA) and all Wales averages. Absences are caused mainly by sickness but the overall rate is adversely affected by parents taking family holidays in term time that accounts for 11 per cent of absences. There are no unauthorised absences.
62. Almost all the pupils arrive on time at the start of the day. There were no latecomers in the week prior to or during the inspection week. There have been two temporary exclusions in the past 12 months.
63. Pupils with perfect attendance and those with improved punctuality are rewarded at the end of each term and at the end of the year. A significant number of pupils receive certificates and prizes.
64. The very supportive ethos of this school is highly conducive to work. All pupils strive to promote honesty, fairness, respect for truth and justice and a compassionate attitude to others. Pupils rightly have a pride in themselves and each other, in their work and the school community as a whole. A major contributory factor in achieving this has been in the outstanding provision for personal, social and moral education. Features of this, such as meaningful circle time, effective buddy systems, a consistent rewards and sanction system, and the influential school council, underpins the fabric of school life. These systems enable pupils to express their feelings and turn to each other and adults for support.

65. In particular, the whole school initiative for developing emotional literacy, whereby pupils learn to manage their feelings, is exemplary good practice and contributes significantly to the raising of pupils' academic standards. Parents, not surprisingly, are overwhelmingly delighted with the quality of their children's behaviour and attitudes and their resultant success.
66. The school has identified correctly that it has more to do in promoting the use of independent learning skills. For example, key stage 2 pupils' skills in using a library for independent research are underdeveloped.
67. Throughout the school, understanding of equal opportunities issues is developing very well. Pupils have real respect for the diversity of beliefs, attitudes and cultural traditions within society.
68. The school provides a wide range of enrichment experiences including meaningful assemblies, well-attended extra-curricular clubs, residential experiences, and input from a broad range of visitors. Visits to the local community and to places of interest linked to the workplace broaden pupils' understanding of their community and the world of work. They become good citizens and take responsibility for their own actions.
69. Pupils accept each other as equal members of the school community and value the contributions of all, having good social and cultural awareness of the wider local community and the part played by each person in it.

The quality of education and training

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

Grade 1: Good with outstanding features

70. The findings of the inspection team match with those made by the school in its self-evaluation report.
71. During the inspection, the quality of teaching in the lessons observed is as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
35%	55%	10%	0%	0%

72. The overall quality of teaching is a significant strength of the school.
73. Teachers have extremely positive relationships with pupils that encourage them to do their best. They regularly praise pupils for their efforts and motivate them into producing good quality work. Pupils are at ease in classes and all adults provide very empathetic support. Pupils say they like their teachers and enjoy their lessons.
74. Lessons are very well structured and are taught at a good pace. Objectives are clearly identified and communicated to pupils. Teachers use a wide range of strategies to cater for pupils' differing learning styles.
75. Teachers utilise a good variety of resources, including computers, to encourage pupils' active participation in the learning process. However, on occasions, teachers rely too heavily on worksheets that tend to restrict pupils' thought processes.
76. Over the past three years, teachers and other members of staff have been able to access a wide range of training. Consequently, they are very aware of current issues in primary education. They very successfully integrate appropriate teaching methods into their lessons.
77. Although the majority of teachers do not speak Welsh, they have all attended different levels of training and make great efforts to use Welsh regularly throughout the school day and successfully encourage pupils' bilingual skills.
78. Teachers carefully monitor individuals' progress. They plan lessons carefully to cater fully for the different needs and abilities in classes.
79. On occasions, teachers do not fully encourage pupils to develop as independent learners or to maximise their enquiry skills. For example, teachers do not encourage pupils enough to research for information.

80. The school has a comprehensive and manageable whole-school system of assessment based on clear, valid criteria, efficient data analysis and a balance of information from a range of sources. Procedures are clear, concise, meaningful and well managed by all members of staff and provide a very clear record of pupil achievement over time. All assessment requirements, including those for pupils with special educational needs, are met.
81. Baseline assessments on entry to the nursery and reception classes provide early useful information on individual pupils and enable teachers to plan relevant experiences and also to identify pupils with special educational needs. Results of in-school tests in numeracy and literacy, national tests and other regular formal and informal assessments are closely analysed for trends and weaknesses. Meaningful targets are subsequently set for pupils using this information.
82. To aid consistent assessment, attractive portfolios are being developed for all subjects. These are particularly effective where they contain comprehensive and annotated examples of assessed work to indicate the levels that pupils should be progressively achieving.
83. Throughout the school, the progress of pupils in all curriculum areas is recorded purposefully in their individual profiles and assessed against set targets. Any concerns are duly noted.
84. Teachers' plans identify assessment activities, the results of which are used to inform future planning and teaching methods. Learning objectives are set for each lesson and are shared with the pupils. Pupils know what is required.
85. However, the current system for involving pupils in evaluating their own work, setting targets for improvement and reviewing their progress is underdeveloped. For example, work is marked regularly and contains positive comments but, only in the best examples, has constructive written guidance to indicate the way forward for pupils.
86. Reporting procedures are very good. Parents have regular formal opportunities to visit the school to discuss their child's progress and review their work. They are fully informed of their children's progress and can make written responses to reports if they choose. All records and reports are freely accessible to those with a legitimate interest.

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

Grade 1: Good with outstanding features
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87. The findings of the inspection team match with those made by the school in its self-evaluation report.

