

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

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

**Craigcefnparc Primary School  
Craigcefnparc  
SA6 5TE**

**School Number: 6702117**

**Date of Inspection: 16/03/09**

**by**

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Craigcefnparc 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 Craigcefnparc Primary School took place between 16/03/09 and 18/03/09. An independent team of inspectors, led by Robert Huw Jones 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. Craigcefnparc Primary School is situated in the village of Craigcefnparc about one mile from Clydach in the Swansea Valley. The school is located in three separate buildings on a narrow site along the side of a valley. It serves the local community in the main although around 32% of pupils travel from outside the catchment area. The school describes the area as having both advantaged and disadvantaged neighbourhoods and the percentage of pupils entitled to free school meals is 14%, a figure which is lower than the average for the local authority which is 21% and the national average which is approximately 18%. The school provides education for pupils between three and 11 years of age who are taught through the medium of English with Welsh being taught as a second language.
2. The 71.5 (full-time equivalent) pupils currently on roll, including 7 part-time nursery children, are educated in four classes. There is a class for nursery and reception children, one for the Year (Y1) and Y2 pupils, another caters for Y3 and Y4 pupils and there is a class for the Y5 and Y6 pupils. There are 12 pupils identified as having special educational needs (SEN), four of whom have statements. The admissions procedures adhere to the local authority admission policy. One hundred per cent of pupils come from English first language homes. One pupil is looked after by the local authority.
3. The school was last inspected in March 2003. Since then, the numbers on roll have remained at similar levels. At present there are five full-time teachers at the school, including the headteacher, and one who teaches pupils with SEN for 0.6 of a week. The headteacher does not have a full-time teaching commitment. The school employs one full-time nursery nurse in the foundation phase and six further learning support assistants (LSAs) whose hours vary between 18 and 30 together with one part-time clerk.
4. The school has gained a number of national awards including the Basic Skills Agency's Quality Mark for the third time, the Investors in People (IIP) standard, Eco-schools silver award and four leaves of the Healthy Schools Initiative.

### The school's priorities and targets

5. Among the areas for improvement identified by the school are:
  - to raise standards in the core subjects;
  - to further develop learning and teaching in the foundation phase
  - to further develop learning and teaching within a skills-based curriculum, and
  - to continue to develop the 'Eco-Schools' project and achieve Green Flag status.

## Summary

6. Craigeffnparc Primary School is a good school the outstanding relationships between staff and pupils contribute significantly to the good standards achieved and the quality of life in the school. The school has made good progress in addressing the key issues arising from the last inspection and standards have risen in English, mathematics and science in both key stages while pupils' investigative and research skills are now well developed.
7. 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 2
5. How effective are leadership and strategic management?	Grade 2
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 2

## Standards

8. In both key stages, pupil numbers fluctuate from year to year from considerably fewer than 10 to about 12 which renders the assessment of trends in performance unreliable. Bearing in mind these facts, National Curriculum (NC) assessments over the past three years indicate that the school's results in key stage 1 have tended to be above both local and all-Wales averages in English and lower in mathematics and science. In key stage 2 results have tended to be higher than local authority and all-Wales averages in mathematics and science but lower in English. When compared with schools in Wales with a similar number of pupils entitled to free school meals, results in key stage 1 have tended to be in the bottom 50%; in key stage 2 they have tended to be in the top 50%
9. Over the last three years the percentage of girls attaining the expected NC levels in English, mathematics and science in both key stages has tended to be higher than that of boys. During this period the school has met most of its targets.
10. Standards of achievement in the subjects inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	92%	8%	0%	0%

11. Pupils' standards in the subjects inspected are higher than those reported by Her Majesty's Chief Inspector (HMCI) of Schools for Wales in his Annual

Report for 2007-08 where it is noted that the standards of achievement for primary schools in the whole of Wales are Grade 2 or higher in 84% of lessons. However, these included 10% of lessons where standards are Grade 1. In this inspection no lessons had sufficient outstanding features to merit Grade 1.

