

**Inspection under Section 28 of the  
Education Act 2005**

**A Report on the Quality of Education in**

**Cwmbwrla Primary School  
Stepney Street  
SA5 8BD**

**School Number: 6702012**

**Date of Inspection: 27/11/07**

**by**

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**Date of Publication: 1/02/08**

**Under Estyn contract number: 1104507**

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Cwmbwrla Primary School was inspected as part of a national programme of school inspection. The purpose of inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents information about the performance of their child's school.

The inspection of Cwmbwrla Primary School took place between 27/11/07 and 29/11/07. An independent team of inspectors, led by Dr. Peter David Ellis undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **standard** inspection.

## Year groups and key stages

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

The term 'Reception' (R) refers to the year group of pupils in a primary school who reach the age of 5 during the academic year. Year 1 refers to the year group of pupils who reach the age of 6 during the academic year and so on. Year 13 is the year group of students who reach 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. Cwmbwrla Primary school is situated on a hillside in the centre of Cwmbwrla, which is a mainly residential district of Swansea about one mile north of the city centre. The large building, originally constructed in 1916, is on three levels and contains a number of classrooms, two large halls, a dining room, offices, cloakrooms and a staff room. Outside to the rear are two playgrounds, one for the juniors and one for the infants; early years children have an additional play area. To the front is an unadopted road, which is used by through traffic. The school has access to playing fields in the local park, which is about 100 yards away.
2. The school currently caters for 247 pupils between the ages of three and twelve, 28 of whom attend the nursery part-time and 28 of whom are placed in three classes within a special teaching facility (STF) for speech and language difficulties; 10 of these 28 pupils are currently in Y7 and are registered at both Cwmbwrla and the receiving secondary school, while accommodation at the secondary school is prepared for them. They were thus included in the inspection. Mainstream pupils are taught in seven classes, all of which except one contain a single age range. The number on roll has remained reasonably stable over the last four years; it is slightly lower than the last inspection in 2001, but the same as the inspection in 1996. The average mainstream class size is approximately 27; no classes have more than 30 pupils.
3. The school's catchment area is mainly composed of private terraced dwellings and local authority housing. According to the school, it is neither prosperous nor economically disadvantaged, although there has been a marked increase recently in the number of pupils being registered as entitled to free school meals; this figure is currently at around 24%, which is above the national and Swansea averages. Except for the pupils in the STF, who are mostly transported from further afield, the large majority live locally. There is a low mobility rate of around 4% of families moving in and out of the area. No pupils are in care.
4. The intake represents a range of abilities and data indicates that attainment on entry is slightly below the local authority average overall. All 28 pupils in the STF have statements of special educational needs (SEN) and are disapplied from the national curriculum (NC) in relation to learning Welsh as a second language. In addition, nine mainstream pupils have statements and 24 others are registered as requiring SEN support; 18 of these are at the School Action stage and 6 at the School Action Plus stage. In total around 15% of mainstream pupils, including the nursery, are on the SEN register, which is below the national average.
5. Around 5% of pupils are from an ethnic minority background, of whom the majority have English as a second language; other languages spoken at home

are Arabic, Sylheti and Gujarati. One pupil has a parent who has Welsh as a first language.

6. The school was last inspected in December 2001. Since then a new headteacher in January 2007 and a new deputy in November 2005 have been appointed, but the staffing complement overall has remained relatively stable.
7. The school received the Basic Skills Agency Quality Mark and the Recycling Bronze award in 2005, Investors in People in 2006 and Swansea's Self-evaluating Schools Bronze award in 2007.

### **The school's priorities and targets**

8. The school has a mission statement, which is, 'Dream and believe, learn and achieve'. This is underpinned by a vision statement, which encapsulates the main purposes of the school as:
  - to provide a happy, welcoming, safe and secure learning environment, which values attainment and achievement in equal measures;
  - to provide a broad, balanced, relevant primary curriculum, which provides structured learning experiences that focus on the needs of the individual pupil, enabling them to become lifelong learners; and
  - to continually reflect and evaluate the progress of the school within a culture of trust, honesty and openness, so that the quality of learning and teaching within our school continues to improve.
9. The school aims are to:
  - make everyone feel special;
  - listen to each other;
  - do our best in all activities;
  - respect others;
  - be tolerant and kind;
  - look after our environment;
  - work together as a team;
  - follow our Golden Rules; and
  - foster a love of Wales.
10. The school has a considerable number of current priorities, as outlined in its school development plan (SDP). In summary, these are to:
  - produce subject reviews and action plans;
  - improve data analysis;
  - produce and/or review a number of policies, such as anti-bullying, equal opportunities, racial equality and learning and teaching;
  - improve attendance;
  - extend pupils' knowledge of the world of work;

- raise standards in teaching by having more systematic classroom observation;
- review the purposes of assessment and develop its role in the self-evaluation process;
- review the teaching of reading and use of the Guided Reading scheme;
- develop the planning for key skills;
- inform parents more about information and communications technology (ICT) matters;
- review the teaching of bilingualism, the cwricwlwm Cymreig and sustainable development;
- produce accessibility and transition plans and a strategy for renewing the computer stock;
- introduce safe access routes to school; and
- develop the junior and Foundation Phase outside environments.

## Summary

11. This is a good school which has several outstanding features, particularly in the quality of teaching, the care and support for pupils, the provision for pupils with SEN and leadership and management. Many improvements have been made since the last inspection and much has been achieved recently since the appointment of the new headteacher.

### Table of grades awarded

Key Question	Inspection grade
1 How well do learners achieve?	Grade 2
2 How effective are teaching, training and assessment?	Grade 2
3 How well do the learning experiences meet the needs and interests of learners and the wider community?	Grade 2
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 2
7 How efficient are leaders and managers in using resources?	Grade 1

12. The inspection team agreed with the school's judgements in only two of the seven key questions. In four of the five key questions that differ the team's judgements were one grade lower than the school's, because the inspectors did not identify sufficient outstanding features to award a Grade 1. In Key Question 5, however, which was the other key question that differed and for which the

team did award a Grade 1, the school had been naturally cautious in its judgement, since the new headteacher has only been in post since January 2007.

## Standards

13. Overall, pupils' standards of achievement in the subjects inspected were judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
14%	66%	17%	3%	0%

14. These figures are in line with the Welsh Assembly Government's (WAG) all-Wales 2010 target for 98% of standards to be Grade 3 or better and they are a substantial improvement in comparison to the last inspection. They are also slightly higher than the national averages, as published in Her Majesty's Chief Inspector's (HMCI) latest Annual Report for 2005-6, where overall standards in primary schools in Wales are reported to be Grade 2 in 65% of lessons and Grade 1 in 12%.

Areas of learning for the under-fives	Nursery	Reception
Language, literacy and communication skills	Grade 2	Grade 2
Personal and social development	Grade 2	Grade 1
Mathematical development	Grade 2	Grade 2
Knowledge and understanding of the world	Grade 2	Grade 1
Physical development	Grade 2	Grade 2
Creative development	Grade 2	Grade 2

15. Many children enter the nursery with below average attainment in basic skills, but all make steady progress and by the end of the reception year they achieve well in all six areas of learning. The overall quality of the educational provision for the under-fives, therefore, is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.

## Grades for standards in subjects inspected

Inspection Area	Nursery	Reception	KS 1	KS2
Under 5s	Grade 2	Grade 2		
English			Grade 2	Grade 2
Mathematics			Grade 2	Grade 2
Information technology			Grade 2	Grade 1
Music			Grade 3	Grade 3
Physical education			Grade 2	Grade 2

16. These grades represent a significant improvement since the last inspection, except in music.
17. All pupils in the STF are assessed at the end of both key stages and are included in the NC assessment results for the core subjects; this has an impact on the school's overall performance. The majority of pupils in the STF are boys.
18. In key stage (KS) 1 in 2007 results for the whole school were similar in English and mathematics to national and local authority percentages for 2006, but lower in science. The core subject indicator (CSI), which is the percentage of pupils attaining at least level 2 in all three subjects, was almost the same as the national average. The results for mainstream pupils only, however, were better, with the CSI being above the national average.
19. In KS2 in 2007 results for the whole school, where around 23% of pupils were in the STF, were below national and local authority averages for 2006 in all three subjects. As a consequence, the CSI, which is the number of pupils attaining at least level 4 in all three subjects, was also below the national and local authority percentages. The results for mainstream pupils only, however, were substantially better.
20. The 2007 results indicate that the school, including the STF, compares favourably with schools with a similar free school meals percentage. For mainstream pupils only, in both key stages the school performs better than similar schools in the local authority and over the last four years has been consistently above the average for the local family group of schools, the Swansea area and across Wales.
21. There are no discernible long term differences in performance between boys and girls in either key stage.
22. Pupils make good progress through the school, regardless of their social, ethnic or linguistic background, and there is evidence that the school adds significant value to pupils' learning and all round development.
23. Pupils with SEN, both in the mainstream and STF classes, make very good progress through the school, commensurate with their abilities, and the more able, particularly by the end of KS2, are at times well challenged.
24. Pupils are very aware of the importance of key skills. They make good progress in speaking and listening and generally read fluently, confidently and enthusiastically and with good understanding. Writing across the curriculum is more variable, but overall pupils produce an adequate quality and quantity of writing and work is well presented. Mathematical skills are applied effectively in a range of subjects and ICT skills are very well developed, especially in KS2.
25. Pupils' bilingual skills are more limited and their use of Welsh varies between age groups.

