

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

A Report on the Quality of Education in

**Cadle Primary School
Middle Road
Fforestfach
Swansea
SA5 5DU**

School Number: 6702008

Date of Inspection: 15 April 2008

by

**Linda Jane Williams
79244**

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Cadle 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 Cadle Primary School took place between 15/04/08 and 17/04/08. An independent team of inspectors, led by Linda Jane Williams undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

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 **short** inspection.

Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years 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. Cadle Primary School is situated on the outskirts of Swansea and serves the surrounding area of Fforestfach. The area is designated by the local authority as one of the most deprived areas of Swansea. The vast majority of pupils live in the area immediately surrounding the school. The school is a pilot setting for the Welsh Assembly Government's Foundation Phase. The Foundation Phase is being implemented in the under-fives and in Years 1 and 2. In the meantime, the National Curriculum has been disapplied in Years 1 and 2.
2. Swansea Local Authority (LA) controls admission to the school. The school caters for children aged three to eleven years. Children are admitted to the nursery immediately following their third birthday and attend on a part-time basis. Pupils transfer to the reception class at the start of the academic year during which they will be five and attend full-time. At the time of the inspection there were 315 pupils on roll, including 46 in the nursery. Numbers have decreased slightly since the last inspection but have remained stable over recent years.
3. Pupils represent the full range of academic abilities and social backgrounds. Most children enter nursery with poor language and mathematical skills, together with social skills, which are well below average. Many have speech and language difficulties. Baseline assessments undertaken during the first term in reception indicate the ability of the majority of children is below the LA average.
4. English is the home language for 94 per cent of the pupils. Six per cent of pupils speak English as an additional language (EAL), and the first languages for these pupils include Turkish, Kurdish, Arabic, Bengali, Tigrina, French and Hindu. No pupils speak Welsh as their first language.
5. Sixty per cent of pupils are identified as having special educational needs (SEN) and fourteen pupils have formal statements of SEN. Three pupils are 'looked after' by the LA and approximately 50 per cent of pupils are entitled to free school meals, which is significantly above the national and LA averages.
6. Seven pupils with statements of SEN attend the Specialist Teaching Facility, which is based at the school. These pupils have moderate to severe learning difficulties.
7. The school has achieved the Basic Skills Quality Mark on three occasions; Investor in People status on three occasions; the Green Flag Eco School Award; phase five of the Healthy Schools Award; the Swansea Self-Evaluation Award, bronze, silver and gold; the European Framework for Quality Management, silver award; and the staff have been awarded the Swansea Service Excellence Award.

8. The head teacher was appointed in January 1992 and the school was last inspected in May 2002. Since the previous inspection, extensive alterations have been made to the inside of the school building to make full use of all areas. The outdoor grounds have been developed to allow safe and regular access throughout the day for all pupils.

The school's priorities and targets
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9. The school's mission statement is – TEAM - Together Everyone Achieves More.
10. The school has an extensive range of aims, the most important of which is to provide a warm, safe and caring environment for all its pupils.
11. The school's major priorities and targets for 2007 – 2008 include:
 - Maintain and develop standards achieved.
 - On-going development of key skills with an increasing focus on skills in the new subject documentation.
 - Further develop Foundation Phase practice and extend outstanding experiential practice to key stage 2.
 - Maintain and further develop very close links with governors.
 - Continue with Catch Up reading.
 - Continue to develop 'The Thinking Classroom'.
 - Develop the identification and targeting of more able and talented pupils.
 - Further develop the use of the outdoor space.
 - Develop the use of video conferencing.

Summary

12. Cadle Primary School is a very good school with outstanding features to many aspects of its provision. The outstanding quality of leadership ensures high standards of pupil achievement.
13. The school's mission statement, TEAM – Together Everyone Achieves More, underpins the ethos of this exceptionally inclusive school. The school is a happy, safe, secure environment where all pupils feel valued.
14. The inspection team agreed with the judgements made by the school in the self-evaluation report for all seven key questions.

Table of grades awarded

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

15. The school is working hard to successfully implement the Foundation Phase for the Welsh Assembly Government. The overall quality of provision for children in the Foundation Phase is very good. It meets children's needs and they are making outstanding progress.
16. Baseline assessments undertaken within the first term of entry into reception indicate that children have made outstanding progress during their time in nursery. On-going assessments show that all pupils make very good progress as they move through the school. In the core subjects of English, mathematics and science, their progress is outstanding.
17. Pupils with additional learning needs, including those who attend the Specialist Teaching Facility, achieve exceptionally well against the individual targets set for them.
18. Pupils across the school make outstanding progress in the key skills of information and communication technology (ICT), numeracy and communication. Pupils' problem solving skills are outstanding as a result of the 'challenges' set them in all aspects of the curriculum. As they move through the school, pupils make exceptional progress in acquiring bilingual

competence and their knowledge of Welsh culture and heritage, *Y Cwricwlwm Cymreig*, is also outstanding.

19. There is no comparative data available for key stage 1 because children are involved in the Foundation Phase pilot and have been disapplied from the National Curriculum and also its assessment. Key stage 2 National Curriculum assessment results for 2007 show that although the school has 60 per cent of pupils with SEN, the results are slightly above the LA and national averages. The number of pupils achieving the higher than expected level five at the end of key stage 2 is significantly higher than LA and national averages in all the core subjects.
20. The school achieves outstanding results when compared with similar schools and trends in performance show that the school is continually improving the standards achieved.
21. Pupils throughout the school have very positive attitudes to learning. They have an exceptionally well developed knowledge of their strengths and weaknesses, consequently they understand exactly what they need to do in order to improve.
22. The development of pupils' personal, social and learning skills is outstanding. Pupils' behaviour is exemplary at all times. They behave with consideration, courtesy and regard for others.
23. The school's average attendance for the last three terms was 90.7 per cent, which is significantly below the national average. The school has increased the average by 2 per cent over the past two years but recognises the need to continue its efforts to increase the average further.
24. The school's excellent inclusive framework ensures that all pupils develop an exceptionally good awareness of equal opportunity issues and respect for diversity within society.

The quality of education and training

The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
36%	64%	0%	0%	0%

25. These figures are significantly above the national picture reported by HMCI in his latest annual report 2006-2007 where the quality of teaching is grade 2 or better in 80 per cent of lessons, including 14 per cent with outstanding features.
26. It also exceeds the target set in 'Vision for Action' which requires the quality of teaching to be grade 2 or better in 80 per cent of classes.