12. The overall quality of the educational provision for the under-fives is appropriate to their needs and the children make good progress towards the foundation phase outcomes.
13. In the subjects inspected, standards of achievement are as follows:

Subject	Key Stage 1	Key Stage 2
English	Grade 2	Grade 2
Welsh second language	Grade 3	Grade 3
Mathematics	Grade 2	Grade 2
Science	Grade 2	Grade 2
Information Communications Technology	Grade 2	Grade 2
Design Technology	Grade 2	Grade 2

14. Since the last inspection, standards have improved in English, mathematics and science in both key stages and in design technology and information technology in key stage 1 but they have declined in Welsh in both key stages.
15. Pupils identified with SEN achieve good standards according to their age and ability. They make good progress and achieve well the targets set for them.
16. Children in the nursery and reception classes make good progress in acquiring key and basic skills. Pupils in both key stages demonstrate outstanding listening abilities and develop good speaking skills. They read and write well, apply their mathematical knowledge well in a number of contexts and make good use of their ICT skills. Their creative and problem-solving skills are good.
17. Pupils' understanding of the Welsh language has shortcomings and this impairs their ability to develop bilingual skills.
18. Pupils have very positive attitudes to learning and enjoy their lessons. Their behaviour throughout the school day is outstanding. They understand very well the high expectations of the school and are mutually supportive of each other.
19. Attendance for the three full terms prior to the inspection was slightly above 93% which is higher than local and national averages. Pupils are punctual for lessons and settle quickly.
20. Pupils make good progress in their personal skills including spiritual, moral, social and cultural development. They have good moral values and exhibit these regularly from day-to-day in the life and work of the school.
21. Pupils' learning and personal development are promoted well through their participation in the life of the community.

## The quality of education and training

22. In the lessons observed, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
12%	76%	12%	0%	0%

23. These figures are above the national average reported by HMCI in his Annual Report for 2007/2008 where the quality of teaching in primary schools in the whole of Wales is Grade 2 or better in 83% of lessons with 16% being Grade 1.
24. Outstanding features of teaching include very positive working relationships between teachers, support staff and pupils and teachers creating a special atmosphere when introducing lessons. Where teaching is good or better, the good features include the provision of stimulating experiences and activities which reinforce previous work and ensure purposeful progression, the use of a variety of questions effectively to challenge pupils to give of their best, good pace to lessons and purposeful and effective intervention when pupils are in need of support.
25. In lessons where there are shortcomings, these include over-long introductions and allowing pupils too much time to complete tasks which impairs the pace of lessons.
26. Overall the quality of assessment, recording and reporting is good; it is comprehensive and thorough and meets statutory requirements. Opportunities are provided for older pupils in key Stage 2 to self-assess pieces of their own work. These systems are an effective way of encouraging pupils to take responsibility for their own learning. The assessment for learning principles are yet to be fully implemented across the school. Reports to parents are of a good quality and offer a detailed picture of pupil progress.
27. The school responds effectively to pupils' learning needs and provides equal access for all pupils to a broad, balanced and interesting curriculum which fully meets legal requirements. A particular strength of the provision is the careful planning in the core subjects in order to ensure that the curriculum is relevant to the needs of all pupils. Overall the curriculum includes many practical experiences which have a very positive effect on pupils' learning.
28. The overall quality of provision for the under-fives includes a wide range of exciting experiences which stimulate children's interest and enjoyment in the seven areas of learning of the foundation phase.
29. The provision of a good range of extra-curricular activities enriches pupils' experiences and has a positive effect on standards.
30. The school's provision for pupils' spiritual, moral, social and cultural development is good. Collective worship meets statutory requirements. The school enhances pupils' social development through opportunities to take responsibility and become involved in decision making. Good attention is given

to ensuring pupils develop the skills for life long learning.