88. The curriculum is broad, balanced and varied. It successfully engages the interests of pupils. Statutory requirements are met in all subjects, including religious education, which is taught in accordance with the Locally Agreed Syllabus. The school provides a very good personal and social and health education programme that includes appropriate reference to sex education and substance misuse.
89. The overall quality of the educational provision for the under fives is appropriate to their needs and they make good progress towards the Desirable Outcomes for Children's Learning.
90. Planning is sufficiently detailed to ensure that all pupils acquire the necessary basic and key skills appropriate to their stages of development as they move through the school.
91. The school responds very well to pupils' learning needs. Great emphasis is placed upon listening to their thoughts and feelings and this is a major factor in the excellent relationships among pupils and staff. Members of staff take great care to ensure that all pupils are fully incorporated into school life.
92. Pupils benefit from equal opportunities to access an outstanding programme of visits and visitors throughout the year. This contributes considerably to pupils' all-round development. Older pupils are able to participate in residential visits. There is a wide range of extra-curricular activities, such as guitar classes and a computer club, that are well attended and testimony to the school's commitment to extended learning.
93. Pupils' spiritual, moral, social and cultural development is promoted very well. Pupils are encouraged to think about the wonders of nature in various subjects, while acts of collective worship make a good contribution to pupils' understanding of values and beliefs. Through its reward systems and assemblies, the school promotes wholesome moral values. Moreover, pupils show a growing sense of responsibility to the school and its community, for example by responding well to the recently established but influential School Council and by participating in various charitable events.
94. Opportunities are frequently taken to promote learners' awareness of different cultures, for instance through assemblies, visitors and in subjects such as religious education. The school also works very hard to increase pupils' knowledge and understanding of topical events in the wider world, such as the Tsunami disaster.
95. There are very good links with the community. The school is in partnership with an initial teacher training university and works closely alongside other primary schools, for instance through shared in-service training and curriculum projects. The school has very strong links with the adjoining secondary school. The two schools co-operate on joint projects and professional development initiatives. Community groups also make effective use of the school, for example to promote family learning.

96. The head teacher and four teachers have enjoyed previous careers in industry and use their skills effectively to enhance pupils' learning across the curriculum. Since his appointment, the head teacher has undertaken an industrial placement. The school is a member of a curriculum development centre for physical education and pupils benefit from professional coaching.
97. Pupils enjoy real life experiences through the school's links with industry. Their involvement in the Web Club enhances their knowledge of the world of work and develops their technology skills. Year 6 pupils design and maintain the school web site. They cover school and local events in their roles as reporters and photographers. Their skills in design and technology are enhanced through designing and evaluating packaging for a new range of stationery. Some pupils evaluate a new range of whiteboard pens and rubbers, while others evaluate breakfast cereals through their involvement in the Breakfast Club.
98. Educational visits and visitors from the community help to raise the pupils' awareness of the world of work both past and present. The school choir goes out into the community to entertain. Pupils are successful in national competitions such as Youth Festival of Music and appear on national television. Pupils have opportunities to work with professionals such as authors, poets, theatre groups and sculptors. The school benefits from sponsorship from national and local companies and, as a result has recently refurbished the food technology room.
99. Pupils' awareness of sustainable development and energy conservation is raised through the recycling programme and monitoring utility bills. Pupils' sense of achievement and independence is enhanced through successfully obtaining support for the recycling programme. The school benefits from reduced utility bills through the diligent efforts of energy conservation monitors. Year 6 pupils are developing good stock control and customer service skills through running the daily fruit tuck shop. The school is working towards Eco School status.
100. The school is very inclusive and offers equality of opportunity for all pupils irrespective of their gender or social or ethnic backgrounds. All pupils are encouraged to play a full part in every aspect of school life, including curricular and extra-curricular opportunities.
101. The *Cwricwlwm Cymreig* is very well developed in the school. There is a strong emphasis on promoting a Welsh ethos and nurturing pupils' appreciation of Welsh heritage and culture. All pupils take part in the *Helpwr Heddiw* system. There are many opportunities for pupils to respond to everyday commands, phrases and questions in Welsh during many lessons and to speak and sing in Welsh during assemblies.
102. The school attends well to national priorities for lifelong learning and community regeneration. It actively promotes healthy eating through the Healthy Directions initiative.

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

Grade 1: Good with outstanding features
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103. The findings of the inspection team match with those made by the school in its self-evaluation report.
104. Pupils are very well cared for, guided and supported in a very secure and happy environment. The school has a very positive ethos and works hard to make pupils feel valued and included. This provision is an outstanding feature. Very effective use is made of support services such as the Education Welfare Service and the Schools' Psychological Service to support pupils and their families.
105. The school has a very positive partnership with parents and carers and takes good account of their views. Parents are well informed about the life and work of the school. A range of strategies, including a website, ensures that parents are kept fully informed about school issues.
106. The overwhelming majority of parents are very supportive and have good relationships with the school. In their responses to questionnaires and in the pre-inspection meeting, all parents expressed high satisfaction with the standards achieved by their children and the expectations of behaviour and values promoted by the school. They particularly value the approachability of the staff. Home school contracts have been signed by 99 per cent of parents.
107. A significant number of volunteers provide good quality support for teachers in the classroom and with other practical activities. The very active Home School Association raises funds and supports the school. Events and celebrations, such as class assemblies, are very well attended and valued by parents, carers and family members.
108. Induction programmes for the under fives and for key stages 1 and 2 pupils are carefully planned and implemented. There are similarly effective arrangements to support pupils who join the school at a later stage. Pupils quickly learn the routines and settle well into school life.
109. There are well-established transition arrangements with the receiving comprehensive school for year 6 pupils. Pupils are involved in cross phase projects in English and mathematics as well as joint concerts and sporting activities. The schools share facilities such as science laboratories.
110. The school provides very high quality support and guidance for pupils. The very successful personal and social and health education programme is a high priority and helps to ensure that pupils behave responsibly and in a caring manner.
111. There are effective policies and systems in place to monitor attendance and maintain and improve behaviour. The comprehensive behaviour discipline and bullying policy together with racial and equal opportunity policies provide

detailed guidance. The emotional literacy initiative, that encourages pupils to manage their feelings, permeates all areas of school life. Staff are consistent in applying routines; they aim to “catch the children being good”. All adults in the school are very good role models and regularly remind pupils to show care and consideration to others.