27. Outstanding features of teaching include lively and energetic lesson delivery that motivates and enthuses pupils; challenging and innovative activities which successfully capture and sustain pupils' interest; high expectations and skilful questioning techniques which stimulate pupils and develop their thinking skills; and highly effective plenary sessions which allow pupils to demonstrate and evaluate their learning. The quality of teaching in the Foundation Phase is consistently good and frequently has outstanding features.
28. Through exceptionally detailed and structured planning, teachers ensure a very effective balance between child-led and teacher-led activities. These are promoted well throughout the school for pupils of all ages.
29. Teachers have very good subject knowledge and lessons are planned carefully to match pupils' needs. Staff are aware of individual differences and successfully meet the needs of pupils including those with special and additional learning needs, and EAL pupils. Every opportunity is taken to celebrate and promote pupils' awareness of different languages and cultures both within the school and beyond. Teaching assistants provide extremely effective help and guidance for individuals and groups of pupils in all areas of the curriculum.
30. The school's assessment procedures are well established and play a strong role in achieving high standards. Assessment information is used very effectively to track pupil progress, set targets for improvement and group pupils to enable specific support to be provided. The comprehensive nature of the records and the use made of them to plan for the next steps in pupils' learning are exceptional.
31. Parents are provided with annual reports, which are informative and provide a good level of information on pupils' progress.
32. The school actively promotes the provision of exceptionally interesting and experiential learning opportunities for pupils, through a curriculum that is relevant, balanced and which meets learners' needs and aspirations extremely well. Outdoor learning is promoted exceptionally well throughout the school and the *Outdoor Explorer* activities help to develop and enhance learning. The provision for the development of pupils' basic and key skills is outstanding.
33. The curriculum is enriched by an excellent range of extra-curricular activities and pupils also benefit greatly from the outstanding provision of carefully planned visits and visitors to the school. The school's provision of a wide variety of experiences for the pupils promotes their spiritual, moral and social development in an outstanding way.
34. The school's planning and management of care and support arrangements is outstanding. The school works extremely hard to encourage a positive ethos and is a close, caring community. The sense and awareness of the shared values of tolerance and kindness towards people and property permeates the school.

35. Teaching and support staff ensure that the school's arrangements are constantly and effectively implemented. Staff know their pupils very well and are sensitive to their needs. This makes a significant contribution to pupils well being whilst in the school's care. Support services are used extremely productively to provide high quality care and support for those pupils requiring additional help. The school's provision for ensuring the healthy development, safety and well-being of all pupils is also outstanding.
36. The provision for pupils with additional learning needs is outstanding. Highly effective identification procedures are in place and pupils' progress is assessed and monitored meticulously by the special needs co-ordinator, the "Catch-Up" teacher, and all class teachers. The school is particularly effective in diagnosing the needs of pupils who have been identified as not achieving their potential, and intervening to provide timely and effective support.
37. Arrangements for supporting pupils in the Specialist Teaching Facility are outstanding. Planning is very detailed and thorough for each pupil and very well matched to need. Pupils are happy, secure and fully involved in their own targets for improvement.

Leadership and management

38. The head teacher provides outstanding leadership and a very purposeful sense of direction for the school. He is very well supported by the deputy head teacher, the senior management team and the governing body. All staff within the school work together as an exceptionally close team with high expectations and a sense of purpose.
39. Outstanding features of leadership include the school's involvement in national priorities; procedures in place for the performance management of both teaching and support staff; the extent of staff training and the strong links which are evident between staff training and many of the outstanding features identified during the inspection. The school is totally committed to its role as a pilot school for the Foundation Phase.
40. Governors are very supportive and meet their responsibilities effectively. They ensure statutory requirements are met and effectively support the school's strategic planning. The way in which the governing body monitors standards is an outstanding feature.
41. The school has developed an extensive and effective self-evaluation process. The school's self-evaluation report is concise, accurate and comprehensive. The outcomes of the self-evaluation process are used effectively to identify school development priorities.
42. The School Development Plan is a well planned strategic document. A wide range of targets are identified for the current year, strongly focused on teaching and learning. However due to uncertainties in funding levels for future years and a decision to delay the identification of clear targets for the next two years pending the outcome of the inspection, the School

Development Plan contains insufficient detail to support the strategic direction of the school beyond the current year.

43. The school has made excellent progress in addressing all the key issues identified in the last inspection, in line with the action plan prepared by the school. As a result these areas are now outstanding features.
44. Staff make exceptionally good use of all available accommodation. There is an abundance of quality learning resources, which are extensively enriched by the use of resources beyond the school boundary. The talented, dedicated and experienced teaching staff is a notable strength of the school. The head teacher, working closely with governors, ensures the school always looks for the best value. The school gives very good value for money.

Recommendations

45. In order to maintain and improve the current very good standards, staff and governors should:

R1 Continue efforts to improve attendance. ***

R2 Develop the school's strategic planning beyond the current year.

*** This recommendation has been identified by the school prior to the inspection.

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

Standards

Key Question 1: How well do learners achieve?

Grade 1: Good with outstanding features

46. The findings of the inspection team match the judgement made by the school in the self-evaluation report.
47. The school is working hard to successfully implement the Foundation Phase for the Welsh Assembly Government. The overall quality of provision for children in the Foundation Phase is very good. It meets children's needs and they are making outstanding progress.
48. Assessments undertaken on entry to nursery indicate that the majority of children start school with language, numeracy and social skills at a very low level. Baseline assessments undertaken within the first term of entry into reception indicate that although children have made outstanding progress during their time in nursery, the majority of children's ability is still significantly below the LA average.
49. The results of on-going assessments show that all pupils make exceptional progress in many areas of the curriculum as they move through the school. In the core subjects of English, mathematics and science, their progress is outstanding.
50. Detailed targets are set annually by the school and agreed with the LA. Two sets of targets are agreed for each pupil, a realistic target and an ambitious target. In the vast majority of instances pupils succeed in achieving the ambitious targets set for them, which is an outstanding feature.
51. Regardless of their social, ethnic or linguistic background, pupils make outstanding progress. Pupils with additional learning needs, including SEN, English as an additional language, very able pupils and those who attend the Specialist Teaching Facility achieve exceptionally well against the individual targets set for them.
52. Standards achieved in the key skills of numeracy and ICT are outstanding across the school. Children in the foundation phase are making very good progress in developing their numeracy and ICT skills across all areas of learning. Key stage 2 pupils continue to improve their skills. They confidently and accurately use a wide range of ICT and numeracy skills, showing an outstanding level of independence in their ability to select appropriate skills and to apply their knowledge appropriately.
53. Pupils make outstanding progress in developing their communication skills, many from a very low level. In the Foundation Phase classes children's confidence in expressing their views is exemplary. They listen very well to their teachers and to their peers, considering the views of others with maturity.

Children make exceptionally good progress in developing their early writing and reading skills across all areas of learning.