26. Pupils have well developed personal, social and learning skills. They are generally well motivated, have a positive attitude to learning and make effective use of their time. They work on their own and in groups effectively and sustain concentration well.
27. Pupils know the learning objectives of each lesson and the targets they are set; they are aware of how they need to improve.
28. Relationships between pupils are good and older ones are sensitive to the needs of those younger than themselves. They take on responsibilities willingly.
29. Pupils are well behaved overall. They are polite and courteous and know the difference between right and wrong. They realise that bullying, harassment and any kind of anti-social behaviour are unacceptable and they know what to do if such incidents occur. They have a good understanding of equal opportunities issues.
30. Attendance for the three terms prior to the inspection averaged 91.3%, which is below the national and local averages, and a small number of pupils regularly arrive late.

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

### **Grades for teaching**

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
23%	58%	17%	2%	0%

31. These figures meet the WAG's all-Wales 2010 target for 80% of teaching to be Grade 2 or better and they are substantially better than the last inspection. They are also slightly higher than the national averages, as published in HMCI's latest Annual Report for 2005-6, where overall the quality of teaching in primary schools is reported to be Grade 2 in 62% of lessons and Grade 1 in 17%.
32. Teachers work well as a team and there are examples of outstanding practice in each age phase.
33. Where teaching was judged to be Grade 1, the outstanding features include:
  - a very good level of challenge in the tasks set;
  - use of a range of appropriate teaching methods to cater for all abilities;
  - a rich variety of resources to stimulate and engage pupils in their learning;
  - a high level of subject knowledge skilfully delivered to pupils; and
  - a strong emphasis on pupils thinking for themselves.
34. Where teaching was judged to be Grade 2, the good features include:
  - well planned and effectively structured lessons;
  - well formulated instructions and prompts;
  - effective praise and encouragement;

- a variety of appropriately differentiated tasks;
  - good use of examples;
  - appropriate intervention and support; and
  - effective plenary sessions.
35. Where teaching was judged to be Grade 3 or 4, the shortcomings include:
- lessons being too long with little variety in content;
  - too slow a pace;
  - work not completed and insufficiently differentiated for the less able; and
  - inappropriate activities and language for the age group being taught.
36. Throughout the school, staff know pupils well, have high expectations and establish excellent relationships.
37. Teachers have good subject knowledge. They collaborate well to share ideas and to improve aspects of their practice. Their use of the interactive whiteboard has a positive impact on teaching and learning.
38. Planning for lessons is consistently thorough and includes clear learning objectives and almost always appropriately differentiated activities with a good focus on key skills.
39. Teachers promote equality of opportunity and ensure that all pupils are treated fairly, irrespective of their abilities and backgrounds.
40. The emphasis on promoting bilingual skills lacks consistency. In most classes the infrequent and irregular use of incidental Welsh hampers the development of pupils' fluency in the language.
41. Assessment, recording and reporting are good overall and meet statutory requirements. Evidence is well used to track pupils' achievement and progress and to set challenging targets. There are appropriate portfolios of work in all the core and foundation subjects and pupils become involved in planning their own progress and improvement.
42. The good quality of teacher's marking frequently and effectively contributes to the assessment process and there are good arrangements for keeping parents and carers well informed about their children's progress. The recently revised end of year reports provide an appropriate picture of pupils' achievements and comply with statutory requirements.
43. The school responds well to the full range of pupils' aspirations and needs. It provides them with a broad, balanced and relevant curriculum, which is particularly stimulating in the three STF classes.
44. Curriculum planning is of a high quality in most cases and ensures continuity and progression. Relevant policies and schemes of work are in place for all subjects and aspects.

45. Key skills and common requirements are planned across the curriculum in almost all subjects and are an integral part of teachers' medium and short term planning and each lesson's learning objectives.
46. The school effectively promotes sustainable development and global citizenship and personal and social education (PSE) is given a high priority.
47. The school provides a wide range of extra-curricular activities and clubs. Homework is set regularly and consistently in all classes, relevant to pupils' ages and abilities.
48. Spiritual, moral, social and cultural development is promoted well through a variety of learning experiences. Pupils participate enthusiastically in collective worship, which meets statutory requirements, and appropriate attention is given to the cwricwlwm Cymreig. In addition, there are good opportunities for pupils to develop an awareness of other cultures.
49. The school has a very good partnership with parents. The vast majority are very supportive of the school; they are confident that any concerns will be dealt with promptly and sensitively and value the approachability of staff, whom they meet regularly.
50. Partnerships with other schools and colleges and with all interested parties in the neighbourhood are strong and there are some links with local businesses. The school successfully endeavours to reflect national priorities for lifelong learning and to tackle social disadvantage. Pupils are encouraged to play a full part in the life and work of their school and local community.
51. All adults in the school provide consistently good care and support in a safe, happy environment. There are very effective procedures to monitor and support pupils' progress, social development and personal welfare.
52. Teachers and learning support assistants (LSA) have excellent relationships with pupils and are sensitive to their needs. Every child is valued and included. Pupils in turn know what is expected of them and there is an atmosphere of mutual respect throughout the school. This is an outstanding feature.
53. There is a clear programme for inducting new entrants into the nursery and a 'buddy' and prefect system helps all new pupils settle in well. Regular meetings between the schools involved with the transfer to secondary school facilitate the transition to KS3.
54. The school council meets regularly and effectively influences aspects of school life.
55. The school's provision for ensuring the healthy development, safety and well-being of all pupils is very good. The building is very secure and good procedures are in place for child protection. Gender equality is actively promoted and adults are treated with equal dignity and respect.

56. The school monitors behaviour closely and very good measures are in place to eliminate all forms of oppression and harassment.
57. Registration is conducted efficiently and in accordance with statutory requirements. There is an agreed action plan with the education welfare officer (EWO) to improve the levels of attendance.
58. The overall quality of provision for pupils with SEN, both in the STF and in mainstream classes, is good with outstanding features. There are very clear strategies in place and the school conforms to the Code of Practice (CoP).
59. The school's early identification, assessment and monitoring of individual needs are highly effective. Individual education plans (IEP) are of good quality. The withdrawal support sessions for mainstream pupils with SEN are extremely well linked to classroom activities.
60. The school is proud of its reputation for including STF pupils in all activities and for integrating them, when appropriate, into mainstream classes. There are excellent links with outside agencies.
61. Good provision is also made for the few pupils with English as an additional language and the school complies with statutory requirements regarding provision for disabled pupils and adults, although the building is not conducive to catering for wheelchair users or those with mobility impairments, as it contains many stairs.

### **Leadership and management**

62. The school has a clear vision for the future, based on its mission statement. It has explicit aims and values and these are embraced by all stakeholders and are well reflected in its policies and practices.
63. The leadership of the headteacher is outstanding and she has achieved a great deal in the short time since her appointment in January 2007. The deputy is very supportive and an excellent role model of good classroom practice.
64. There is a senior management team (SMT), which plays a full part in the leadership and development of the school and the co-operation and team ethos that exists between all staff is an outstanding feature.
65. The governing body (GB) has agreed on the structure of the teaching and learning responsibility (TLR) posts; appointments have been made and are in place. Teachers are provided with planning, preparation and assessment (PPA) time in line with statutory requirements for reducing teachers' workload; overall, the arrangements are well managed.
66. Subject co-ordinator responsibilities are allocated evenly with most teachers overseeing at least one subject area.

67. The headteacher, deputy headteacher and two other members of the SMT are trained in performance management and undertake staff reviews; targets are carefully linked to training needs and school priorities.
68. Day to day administrative routines operate very efficiently.
69. Governors are very supportive and they meet regularly and are kept well informed. Appropriate sub-committees are in place and the quality of provision is regularly monitored. Financial management is sound.
70. The school has all relevant management policies and procedures in place and account is taken of national priorities. All statutory requirements are fully met.
71. The school has a well established culture of self-evaluation. Arrangements are comprehensive, systematic and transparent and based on first-hand evidence. All staff and governors are involved and parents' and pupils' views are canvassed and taken into account.
72. Subject co-ordinators contribute very well to the development of their subjects and write comprehensive annual reviews, which result in targeted priorities in their action plans.
73. The headteacher, deputy headteacher and members of the SMT undertake an active monitoring role through observing in the classroom, scrutinising weekly planning, looking at record keeping and assessing pupils' work.
74. Data from assessments, national tests, monitoring and other evidence are analysed effectively and fed into the self-evaluation process, as well as staff development procedures, resource requirements and the SDP. Progress towards meeting targets is carefully monitored by the GB and priorities are agreed annually.
75. The self-evaluation report is an extremely comprehensive document that directly addresses each key question of the inspection framework. It highlights the school's strengths and achievements and the main areas for development.
76. Progress since the last inspection has been good; there were six key issues and all have been fully or partially addressed.
77. The school has a sufficient number of appropriately qualified and experienced teachers, who have a good range of relevant expertise and skills to teach all aspects of the curriculum. Good use is made of this expertise.
78. The quantity and quality of LSAs is very good both in the mainstream and STF classes.
79. Staff are very effectively deployed and managed and the delegation of responsibility is good. The school has a strong commitment to staff development.

80. The general condition of the fabric of the building is a concern. Although work has been, and is currently being, undertaken, a lack of general maintenance over a period of years means that a great deal of investment is still required to improve the standard of the accommodation and to prevent further deterioration.
81. The range of resources and their skilful use is an outstanding feature of the school. All pupils have access to a very good variety of materials that are generally in good condition and well matched to their needs. The quality and quantity of computers in the ICT suite are outstanding.
82. The school matches its resources well to its priorities. Overall, it gives very good value for money.