112. All members of the school community are involved in the reward system. The school works closely with the education welfare officer who regularly presents prizes for extra effort and positive attitudes as well as attendance and good behaviour.
113. Pupils are encouraged to support each other; this is a strength of the school. Trained *School Buddies* have a role in maintaining good relationships. They take their responsibilities seriously, they help to resolve disagreements and conflicts and organise co-operative play. The school won the British Telecom Citizenship Award in 2004 for its work in this aspect.
114. Pupils know and understand the school and classroom rules they help to devise. They know the consequences of misbehaviour and respond well to *Golden Time* and the reward system.
115. The school has followed appropriate procedures in the two cases of temporary exclusion in the past twelve months.
116. The school organises a wide range of activities that promote healthy living. There is a daily fruit tuck shop. Separate breakfast clubs for the early years and the rest of the school are very well supported and provide a range of healthy food and drinks. A wide range of clubs that promotes healthy exercise are very well supported. Staff and pupils are involved in a fitness day fundraising event.
117. The adults in the school are well aware of pupils’ particular needs and are very knowledgeable about procedures in the event of accidents and emergencies. There is a comprehensive health and safety policy; risk assessments are systematic and all staff are alert to issues relating to the well being of pupils.
118. There are effective policy and procedures for child protection. The head teacher is the nominated person; all adults in the school are fully aware of their responsibilities and have taken appropriate training in this area.
119. The school also has comprehensive policies and procedures in place to foster equal opportunities, positive race relations and to counter oppressive or bullying behaviour. The inclusive nature of the school ensures that all pupils irrespective of their backgrounds have equal access to all aspects of school life. The school successfully and actively promotes good relationships, including race relations. The school recognises and values its diverse background and celebrates differences through assemblies and visits to places of worship.

120. The emotional literacy programme together with the provision of suggestion boxes, circle time activities, *School Buddies* and the *School Watch Committee* give pupils valuable opportunities to discuss and raise any concerns. They also contribute to the management and improvement of the school.
121. Older pupils are given responsibilities in the school, such as House Captains and Head Boy and Head Girl. These are particularly effective in giving pupils a sense of pride in the school and also providing support for younger age groups.
122. The provision for learners with additional needs is very good. The school has highly effective early identification procedures. There is careful assessment and monitoring of individual needs. No pupils are disapplied from any aspect of the curriculum. Arrangements for delivering support within the Specialist Teaching Facility (STF) and in classes have been well-planned and organised so that all pupils have access to a broad, balanced curriculum. All statutory requirements are met.
123. Pupils with special educational needs (SEN) are very well supported by dedicated and effective staff who are managed extremely well by the special educational needs co-ordinator (SENCo). Class teachers and the SENCo work closely together to ensure that individual programmes closely match the needs of pupils. Parents have regular opportunities to contribute. As a result pupils make very good progress.
124. Pupils from the STF integrate very successfully with their peers. They make very good progress. Teaching and support in the STF is pitched at exactly the right level. Learning takes place in a stimulating and purposeful atmosphere in which objectives are clear and understood by all. Pupils have access to appropriate materials.
125. Additionally, there is effective support from a range of trained and committed external specialists. These include the educational psychologist, the speech and language therapist, the behaviour support teacher, language teachers for pupils whose first language is not English and from the Social and Health services.
126. Older key stage 2 pupils are placed in ability sets for English and mathematics and additional support has been effective in ensuring pupils reach their full academic potential.
127. There has been a dramatic raising of standards of attainment in key stage 2 tests. The school has identified a need to develop its systems further to ensure that more able pupils continue to be challenged.
128. When necessary, good quality additional support has been given to those few pupils whose behaviour sometimes impedes their progress and that of others.

Leadership and management

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

Grade 1: Good with outstanding features

129. The findings of the inspection team match with those made by the school in its self-evaluation report.
130. The quality of leadership shown by the head teacher is very good. He maintains a clear vision of the school's future and its priorities. This is reflected not only in the school's mission statement and aims but also in the philosophy and values of all its stakeholders. His management is very positive and gives clear direction to the work of the school. There is a clear sense of purpose that promotes and sustains improvement with an obvious sense of high expectation.
131. All members of staff have been successfully encouraged to think critically about their own ways of planning and working towards common goals. The school operates in an environment based on mutual trust and understanding. There is a very strong determination to provide all pupils with opportunities to succeed and to take their place in the wider world. All pupils are valued and treated equally.
132. The school takes very good account of national priorities and these are integrated into its strategic development. It has recently put in place a series of initiatives for raising standards in literacy and numeracy, and in strengthening pupils' skills in information technology. Recent developments in tracking pupils' progress and carefully analysing where pupils need additional help have resulted in dramatic improvements in key stage 2 results.
133. The school has developed a variety of approaches to increase pupils' involvement in the wider aspects of school life. It takes considerable care to promote bilingualism, health education, cultural diversity, global citizenship and sustainable development. The development of the School Council is helping pupils to contribute to and influence decisions that affect them.
134. The head teacher, the deputy head teacher and the senior management team meet regularly to focus on school management issues such as the evaluation of standardised assessment procedures. Subject co-ordinators provide strong leadership for their subject and positively influence teaching and learning, setting clear priorities and actions to bring about improvement.
135. The head teacher is well informed about how effectively pupils are taught. Class teachers set challenging and realistic targets for pupils but pupils' active engagement in this process is underdeveloped. Governors are aware that the targets set are challenging. The head teacher and the governors gave themselves three years in which to improve standards and performance. Targets were reached and exceeded in 2004.

136. A comprehensive performance management system promotes teachers' continuous professional development and helps to improve the quality of teaching. Individual members of staff are set clear objectives to encourage improved performance; they are supported well and provided with appropriate training. The clear focus of performance management is to raise standards and improve provision.
137. The head teacher is supported well by the governing body in setting the strategic direction of the school. Governors are kept well informed regarding the issues that need to be addressed through regular updates and termly reports by subject co-ordinators.
138. The governing body meets regularly and fulfils its legal requirements. Through its committee structure, the governing body carefully monitors the progress of pupils and is well informed about the standards achieved. Governors are very aware that the school has made significant progress over recent years and very carefully monitors progress on a continual basis.