54. Key stage 2 pupils continue to develop their communication skills and by the end of the key stage many speak very confidently both in class and when addressing a wider audience. They are particularly articulate when assuming a character within the role play areas. The vast majority of older pupils read extensively both to obtain information and for pleasure. Pupils are confident writers and make very good use of their skills in a range of subjects.
55. Pupils' problem solving skills are outstanding as a result of the 'challenges' set them in all aspects of the curriculum. Pupils of all ages relish the opportunity to extend their thinking skills by engaging in these opportunities. From the Foundation Phase onwards pupils also develop the ability to pose problems for others as part of their involvement in the planning of lessons.
56. Standards achieved in creative skills are outstanding in both the Foundation Phase and key stage 2. Pupils independently choose to use their well developed skills to support their work in a range of curriculum areas.
57. All pupils make exceptional progress in acquiring bilingual competence. They confidently use the Welsh language throughout the day and understand increasingly complex instructions as they move through the school. Pupils at the end of key stage 2 read and write Welsh with accuracy. Pupils' knowledge of Welsh culture and heritage, *Y Cwricwlwm Cymreig*, is also outstanding.
58. There is no comparative data available for key stage 1 because of the school's involvement in the Foundation Phase pilot. Children involved in the Foundation Phase pilot have been disapplied from the National Curriculum and also its assessment. However, the school has undertaken formal assessments when children reach the end of the foundation Phase using levels indicated in the Foundation Phase Outcomes and children achieve exceptionally well in all areas of learning.
59. Key stage 2 National Curriculum assessment results for 2007 show that 79.4 per cent of pupils achieved level 4 or above in the core subjects. Although the school has 60 per cent of pupils with SEN, the results are slightly above the LA average and the national average of 79 per cent. The number of pupils achieving the higher than expected level five at the end of key stage 2 is significantly higher than LA and national averages, showing outstanding progress in the core subjects from the time pupils enter school.
60. When the school's 2007 end of key stage 2 results are compared with results in schools having similar numbers of pupils entitled to receive free school meals, they are in the highest 25 per cent in English, mathematics and science. From 2005 to 2007, the school's results improved in English and mathematics. In science, results in 2007 were slightly below the high level achieved in 2005. The school achieves outstanding results when compared with similar schools.

61. Results over past years indicate that boys and girls achieve equal success. Trends in performance show that the school is continually improving the standards achieved, particularly in the number of pupils achieving the higher levels at the end of key stage 2.
62. Pupils across the school readily acquire new knowledge and build very successfully on the skills they are developing. This is particularly evident when pupils use their basic key and lifelong learning skills to support their work in subjects across the curriculum. The outstanding progress made by pupils as they move through the school ensures that they are very well placed to move on to the next stage of their learning.
63. During lesson times all pupils understand clearly what they are doing. They have an exceptionally well developed knowledge of their strengths and weaknesses, understanding exactly what they need to do in order to improve.
64. Pupils throughout the school have very positive attitudes to learning and enjoy their lessons. This is a strong feature of the school. Pupils demonstrate a high degree of motivation and interest in their work, complete their tasks with obvious enthusiasm and sustain concentration well. All pupils are happy to ask questions in the knowledge that their enthusiasm will be appreciated.
65. Pupils' behaviour is exemplary at all times and this is an outstanding feature of the school. Their behaviour and attitudes reflect the ethos of the school, which places a strong emphasis on consideration, courtesy and regard for others. They are mindful of the needs of their peers and protective of each other.
66. The school's average attendance for the last three terms was 90.7 per cent, which is significantly below the national average. The school, with the assistance of the Education Welfare Officer and a project worker, has increased the average by 2 per cent over the past two years but recognises the need to continue its efforts to increase the average further.
67. The vast majority of the pupils arrive at school punctually although there is a very small minority who are occasionally late through their domestic situations. The school is aware of their circumstances and, together with the Education Welfare Officer, provides help where necessary.
68. Pupils of all ages display an outstanding level of confidence in their ability to make choices and can work independently for sustained periods of time. They readily show initiative and seek opportunities to take responsibility.
69. Pupils make outstanding progress in their personal and social development. They display very good social skills as they work co-operatively in small groups or in pairs. Staff and pupils share values and display kindness and consideration for each other. Pupils display the qualities of fairness and honesty in their relationships and are friendly and polite to each other, staff and visitors.

70. As they move through the school pupils develop an exceptionally good awareness of equal opportunity issues and respect for diversity within society. They demonstrate outstanding sensitivity to the different and diverse members of the school and local community. They say they welcome children from all faiths, cultures and backgrounds into the school and “treat them as they would wish to be treated themselves”.
71. Pupils see themselves as responsible “Global Citizens”, recently winning a prestigious citizenship award. They have an excellent understanding of environmental and global issues. They make huge efforts to ensure sustainable development in their own lives, for example by recycling and growing their own vegetables in the school garden.
72. They are equally keen to support children across the world who are less fortunate than they are. They have a very good understanding of what fair trade means and their fundraising efforts include providing clean water for an African village and supporting the education of a child in Uganda. In a recent assembly year 6 pupils sent out a powerful message on global citizenship to the rest of the school.
73. Pupils are very well prepared to take an active role in the life and work of their community, enthusiastically participating in many local events. They readily describe work experiences, such as bricklaying, hairdressing and using a forklift truck at the local employment centre. Pupils make outstanding progress in this aspect of provision.

The quality of education and training

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

Grade 1: Good with outstanding features

74. The findings of the inspection team match the judgement made by the school in the self-evaluation report.

75. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
36%	64%	0%	0%	0%

76. These figures are significantly above the national picture reported by HMCI in his latest annual report 2006-2007 where the quality of teaching is grade 2 or better in 80 per cent of lessons, including 14 per cent with outstanding features.

77. It also exceeds the target set in 'Vision for Action' which requires the quality of teaching to be grade 2 or better in 80 per cent of classes.

78. Where the quality of teaching was judged to be grade 1, the outstanding features include:

- Lively and energetic lesson delivery that motivates and enthuses pupils.
- Provision of challenging and innovative activities, which successfully capture and sustain pupils' interest and promote independent and active learning.
- High expectations and skilful questioning techniques which stimulate pupils and develop their thinking skills.
- Excellent identification, assessment and understanding of pupils' needs, which supports the setting of work at an appropriate level for pupils of all ages and abilities.
- Exceptional subject knowledge enabling teachers to plan lessons competently and thoroughly, particularly for pupils' basic and key skills.
- Highly effective plenary sessions, which allow pupils to demonstrate and evaluate their learning.
- The use of incidental Welsh, which makes a notable contribution towards pupils' bi-lingual competence.