## **Recommendations**

In order to build on its current success and achievements, the school needs to:

- R1 raise standards in music;
- R2 improve attendance and punctuality;
- R3 continue to develop pupils' and teachers' bilingual skills; and
- R4 continue to make improvements to the fabric of the building.

N.B. The school already recognises the need to address Recommendations 2, 3 and 4 directly within its current SDP.

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

## Standards

### Key Question 1: How well do learners achieve?

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

83. The findings of the inspection team differ from the school's judgement in its self-evaluation report, because the team did not identify sufficient outstanding features to award a Grade 1.

84. Overall, pupils' standards of achievement in the subjects inspected were judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
14%	66%	17%	3%	0%

85. These figures are in line with the WAG's all-Wales 2010 target for 98% of standards to be Grade 3 or better and they are a substantial improvement in comparison to the last inspection. They are also slightly higher than the national averages, as published in HMCI's latest Annual Report for 2005-6, where overall standards in primary schools in Wales are reported to be Grade 2 in 65% of lessons and Grade 1 in 12%.

86. Standards in the early years are Grade 2 overall with some outstanding features in reception. In KS1 standards are mainly Grade 2, but with a few outstanding features and shortcomings. In KS2 standards vary from Grade 1 to Grade 4 with some outstanding achievement being evident particularly amongst the oldest pupils.

Areas of learning for the under-fives	Nursery	Reception
Language, literacy and communication skills	Grade 2	Grade 2
Personal and social development	Grade 2	Grade 1
Mathematical development	Grade 2	Grade 2
Knowledge and understanding of the world	Grade 2	Grade 1
Physical development	Grade 2	Grade 2
Creative development	Grade 2	Grade 2

87. Many children enter the nursery with below average attainment in basic skills, but all make steady progress and by the end of the reception year they achieve well in all six areas of learning. The overall quality of the educational provision for the under-fives, therefore, is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.

### Grades for standards in subjects inspected

Inspection Area	Nursery	Reception	KS 1	KS2
Under 5s	Grade 2	Grade 2		
English			Grade 2	Grade 2
Mathematics			Grade 2	Grade 2
Information technology			Grade 2	Grade 1
Music			Grade 3	Grade 3
Physical education			Grade 2	Grade 2

88. These grades represent a significant improvement since the last inspection, except in music.
89. All pupils in the STF are assessed at the end of both key stages and are included in the NC assessment results for the core subjects; this has an impact on the school's overall performance. The majority of pupils in the STF are boys.
90. In KS1 in 2007 results for the whole school were similar in English and mathematics to national and local authority percentages for 2006, but lower in science, where no pupils attained level 3. The CSI, which is the percentage of pupils attaining at least level 2 in all three subjects, was almost the same as the national average. The results for mainstream pupils only, however, were better, with the CSI being above the national average.
91. In KS2 in 2007 results for the whole school, where around 23% of pupils were in the STF, were below national and local authority averages for 2006 in all three subjects. Fewer than nationally attained level 4 or level 5 in English and mathematics, although a few more did so in science. As a consequence, the CSI, which is the number of pupils attaining at least level 4 in all three subjects, was also below the national and local authority percentages. The results for mainstream pupils only, however, were substantially better; the large majority attained level 4 or above in all three subjects and consequently the CSI was also well above the national average.
92. The 2007 results indicate that the school, including the STF, compares favourably with schools with a similar free school meals percentage. In KS1 it performs as well as the best 50% of schools in all three subjects and in KS2 it is as good as the best 50% in English, but in the lower 50% for science and the lowest 25% for mathematics. However, for mainstream pupils only, the school performs better than similar schools in the local authority in both key stages, being consistently in the best 25%; no figures are available to compare the school nationally without the STF being included.
93. It is difficult to detect trends in the school's performance over the last few years, due particularly to the influence of the STF, but there does appear to be a growing whole school improvement in English in KS2, particularly amongst boys,

although there are no discernible long term differences in performance between boys and girls in either key stage. For mainstream pupils only, over the last four years the figures in both key stages have been consistently above the average for the local family group of schools, the Swansea area and across Wales.

94. Pupils make good progress through the school, regardless of their social, ethnic or linguistic background, and there is evidence that the school adds significant value to pupils' learning and all round development. For example, the 2007 results in KS1 indicate considerable progress is made from the baseline assessments and in KS2 all except one pupil progressed at least two levels and two improved by three levels.
95. Pupils with SEN, both in the mainstream and STF classes, make very good progress through the school, commensurate with their abilities. Information gained from various assessments and monitoring of individual needs ensures that the vast majority make good progress in meeting their targets. Those in the STF are confident in their approach to their studies. In addition, the more able, particularly by the end of KS2, are at times well challenged.
96. Pupils are very aware of the importance of key skills, as these are addressed in each lesson as part of the learning objectives. Good progress is made in speaking and listening across the curriculum. Pupils speak clearly and confidently to adults and peers and when making presentations, for example in front of the class or the whole school, and the large majority listen carefully and follow instructions effectively.
97. Pupils generally read fluently, confidently and enthusiastically and with good understanding. They read on a daily basis and the Guided Reading scheme is having a marked impact on standards in various subjects. Writing across the curriculum is more variable, and at times pupils' experiences of independent writing for different audiences and purposes is somewhat limited, but overall pupils produce an adequate quality and quantity of writing and work is well presented.
98. Pupils apply their mathematical skills effectively in a range of subjects, showing good understanding of the practical use of numbers, units of measurement and basic geometry. ICT skills are very well developed, especially in KS2 and within the ICT suite, and pupils naturally use computers and other electronic equipment, such as the interactive whiteboard, although opportunities to use these as an integral part of lessons in the classroom are not always fully exploited.
99. Pupils' bilingual skills are more limited and their use of Welsh varies between age groups. On occasions, they use the language naturally as part of their learning and daily school life, but generally they hear and speak it too infrequently.
100. Pupils have well developed personal, social and learning skills. In the early years and in both key stages they are generally well motivated, have a positive attitude to learning and make effective use of their time. They enjoy the work

they do, show interest in the tasks set and sustain concentration well. They work on their own and in groups effectively and enjoy adopting different roles.

101. There is clear progress in thinking skills and problem solving across the school, although the development of research skills using books is hindered by the lack of a functional library, where pupils might go to work and browse independently. In addition, there tends to be an overuse of worksheets in KS1 and the younger KS2 classes.
102. Pupils know the learning objectives of each lesson and evaluate whether they achieve these. They also know the targets they are set and are aware of how they need to improve. They participate in regular self-assessment exercises; for example, older ones respond to comments on their work when it is marked and reflect on what they learn through keeping personal diaries, entitled 'learning logs'.
103. Relationships between pupils are good and older ones are sensitive to the needs of those younger than themselves. They take on responsibilities willingly, for example as prefects and stair monitors or as members of the school council; they perform their duties diligently and proudly.
104. Pupils are well behaved overall. They are polite and courteous and know the difference between right and wrong. They help to draw up class rules and contribute to the school's 'golden rules'. Their behaviour and attitudes reflect the emphasis the school places on consideration and regard for all who are involved in the school community. There have been no recent exclusions.
105. Pupils realise that bullying, harassment and any kind of anti-social behaviour are unacceptable and they know what to do if such incidents occur. The GB and parents consider that these matters are not an issue in the school and, together with the pupils, they are confident that any occurrences of this kind will be dealt with quickly and efficiently.
106. Pupils have a good understanding of equal opportunities issues and know that they need to treat all other people with respect and understanding, whatever their background, beliefs or cultural traditions.
107. Attendance for the three terms prior to the inspection averaged 91.3%, which is below the national and local averages. The majority of parents ensure high levels of attendance for their children, but a small minority of pupils are regularly absent, which adversely affects the school's figures. A few parents also take holidays during term time.
108. A small number of pupils regularly arrive late for school, despite the doors being closed promptly, and they then have to report to the office. Together with the introduction of the breakfast club, this is improving punctuality, but lateness was evident during the inspection when one or two pupils arrived at least half an hour after lessons had begun.

109. Pupils have a very good sense of community and their knowledge and understanding of the world of work is developed through the use of visitors, such as the police and fire service, and visits to local shops and businesses, although there is scope to extend these experiences further.

## The quality of education and training

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

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

110. The findings of the inspection team differ from the school's judgement in its self-evaluation report, because the team did not identify sufficient outstanding features to award a Grade 1.

#### Grades for teaching

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
23%	58%	17%	2%	0%

111. These figures meet the WAG's all-Wales 2010 target for 80% of teaching to be Grade 2 or better and they are substantially better than the last inspection. They are also slightly higher than the national averages, as published in HMCI's latest Annual Report for 2005-6, where overall the quality of teaching in primary schools is reported to be Grade 2 in 62% of lessons and Grade 1 in 17%.

112. Teachers work well as a team and there are examples of outstanding practice in each age phase. Teaching in the early years is Grade 2 overall with some outstanding features in reception. In KS1 teaching is generally Grade 2, but with some outstanding features and a few shortcomings, and in KS2 it varies between Grade 1 and Grade 4 with some particularly outstanding features by the end of the key stage.