31. The school's strong emphasis on pupils' personal, social and emotional development helps to prepare them very well for their next stage of learning.
32. A secure, welcoming, happy and caring environment is provided in order for pupils to learn. The school actively participates in projects such as the Swansea Healthy Schools Scheme and ensures that health and safety is a priority at all times. The school has also gained the Healthy School Award every year for the past five years.
33. Pupils with SEN are identified quickly and assessed carefully and the provision for these pupils is good with outstanding features. The system for recording pupils' progress is exemplary.
34. The school has a well-developed policy which promotes gender equality. Pupils are treated equally and with dignity and respect.

### **Leadership and management**

35. The school is well led and the new headteacher gives it clear direction and purpose. She is ably supported by the deputy headteacher who managed the school effectively in the period following the previous headteacher's departure and the new head taking up her post. There are clear guidelines on curricular matters, daily arrangements and individual responsibilities.
36. All subject co-ordinators provide effective leadership overall and some monitor their subjects according to the school's evolving monitoring programme, identifying areas for improvement. Some co-ordinators monitor their subjects through scrutinising pupils' books and observing lessons but not all aspects of the core subjects, however, are monitored rigorously every year. The focus is not on pupils' standards of achievement but on provision.
37. The governing body (GB) is very supportive of the headteacher and staff and satisfies legal requirements. The governors have an appropriate understanding of their responsibilities. They receive a comprehensive termly report from the headteacher which informs them of all aspects of the school's life and work.
38. The school's self-evaluation report is a structured document which is comprehensive in range, and identifies the school's strengths and the areas for development. It tends, however to be descriptive rather than evaluative.
39. The school is well staffed for the number of pupils on roll. Teaching staff are appropriately qualified and skilled and their expertise is well matched to the demands of the curriculum. Support staff make an effective contribution to the overall quality of teaching and work effectively under the guidance of teachers.
40. The quality and range of resources to support the curriculum are generally good and they are readily accessible to pupils. Overall, the staff make effective use of the resources available including the immediate and wider environment. Very effective use is made of the outdoors by the under-fives.

41. The accommodation, though old, has good features which outweigh shortcomings. There is no staff toilet in the foundation phase and key stage 1 building which means that all teaching and support staff have to use facilities in the other part of the school which is some 40 metres distant.
42. Overall the school provides good value for money.

## **Recommendations**

In order to ensure improvement the school must:

- R1 raise standards in Welsh second language;
- R2 ensure that staff and pupils make frequent use of Welsh every day in order to raise standards in bilingualism;
- R3 ensure that all subjects are monitored regularly and rigorously with a sharp focus on standards and that all monitoring activities are carefully recorded, and
- R4 consolidate the good examples of assessment for learning and disseminate the good practice throughout the school, and

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

43. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
44. In both key stages, pupil numbers fluctuate from year to year from considerably fewer than 10 to about 12 which renders the assessment of trends in performance unreliable. Bearing in mind these facts, NC assessments over the past three years indicate that the school's results in key stage 1 have tended to be above both local and all-Wales averages in English and lower in mathematics and science. In key stage 2 results have tended to be higher than local authority and all-Wales averages in mathematics and science but lower in English. When compared with schools in Wales with a similar number of pupils entitled to free school meals, results in key stage 1 have tended to be in the bottom 50%; in key stage 2 they have tended to be in the top 50%.
45. Over the last three years the percentage of girls attaining the expected NC levels in English, mathematics and science in both key stages has tended to be higher than that of boys. During this period the school has met most of its targets.
46. Standards of achievement in the subjects inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	92%	8%	0%	0%

47. Pupils' standards in the subjects inspected are higher than those reported by Her Majesty's Chief Inspector (HMCI) of Schools for Wales in his Annual Report for 2007-08 where it is noted that the standards of achievement for primary schools in the whole of Wales are Grade 2 or higher in 84% of lessons. However, these included 10% of lessons where standards are Grade 1. In this inspection no lessons had sufficient outstanding features to merit Grade 1.
48. The overall quality of the educational provision for the under-fives is appropriate to their needs and the children make good progress towards the foundation phase outcomes.
49. In the subjects inspected, standards of achievement are as follows:

Subject	Key Stage 1	Key Stage 2
English	Grade 2	Grade 2
Welsh second language	Grade 3	Grade 3
Mathematics	Grade 2	Grade 2
Science	Grade 2	Grade 2
Information Technology	Grade 2	Grade 2
Design Technology	Grade 2	Grade 2

50. Since the last inspection, standards have improved in English, mathematics and science in both key stages and in design technology and information technology in key stage 1 but they have declined in Welsh in both key stages.
51. Pupils identified with SEN achieve good standards according to their age and ability. They make good progress and achieve the targets set for them.
52. Children in the nursery and reception classes make good progress in acquiring key and basic skills. By the end of the reception class they have good personal and social skills. Their enquiry and observational skills are also developing well and they make effective use of ICT skills.
53. Pupils in both key stages demonstrate outstanding listening abilities and develop good speaking skills. They listen very attentively to their teacher and fellow pupils and, as they progress through the school, gain confidence in expressing their ideas using a register of language and vocabulary appropriate to the context.
54. Pupils read well to gain knowledge and their standards of writing across the curriculum are good. Pupils apply their mathematical knowledge well in a number of contexts, for example, for measuring and recording. They make good use of their ICT skills to support and enrich their learning in subjects across the curriculum. Their creative skills are good and they display good problem-solving skills when carrying out individual research.
55. Pupils' understanding of the Welsh language has shortcomings and this impairs their ability to develop bilingual skills. They make little use of Welsh during the day, for example, to respond to questions and directions given in Welsh using either Welsh or English as appropriate, as they are rarely required to do so.
56. The school's strong values are evident in its daily life. The school is very committed to the development of each individual and all pupils succeed whatever their ability or linguistic, social or ethnic background. The inclusive ethos of the school is one of its strengths.
57. Pupils demonstrate an aptitude for learning new skills, for example in ICT. At the beginning of key stage 2 pupils learn good communication, negotiation and co-operative working skills through running a simulated toy company. Pupils develop an understanding of how democratic institutions work through the school council and members understand their responsibilities in representing those who elected them.
58. Pupils have a good understanding of the strengths and weaknesses in their work and what they need to do to improve. They discuss their personal targets with their teachers and know what they need to do in order to meet them. The majority achieves the targets set and pupils make good progress towards the next stage in their learning.
59. Pupils have very positive attitudes to learning and enjoy their lessons. They demonstrate a good degree of motivation, complete their tasks with enthusiasm, concentrate well, persevere and give of their best.
60. Pupils' behaviour throughout the school day is outstanding. They understand very well the high expectations of the school and are mutually supportive of each other. They show respect and courtesy to staff and to visitors and converse readily and confidently with them.

61. Attendance for the three full terms prior to the inspection was slightly above 93% which is higher than local and national averages. The pupils who have poor attendance records have special circumstances and these are known to the school. Pupils are punctual for lessons and settle quickly.
62. Pupils work effectively as members of groups and display the skills required to work independently. They competently gather the information they require from a variety of sources including the school library and the internet when conducting research for individual projects.
63. Pupils make good progress in their personal skills including spiritual, moral, social and cultural development. They have good moral values and exhibit these regularly from day-to-day in the life and work of the school. They are considerate, friendly and polite to one another, to staff and visitors and have a clear understanding of right and wrong. They co-operate well together in lessons and other activities. Relationships throughout the school between pupils are good.
64. Pupils understand very well the principle of equal opportunities as the school constantly emphasises its importance. They also have a very good understanding of the variety of creeds and cultures found in society at large which they respect.
65. Pupils' learning and personal development are promoted well through their participation in the life of the community. The school makes good use of a nearby company to giving pupils an insight into the world of work, and for project work. Parents and representatives of local businesses visit the school to talk to the pupils. There are also good examples of practical activities in school which develop pupils' awareness of the world of work. These include the role-play exercises simulating the management of a toy manufacturing company.