79. Other good features evident in lessons are:

- Clear lesson objectives shared with pupils.
- Use of stimulating resources that capture pupils' interest and attention.
- Effective use of ICT to enhance learning.
- Promotion of positive attitudes to learning and support of pupils' efforts, with consistent praise and encouragement.

80. All teachers are enthusiastic about the Foundation Phase and show high levels of commitment to its success. They work extremely hard to make meaningful adjustments to practice and to promote new ways of learning. Through exceptionally detailed and structured planning, teachers ensure a very effective balance between child-led and teacher-led activities. These are promoted well throughout the school for pupils of all ages. Outstanding use is made of the outside areas, which provide opportunities for all pupils to benefit from outdoor learning experiences.
81. The quality of teaching in the Foundation Phase is consistently good and frequently has outstanding features. Outstanding features of teaching in the Foundation Phase include exceptionally focused introductions to sessions which immediately capture pupils' interest; very effective use of role play by teaching staff to demonstrate the objectives of activities; a very wide range of experiential learning experiences; and the use of pupils' own ideas used as a basis for planning.
82. Additional support staff made available for pupils in the Foundation Phase play a vital role in supporting children's learning, allowing a good balance between adult and child-led activities.
83. Teachers benefit from a highly effective professional development programme, which enhances the teaching and learning within the school. They challenge and motivate pupils successfully through the purposeful use of a wide variety of innovative teaching techniques and strategies. They have very good subject knowledge and lessons are planned carefully to match pupils' needs.
84. The planning of lessons is exceptionally detailed in all classes, with lessons set in well structured sequences, clear objectives identified and suitable differentiation to cater for all pupils. An outstanding feature of planning is the involvement of pupils, particularly in the Foundation Phase. Pupils are consulted each week about ways in which the provision could be developed to include relevant learning experiences and pupils frequently suggest challenging problems, which are incorporated into the planning of activities.
85. There are excellent working relationships in all classrooms. Teachers are fully aware of the needs of individual pupils and successfully meet the needs of pupils including those with special and additional learning needs, and English as an additional language pupils. They take every opportunity to promote equality of opportunity and ensure that all pupils are treated fairly and with respect. Teachers display a strong commitment to the raising of standards within the school and have high expectations of their pupils. This is a strength of the school.
86. Teaching assistants provide extremely effective help and guidance for individuals and groups of pupils in all areas of the curriculum. They show good initiative and sensitivity in their dealings with pupils.

87. Every opportunity is taken by teachers to celebrate and promote pupils' awareness of different languages and cultures both within the school and beyond. The promotion of bilingualism is an outstanding feature of the school. Pupils' Welsh vocabulary is well developed and this is a reflection of teachers' active encouragement and purposeful use of the language in classes. This consistency of approach is having a positive effect on pupils' ability to use both English and Welsh in all areas of learning and in a range of subjects across the curriculum.
88. The rigour of the school's assessment procedures, and the use made of assessment in planning and improving learning, is good with outstanding features. The school's assessment procedures are well established and play a strong role in achieving high standards.
89. Baseline assessment undertaken during the first term in reception, together with two sets of standardised assessments, a well-being audit and the Foundation Phase outcomes are used very effectively to monitor pupil progress from nursery to the end of year 2. Observational assessment of learning in the Foundation Phase is an integral part of the daily routine. These assessments are very closely linked with planning for pupils' next steps in learning.
90. Children in the Foundation Phase pilot have been disapplied from the National Curriculum and consequently are not involved in National Curriculum assessment normally undertaken at the end of key stage 1.
91. Detailed analysis from a range of standardised tests are also used to monitor pupil progress in English and mathematics from reception to the end of key stage 2. In key stage 2 this information is further enhanced by on-going assessment opportunities identified across all subjects, key and lifelong learning skills.
92. Assessment information is used very effectively to track pupil progress, set targets for improvement and group pupils to enable specific support to be provided, including pupils with SEN and more able and talented pupils. The comprehensive nature of the records and the use made of them to plan for the next steps in pupils' learning are exceptional.
93. The accuracy with which teachers assess pupils' work against levels of the National Curriculum is supported by very extensive use of high quality portfolios of work produced by the school for each subject and area of learning.
94. Marking is undertaken rigorously in all classes and provides exceptionally clear guidance for pupils on their strengths and areas where improvements are needed. Pupils in both the Foundation Phase and key stage 2 are fully involved in setting targets for their improvement in a range of contexts.
95. Parents are provided with an end-of-year report, which meets statutory requirements. Reports are informative and provide information on pupils'

achievements in all subjects or areas of learning, and in their personal and social education. Targets are included for the next steps in pupils' learning and pupils contribute an assessment of their progress in the reports. Parents are given the opportunity to comment on the reports and good use is made of their responses. Appropriate opportunities are arranged for parents to discuss their child's progress.

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

Grade 1: Good with outstanding features

96. The findings of the inspection team match the judgement made by the school in the self-evaluation report.
97. The school actively promotes the provision of exceptionally interesting and experiential learning opportunities for pupils, through a curriculum that is relevant, balanced and which meets learners' needs and aspirations extremely well. It fully meets all legal requirements, including outstanding provision for pupils' personal, social, health and religious education.
98. The overall quality and range of learning experiences are good with outstanding features. Innovative and accessible approaches to the curriculum are evident and meet the needs of all learners, including those pupils with additional learning needs.
99. The overall quality of the provision in the Foundation Phase is outstanding. It meets children's needs and covers each area of learning very well. It closely follows the principles of the Foundation Phase as stated in the Welsh Assembly Government's draft guidelines.
100. The school has a well established programme which fully identifies and meets the needs of more able and talented pupils. In mathematics for example, more able pupils are given opportunities to work on challenging Thinking Skills projects within small groups which enables them to achieve work of a high standard.
101. Curriculum planning, cross phase discussions and opportunities afforded through activities such as Learning to Learn and Carousel activities in the Foundation Phase take into account pupils' interests and allow them to take responsibility for their own learning. Activities based on role-play are clearly beneficial in terms of pupils' confidence, self-esteem and positive attitudes to their work. Outdoor learning is promoted exceptionally well throughout the school and the *Outdoor Explorer* activities help to develop and enhance the learning experiences.
102. The provision for the development of pupils' basic and key skills has outstanding features. Opportunities for the development of these skills are identified in all schemes of work and lesson plans. These are effectively

implemented and carefully co-ordinated through a skills ladder, which ensures progression in pupils' development and in their use of communication, numeracy, ICT and bi-lingual skills.