113. Where teaching was judged to be Grade 1, the outstanding features include:

- a very good level of challenge in the tasks set, so that pupils participate eagerly and enthusiastically;
- use of a range of appropriate teaching methods to cater for all abilities;
- a rich variety of resources to stimulate and engage pupils in their learning;
- a high level of subject knowledge skilfully delivered to pupils; and
- a strong emphasis on pupils thinking for themselves, producing their own ideas and reaching their own conclusions.

114. Where teaching was judged to be Grade 2, the good features include:

- well planned and effectively structured lessons;

- well formulated instructions and prompts to guide pupils through the various stages of the lesson;
- effective praise and encouragement given to help motivate pupils;
- a variety of appropriately differentiated tasks matched to pupils' levels of ability;
- good use of examples to illustrate teaching points and of questioning techniques to promote thinking skills;
- appropriate intervention and support for pupils and efficient monitoring of their progress as they work; and
- effective plenary sessions that enable pupils to share, reflect upon and celebrate their achievements.

115. Where teaching was judged to be Grade 3 or 4, the shortcomings include:

- lessons, especially their introductions, being too long with little variety in content, which can lead to unrest and a lack of concentration among pupils;
- too slow a pace to sustain pupils' attention;
- work not completed and insufficiently differentiated for the less able to achieve their full potential; and
- inappropriate activities and language for the age group being taught.

116. Throughout the school, staff know pupils well, have high expectations and establish excellent relationships that foster learning. Especially in the STF relationships are particularly strong and this effectively enables pupils to work with confidence and purpose.

117. Teachers have good subject knowledge. Through their engagement in appropriate further professional development and training opportunities, they have a good understanding of best practice and current developments in primary education. They collaborate well to share ideas and to improve aspects of their teaching.

118. Planning for lessons is consistently thorough and includes clear learning objectives, which are shared with pupils and revisited effectively in plenary sessions; this enables teachers to monitor pupils' progress appropriately. Planning also almost always includes appropriately differentiated activities and a good focus on key skills.

119. Teachers' use of the interactive whiteboard has a positive impact on teaching and learning. Pupils' progress is enhanced in many subjects when lessons are presented using the whiteboards as an integral part of teaching. Several concepts are made easier to understand and illustrated in a compelling way through the use of this technology.

120. Teachers promote equality of opportunity and ensure that all pupils are treated fairly, irrespective of their abilities and backgrounds. This, for example, can be clearly seen in the careful and sensitive way in which pupils from the STF units are integrated into some of the lessons and school activities.

121. The emphasis on promoting bilingual skills lacks consistency. In most classes the infrequent and irregular use of incidental Welsh, as well as too few structured opportunities in lessons to promote oracy skills, hampers the development of pupils' fluency in the language.
122. Assessment, recording and reporting are good overall and meet statutory requirements. Assessment is based mainly on standardised tests and the use of NC data. This evidence, including baseline assessments, is well used to track pupils' achievement and progress and to set appropriately challenging targets in the core subjects. This enables the school to identify small groups of pupils in Y2 and Y6 to receive effective additional support, in order to raise their standards to the expected levels.
123. Appropriate portfolios of work are in place for all the core and foundation subjects. In a few subjects, and in particular ICT, where the work is closely matched to set criteria, these are useful documents for assessing pupil progress. The school, however, is aware of the need to construct some of the portfolios more rigorously.
124. Pupils are involved in planning their own progress and improvement. In literacy, for example, when starting on a new unit, they make an initial assessment of where they are and this is revisited at the end to determine what progress has been achieved. They gradually build their own record of achievement files, which they take with them to the secondary school.
125. The good quality of teacher's marking frequently and effectively contributes to the assessment process, particularly when it is informative and constructive. In the better examples some pupils respond with their own comments. Older pupils also peer assess some of their work.
126. There are good arrangements for keeping parents and carers well informed about their children's progress. At the pre-inspection meeting and in their questionnaire responses parents indicated satisfaction with the formal and informal arrangements for consultations with class teachers.
127. The recently revised end of year reports provide an appropriate picture of pupils' achievements and comply with 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**

128. The findings of the inspection team differ from the school's judgement in its self-evaluation report, because the team did not identify sufficient outstanding features to award a Grade 1.
129. The school responds well to the full range of pupils' aspirations and needs. It provides them with a broad, balanced and relevant curriculum, which is

particularly stimulating in the three STF classes and which has in-built progression. All pupils, including those with SEN, have equal access and statutory requirements are fully met.

130. Curriculum planning is of a high quality in most cases and ensures continuity and progression across the range of subjects and learning opportunities. Relevant policies and schemes of work are in place for all subjects and aspects; several of these are based on the Qualifications and Curriculum Authority (QCA) materials, but they are not customised to Wales and the particular needs and context of the school. In some subjects, for example music, there is too much reliance on the published scheme.
131. Key skills and common requirements are planned across the curriculum in almost all subjects and are an integral part of teachers' medium and short term planning and each lesson's learning objectives. They are also highlighted in subject portfolios and classroom displays. Their development is clearly beginning to have a positive impact on pupils' standards of achievement. Planning for pupils' bilingual skills, however, is less well developed.
132. The school, especially through the Eco committee, effectively promotes sustainable development and global citizenship across the curriculum; this aspect is also built in to schemes of work.
133. The school provides a wide range of extra-curricular activities and clubs, such as textiles, choir, ICT and science, as well as sports, including tennis, rugby and netball, which are open to all pupils. The choir regularly attends concerts in the community to raise funds for charity. Such a wide range of activities enriches pupils' experiences and raises their self-esteem, as well improving and extending their talents.
134. Homework is set regularly and consistently in all classes, relevant to pupils' ages and abilities, and parents are happy with the arrangements. Pupils also take reading books home regularly and parents appreciate having the opportunity to comment on their children's progress.
135. PSE is given a high priority in the school and its framework has recently been reviewed to ensure it is embedded into all areas of the curriculum. Pupils' understanding is enhanced by various outside visitors and the use of circle time.
136. Spiritual, moral, social and cultural development is promoted well through a variety of learning experiences. Pupils participate enthusiastically in collective worship, which meets statutory requirements. There are close links with the local vicar. A well resourced religious education area, containing various artefacts, also makes a significant contribution to pupils' understanding of faith and meaning in life.
137. Pupils' moral and social development is good. The sharing of moral messages is a prominent feature of the provision and pupils are given opportunities to take on responsibilities and to help others, for example in the after school clubs.

138. Cultural development is good and appropriate attention is given to the cwricwlwm Cymreig. Pupils are given opportunities to acquire knowledge and understanding of the traditions, culture and history of Wales by, for example, celebrating St. David's Day and listening to Welsh musicians and authors.
139. In addition, there are good opportunities for pupils to develop an awareness of other cultures through subjects such as geography, art, music and religious education. The culture of pupils who join the school from other countries is celebrated in class and assemblies, for example by involving their parents.
140. The school has a very good partnership with parents, who are provided with a class information sheet in September, outlining what is to be studied during the year; this is also available on-line. There are regular newsletters and a prospectus is provided for all parents of new pupils. An appropriate home/school agreement is in place. Parental involvement is strong and there is a newly formed parents', friends' and teachers' association (PFTA).
141. Links with all interested parties in the neighbourhood are strong. There is a very good relationship with the police, for example, who often visit to provide advice and guidance to pupils. Other visitors to classes and the school include the Crucial Crew, librarians, the fire brigade, musicians and artists, who all contribute well to pupils' learning experiences and further strengthen understanding and respect for each other and the wider community. Pupils also go out into the local community to visit shops and to undertake various activities.
142. Links with other schools, including the main receiving secondary school, are strong, particularly through the Swansea City Consortium, which the headteacher helped to establish and for which the deputy headteacher is currently vice-chair. The school also has good relationships with two local colleges and regularly provides placements for teacher training students.
143. There are some links with local businesses, which provide opportunities for pupils to learn about the work of people in the community, although these are somewhat limited.
144. The school successfully endeavours to reflect national priorities for lifelong learning, encouraging and preparing pupils to be independent learners and to play a full part in the life and work of their school and local community.
145. The school is proactive in tackling social disadvantage and strongly promotes equal opportunities. Pupils, irrespective of their social background, gender, disability or ethnicity, are positively included in all school activities.

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

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

146. The findings of the inspection team match the school's judgement in its self-evaluation report.

147. All adults in the school provide consistently good care and support in a safe, happy environment. There are very effective procedures to monitor and support pupils' progress, social development and personal welfare.
148. Teachers and LSAs have excellent relationships with pupils and are sensitive to their needs; this is particularly true in the STF classes. Every child is valued and included. Pupils in turn know what is expected of them and there is an atmosphere of mutual respect throughout the school. This is an outstanding feature.
149. There is good daily contact with parents. The vast majority are very supportive of the school and value the approachability of all staff. They feel the school has a genuine open door policy and are confident any concerns will be dealt with promptly and sensitively.
150. There is a clear programme for inducting new entrants into the nursery. Parents are invited to visit the school with their children before entry, in order to become familiar with the staff, the surroundings and other children. A 'buddy' and prefect system is in place to help all new pupils settle into the school; a member of staff meets regularly with them to check on their welfare
151. Regular meetings between the schools involved with the transfer to secondary school facilitate the transition to KS3. There is a planned induction and support programme and assessment information is transferred. A good example of the very effective relationship with the main receiving secondary school is the current arrangement for the retaining of the Y7 pupils in the STF for three days a week.
152. The school council meets regularly and effectively influences aspects of school life. Members are aware of their responsibilities as representatives of other pupils and staff. They have the opportunity to develop their entrepreneurial skills by fund raising and contributing to decisions about purchases of additional equipment for the school from the proceeds.
153. The school's provision for ensuring the healthy development, safety and well-being of all pupils is very good. The health and safety policy is regularly updated and all staff have received in-service education and training (INSET) in this aspect and are aware of procedures. The headteacher and one other member of the SMT have also undertaken health and safety at work training. Risk assessments are completed regularly prior to off-site trips and parental permission is given before all visits and extra-curricular activities take place.
154. All LSAs are trained in first aid and good procedures are in place for meeting the needs of pupils who are unwell.
155. The building is very secure and doors are locked promptly when lessons begin. However, the gates to the playgrounds are easily accessible for entry and exit; they are hidden from view and never locked because of fire regulations.