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

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

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

66. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
67. In the lessons observed, the quality of teaching was judged as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
12%	76%	12%	0%	0%

68. These figures are above the national average reported by HMCI in his Annual Report for 2007/2008 where the quality of teaching in primary schools across the whole of Wales is Grade 2 or better in 83% of lessons with 16% being Grade 1.

69. Across the school, teachers provide a stimulating environment with colourful displays which include an good range of pupils' work
70. The outstanding features of teaching include:
- very positive working relationships between teachers, support staff and pupils, and
  - teachers creating a special atmosphere when introducing lessons and engaging pupils.
71. Where teaching is good or better, the good features include:
- provision of stimulating experiences and activities which reinforce previous work and ensure purposeful progression;
  - the effective use of a variety of questions in order to challenge pupils and encourage them to give of their best;
  - the planning of exciting opportunities for pupils to work as a class, in a group and individually;
  - a good pace to lessons, and
  - purposeful and effective intervention when pupils are in need of support, and effective use of LSAs in this respect.
72. In lessons where there are shortcomings, these include:
- allowing pupils too much time to complete tasks which impairs the pace of lessons, and
  - introductions which are over-long.
73. Teachers actively address issues of gender, race and ability and promote equality for opportunity for all pupils.
74. Teachers have good subject knowledge. They plan effectively and ensure breadth, continuity and progression across the curriculum in order to meet the needs of all pupils and this has a positive effect on lessons.
75. A range of teaching strategies is used in order to maintain pupils' interest and ensure that they work purposefully. Teachers share aims and objectives with pupils at the start of lessons, clear instructions and explanations especially in setting tasks and effective conclusions which summarise what has been learnt and prepare pupils for the next lesson.
76. The school provides outstanding, equal opportunities and experiences for all pupils in order to ensure the full participation of each individual. Advantage is taken of every opportunity to nurture pupils' appreciation of other cultures and languages.
77. The incidental use of Welsh is practised by teachers throughout the day during registration periods, assemblies and in lessons although this is not consistent throughout the school. Insufficient opportunities are provided overall for pupils to develop their competence, and to consolidate sentence patterns in Welsh.

78. Overall the quality of assessment, recording and reporting is good; it is comprehensive and thorough and meets statutory requirements. Teachers accurately pinpoint weaknesses in the development of individual pupils, plan work that is at an appropriate level for them, and provide support where necessary. This is a strong feature in enabling the school to successfully raise and maintain standards, particularly in the core subjects.
79. Assessment arrangements at the school fully meet statutory requirements and those of regulatory bodies for recording and accrediting learners' achievements. Effective standardisation and moderation procedures are employed.
80. Pupils' work is marked regularly with relevant, positive comments offered as to how work could be improved. The extent to which the pupils are involved in planning their own progress and improvement, however, is inconsistent across the school.
81. Individual targets are set for pupils in some classes following discussion with their teachers. These are kept in personal files in classrooms. Opportunities are provided for older pupils in Key Stage 2 to self-assess pieces of their own work. These systems are an effective way of encouraging pupils to take responsibility for their own learning. These assessment for learning principles, however, are yet to be fully implemented across the school.
82. Reports to parents are of a good quality and offer a detailed picture of pupil progress. Parents, both in the pre-inspection meeting and in their responses to parental questionnaires, declared themselves to be pleased with the information provided in annual reports and with the opportunities they receive to discuss their content with teachers.

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

<b>Grade 2: Good features and no important shortcomings</b>
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83. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
84. The school responds effectively to pupils' learning needs and provides equal access for all pupils to a broad, balanced and interesting curriculum which fully meets legal requirements. A particular strength of the provision is the careful planning in the core subjects to ensure that the activities are relevant to the needs of all pupils. Overall the curriculum provided by the school includes many practical experiences which have a very positive effect on pupils' learning.