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

Grade 1: Good with outstanding features
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139. The findings of the inspection team match with those made by the school in its self-evaluation report.
140. The school's self-evaluation processes are very comprehensive and are an outstanding feature.
141. Leaders and managers at all levels have a very comprehensive overview about performance in the areas for which they are responsible. The school makes extremely good use of data to identify strengths and areas for further development. All leaders, senior managers and subject co-ordinators produce termly reports about provision highlighting successes, weaknesses and development issues.
142. The school development plan is a full working document that correctly identifies issues that require addressing. It sets clear priorities and describes in detail the actions to be taken to bring about improvement. Its main focus is on the improvement of standards and is based on a detailed analysis and review of a range of information and data. All members of staff and the governing body play a part in helping to compile the annual development plan.
143. Resources have been allocated sensibly taking careful account of the main priorities. Over the last three years, the school has made considerable progress; results have improved significantly and the school has also managed to eradicate a deficit budget. The appointment of teaching assistants to support pupils is an example of an initiative that has had a direct, positive impact on standards.

144. Senior managers in the school regularly monitor the quality of teaching. Subject co-ordinators use a range of appropriate strategies to ensure good quality provision and high standards; they scrutinise planning and, on a termly basis, collect samples of pupils' work to monitor standards. Class teachers evaluate pupils' progress every half term; they use standardised test materials to ensure that all pupils make at least the expected progress.
145. Since the appointment of the current head teacher, the school has developed extremely effective procedures to obtain the views of all those with an interest in the school. Parents complete questionnaires every term. They say they are very pleased with the provision in the school. Pupils also complete questionnaires and they have opportunities via the School Council to make their views known. Pupils say that the school takes their views into account.
146. The school makes use of external bodies such as the LEA, the Basic Skills Agency and Eco-Schools to help it monitor and evaluate its provision.
147. The school's self-evaluation report is very detailed. It is firmly based on first-hand evidence and accurately judges school performance. The findings of the inspection team match the judgements made by the school in its self-evaluation report.
148. The previous inspection report was positive in many of its findings but the school experienced a difficult period following the inspection. However, since the appointment of the current head teacher three years ago, the school has made very good progress. Standards in all aspects of school life are much improved. All key issues for action from the previous inspection have been addressed.

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

Grade 1: Good with outstanding features
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149. The findings of the inspection team match with those made by the school in its self-evaluation report.
150. The overall quantity and quality of staffing is very good. Teachers are confident and experienced in their subjects. Learning support assistants are very effective in their role. There is a strong commitment to staff development, which has contributed to higher standards. Teachers and teaching assistants have access to good training opportunities. Pupils with special educational needs benefit from high quality support which helps them make very good progress. Administrative assistants play a major role in the smooth day-to-day running of school affairs.
151. The school is well resourced for all age ranges and subject areas. Overall, resources are in good condition and are readily accessible to all learners. Resource provision is tied to the school's priorities for improvement, as expressed in the school development plan. Recent investment in a new

computer suite, which is timetabled for each class, and the deployment of a skilful technician are examples of how resources are being used very effectively to raise standards in teaching and learning.

152. Overall, accommodation is good, following extensive refurbishment in recent years. The first-class displays, seen in many parts of the school, have done much to brighten up the fabric of the building. Under-fives play in a safe, secure outdoor area that helps to promote their physical development. Good use is made of the local environment and the school grounds. Classes regularly go on local walks to develop their skills in subjects such as geography. Although the school has two rooms set aside for quiet reading, their use for independent research is limited especially for older key stage 2 pupils.
153. The school manages its finances very well. The use of resources is reviewed regularly and overall the school provides very good value for money.

Standards achieved in subjects and areas of learning

Subject 1: ENGLISH

Key Stage 1 – Grade 2: Good features and no important shortcomings

Key Stage 2 – Grade 2: Good features and no important shortcomings

Good and outstanding features

154. The vast majority of pupils have good speaking and listening skills and display an increasingly effective range of verbal strategies as they progress through the school.
155. Key stage 1 pupils listen well in whole-class situations and respond appropriately in a variety of contexts by describing, explaining or asking relevant questions. They share their ideas and opinions enthusiastically, often bringing personal experience to bear upon the focus of the lesson. The more able pupils in both years 1 and 2 offer information and opinions with ease.
156. In key stage 2, pupils listen well to teachers' presentations and to contributions from peers. They speak confidently in formal and informal situations; they contribute effectively to whole class discussions and are keen to share their experiences with others. Pupils display considerable maturity as they express opinions and give lively and confident oral presentations.
157. In key stage 1, the majority of pupils read well according to their age and ability, showing good levels of fluency and understanding as they read out loud. They use suitable strategies when they encounter difficult words. Pupils talk logically about why they prefer some books to others. They discuss enthusiastically the content of books.
158. Key stage 2 pupils continue to read fluently and accurately showing a mature understanding of the themes, ideas, events and characters in books. Most pupils talk about books and authors in an informed manner with many expressing a preference for a particular style of writing. More able pupils show complete absorption in the plot of their fiction books. They identify episodes that have been particularly memorable and justify their preferences for the works of certain authors. Pupils know the difference between fiction and non-fiction. They make effective use of dictionaries.
159. As pupils start key stage 1, their standards in writing are a little way behind their speaking and reading skills. However, they progress well in learning correct letter formation and writing simple sentences. By the end of the key stage, many pupils' writing is organised, imaginative and clear with sentences demarcated by capital letters and full stops. Pupils use good vocabulary and increasingly complex words in their writing. More able pupils use a range of punctuation marks in their written work and a variety of sentence structures. Pupils write interestingly in a wide range of formats but are particularly successful at writing poetry.