156. There is a thriving breakfast club, which a large number of pupils attend and which provides a good diet of healthy food.
157. Good procedures are in place for child protection; a designated senior member of staff has the responsibility for this aspect. All staff have received appropriate INSET on child protection issues and the possible signs and symptoms of child abuse and they are vigilant and aware when a pupil may need protection.
158. The school effectively promotes gender equality and challenges stereotypes. Boys and girls work well together in the classroom and have equal access to sporting and other activities. The school carefully analyses assessment information to monitor the performance of boys and girls to aid curriculum planning.
159. The school actively recognises and respects diversity and all are treated with equal dignity and respect. The development of pupils' understanding of racial diversity is effectively incorporated into the PSE curriculum. The school has a 'worry box' and a racist incident book for recording any instances of such anti-social behaviour.
160. The school monitors behaviour closely. Very good measures are in place to eliminate all forms of oppression and harassment. Pupils understand the necessity to report immediately incidents of aggressive behaviour or discrimination of any sort. Prefects in the yard intervene before reporting to teachers and resolve any problems if possible.
161. Registration is conducted efficiently and in accordance with statutory requirements. There are appropriate attendance and punctuality policies in place and registers are completed promptly at the start of the morning and afternoon sessions. A first day response system is in place and most parents follow the procedures if their child is absent. There is an agreed action plan with the EWO and the school has a rewards system in place to encourage good attendance.
162. The overall quality of provision for pupils with SEN, both in the STF and in mainstream classes, is good with outstanding features. There are very clear strategies in place and the school conforms to the CoP.
163. The school's early identification, assessment and monitoring of individual needs are highly effective. Class teachers, STF staff, support staff and the SEN co-ordinator (SENCO) work very successfully as a team to ensure a co-ordinated programme for pupils who require additional support. IEPs are of good quality and they contain clear, precise and mostly relevant targets. They are reviewed on a termly basis and parents are fully involved at all stages.
164. The withdrawal support sessions for mainstream pupils with SEN are extremely well linked to classroom activities. Pupils follow structured literacy programmes, as well as a literacy scheme of work taught in a special withdrawal class, which has been especially formed with the use of a government support grant.

165. The school is proud of its reputation for including STF pupils in all activities and for integrating them, when appropriate, into mainstream classes. They are extremely well supported, nurtured and helped to feel valued in a calm and secure environment.
166. Staff in the STF classes deal exceptionally well with pupils whose behaviour may impede their progress and who are at risk of exclusion. There are excellent links with outside agencies, such as the behaviour support teams, and the local authority services are called on to help those who need specialist care. This is an outstanding feature.
167. Good provision is also made for the few pupils with English as an additional language. Teachers know these pupils well and extra support is provided in the classroom by visiting local education authority (LEA) teachers, who can speak the home language.
168. The school complies with statutory requirements regarding provision for disabled pupils and adults. It has a draft Disability Equality Scheme in place and an accessibility plan, although the building is not conducive to wheelchair users and those with mobility impairments, as it is constructed on three levels and contains many stairs.

## Leadership and management

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

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

169. The findings of the inspection team differ from the school's judgement in its self-evaluation report, because the team identified several outstanding features in leadership and management, which the school was hesitant to acknowledge, due to the relatively short time the new headteacher has been in post.
170. The grade for this key question is higher than that awarded for Key Question 1, since the leadership of the headteacher is outstanding and she has achieved a great deal in the short time since her appointment in January 2007. However, the impact on standards has not yet been fully realised.
171. The school has a clear vision for the future, based on its mission statement, 'Dream and believe, learn and achieve', which has recently been approved by the school council. It has explicit aims and values and these are embraced by staff, governors, parents and members of the community and are well reflected in its policies and practices, which are reviewed regularly and which effectively underpin the life and work of the school.
172. The headteacher is keen to move the school forward. Governors, parents and the LEA are extremely supportive of her and praise her leadership style, efficiency and achievements. Parents agree that considerable improvements have been made since she arrived.

173. The deputy headteacher is very supportive and an excellent role model of good classroom practice. He plays a full role in the management of the school and is fully involved in its strategic direction and new initiatives. He works closely and effectively with the headteacher and has responsibility for overseeing the curriculum as a whole.
174. There is an SMT, which participates fully in the leadership and development of the school. The core team meets regularly and other members, for example in relation to the STF, attend meetings, as and when necessary.
175. Staff, including teachers and support personnel, work very well together and many initiatives are planned and implemented collaboratively. Overall, the co-operation and team ethos that exists in the school between all staff is an outstanding feature.
176. Staff and phase meetings are held regularly and minutes are kept and a weekly staff bulletin is circulated to keep everyone well informed. There is a staff handbook, which includes all necessary information for staff and any visiting or supply teachers to familiarise themselves with the routines and procedures adopted by the school.
177. The GB has agreed on the structure of the TLR posts and appointments have been made and are in place; those appointed are members of the SMT, although one is currently on maternity leave. Teachers are provided with PPA time in line with statutory requirements for reducing their workload.
178. Subject co-ordinator responsibilities are allocated evenly with every teacher overseeing at least one subject area, except for the SENCO and the deputy.
179. The headteacher, deputy headteacher and two other members of the SMT are trained in performance management and undertake staff reviews; targets are carefully linked to training needs and school priorities.
180. Day to day administrative routines operate very efficiently and the school clerk makes a valuable and positive contribution to the smooth running of the school; her very cheerful welcome to visitors on arrival sets a very good first impression. All other ancillary staff also perform their duties conscientiously and are valued members of the school community.
181. Governors are very supportive and they meet regularly and are kept well informed through the headteacher's termly reports, meetings and attendance at training events. Appropriate sub-committees are in place and the quality of provision is regularly monitored, although members do not have specific subject responsibilities and the school would like some to visit more often. The GB recently reviewed its working practices.
182. The school has all relevant management policies and procedures in place and account is taken of national priorities. All statutory requirements are fully met.

183. Financial management is sound and the budget is carefully monitored. The GB plays an active part in managing the school resources and the finance committee regularly monitors and reviews expenditure and income. Governors are continually striving to fund improvements to the school, particularly in relation to ICT provision and the maintenance of the building. It has a substantial reserve fund, about 5% of its total budget, which is earmarked mainly for improving the fabric of the building and the learning environment.
184. All recommendations from the most recent auditor's report in 2007 have been addressed.

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

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

185. The findings of the inspection team differ from the school's judgement in its self-evaluation report, because the team did not identify sufficient outstanding features to award a Grade 1.
186. The school has a well established culture of self-evaluation and in March 2007 gained the Bronze Award for the Swansea School Standard for Self-evaluation. Arrangements are comprehensive, systematic and transparent and based on first-hand evidence.
187. All staff and governors are involved in the self-evaluation process and parents' and pupils' views are canvassed through questionnaires and other means and the outcomes are taken into account and fed in to the annual review of targets and priorities.
188. Subject co-ordinators contribute very well to the development of their subjects and write comprehensive annual reviews, according to agreed criteria, which result in targeted priorities in their action plans. They look at teachers' planning, audit resources, scrutinise pupils' work and talk with staff, pupils, parents and governors. Some also visit other classes to work alongside fellow teachers, to give lead demonstration lessons and to assess teaching and standards from direct observation.
189. The headteacher, deputy headteacher and members of the SMT undertake an active monitoring role through observing in the classroom, scrutinising weekly planning, looking at record keeping and assessing pupils' work. The deputy monitors planning files regularly, especially in relation to the link between learning objectives and assessment.
190. The SENCO and assessment co-ordinator also undertake regular reviews of their area of responsibility and phase groups meet regularly to monitor pupils' work.
191. Data from assessments, national tests, monitoring and other evidence are analysed effectively and fed into the self-evaluation process, as well as staff

development procedures, resource requirements and the SDP. The LEA also supplies a wealth of useful data.

192. The SDP provides a two year overview, which includes a considerable number of targets, based on the seven key questions of the inspection framework; a three year overview is contained within the self-evaluation report. The SDP outlines the key actions to be taken, the persons responsible for these, the time scale envisaged, the resources required, the possible costs involved and the success criteria. Progress towards meeting the targets is carefully monitored by the GB and priorities are agreed annually.
193. The self-evaluation report is an extremely comprehensive document that directly addresses each key question of the inspection framework. It highlights the school's strengths and achievements and the main areas for development, supported by reference to the relevant evidence on which its judgements are made. It also contains a thorough analysis of progress since the last inspection. It is very well presented and consistently constructed.
194. The inspection team agreed with the school's judgements in only two of the seven key questions. In four of the five key questions that differ the team's judgements were one grade lower than the school's, because the inspectors did not identify sufficient outstanding features to award a Grade 1. In Key Question 5, however, which was the other key question that differed and for which the team did award a Grade 1, the school had been naturally cautious in its judgement, since the new headteacher has only been in post since January 2007.
195. Progress since the last inspection has been good; there were six key issues and all have been fully or partially addressed. Of the subjects inspected in this report, all have improved in one or two key stages, except for music. The role of senior managers is now much more strategic and self-evaluation and planning for improvement are now more rigorous with subject co-ordinators being fully involved. There is more consistency in teaching with good practice evident in every class, although there is scope to disseminate the outstanding practice even further. There is now consistent planning for the progression of key skills and marking has improved considerably. Attention has been given to the potential health and safety hazard caused by traffic at the main entrance through the erection of railings and a secure and safe play area for the under-fives has been initially created.