103. An outstanding feature of the provision is the way in which members of staff encourage pupils to use the vocabulary related to these skills to help them reflect on their learning. Pupils confidently identify where they have used particular skills in their activities and lessons. They have developed their own symbols for life long learning skills, which are displayed and referred to in every lesson.
104. The curriculum is enhanced by an excellent range of sporting, musical and cultural extra-curricular activities, provided both during and outside the school day. Such activities enrich pupils' experiences and have a positive impact on their academic and social progress.
105. Pupils also benefit greatly from the outstanding provision of carefully planned visits and visitors to the school. Every opportunity is taken to visit places within the locality and further afield.
106. Experts from outside agencies share their experiences and bring a particular relevance and stimulus to pupils' learning. These experiences have a positive impact on the depth of pupils' knowledge and understanding across the curriculum. Visits to the community to entertain and to participate in musical activities are also a good feature of the provision.
107. A structured programme to support the development of personal and social education is used very effectively across the school. The school's provision of a wide variety of experiences for the pupils promotes their spiritual, moral and social development in an outstanding way. The school is a close, caring community. The sense and awareness of the shared values of tolerance and kindness towards people and property permeates the school. Pupils have a clear sense of ownership and responsibility towards the school and its environment. This is an outstanding feature of the provision.
108. Careful consideration is given to pupils' opinions through membership of the school council, Eco council and the Getalong Gang. Pupils have very good opportunities to influence matters, which affect their daily life in school. Regular opportunities planned for pupils to work collaboratively and support each other across all subject areas develop their social relationships very effectively.
109. Daily acts of worship and collective assemblies make a very positive contribution to pupils' spiritual development and good opportunities are provided for pupils to reflect quietly on important issues that affect their lives. The excellent provision for the spiritual development of pupils is evident, for example when pupils respond with awe to the wonders of the natural world during their *Outdoor Explorers* activities.

110. Cultural experiences permeate school life through well planned activities. Pupils' awareness and understanding of their own culture and heritage is developed through visits to such places as Oystermouth and Oxwich. Their understanding of other cultures is supported through subjects such as geography and religious education.
111. The school's work with its partners in the local community and beyond is outstanding and enriches pupils' education both within and outside the school. Visitors from the local community, such as local clergy and members of the police and fire service, impact effectively on pupils' learning and provide a range of valuable experiences from the outside world.
112. The school has established excellent relationships with the nearby Swansea Community Farm. This facility is utilised frequently and effectively by pupils of all ages, for example to compost fruit waste and oversee the incubating and hatching of eggs. The nursery children are particularly involved in the maintenance of an allotment.
113. Parents support the school effectively through the Friends of Cadle Association. Their fundraising events provide for specific activities and resources. Parents are kept well informed about school life through regular newsletters and bulletins. Family Learning programmes and *Sparklers* groups held in the school strengthen links with parents. The school regularly holds consultation meetings with parents to keep them informed of their children's progress. Parental links are further strengthened by weekly meetings with governors and they are welcomed to a weekly informal after-school meeting to have discussions with class teachers. These are outstanding features.
114. Very good links have been established with other neighbouring primary schools and transition links with the local comprehensive school are made highly effective through regular visits and teaching opportunities. This ensures that pupils look forward with confidence to the next stage of their education.
115. The school's provision of education for sustainable development is excellent and an outstanding feature. The school has received numerous awards including the Green Flag Eco award, Swansea Schools Recycling award, five Healthy Schools award and a national award for global citizenship.
116. The Eco council works diligently to ensure the school acts in a sustainable way.
117. The school's provision for work related education is exceptionally well developed and an outstanding and commendable feature of the school, especially beneficial to the pupils in this very deprived community. The school receives the visitors usually received by primary schools including members of local businesses, but in addition takes pupils to see and experience areas of employment which include bricklaying, carpentry, painting, forklift driving, hairdressing and farming. Teachers from the school also take placements in local industry to enhance their knowledge of working life outside school.

118. Provision to develop pupils' awareness and appreciation of the culture and heritage of Wales has outstanding features. The *Cwricwlwm Cymreig* is well integrated, identified in all schemes of work and actively promoted in lesson planning through studies of Welsh artists and poets such as Cefyn Burgess and Francesca Kay.
119. Visits to places of interest such as the Swansea Museum, Castell Henllys, St.Fagans Folk Museum; the celebration of St. Dwynwen's Day and a St. David's Day eisteddfod; together with the displays within the school, raise pupils' awareness and pride in their local traditions, both past and present. These also ensure that the Welsh dimension of the curriculum is given outstanding prominence.
120. The school's promotion of pupils' bilingual skills is an outstanding feature of the school. Excellent opportunities for the use of incidental Welsh are provided throughout the day and makes a notable contribution towards pupils' enthusiastic bilingual competence across all areas of the curriculum.

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

Grade 1: Good with outstanding features

121. The findings of the inspection team match the judgement made by the school in the self-evaluation report.
122. The school's planning and management of care and support arrangements are outstanding. Teaching and support staff ensure that the school's arrangements are constantly and effectively implemented. Support services are used extremely productively to provide high quality care and support for those pupils requiring additional help.
123. The school works extremely hard to encourage a positive ethos and is a close community where everyone is valued and receives fair and equal treatment in a supportive, happy environment. Staff know their pupils very well and are sensitive to their needs. The school successfully fulfils its aim "Together Everyone Achieves More" in particular through the ways in which all pupils are included and involved in every aspect of school life.
124. Pupils have very good relationships with all members of staff, which contributes substantially towards their personal and social development and helps nurture self-respect, confidence and positive behaviour. Pupils readily turn to adults for help and guidance and are treated with respect.
125. Parents consider pupils to be happy at school and they are very satisfied with the help, guidance and support provided for their children. In 98 per cent of the 193 responses to the pre inspection questionnaire parents agreed, or strongly agreed, that their children were happy in school.