160. In key stage 2, pupils write effectively in various forms for different purposes and audiences. They have an increasing understanding of the significance of structure in writing. For example, pupils at the beginning of the key stage identify the importance of paragraphs to sequence and develop ideas in writing. Older pupils identify the main components in a piece of persuasive writing and incorporate these features into their own writing. The majority vary and extend sentences and make effective and purposeful use of language guidelines on classroom walls to improve or check work. The presentation of work, overall, is good. Pupils use joined script which, for the most part, is consistently clear and legible.
161. Pupils succeed in producing lively and interesting work. They write with empathy and show sensitivity in the use of words in the stories and poetry they write. Recently they have had some good quality poetry published. More able pupils write very well, and display outstanding features, such as in extended writing and expressing a definite opinion.

Shortcomings

162. Key stage 2 pupils' ability to skim and scan texts and to retrieve information for particular purposes is underdeveloped.
163. Although key stage 1 pupils have a good grasp of vocabulary and syntax they are less confident spelling and using punctuation.

Subject 2: MATHEMATICS

Key Stage 1 – Grade 1: Good with outstanding features

Key Stage 2 – Grade 1: Good with outstanding features

Good and outstanding features

164. All pupils respond very well in oral and mental mathematics sessions. They are keen to participate in mathematics lessons. Pupils have very good knowledge of the language used in mathematics and interchange words such as add, plus and more than quickly and easily. When working together they discuss their work and logically explain how they obtain their answers; they use terminology such as increase and decrease correctly.
165. In both key stages, pupils recognise patterns in mathematics at appropriate levels and they use this information effectively in their calculations.
166. Throughout the school pupils make effective use of computer programs to help consolidate and also extend their mathematical understanding.
167. Year 1 pupils are very familiar with numbers to 100. They have a very good sense of place value and round numbers up or down to the nearest 10 without hesitation. Year 2 pupils make sensible estimates of collections of objects and

they have a very good awareness of sequences of numbers such as 3, 13, 23 etc or 5, 10, 15 etc.

168. Both year 1 and year 2 pupils use their bilingual skills effectively and enthusiastically count and add and subtract numbers to 10 in Welsh.
169. Year 2 pupils develop a good understanding of numbers up to 1000. They use non-standard and standard measures to find out the exact length of objects. Pupils accurately interrogate data presented in a variety of graphs and charts.
170. By the end of key stage 1, pupils are familiar with using money. They calculate amounts of money required to buy various objects. Year 2 pupils are familiar with a range of two and three-dimensional shapes and describe their features accurately.
171. Pupils in key stage 2 are very confident and enthusiastic working with numbers and using and applying their knowledge.
172. Years 3 and 4 pupils including those with special educational needs have a very good understanding of place value to 1000. Lower ability pupils read three digit numbers without difficulty and add either one, 10 or 100 to a given number.
173. More able pupils in years 3 and 4 use numbers beyond 100 correctly. They have a very good understanding of negative numbers and make calculations involving both positive and negative numbers. They talk knowledgeably about right angles.
174. Years 5 and 6 pupils have a very good understanding of the relationship between fractions, decimals and percentages. They have good problem solving skills; they complete their work quickly and add, subtract, multiply and divide accurately using a range of contexts such as decimals and standard measures.
175. Pupils in years 5 and 6 have a very good knowledge of reflective and rotational symmetry. They measure angles accurately and construct geometric shapes correctly. Older key stage 2 pupils confidently calculate the perimeter and area of a given shape. They construct and interpret a range of graphs and diagrams including line graphs and make logical conclusions. Pupils have a developing understanding of probability.

Shortcomings

176. There are no significant shortcomings.

Subject 3: WELSH (SECOND LANGUAGE)

Key Stage 1 – Grade 2: Good features and no important shortcomings

Key Stage 2 – Grade 2: Good features and no important shortcomings

Good and outstanding features

177. Throughout the school, pupils are proud of being Welsh. They say that they enjoy Welsh lessons and their pronunciation of Welsh is reasonably good. Pupils make good progress in Welsh.
178. All pupils join in enthusiastically with songs and rhymes in Welsh. They are familiar with hymns and prayers that they use as part of their daily routines including assemblies. Pupils make good use of videotapes and computer programs to extend their knowledge and understanding of Welsh. They have a good understanding of what they are told, what they hear and what they read in Welsh.
179. In all classes, pupils are given a range of opportunities to speak Welsh as part of the Helpwr Heddiw system. They use Welsh confidently at these times, for example by giving instructions and reading prayers.
180. Key stage 1 pupils develop a good range of vocabulary, including colours, clothes, vehicles and food. They interchange familiar phrases appropriately when describing an object and correct each other when mistakes are made. When prompted and supported by an adult, key stage 1 pupils confidently engage in role-play scenarios such as buying objects in a shop. They use simple phrases and sentences correctly when greeting each other.
181. Pupils in key stage 1 follow the meaning of simple stories read by an adult and then subsequently join in to read the story clearly themselves.
182. By year 2, pupils write simple phrases and sentences based on familiar patterns to communicate meaning. They subsequently read their writing accurately.
183. Key stage 2 pupils extend their range of Welsh vocabulary. They confidently engage in simple dialogue when following a script. They ask and answer questions correctly. Year 6 pupils follow video clips. They engage with the storyline and subsequently describe in detail the main theme explored. Pupils then incorporate the theme into class activities by, for example, writing short paragraphs.
184. Pupils in key stage 2 independently and accurately read from scripts and books. They understand what they have read and describe the content.
185. Key stage 2 pupils write descriptions using short sentences and include adjectives to make their writing more interesting. Some more able pupils write using more complex sentence structures. Key stage 2 pupils produce a good range of written work in Welsh.

Shortcomings

186. In both key stages, some pupils sometimes lack the confidence to speak Welsh independently and rely too heavily on adults to support them.