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

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

196. The findings of the inspection team match the school's judgement in its self-evaluation report.
197. The grade for this key question is higher than that awarded for Key Question 1, since, due to the high quality of leadership in the school, the management of

resources is outstanding and, as a result, the school provides very good value for money, but this has not yet fully impacted on standards.

198. The school has a sufficient number of appropriately qualified and experienced teachers, who have a good range of relevant skills to teach all aspects of the curriculum. Good use is made of this expertise, for example in relation to ICT, to enhance the provision and to provide cover for PPA time.
199. Teachers' PPA time in KS1 and KS2 overall is well managed. A temporary full-time teacher is currently employed by the school to take all mainstream classes in KS1 and KS2 for information technology lessons once a week in the ICT suite, while one of the permanent teachers is away on maternity leave. The temporary teacher also takes some classes for music and physical education. This use of his expertise is having a significant impact on standards in information technology, but less so in the other subjects.
200. In the early years the part-time nursery teacher has half an hour PPA time each day and the reception teacher is relieved for half a day a week by the nursery nurse, who supervises the work set by the teacher. These arrangements are adequate.
201. The quantity and quality of LSAs in mainstream classes and the STF units are very good. They contribute effectively to learning throughout the school and are involved in planning and several are proactive in the way they engage pupils in lessons and in extra-curricular activities.
202. Staff are very effectively deployed and managed and the delegation of responsibility is good. The school has a strong commitment to staff development. INSET is well matched to the school's needs and the professional development of individual staff.
203. The general condition of the fabric of the building is a concern. Although work has been, and is currently being, undertaken, and a considerable amount has been spent recently, which has markedly improved the whole ambience and appearance of the learning environment, a lack of general maintenance over a period of years means that a great deal of investment is still required to improve the standard of the accommodation and to prevent further deterioration.
204. Staff work hard to enhance the learning environment. Colourful displays are evident in all areas, including corridors and stairwells, and outside in the infant playground flowers and vegetables are planted in new boxes. The railings outside have been painted and benches have been placed in areas identified by pupils. The outdoor learning environment for the Foundation Phase is being actively developed, although the junior playground remains in need of improvement.
205. There is generally a lack of space in the nursery classroom and the location of the room is somewhat unsuitable for early years children.

206. The range of resources and their skilful use is an outstanding feature of the school. All pupils have access to a very good variety of materials that are generally in good condition and well matched to their needs. The quality and quantity of computers in the ICT suite are outstanding. This provision, along with interactive whiteboards in every class, makes a significant contribution to the promotion of pupils' ICT and overall learning skills. The recent investment that the school has made in books that focus on all aspects of reading is also noteworthy and is having a clear impact on standards in literacy.
207. The school matches its resources well to its priorities and the planning of finance through the SDP is good. High priority is given to maintaining staffing levels as well as good resources in subjects. The school has also successfully generated additional income from a range of sources, which enables it to enhance its staffing levels for targeted groups of pupils. The recently re-established PFTA strongly supports the school's development and raises additional funds for the purchase of extra resources.
208. Overall, given the progress that all pupils make, the strengths in teaching, the richness of the curricular provision and the outstanding leadership of the headteacher, the school gives very good value for money.

## **Standards achieved in subjects and areas of learning**

### **Under 5s**

#### **Language, literacy and communication skills**

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

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

#### **Good features**

209. Nursery children listen attentively and interact well with their peers and adults. They begin to develop independence in talking to others through the range of practical activities they experience. They respond well to prompts and questions and can tell others about their experiences. They enjoy listening to stories and handle books appropriately and understand that text conveys meaning. They start to make purposeful marks on paper, learn to recognise their own name and understand that writing is a form of communication. They start to become familiar with the Welsh language and can repeat some basic words and phrases.
210. In reception children listen well and answer questions confidently. They communicate effectively when explaining their work and some speak very clearly using extended sentences and a good range of vocabulary. They start to look at books meaningfully and to interpret the text and they can recognise various letters of the alphabet and point these out in words. They know the difference between upper and lower case letters. They can write their own name

and most can form letters accurately with the correct orientation, using a variety of means, such as chalk, stones and paint. The more able can write their own words successfully. They use the Welsh language frequently and competently for their age; for example, they can count up to 10 and back in Welsh.

### **Shortcomings**

211. There are no important shortcomings.

### **Personal and social development**

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

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

### **Outstanding features**

212. Children in reception are very well behaved and highly motivated. They are keen to participate, show interest in the tasks set and undertake these enthusiastically. When not involved in a specific activity they choose sensibly and play on their own or with others very happily. They co-operate very well when working in groups, for example when getting out and putting away gymnastic apparatus. They follow instructions very well, show very good concentration and are eager to demonstrate their skills. They can dress and undress themselves independently and they help to clear up willingly.

### **Good features**

213. Children in the nursery behave well and appropriately for their age. They settle in quickly and establish good relationships with each other. They undertake activities willingly and become fully engaged in their tasks. They take turns sensibly and learn to share with their peers and to respect the rights and wishes of others. They are able to follow simple rules and help willingly around the classroom. The majority can put on their hats, coats and shoes without assistance when going outside. They can follow routines and use the toilet independently; they understand why it is important to wash their hands afterwards.

### **Shortcomings**

214. There are no important shortcomings.

### **Mathematical development**

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

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

### **Good features**

215. Nursery children can count to 10 and recognise a few basic two dimensional shapes; they can match actual three dimensional shapes in the form of parcels

to pictures of them and place them in the correct sack when sorting presents for Father Christmas. They understand that some of the parcels will roll and others can stand up. They realise that mathematics is part of everyday life and that shape, size and weight are important, for example when sending parcels or making cakes. They explore capacity when engaged in sand and water play.

216. Children in reception can identify numbers to 10 and most can match sound to symbol. They can write the numbers in various ways using a range of media, such as paints, playdough and the interactive whiteboard. They know where the numbers might be found in the classroom and can accurately collect a given number of objects. The more able can add two single digit numbers together and show good use of mathematical language; they are well extended and grasp, for example, the concepts of 'more than' and 'less than'. They know the names of basic two dimensional shapes and can recognise these. They engage in a range of tasks that involve sorting and matching objects using different criteria.

### **Shortcomings**

217. There are no important shortcomings.

### **Knowledge and understanding of the world**

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

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

### **Outstanding features**

218. Children in reception have a wide range of experiences to develop their knowledge and understanding of the world. They have a very good knowledge of the local area through a variety of regular visits and walks. They recognise different types of houses in the streets around the school and can draw simple maps and describe what they have produced. They tackle basic scientific problems very confidently, for example by experimenting with light. They very ably sort and compare different types of materials to see which might be best for building and which might be waterproof. They are familiar with the seasons and the changes each one brings. They plant flowers and herbs and learn to look after them carefully; they examine them under the digital microscope. They make visits further afield, for example to the National Botanical Gardens, where they conduct a mini-beast hunt. They can tell the difference between old and new toys and explain why something is old. They make various models of different scales and use computers and the interactive whiteboard very confidently.

### **Good features**

219. Nursery children have a good range of experiences that develop their knowledge and understanding about the world around them. They go on various visits to places in the locality and find out about living in Wales. They produce pictures of the Welsh dragon, for example, and join in the celebrations of St.

David's Day. They learn about different ways of life, various festivals, people's jobs and artefacts from the past. They realise that all living things should be treated with care and respect. They experiment with magnets and learn how water freezes and ice melts. They can use a stand alone computer to access photographs taken on the 'tuffcam' and can control the mouse to use functions on screen.

### **Shortcomings**

220. There are no important shortcomings.

### **Physical development**

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

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

### **Good features**

221. In the nursery children move confidently and imaginatively and develop an awareness of space. They begin to understand the concepts of health and safety when moving around at different speeds and with others present. They learn to run, jump, stretch, curl and roll with increasing control and confidence. They use a variety of equipment to develop both their fine and gross motor skills. The majority begin to hold a pencil and other implements correctly and learn to cut using scissors.

222. In reception children warm up energetically in physical development lessons; they begin to realise the importance of this and some can explain how they know they are then ready for the main part of the lesson. A significant number are very confident in their movements on the gymnastic apparatus. They explore different ways of moving about the climbing frame and benches and vary their movements in relation to level, orientation and speed. They successfully travel along, through and over the apparatus showing good balancing skills; some can explain how they move, for example by pulling, pushing and tugging. They pedal wheeled vehicles with confidence and good co-ordination in the playground.