85. The quality of provision for the under-fives includes a wide range of exciting experiences which stimulate children's interest and enjoyment in the seven areas of learning of the foundation phase.
86. The school has gained a number of national awards including the Basic Skills Agency's Quality Mark, the IIP standard, Eco-schools silver award and four leaves of the Healthy Schools Initiative. Good opportunities are provided for nurturing pupils' skills in ICT, literacy, numeracy and personal and social skills. Creative and problem-solving skills are also promoted well.
87. The provision of a good range of extra-curricular activities enriches pupils' experiences and has a positive effect on standards. Pupils participate enthusiastically in a wide range of sports clubs such as cricket, rugby, football, running, fitness, dance and aerobics as well as those for recorder, gardening and a web club.
88. The school makes good use of its strong links with the immediate locality. The frequent use of nearby woods for Forest Schools activities and use of the Royal Society for the Protection of Birds (RSPB) Nature Reserve situated opposite the school has a positive effect on standards in the classroom.
89. The school's provision for pupils' spiritual, moral, social and cultural development is good. Collective worship meets statutory requirements and appropriately promotes pupils' spiritual development. Pupils' social development is enhanced through opportunities to take responsibility and become involved in decision making.
90. Pupils work and play together well and learn to accept responsibility for their actions. Their moral awareness is actively developed through the curriculum and they have many opportunities to discuss moral dilemmas, particularly in religious education lessons.
91. Provision for promoting 'Y Cwricwlwm Cymreig' and pupils' awareness of the culture of Wales is good. Events such as school eisteddfodau and assemblies contribute effectively to pupils' understanding of their cultural heritage. It is also effectively promoted through visits and events such as Saint David's day celebrations. Awareness of other cultures is developed well through subjects such as religious education, art and geography.
92. The school communicates with parents by newsletter and text, and most parents are content with the information they receive. There is also a sensible home-school agreement. Open days are held for parents and there is a very active Parent Teachers Association (PTA).
93. The school has good links with two nearby comprehensive schools and Y6 pupils join pupils from Y7 for workshops in the summer term. There are good examples of co-operation between staff in sharing planning and INSET. There are also examples of good links with community organisations and charities.

94. The school makes good use of local employers to develop work related education and there are good examples of practical activities in school which develop awareness of the world of work. These include the role-play exercises which simulate the management of a toy manufacturing company
95. At present, although senior managers and school governors are committed to promoting pupils' bilingual skills, this is not achieved in practical day to day activities consistently throughout the school. Planning and provision to promote progression in bilingual skills are insufficiently developed.
96. The school has good arrangements to tackle social disadvantage. All adults ensure that pupils have equal opportunity to access the curriculum offered and to take part in all areas of school life whatever their ability or background.
97. Sustainable development and global citizenship are promoted well. Good cross-curricular planning ensures that pupils' awareness of these aspects is effectively raised, as a range of themes is covered well in a number of subjects. The Eco-committee has many with ideas about how they want to raise awareness of environmental issues.
98. The school gives good attention to ensuring that pupils develop the necessary skills for life-long learning. The school's strong emphasis on pupils' personal, social and emotional development helps to prepare them well for the next stage of learning.

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

<b>Grade 2: Good features and no important shortcomings</b>
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99. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
100. The school gives thorough attention to policies and procedures which underpin the high standards of care and welfare in the school. A secure, welcoming, happy and caring environment is provided in order for pupils to learn. Parents consider that pupils are well cared for and supported appropriately, and are extremely satisfied with the help and guidance provided for their children. The deployment of support staff is well organised and meets the needs of each pupil.
101. The school works in full and productive partnership with a range of agencies and support services to ensure pupils' needs are carefully assessed and provided for. Parents and carers and the community are encouraged to become fully involved; the school listens carefully to them and their views are thoughtfully considered and suggestions acted upon.
102. The school council is well established. It provides pupils with a voice and their views are heard, listened to and acted upon when appropriate. Members of the

council say that they appreciate this and are proud of the changes to school life and beyond which they have instigated.