Subject 4: HISTORY

Key Stage 1 – Grade 2: Good features and no important shortcomings

Key Stage 2 – Grade 2: Good features and no important shortcomings

Good and outstanding features

187. Key stage 1 pupils are developing a good idea of past and present. They describe aspects of change in homes over time, for instance relating to the use of household utensils and bathing before the advent of electricity and running water.
188. Pupils in both key stages develop an appropriate historical vocabulary through such activities as handling artefacts in workshops on toys, discussing the Stuarts and life in World War Two.
189. Key stage 2 pupils demonstrate good factual recall of period details, for example, when describing life in a Stuart manor house or the differences between rich and poor in Tudor times.
190. Pupils acquire a secure grasp of chronology aided by the use of timelines, dates and pictorial sources. Pupils in years 1 and 2 arrange and retell the main events in stories of famous people in the past, such as Mary Seacole and Grace Darling. Year 6 pupils know the order of major periods in the past, such as the Romans, Tudors and Victorians.
191. Pupils in both key stages develop a good knowledge and understanding of local and Welsh history, particularly through visits to sites such as Swansea museum.
192. Pupils organise and communicate their history work in a variety of appropriate forms, including the effective use of information technology. For example, pupils in years 5 and 6 make good use of multimedia when presenting their findings relating to Henry VIII and his six wives.

Shortcomings

193. Key stage 2 pupils have an insufficient understanding of how the past is represented and interpreted in different ways.

Subject 5: ART

Key Stage 1 – Grade 1: Good with outstanding features

Key Stage 2 – Grade 1: Good with outstanding features

Good and outstanding features

194. The quality of artwork on display in the classrooms, around the school and in the portfolio indicates an exceptionally high standard. The wide range of work recently produced in relation to the simple and topical theme of spring flowers shows a very high level of skill and creative interpretation across differing media.
195. Key stage 1 pupils show good observational skills when producing representational drawings. They also produce dynamic crayon and cut-out shape pictures based on the work of Paul Klee and use the ideas and styles of Welsh artists Lynn Walters and Kyffin Williams to explore the use of colour, line, tone and form in producing highly effective landscapes. They use art terminology effectively and make good use of computer programs to further their skills and techniques.
196. Year 2 pupils show good observational skills when drawing model Viking ships and ships in bottles in pencil and crayon. They paint seascapes in the style of Turner and produce detailed clay models of boats. Pupils follow instructions well, use equipment and materials effectively and explain clearly what they have done.
197. Younger pupils with special educational needs recall the distinctive elements of paintings by Monet and working from photographs paint in a similar style.
198. Year 3 and 4 pupils use computer programs to create highly imaginative and decorative pictures of spring flowers and of outer space. More traditionally, they produce effective flower stencils decorated with ribbon and a range of patterns using primary and secondary colours.
199. Older key stage 2 pupils use computer based art programs to enhance poetry work and create striking laser-printed pictures of sunflowers. Following some time spent at the Glynn Vivian Art Gallery, year 5 and 6 pupils produce outstanding and dramatic pieces of work in colour washes and felt pen. They also produce three-dimensional work such as a Totem Pole covered in imaginative native Indian-style masks, and an interesting range of Celtic jewellery made out of can lid tags.
200. Central displays in the reception and hall areas show how the school has benefited from the input of local artists. Pupils have created an amusing display of clay masks and produced a large wall ceramic depicting the Swansea valley before and after the copper industry.

201. The imaginative diversity of style, and the creative and technical quality of pupils' work produced across the whole school is seen in the outstanding displays of work in the hall.

Shortcomings

202. There are no significant shortcomings.

Subject 6: RELIGIOUS EDUCATION

Key Stage 1 – Grade 2: Good features and no important shortcomings

Key Stage 2 – Grade 2: Good features and no important shortcomings

Good and outstanding features

203. In both key stages, pupils' knowledge and understanding of places of worship is good and is enriched by appropriate visits.
204. Key stage 1 pupils know that humans have a range of emotions and are aware of the importance of friendship. They describe and explain their feelings when discussing caring for each other, their pets and the need to care for the environment. Key stage 2 pupils also respond well when expressing their own feelings about religious stories and faiths.
205. Key stage 1 and key stage 2 pupils have a good knowledge and understanding of Christianity appropriate for their age. Year 2 pupils know about important events that take place in a church, such as christenings and weddings, and that the Bible is a special book. Key stage 2 pupils explain why Christians pray and compose their own prayers appropriate for the class.
206. In key stage 2, pupils demonstrate a growing awareness of Islam and Judaism. They generally use the correct vocabulary when discussing the respective ceremonies and symbols associated with these religions.
207. More able key stage 2 pupils suggest similarities between different faiths, including belief in God, the importance of prayer and attendance at a place of worship.
208. Pupils make good use of artefacts and role-play to enhance their understanding of religious lifestyles.

Shortcomings

209. There are no significant shortcomings.

Appendix A

School's response to the inspection

The Governing Body and staff of Cwm Glâs Primary School are extremely proud of the report resulting from the recent inspection of the school. To state that 'Cwm Glâs Primary School is a very good school with many outstanding features' is extremely rewarding. To achieve 'grade one: good with outstanding features' in all seven key questions is a tremendous achievement and recognition of the commitment and consistent hard-work of all concerned with the school. We are extremely pleased that inspectors found our work on emotional literacy and personal and social education to be of a high standard, and highly beneficial to our pupils. In addition, the care, welfare and support systems we have in place that underpin our curricular provision are recognised as appropriate and highly effective. The skill, dedication and talent of teaching and teaching support staff are duly acknowledged. We are very pleased with the praise of our children's positive attitudes and behaviour. We are particularly proud that inspectors note that all pupils – irrespective of gender, ability or ethnic background – achieve well, and that our expectations are high. In particular, the report confirms that we are achieving our aim to make our school a happy and secure place in which pupils grow in confidence. The report acknowledges that the school's self-evaluation processes are robust and accurate.

The professionalism and courteousness of the inspectors was welcomed by all members of the school community. The head teacher, in his role as nominee, appreciated the care taken by the team to fully evidence their judgements and the attention given to ensuring that the inspection process was open, transparent, and focused on the further development of the school. The inspection was thorough, rigorous and comprehensive and the subsequent report accurately reflects the life of the school.