126. There is an open door policy and parents are invited to weekly coffee afternoons to share any concerns or problems. Significant support is arranged by the school for 'looked after' children and their families through the particularly strong links with Barnardos.
127. Induction arrangements at the school are outstanding. Parents of new entrants to the nursery and reception classes are firstly introduced into the school by the head teacher who provides them with a tour around the school and all the formal information they require, together with information they need relating to their own circumstances. A further appointment is then arranged for the introduction of their children to the school and meetings with their prospective teachers. They are also offered a number of weekly sessions in school before entering on a regular basis.
128. Extensive arrangements are in place to support children in moving into the reception class from the separate building which houses the nursery. As soon as the children are settled in nursery they begin to spend time in the main school building on at least one day a week, working alongside the older children and getting to know the teaching staff. They use the main building for physical education lessons and frequently attend whole school assemblies.
129. All pupils have access to the school's comprehensive personal and social education programme, which allows them to discuss relevant topics in a sensitive and supportive environment. This includes visits by police community liaison officers and visits to Crucial Crew Activities. Pupils' successes are celebrated through the weekly Achievers Assemblies. The opportunities given to pupils to voice their opinions in the school and Eco Council help them to realise that the school listens to their points of view and respects their ideas.
130. Monitoring procedures in the school are outstanding. Registration is conducted quickly, efficiently and in accordance with statutory requirements. The school has very effective procedures to monitor attendance and punctuality and is keen to ensure procedures to improve figures are rigorously pursued with the assistance of the Educational Welfare Officer who spends a day a week at the school. There is a reward system in place for good attendance.
131. There are very effective procedures to monitor behaviour of the pupils. The excellent behaviour of the pupils is supported by the "Getalong Gang" who settle minor disputes in the playground. The very occasional serious disputes are dealt with at classroom level. There is an appropriate behaviour policy and rewards system in place.
132. The school's provision for ensuring the healthy development, safety and well being of all pupils is outstanding. There is an appropriate Health and Safety policy in place and all staff are aware of the procedures. The school buildings and grounds are safe, secure and accessible to all pupils.

133. There are very good procedures in place to deal with minor illnesses and injuries. Fire equipment is regularly checked and detailed risk assessments are carried out to cover a range of situations. Healthy lifestyles and diets are constantly promoted throughout the school. The use of the 'Magic Room' where one-to-one sessions take place to support pupils emotional well being is an outstanding feature.
134. The schools procedures for child protection are outstanding. Each governor, teacher and all support staff have received a high level of appropriate training. The head teacher is the nominated child protection officer and the deputy head his nominated deputy.
135. The school council comprises of members from each class, including year 1, year 2 and the Specialist Teaching Facility. A full election process is used at the start of each academic year to allow pupils to elect their member of the council. The council meets weekly and is extremely pro active in working to implement improvements within the school.
136. The council has strong links with the governing body through a designated link governor. All pupils are aware that they can bring matters to the attention of their elected member either during class feedback meetings or through the use of a suggestion box. They are confident that their suggestions will be acted upon if appropriate.
137. The provision for pupils with additional learning needs is outstanding and all statutory requirements are fully met. The school gives equally good attention to pupils with serious learning difficulties, underachievers, those who are more able, pupils who are "looked after" and English as an additional language pupils. All these groups of pupils are fully integrated into the life and work of the school and make excellent progress. This is because highly effective identification procedures are in place and pupils' progress is assessed and monitored meticulously by the special needs co-ordinator, the "Catch-Up" teacher, and all class teachers, who work as a knowledgeable, dedicated and caring team. Teaching assistants also make a valuable contribution.
138. It is to the credit of the school that by year 6 the majority of pupils with SEN make progress that is at least equal to their peers, if not better. This is because they are so well taught and supported. During the inspection outside professionals and others working with the school were keen to visit to share their view that this school is exceptional in the way it integrates and supports all groups of pupils with additional learning needs.
139. Staff have a thirst for improvement and are keen to embrace further training. Relationships are very strong so new ideas and knowledge in this specialised field are thoroughly shared and implemented. All documentation is carefully compiled and very well organised. Targets in all individual education plans are thoroughly shared with pupils and their parents, who are encouraged to become fully engaged with their children's learning.

140. The school is particularly effective in diagnosing the needs of pupils who have been identified as not achieving their potential, and intervening to provide timely and effective support. This ensures that their learning is given a boost in English and mathematics. These pupils eagerly describe their achievements in "Catch-Up" sessions, showing great pride in the progress they are making.
141. The school provides excellent support for pupils whose behaviour is likely to impede their own progress and the progress of others. Staff show they have a very high regard for pupils who have challenging behaviour. Behaviour targets are carefully and efficiently monitored and kept up to date. Pupils are clear about their targets and where they need to improve. They are given the strategies to help them develop good self-esteem, giving them the confidence to access their own learning. An outstanding feature is the way that these pupils help and support younger pupils with challenging behaviour through the "Children Matter" strategy.
142. Arrangements for supporting pupils in the Specialist Teaching Facility are outstanding. The teacher and support staff all make a very valuable contribution to the learning of these pupils who have moderate to severe learning difficulties. They are thoroughly dedicated, very experienced and well qualified, and show great commitment. Planning is very detailed and thorough for each pupil and very well matched to need. Pupils are happy, secure and fully involved in their own targets for improvement. They are pleased to discuss with visitors the progress they are making.
143. The overall quality of provision for equal opportunities and inclusion is good with outstanding features. The school promotes gender equality and challenges stereotypes through all aspects of the curriculum. All pupils, irrespective of their background or need, have equal access and opportunity to participate in all school activities. Gender equality is particularly effectively challenged through curricular activities such as role play which is used throughout the school. Appropriate opportunities are given to boys and girls to attend and participate in extra - curricular activities such as clubs and teams, for football and netball.
144. The school takes care to sensitively recognise and celebrate the diversity of pupils' backgrounds. All pupils with additional learning needs and those pupils who come to school with little or no knowledge of the English language, are well integrated into the daily life and work of the school.
145. A culture of mutual support is evident throughout the school and pupils in the Special Teaching Facility are supported by their friends so that they take an active part in school life. The school works very constructively with many external agencies, using their expertise well to train staff. This has a positive impact on the progress made by pupils.
146. The school has a well-designed disability action scheme and plan, which ensures that all disabled learners are afforded equal opportunities of provision in all aspects of their learning.

147. The very good behaviour of the pupils is testimony to the high quality of relationships between pupils and teachers. The school actively seeks to create a positive climate where every pupil is valued and respected. Pupils with low self-esteem get additional help at school and by outside agencies. This is another outstanding feature of school life.

148. The celebration of diversity and multiculturalism is well established and pupils learn about a wide range of festivals, different faiths and beliefs. Excellent displays are created to reinforce pupils' understanding of diversity. They are taught to exercise tolerance and empathy for those who are different to themselves. They were very knowledgeable about the subject and in discussion it is clear that pupils' acknowledge the ethos of inclusion as an accepted part of their everyday life. This is an outstanding feature.