### **Shortcomings**

223. There are no important shortcomings.

### **Creative development**

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

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

### **Good features**

224. Nursery children respond well to the rhythms of music and they enjoy moving in time to different tunes. They use a range of materials to represent zigzags and respond well to suggestions about how to imitate such movements. They

choose appropriate colours to paint and draw pictures and use a variety of materials, for example when producing collages of daffodils. They produce some effective shape pictures to make a robot using printing techniques. They enjoy role play and act out different characters, for example by using puppets.

225. Reception children demonstrate good creative skills in their movements during gymnastics lessons. They produce good quality pictures of old toys when drawing from observation, when they choose the type of paper, drawing implement and colours they wish to use. They learn to mix colours to produce different shades and tones and use various techniques, such as pastels on a dark background, to create effective pictures. They frequently engage in role play linked to the topic being studied, at times using money to buy and sell objects.

### **Shortcomings**

226. There are no important shortcomings.

<b>English</b>
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**Key stage 1: Grade 2: Good features and no important shortcomings**

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

### **Good features**

227. In both key stages pupils develop good listening skills in English lessons. In KS1 they pay good attention to stories and instructions and show appropriate recall of what has been taught. In KS2 they listen effectively with increased and sustained concentration in both class and collaborative group work.

228. In KS1 pupils speak clearly and confidently using an increasing range of vocabulary. They participate in discussions with great enthusiasm and are able to express their feelings and thoughts on a range of genres.

229. In KS2 most pupils confidently contribute to discussions expressing their thoughts and opinions with maturing clarity. Younger ones in this age group, after looking at an animation film for example, explore their feelings and emotions well in role play and show a mature understanding of the need to tolerate differences within society. By the end of the key stage they speak with assurance on a range of situations and topics related to the English curriculum using a wide range of vocabulary.

230. Pupils in both key stages make very good progress with their reading skills. In KS1 they use their knowledge of letters and sounds and their developing understanding of text very effectively when reading individually and in their Guided Reading groups. Many start to become fluent readers since the material they read is suitable for their age and ability. They discuss the content of stories well and are eager to make comments on illustrations and characters.

231. In KS2 pupils continue to make very good progress in reading and several in class and in the reading club display a delight in books and stories. They read confidently from their structured scheme and also from a wide range of fiction and non-fiction texts. By the end of the key stage they read on their own and in groups with fluency and expression. They show a good understanding of what has been read and talk about the contents in an informed manner.
232. Pupils in the STF units make good progress in all their language skills relevant to their abilities. Some become quite confident speakers and their writing develops appropriately.
233. Pupils in both key stages write well for a wide range of different purposes. Many younger ones in KS1 successfully write a simple sentence using a capital letter and full stop. Older pupils in this key stage, when they write their wishes for the world, display an increasing range of vocabulary and devise some exciting words to make their sentences more interesting.
234. Pupils continue to make good progress with their writing throughout KS2 and use a range of different styles for different purposes and audiences. For example, following a visit to the school by an artist to make giant moths, they write a series of instructions on how they were made and a number do this very well. Similarly, by using some traditional tales from Wales, older pupils explore how writers use language for dramatic effect. They choose one of these tales and some effectively rewrite it in their own words and in a modern setting.
235. By the end of KS2 several pupils become confident and mature writers. They have a good understanding of grammatical conventions and sentence structures and their spelling is generally accurate. After watching and discussing an animation film about a tight rope walker, for example, many successfully write an interesting and perceptive autobiographical account of the story that reflects the author's thoughts and feelings.

### **Shortcomings**

236. There are no major shortcomings, but in both key stages the handwriting and presentation of a few pupils is variable.

<b>Mathematics</b>
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**Key stage 1: Grade 2: Good features and no important shortcomings**  
**Key stage 2: Grade 2: Good features and no important shortcomings**

### **Good features**

237. In KS1 pupils respond well to questions and use a range of basic strategies to work out and show answers. They have a good recall of number facts, which they use effectively to solve simple problems. They can count to 20 and back, order numbers to 10 and count in twos to twenty and they understand the

concept of one more and one less. They know and use effectively the vocabulary associated with addition and subtraction.

238. In KS1 older pupils confidently choose their own criteria for solving a problem by sorting, classifying and organising the information in the form of a pictogram; they accurately interpret the data. The more able are well challenged when using their division skills and when working on their recording of a pictogram; they use their mental skills successfully to count in tens and to add units to the total.
239. In KS1 pupils make good progress in their recognition and understanding of two and three dimensional shapes. They describe their properties confidently and begin to classify shapes according to mathematical criteria.
240. Pupils in KS1 undertake a range of practical activities to aid their understanding of different aspects of mathematics. For example, they have a good knowledge of various types of measuring through using a variety of equipment. They confidently compare lengths, using the correct mathematical vocabulary during discussions.
241. Pupils in KS2 can order, read and write numbers to 1000 and round numbers less than a 1000 to the nearest 10 or 100. They choose the best operations of either adding, subtracting, multiplying or dividing, using practical apparatus as aids. They record sums of money using pounds and pence.
242. In KS2 pupils confidently name and describe more complex two and three dimensional shapes and they are familiar with the process of finding perimeters and areas of regular and irregular shapes. They can solve problems using data in tables, charts and diagrams.
243. Lower ability pupils in KS2 can read, order, count and compare numbers to 50; they can count in tens from any small number and they know the two times table. Older ones can count in twos, threes, fours and fives. They confidently solve problems mentally applying their knowledge of number and can sort objects that are heavier or lighter than a given weight.
244. More able older pupils in KS2 have a sound knowledge of the four operations of number and they know multiplication tables up to 10. They recall and apply number facts and fractions when solving problems using thinking skills, based on the adopted mathematics scheme; they explain confidently their strategies using correct mathematical vocabulary. They have good mental strategies, which are used very effectively when carrying out practical activities. They also record, using their own methods, and discuss their strategies and reasoning confidently and clearly.

### **Shortcomings**

245. There are no important shortcomings, but in KS1 pupils depend too heavily on worksheets to record their findings and present their calculations in a limited number of ways.

## Information technology

**Key stage 1: Grade 2: Good features and no important shortcomings**

**Key stage 2: Grade 1: Good with some outstanding features**

### Outstanding features

246. By the end of KS2 most pupils use ICT very skilfully to process, present, share and exchange information. They explore and solve problems confidently and the presentation of their creative work is greatly enhanced by their knowledge and understanding of how ICT can be applied. Their Powerpoint presentations, in particular, show outstanding achievement.

### Good features

247. Pupils learn to use ICT to communicate and handle information in a range of subjects. They frequently use digital cameras and 'tuffcams' to record their work.

248. Pupils in KS1 show an increasing confidence in their keyboard skills, assembling text and symbols to communicate ideas and storing and retrieving work from their files.

249. Pupils in Y1 write news and poetry on their pets using word processing techniques. They create well presented graphs to show the various pets they have and the colour of their friends' hair and eyes.

250. Y2 pupils develop their communication and handling skills effectively when they write seaside poems and letters to 'the big bad wolf'. They become increasingly proficient in using text, moving arrows and basic punctuation. They draw shapes, choose colours and fill pictures to produce illustrations for their work.

251. In KS2 pupils continue to develop their knowledge of software and effectively use a wide range of skills across a range of curriculum areas. For example, they write match reports and have their own web space for jokes and animation.

252. Younger pupils in KS2 use the internet to research information on the Celts and Romans. They use 'textease' for data handling and copying work to another area. They competently transfer their findings into a database, carry out a simple search and make graphs before saving, retrieving and printing their work.

253. Younger KS2 pupils, using logo commands, also learn to enter commands to control a screen turtle. They understand how to take the turtle around the screen, how to estimate distance and how to use 'pen up' and 'pen down' to move the turtle to escape from a maze or to move between points on the screen.

254. Pupils in the STF units also develop their ICT skills appropriately. They use graphics and word processing well. They have an understanding about the internet and the use of e-mail.

255. Older pupils in KS2 enter data into prepared spreadsheets. They realise that changes in the data will also have an effect on the formula. They select relevant information, for example on the universe, analyse their findings and make graphs to interpret the information.
256. KS2 pupils also create a sophisticated presentation using text, images, sound and video clips about famous living Welsh people. Working collaboratively, many use a range of skills to produce a multimedia slide show and adeptly vary their slide transitions.
257. KS2 pupils also extend and develop their knowledge and skills in the after school ICT club, which is well attended and where some of the Y6 pupils support younger ones in their work.

### **Shortcomings**

258. There are no important shortcomings.

<b>Music</b>
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**Key stage 1: Grade 3: Good features outweigh shortcomings**  
**Key stage 2: Grade 3: Good features outweigh shortcomings**

### **Good features**

259. Standards in singing are good throughout the school. Pupils pay good attention to intonation and phrasing. They maintain their role effectively as a member of group in a part song, which they sing with sensitivity and enjoyment.
260. Pupils in KS1 begin to develop their musical ideas by using ICT. Following a simple musical pattern, they collaborate to compose a four phrase tune that has a suitable beginning and ending phrase. Several successfully listen to and amend these compositions.
261. Older pupils in KS1 recognise the type of percussion instruments being played when listening very carefully to a song being sung and shown on the interactive whiteboard. Most, but not all, recognise long and short notes and can play them on selected percussion instruments. They play their instruments as an accompaniment to the song learned. They are able to devise and follow a graphic score.
262. Younger KS2 pupils display a good knowledge of pace and dynamics and recognise rhythm patterns expected for their age. They understand how musical elements can be used descriptively and use this knowledge to depict animals.
263. Older KS2 pupils understand that music can be edited through use of a sampler and sound processor. They work in groups using their voices to produce an echo; they can make it 'thinner', slow it down and speeden it up, as well as reverse the words to show that sounds can be contrasted and can be of different

textures. They understand that music and words can be 'looped' using repeated phrases.