Within the school's development planning cycle the head teacher, staff and governors will ensure that the recommendations outlined in the report will be incorporated into action by the school. We will maintain the high standards identified in the report, while involving pupils further in the target-setting process. Parents and the LEA will be informed of our action plan and of our progress in achieving these aims through the governors' annual report to parents and through the school's review procedures with the LEA.

Appendix B

Basic information about the school

Name of School	Cwm Glâs
School type	Community
Age-range of pupils	3 to 11
Address of School	Colwyn Avenue Winchwen Swansea
Post-code	SA1 7EN
Telephone number	01792 771693
Head teacher	Mr Peter Osborne
Date of appointment	1 May 2001
Chair of governors/ Appropriate authority	Cllr John Hague
Registered inspector	Mrs Margaret E Morgan
Dates of inspection	8 – 10 February 2005

Appendix C

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	20	26	30	26	40	36	31	31	240

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	12	0	12

Staffing information	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	12.5 : 1
Pupil : adult (fte) ratio in nursery classes	10 : 1
Pupil : adult (fte) ratio in special classes	2 : 1
Average class size, excluding nursery and special classes	23.9
Teacher (fte) : class ratio	1.1 : 1

Percentage attendance for three complete terms prior to inspection				
Term	R	KS1	KS2	Whole School
Spring 2004	87%			93%
Summer 2004	91%			92%
Autumn 2004	90%			93%

Percentage of pupils entitled to free school meals	34%
Number of pupils excluded during 12 months prior to inspection	2

Appendix D

**National Curriculum Assessment Results
End of Key Stage 1:**

National Curriculum Assessment KS1 Results 2004			Number of pupils in Y2					
			39					
Percentage of pupils at each level								
			D	W	1	2	3	4
English:	Teacher Assessment	School	0	14	23	49	14	0
		National	0	4	14	63	20	0
En: reading	Teacher Assessment	School	0	13	21	32	34	0
		National	0	4	14	55	27	0
En: writing	Teacher Assessment	School	0	13	29	53	5	0
		National	0	5	14	69	11	0
En: speaking and listening	Teacher Assessment	School	0	8	24	42	26	0
		National	0	3	12	63	22	0
Mathematics	Teacher Assessment	School	0	3	14	66	17	0
		National	0	2	11	63	24	0
Science	Teacher Assessment	School	0	6	37	57	0	0
		National	0	2	10	66	22	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	40	In Wales	79

- 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 2004			Number of pupils in Y6									41	
Percentage of pupils at each level													
			D	A	F	W	1	2	3	4	5	6	
English	Teacher Assessment	School						2	24	48	26		
		National						6	16	45	31		
	Test/Task	School						2	17	40	40		
		National						5	12	38	40		
Welsh	Teacher Assessment	School											
		National											
	Test/Task	School											
		National											
Mathematics	Teacher Assessment	School						5	21	48	26		
		National						4	19	46	30		
	Test/Task	School						5	14	36	45		
		National						4	18	42	33		
Science	Teacher Assessment	School						2	14	55	29		
		National						2	13	49	35		
	Test/Task	School						0	2	43	52		
		National						1	9	48	39		

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	67	In the school	74
In Wales	71	In Wales	70

- 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 E

Evidence base of the inspection

- A team of four inspectors were at the school for an equivalent of 10 inspector days.
- Pre-inspection meetings were held with staff, parents and governors.
- 178 questionnaires were returned by parents and carefully analysed.
- The school's self-evaluation report and a comprehensive range of other documentation were scrutinised.
- The head teacher acted as nominee and took a full part in all team meetings.
- 32 lesson observations were undertaken.
- Samples of pupils' work from across the age and ability ranges were examined.
- Inspectors talked with pupils and listened to them reading.
- Inspectors visited breakfast clubs, lunch-times, break-times, after-school clubs, family learning sessions and the School Council.
- Inspectors attended daily acts of collective worship.
- Discussions were held with teaching and non-teaching staff.
- Post inspection meetings were held with staff and the governing body.

Appendix F

Composition and responsibilities of the inspection team

Team member	Responsibilities
Margaret Morgan Registered Inspector	Context, Summary, Recommendations, Key Question 1, 1.1 – 1.9 Key Question 2, 2.1 – 2.8 Key Question 6, 6.1 – 6.7 Mathematics, Welsh (second language)
Jim Hewitt Team Inspector	Key Question 1, 1.10 – 1.11, 1.13 – 1.16 Key Question 2, 2.9 – 2.12 Key Question 4, 4.10 – 4.12 Key Question 5, 5.1 – 5.6 English, Art
Russell Griggs Team Inspector	Key Question 3, 3.1 – 3.7 Key Question 7, 7.1 – 7.7 History, Religious Education
Caterina Lewis Lay Inspector	Key Question 1, 1.12 Key Question 3, 3.8 – 3.14 Key Question 4, 4.1 – 4.9, 4.13 – 4.18

The contractor was:

Evenlode Education Ltd
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Acknowledgement

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

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

**Cwm Glâs Primary School
Colwyn Avenue
Winchwen
Swansea
SA1 7EN**

Summary for Parents

School Number: 670/2077

Date of Inspection: 8 – 10 February 2005

by

**Margaret Morgan
WO49/5542**

Date: 13 April 2005

Under Estyn contract number: T/136/04P

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Basic information about the school

Name of School	Cwm Glâs
School type	Community
Age-range of pupils	3 to 11
Address of School	Colwyn Avenue Winchwen Swansea
Post-code	SA1 7EN
Telephone number	01792 771693

Head teacher	Mr Peter Osborne
Date of appointment	1 May 2001
Chair of governors/ Appropriate authority	Cllr John Hague
Registered inspector	Mrs Margaret E Morgan
Dates of inspection	8 – 10 February 2005

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	20	26	30	26	40	36	31	31	240

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	12	0	12

A SUMMARY REPORT FOR PARENTS

Cwm Glâs 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 Cwm Glâs Primary School took place between 8 – 10 February 2005. An independent team of inspectors, led by Margaret Morgan undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development.