Leadership and management

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

Grade 1: Good with outstanding features

149. The findings of the inspection team match the judgement made by the school in the self-evaluation report.
150. The school's vision statement, TEAM – Together Everyone Achieves More, is reviewed annually by all staff, governors and pupils. All school policies support the vision statement and underpin the exceptionally inclusive nature of the school.
151. The head teacher provides outstanding leadership and a very purposeful sense of direction for the school. He is very well supported by the deputy head teacher, the senior management team and the governing body. All staff within the school work together as an exceptionally close team with high expectations and a sense of purpose.
152. The use of team work as a structure to support management within the school is an outstanding feature. A number of cross phase groups, comprising of staff from the Foundation Phase, lower key stage 2, upper key stage 2 and the SEN staff, support developments across the school. For example they monitor the implementation of initiatives being developed and update policies. Subject Co-ordinators are also very well supported by a designated team with a representative from each phase. All teams report back to the whole staff at staff meetings, or to staff and governors on review days.
153. All teaching staff are given very good opportunities to undertake leadership responsibilities. They are involved in an extensive range of monitoring activities, which ensures that leaders and subject co-ordinators are exceptionally well informed about standards in teaching and learning. Newly appointed members of staff work alongside more senior members and benefit from their expertise and guidance.
154. Support staff also contribute significantly to school improvement and pupil progress. They share and develop their expertise by working in year groups and phases across the school.
155. Leaders and managers have worked hard to establish the Foundation Phase Pilot successfully in the school. The head teacher and the Foundation Phase team leader have established a suitable framework that gives a very clear direction to all staff involved.
156. Pupils also undertake an active role in the management of the school. For example, a working party of older pupils were extensively involved in the recent review of the school's marking policy.

157. The extent of the school's involvement in national priorities is an outstanding feature. The school is totally committed to its role as a pilot school for the Foundation Phase, with several members of staff undertaking a valuable role in disseminating the outcomes of the pilot scheme and also providing training for staff from other establishments.
158. In addition the school has achieved an extensive range of awards including the Basic Skills Quality Mark on three occasions; Investor in People status on three occasions; the Green Flag Eco School Award; and phase five of the Healthy Schools Award.
159. The school has strong links with local primary schools and the secondary school. There are also excellent partnerships with local teacher training colleges and institutions. The school provides highly effective training facilities for both student teachers and other students undertaking vocational qualifications.
160. All teaching staff and governors are fully involved in the rigorous process of target setting, which is well established within the school. Challenging targets are agreed for all pupils and this information is effectively used to set accurate whole school targets. Ambitious targets are also clearly identified in the School Development Plan and to support the Welsh Assembly Government initiatives, for example targets to raise the level of attendance are set and reviewed annually. The precision, detail and extent of the target setting is outstanding.
161. Procedures in place for undertaking the performance management of teaching staff are well established. The setting of targets for teaching staff has been extended, with targets set for each teacher which now cover aspects of whole school development, aspects of development within particular phases and individual targets for improvement. Classroom observations to monitor progress take place termly for each teacher. The school has extended the process of performance management to cover all support staff.
162. The extent of training for both teaching and support staff is outstanding. All staff are involved in extensive on-going training and are very well supported by the management of the school. Strong links are evident between staff training and many of the outstanding features identified during the inspection.
163. The school has responded fully to the requirements of workforce remodelling and for reducing teachers' workload. All teaching staff are allocated generous levels of non contact time to allow them to undertake their management responsibilities.
164. The governing body has a good understanding of its roles and responsibilities. Governors are very supportive and meet their responsibilities effectively. They ensure statutory requirements are met through a range of suitably constituted committees.

165. The way in which the governing body monitors standards is an outstanding feature. Many governors regularly observe lessons, attend school functions and join the school staff on their review days. Two curriculum committees meet termly and monitor all aspects of the school's provision through presentations given by subject co-ordinators and through the good range of information, which the school provides. They make good use of this information to support the school's strategic planning.

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

Grade 1: Good with outstanding features

166. The findings of the inspection team match the judgement made by the school in the self-evaluation report.
167. The school has developed an extensive and effective self-evaluation process and as a result of its work has been awarded the bronze, silver and gold status for Swansea Self-Evaluating Schools; and the European Framework for Quality Management, silver status.
168. All staff and governors are fully involved in the process of self-evaluation. The termly review days are particularly effective in supporting on-going evaluation of current developments and are an outstanding feature. Governors also attend an annual review day when they evaluate the role of the governing body.
169. The role of pupils in self-evaluation is developed well, particularly through the school council, Eco council and the Getalong Gang. Parents are encouraged to express their opinions through questionnaires sent out on a regular basis and through informal discussions. The voice of the community is expressed through the governing body.
170. The school's self-evaluation report is concise, accurate and comprehensive. It is securely based on a comprehensive range of evidence, including the extensive monitoring of teaching and learning and the rigorous analysis of performance related data. The inspection team agreed with the judgements made by the school in the self-evaluation report for all seven key questions.
171. The outcomes of the self-evaluation process are used very effectively to identify school development priorities. The School Development Plan is a strategic document, which details actions, responsibilities, time scales, costs and success criteria for each target. Appropriate resources are provided to ensure that targets set are achievable.
172. A wide range of targets are identified for the current year, strongly focused on teaching and learning. However due to uncertainties in funding levels for future years and a decision to delay the identification of clear targets for the next two years pending the outcome of the inspection, the school development

plan contains insufficient detail to support the strategic direction of the school beyond the current year.

173. The school has achieved significant and measurable improvement in many areas since the last inspection. Many of the outstanding features identified during the inspection are the result of targeted areas for development outlined in previous school development plans.
174. The school has made excellent progress in addressing all the key issues identified in the last inspection, in the line with the action plan prepared by the school. As a result these areas are now outstanding features.

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

Grade 1: Good with outstanding features

175. The findings of the inspection team match the judgement made by the school in the self-evaluation report.
176. The talented, dedicated and experienced teaching staff, who work together as a committed and enthusiastic team, is a notable strength of the school. Subject co-ordinators make an important contribution to the development of their subject areas.
177. Well-deployed and skilled support and administration staff ensure that the school runs smoothly and efficiently. The school clerk provides excellent support and is very competent in dealing with day-to-day administration. The buildings and grounds are well maintained by the caretaker and cleaners. Kitchen staff and midday support staff contribute well to pupils' well being and healthy development.
178. The high level of staffing, which currently includes 17 full-time teachers, 6 part-time teachers, 7 nursery nurses and 21 teaching assistants, is made possible by outstanding management of funds allocated to the school.
179. Managing the large number of staff who job share is a challenge for the school, particularly in the recent turbulence due to staff absence and promotion. This has been managed very effectively, ensuring that new staff are inducted quickly into the staff team.
180. The arrangements for teachers' planning, preparation and assessment time are well managed and productive. They have a good impact on pupils' learning. Workload initiative funding is well used to provide support for teachers and to reduce their administrative load.
181. Very good use is made of additional staffing available in the Foundation Phase. Support staff play a full role in planning activities, supporting learners and assessing their progress.