264. Older KS2 pupils adequately assess each other's work after their performance in a critical manner to discuss which are the easier phrases to produce and to identify contrasting moods and sensations.

### **Shortcomings**

265. In KS1 pupils' skills in appraising are underdeveloped.

266. In KS2 pupils' knowledge of different kinds of music and the work of a range of established world and Welsh composers is limited.

267. In KS2 pupils' competence in making distinctions between musical elements is insufficiently developed overall.

## **Physical education**

**Key stage 1: Grade 2: Good features and no important shortcomings**

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

### **Good features**

268. In all lessons pupils warm up appropriately at first and in the best practice, for example through the use of a tag game, they do this vigorously and energetically to ensure their muscles are well toned and their blood is circulating quickly; they realise the importance of these exercises for their heart, fitness and well-being.

269. Pupils in KS1 use space appropriately and move around the hall carefully at different speeds and levels, ensuring they avoid each other. In gymnastics they move from one piece of apparatus to another freely and confidently and at their own pace. They produce some effective balancing poses and show good skills of climbing, travelling and transferring weight on to different parts of their bodies. They demonstrate some good starting and finishing positions.

270. In KS1 pupils move expressively and sensitively to music. They produce a range of appropriate responses to a variety of musical themes. In the best performances they succeed in creating movements and body shapes that match the mood of the music.

271. In KS2 pupils are able to build a series of movements into an improvised dance. They are able to devise different ways of travelling around the room individually and then put their ideas together to form a group performance, emulating each other's actions. All succeed in working together well and one or two groups produce high quality original sequences.

272. KS2 pupils demonstrate good skills in gymnastics. They create effective balancing positions using different parts of their body, some of which are original and innovative. They work conscientiously and diligently with a partner to produce a matching sequence of balancing movements that show good co-ordination and agility.
273. In KS2 in games pupils demonstrate good skills of running and passing, as well as finding space so that they can receive a ball. Several adeptly succeed in outwitting their opponents. Boys and girls all participate enthusiastically and a few display advanced skills of catching and dodging. They work well in small and large groups as a team.
274. In both key stages pupils demonstrate in front of their peers confidently and are able to suggest ways in which improvements and refinements can be made to their own and others' performances. A particularly notable feature of several lessons is the use of the 'tuffcam' to film pupils as they work, which is then used as a means of appraisal and evaluation at the end of the lesson and at the beginning of the next one; this not only helps to improve performance, but it also motivates and inspires pupils to achieve to the best of their ability.
275. Pupils in Y5 and Y6 have weekly swimming lessons during the autumn term and in Y6 they have an intensive two week course in the summer term; sessions take place in the new international pool in Swansea. By the end of KS2 almost all pupils can swim the expected 25 metres.
276. In both key stages pupils take responsibility for taking out and putting away apparatus safely and sensibly and all are suitably attired for lessons.
277. Pupils benefit from a range of extra-curricular sports activities, including netball, rugby, football, cricket, tennis, rounders and cross-country, which are well attended and open to both boys and girls equally, including those in the STF. There is an annual sports day and matches are played against other schools in various sports, in which some individuals excel. The school performs well in these events and has a history of sporting excellence. Last year two boys represented West Wales at rugby and two other boys currently attend the Swansea Football School of Excellence.

### **Shortcomings**

278. There are no important shortcomings.

## School's response to the inspection

279. The staff and governors are delighted that the inspection team have recognised that Cwmbwrla Primary School is "a good school which has many outstanding features, particularly in the quality of teaching, the care and support for pupils, the provision for pupils with SEN and leadership and management".
280. We are encouraged to note that the inspection team identified the good progress that the school has made since the last inspection. The many improvements could not have been achieved without the dedication and commitment of both the teaching and non-teaching staff and strong leadership from the school's management team. It is pleasing to note that the report identifies team work as a notable strength of the school.
281. As a school we aim to ensure that the needs of all our pupils are met. This has been acknowledged by the inspection team, who note that "all pupils make good progress through the school, regardless of their social, ethnic or linguistic background, and there is evidence that the school adds significant value to pupils' learning and all round development".
282. Our STF is an integral part of the school and we aim to ensure that pupils within the STF are fully included in all aspects of school life. We are all very proud of the fact that provision for pupils in the STF, and indeed for those in mainstream requiring additional support, is an outstanding feature of the school.
283. Our report is extremely positive and provides us with a sound basis to move forward. An action plan will be put into place and will be shared with the LEA and parents via the governors' annual report to parents. The school itself has already identified three of the four recommendations made by the inspection team. These are included in our current SDP and will remain priorities for action.
284. The inspection was conducted professionally and rigorously with frank and open discussion between all team members which included the headteacher as the nominee. The school would like to thank the registered inspector and his team for their positive contribution to the future improvement of our school. We will now build upon the good practice that is evident and work together to ensure our pupils continue to be provided with a high quality education.

## Appendix 1

### Basic information about the school

Name of school	Cwmbwrla Primary School
School type	Nursery and Primary
Age-range of pupils	3 to 12
Address of school	Stepney Street, Cwmbwrla Swansea
Postcode	SA5 8BD
Telephone number	01792 652350

Headteacher	Mrs. Alison Bastian
Date of appointment	January 2007
Chair of governors/ Appropriate authority	Councillor Chris Holley
Registered inspector	Dr. P. David Ellis
Dates of inspection	26/11/07 – 28/11/07

## Appendix 2

### School data and indicators

Number of pupils in each year group										
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Total
Number of pupils	14	24	26	38	25	35	30	31	10	233

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	12	2	13

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	22.5:1
Pupil: adult (fte) ratio in nursery classes	7:1
Pupil: adult (fte) ratio in special classes	3:1
Average class size, excluding nursery and special classes	27
Teacher (fte): class ratio	1.2:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Autumn 2006	85.4	90.3	93.0
Spring 2007	84.3	85.7	90.5
Summer 2007	82.0	89.9	89.7

Percentage of pupils entitled to free school meals	24%
Number of pupils excluded during 12 months prior to inspection	Nil

## Appendix 3

### National Curriculum Assessment Results End of key stage 1:

National Curriculum Assessment KS1 Results 2007 (Compared with 2006 national results)			Number of pupils in Y2:					25	
Percentage of pupils at each level									
			N	D	W	1	2	3	
English:	Teacher assessment	School	4	0	4	8	64	20	
		National	0	0	3	13	63	20	
En: reading	Teacher assessment	School	4	0	8	20	32	36	
		National	0	0	2	10	63	24	
En: writing	Teacher assessment	School	4	0	4	9	84	0	
		National	0	0	5	14	68	12	
En: speaking and listening	Teacher assessment	School	4	0	0	4	72	20	
		National	0	0	4	14	55	27	
Mathematics	Teacher assessment	School	4	0	0	8	80	8	
		National	0	0	2	10	64	23	
Science	Teacher assessment	School	4	0	0	12	84	0	
		National	0	0	2	9	66	24	

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	80.0%	In Wales	80.6%

D Pupils who have been disapplied from the statutory arrangements  
W Pupils who are working towards level 1  
N Pupils not awarded a level for reasons other than disapplication

**N.B. The figures include pupils in the STF**

**National Curriculum Assessment Results**  
**End of key stage 2:**

National Curriculum Assessment KS2 Results 2007 (Compared with 2006 national results)							Number of pupils in Y6		39		
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	0	21	13	51	15
		National	0	0	0	1	1	4	16	48	30
Mathematics	Teacher assessment	School	0	0	0	0	3	15	10	56	15
		National	0	0	0	1	1	3	14	48	33
Science	Teacher assessment	School	0	0	0	0	0	15	15	46	23
		National	0	0	0	1	0	2	12	52	34

by teacher assessment	
In the school	64.1%
In Wales	74.2%

- 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

**N.B. The figures include pupils in the STF**

## Appendix 4

### Evidence base of the inspection

Four inspectors plus a peer assessor spent a total of 13 inspector days in the school. There was also a nominee on the team, who was the headteacher.

The inspection team visited:

- forty lessons or part-lessons;
- all classes; and
- five acts of collective worship.

The inspection team held meetings with:

- staff, governors and parents before the inspection;
- senior managers, teachers and support, ancillary and administrative staff during the inspection;
- groups of pupils during the inspection; and
- staff and governors after the inspection.

The inspection team also considered:

- the school's self-evaluation report;
- 121 responses to the parents'/carers' questionnaire; around 97% of answers were positive;
- a comprehensive range of documentation provided by the school before and during the inspection; and
- a variety of pupils' current and past work.

## Appendix 5

### Composition and responsibilities of the inspection team

Team member	Responsibilities
Dr. P. David Ellis Registered Inspector	Context, Summary and Recommendations Key Questions 1, 5 and 6 Under 5s Physical education
Mr. Arwel Williams Team Inspector	Key Questions 2 and 7 English Information technology
Mrs. Millicent Phillips Team Inspector	Key Questions 3 and 4 Mathematics Music
Mr. Ivor Petherick Lay Inspector	Contributions to Key Questions 1, 3, 4 and 5
Mrs. Joan Williams Peer Assessor	Observing lessons and attending meetings
Mrs. Alison Bastian Nominee and Headteacher	Contributing information and attending meetings School's response

### Acknowledgement

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

### Contractor:

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