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

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

Summary

Cwm Glâs Primary school is a very good school with many outstanding features. Parents hold the school in very high regard and are very supportive of all aspects of provision. The school has made considerable progress over recent years.

Table of grades awarded

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

Standards

Subjects

Subject	Key Stage 1	Key Stage 2
English	Grade 2	Grade 2
Mathematics	Grade 1	Grade 1
Welsh (second language)	Grade 2	Grade 2
History	Grade 2	Grade 2
Art	Grade 1	Grade 1
Religious education	Grade 2	Grade 2

During the inspection, the standards achieved by the pupils in the lessons observed are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
26%	63%	11%	0%	0%

Pupils enter Cwm Glâs Primary School with levels of ability considerably below the Local Education Authority (LEA) average. They make very good progress in the school and, by the end of key stage 2, achieve very well across a range of subjects.

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

All pupils with additional learning needs, including those with special needs, those who are looked after by the Local Authority and those who learn English as an additional language, achieve very good standards in their knowledge and skills.

Pupils reach good levels in their use of key skills. Pupils' communication, bilingual and numerical skills are good. Their skills using information technology are very good. Pupils show a good ability to solve problems and their creative skills are very good. An outstanding feature of the school is the pupils' personal and social skills; they show compassion towards each other, the local community and the world at large.

Since the appointment of the current head teacher, standard assessment test results have seen a continuous improvement. In 2004, key stage 2 pupils exceeded the targets set for them. The percentage of pupils who achieved the expected level four in all three core subjects (English, mathematics and science) rose significantly and is above the local and national averages.

When the school's 2004 key stage 2 results are compared with those in similar schools, (those English speaking schools with between 33 per cent and 40 per cent of pupils entitled to receive free school meals), the school is in the top 25 per cent for the individual subjects of English, mathematics and science. It is also in the top 25 per cent of schools for the core subject indicator, namely the achievement of the expected level in all three core subjects.

Taking into account pupils' ability on entry, key stage 1 results indicate that pupils make good progress. In 2004, results in the three core subjects and the core subject indicator were below national averages. The percentage of pupils achieving the higher level three was also below the national average. Pupils performed best in mathematics.

When compared with similar schools, (those English medium schools with between 33 per cent and 40 per cent of pupils entitled to receive free school meals), the school is just above the bottom 25 per cent in English and science and just in the top 50 per cent in mathematics.

Pupils have very positive attitudes to their learning and play a full part in lessons. They show good motivation and make effective use of their time. All pupils strive to promote honesty, fairness, respect and a compassionate attitude to others. They have a pride in themselves, in their work and the school community as a whole.

The whole school initiative to develop emotional literacy whereby pupils learn to manage their feelings is exemplary good practice and contributes significantly to pupils' raised academic standards.

Currently pupils' independent learning and enquiry skills are not fully developed. Also they are uncertain about what they need to do to improve the quality of their work in order to achieve the targets set for them.

The quality of education and training

During the inspection, the quality of teaching in the lessons observed is as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
35%	55%	10%	0%	0%

The quality of teaching is a significant strength of the school.

Teachers have extremely positive relationships with pupils that encourage them to do their best. They use a wide range of strategies to cater for pupils' differing learning styles.

In all classes, teachers utilise a good variety of resources, including computers, to encourage pupils' active participation in the learning process. However, on occasions, teachers do not fully encourage pupils to develop as independent learners or to maximise their enquiry skills. They occasionally rely too heavily on worksheets that tend to restrict pupils' thought processes.

Teachers cater fully for the different needs and abilities in classes. Key stage 2 pupils are placed into ability sets for English and mathematics and additional support is very effective in ensuring pupils reach their full academic potential. Pupils from the specialist teaching facility integrate very successfully with mainstream pupils.

Learning objectives are set for each lesson and pupils know what is required. However, the system for involving pupils in evaluating their own work, setting targets for improvement and reviewing their own progress is underdeveloped. Only in the best examples of good practice does marking contain constructive written guidance to indicate the best way forward for pupils.

The school has a comprehensive, manageable whole school system of assessment based on clear, valid criteria, efficient data analysis and information from a range of other sources.

The curriculum is broad, balanced and varied. It successfully engages the interests of pupils. The school is quick to celebrate the various achievements of pupils and responds very well to their learning needs. Great emphasis is placed on listening to pupils' thoughts and feelings.

Pupils are very well cared for, guided and supported in a very happy environment. The school has a very positive ethos and works hard to ensure that pupils feel valued and included.

The provision for pupils with additional learning needs is very good. Dedicated staff support pupils with special educational needs very well. The special needs co-ordinator (SENCo), classroom teachers and a range of external professionals work very well together to ensure that the needs of individual pupils are met.

Leadership and management

The quality of leadership shown by the head teacher is very good. The head teacher is supported well by the governing body. The school has a clear vision for the future. There is an obvious sense of high expectations.

The school takes account of national priorities and these are integrated into its strategic development.

The school's self-evaluation processes are very comprehensive and are an outstanding feature.

Leaders and managers at all levels have a very comprehensive overview about performance in the areas for which they are responsible. The school makes extremely good use of data to identify strengths and areas for further development.

The school development plan is a full working document that correctly identifies issues that require addressing. It sets clear priorities and describes in detail the actions to be taken to bring about improvement.

Resources have been allocated sensibly taking careful account of the main priorities.

The previous inspection report was positive in many of its findings but the school experienced a difficult period following the inspection. However, since the appointment of the current head teacher three years ago, the school has made very

good progress. Standards in all aspects of school life are much improved. All key issues for action from the previous inspection have been addressed.

The overall quality of resources including staffing is very good. The school provides very good value for money.

Recommendations

In order to maintain the current high standards in all aspects of its provision and to improve further, the school needs to:

- R1 Address the shortcomings identified in subjects.
- R2 Further develop pupils' independent learning and enquiry skills.
- R3 Ensure that pupils know how they are progressing and what they need to do to improve the quality of their work, including the more focussed use of marking.

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.

Acknowledgement

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