182. The school has a cohesive and extensive approach to the professional development of all staff, including mid-day supervisors. This is firmly and directly linked to the needs and priorities of the school and is a key factor in enabling pupils to reach such high standards by the end of year 6, despite the many serious learning and behaviour difficulties that they experience in their earlier years at the school. This is an outstanding feature. The good impact on pupils' standards of recent training for ICT is a notable example.
183. There is an abundance of quality learning resources, which are extensively enriched by the use of resources beyond the school boundary. Visits, for example, to churches and mosques, to art galleries, to aspects of the world of work, and visitors into the school all help to develop pupils' standards and interest in their own learning.
184. The school works hard to find ways to make extra money for resources. The head teacher is good at accessing grants and this extra funding is wisely used. Two new computer suites are already having a huge impact on pupils' standards of achievement. The libraries are well stocked with a wide range of books for pupils to read for pleasure, and also to seek out and research information.
185. Staff make exceptionally good use of all available accommodation at the school. It is to their credit that the building is in such good condition and made attractive by interesting and colourful displays of pupils' work. The interior of the building is spacious, clean and decorated to a very high standard.
186. Outside, the school is in a good state of repair. The head teacher and governing body have made extensive and successful efforts to combat the effects of vandalism, for example, by covering windows, building high secure fencing and providing sturdy outdoor play equipment.
187. The outside environment is being extensively and sensitively developed. Secure, shady and well-equipped outdoor play areas and a spacious conservatory all add to the facilities. Pupils are eager to talk to visitors about the work they do in the school grounds.
188. The head teacher is very enthusiastic about working the budget to the best advantage of the school. Working closely with governors, he ensures the school always looks for the best value. Recently, the school won the Swansea Gold Award for being efficient, entrepreneurial, and effective with the budget. The school gives very good value for money.

School's response to the inspection

The governors of Cadle Primary School are very pleased to receive this exemplary report and believe that it reflects and acknowledges the skill, talent and dedication of teachers and the quality of support provided by non-teaching staff.

The outstanding leadership, vision and purposeful direction of the head teacher, deputy head teacher and senior management is acknowledged. In addition, credit is given to all staff who work as an exceptionally close team with high expectations which contribute significantly to school improvements and pupils' progress.

Importantly, the report gives credit to pupils for the very high standards they achieve, the outstanding progress in key skills and bilingualism, the positive attitudes to learning, the awareness of equal opportunities issues and respect for diversity within society.

The quality of teaching deservedly received acknowledgement since it is significantly above the national figure with many outstanding features.

The courteous and professional inspection team, well led by Mrs L. Jane Williams, was welcomed by all members of the school community. The process of inspection, which was extremely thorough, focused and based on clear evidence, was supported by the head teacher in his role as nominee inspector.

The inspectors highlighted the manner in which the school cares for, guides and supports its pupils as being outstanding with 98 per cent of parents' responses to pre-inspection questionnaires agreeing or strongly agreeing that their children were happy in schools.

The head teacher, staff and governors will address the inspection recommendations and incorporate them into the School Development Plan.

We are extremely proud to receive a report which recognises Cadle Primary to be an outstanding school. To achieve Grade One in all seven Key Questions is an exceptional achievement and recognition of the commitment and dedication of all staff and members of the school community.

Appendix 1

Basic information about the school

Name of school	Cadle Primary School
School type	Nursery and Primary
Age-range of pupils	3 – 11 years
Address of school	Middle Road, Fforestfach Swansea
Postcode	SA5 5DU
Telephone number	01792 584498

Head teacher	Mr J. O'Brien
Date of appointment	1 st January 1992
Chair of governors/ Appropriate authority	Mr K. Lewis
Registered inspector	Mrs L. J. Williams
Dates of inspection	15 th - 17 th April 2008

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	23	35	30	38	36	43	44	43	292

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	17	6	20

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	15:1
Pupil: adult (fte) ratio in nursery classes	5.5:1
Pupil: adult (fte) ratio in special classes	1.8:1
Average class size, excluding nursery and special classes	24
Teacher (fte): class ratio	1.5:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Summer 2007	82	90	90
Autumn 2007	82	91	91
Spring 2008	82	86	92

Percentage of pupils entitled to free school meals	50
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

National Curriculum Assessment Results End of key stage 2:

National Curriculum Assessment KS2 Results 2007			Number of pupils in Y6								
34											
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	0	3	15	41	41
		National	0.4	0.1	0	0.4	1	4	16	50	29
Welsh	Teacher assessment	School	0	0	0	0	0	0	0	0	0
		National	0.6	0.6	0	1	1	5	19	49	24
Mathematics	Teacher assessment	School	0	0	0	0	0	0	18	35	47
		National	0.4	0	0	0.4	1	3	15	50	30
Science	Teacher assessment	School	0	0	0	0	0	0	9	47	44
		National	0.4	0	0	0.4	0.4	2	12	53	32

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)	
by teacher assessment	
In the school	79.4
In Wales	79

- D Pupils who are excepted under statutory arrangements from part or all of the National Curriculum
- A Pupils who have failed to register a level because of absence
- F Pupils who have failed to register a level for reasons other than absence
- W Pupils who are working towards level 1

Appendix 4

Evidence base of the inspection

Four inspectors spent a total of 10 inspector days in the school and met as a team before the inspection.

These inspectors visited:

- 22 lessons or part lessons;
- All classes;
- Acts of collective worship; and
- Extra-curricular activities.

Members of the inspection team had meetings with:

- Staff, governors and parents;
- Senior managers, teachers and support staff; and
- Pupil groups, including the School Council, Eco Council and Get Along Gang.

The team also considered:

- The school's self-evaluation report;
- 193 responses to parents' questionnaires;
- Comprehensive documentation provided by the school before and during the inspection; and
- A wide range of pupils' past and current work, over all year groups.

The inspection team also:

- Listened to a sample of pupils reading;
- Held discussion with pupils about their work; and
- Observed pupils' behaviour throughout the day.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mrs Linda Jane Williams Registered Inspector	Context Summary and recommendations Contributions to Key Questions 1, 2, 5 and 6.
Mrs Eleri Honour Team Inspector	Contributions to Key Questions 1, 2, 3 and 4.
Mrs Kay Andrew Team Inspector	Contributions to Key Questions 1, 4 and 7.
Mr Ivor Petherick Lay Inspector	Contributions to Key Questions 1, 3, and 4.
Mr John O'Brien Nominee	Contributions to all questions by providing information.
Mrs Geraldine Player Peer Assessor	Contributions to all questions by providing information.

Contractor

Evenlode Education Ltd
Little Garth
St Johns Close
Hawarden
Flintshire
CH5 3QJ

Acknowledgement

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