103. The induction procedures for pupils entering the school, moving up classes and transferring to secondary school are effective and ensure that pupils settle quickly into their new environments. The youngest children are settling in well and are happy and secure in their work and play.
104. Personal and social education is well established and teachers are aware of the types of support that pupils need from time to time; these are provided effectively.
105. There is a robust system for monitoring attendance and for contacting parents. For the parents of non-attenders this is immediate and effective and there are good links with the education welfare officer (EWO) who visits school every week. The school complies with all the requirements of National Assembly for Wales Circular 47/06.
106. The promotion of pupils' health and safety is an outstanding feature; the school has clear policies and effective procedures in these areas and pupils are well supervised during play and lunch times. Good procedures are also in place to fully meet the needs of pupils who are unwell or who have suffered an injury whilst in school. The school actively participates in projects such as Swansea Children Matter and Swansea Healthy Schools Scheme in order to ensure that health and safety are priorities at all times. The school staff also operates a fruit shop and the school.
107. Child protection arrangements are familiar to all who work in the school, with the names of the child protection officer, and the designated deputy known to all members of staff.
108. The provision for pupils with SEN is good with outstanding features. The use of baseline assessments and standardised tests, together with teachers' observations for early identification of pupils with learning difficulties, is comprehensive and effective while the record-keeping system is exemplary. Pupils with SEN are identified and assessed early and there are very well-developed systems in the school to support their education.
109. In the early years, children with SEN are identified quickly and assessed carefully. The process of diagnosing and tracking their individual needs is well developed with regular screening, monitoring and methodical record keeping.
110. The withdrawal support programmes for pupils with SEN are very well matched to their learning needs and they make good progress in these sessions. Pupils benefit from careful assessment and very well matched learning programmes. Full and detailed records are kept of their progress.
111. LSAs demonstrate a good awareness of pupils' targets and needs and work very effectively under the guidance of teachers in order to meet individual needs. The school's provision is effectively supported by a range of outside

agencies. The link governor for SEN takes an active interest, and visits the school to discuss provision and specific issues with the special educational needs co-ordinator (SENCO).

112. The individual education plans (IEPs) are of a good standard and include clear, concise and timely targets for those on the SEN register.
113. The school has well developed strategies for dealing with pupils whose behaviour impedes their progress should the occasion arise. There are suitable arrangements to eliminate any form of oppressive behaviour. Bullying or inappropriate behaviour is considered a serious matter and is not tolerated. During discussions, pupils confirm that incidents of bullying are very rare and any that are reported are dealt with immediately.
114. The school works in particularly close partnership with parents, in supporting and guiding pupils regardless of their social, ethnic, educational or linguistic background and considering their opinion well. The school is proud of the fact that it keeps its parents well informed should a pupil need expert input from external agencies.
115. The school has a well developed policy which promotes gender equality. Pupils are treated equally and with dignity and respect. Teachers know their pupils well and ensure that they have equal opportunities to participate in school activities.
116. The school has an effective race equality policy and multicultural education is well developed. No discrimination, animosity or indifference is shown towards any pupil.
117. The school takes appropriate steps to ensure that pupils with physical disabilities are not treated less favourably than other pupils. The accessibility plan appropriately outlines the reasonable changes that are possible within the school's financial and practical parameters in conjunction with the local authority.
118. The school actively promotes respect and diversity in society and pupils treat each other, staff and visitors to the school with respect and courtesy.

## **Leadership and management**

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

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

119. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
120. The school is well led and the new headteacher gives it clear direction and purpose. She is ably supported by the deputy headteacher who managed the

school effectively in the period following the previous headteacher's departure and the new post-holder arriving. There are clear guidelines on curricular matters, daily arrangements and individual responsibilities.

121. The headteacher and staff are successful in creating an ethos based on sound values, clearly expressed in the school's mission statement and aims, which focus on the needs of the individual and these values are reflected in the daily life and work of the school. They have also succeeded in creating a caring and stimulating environment which promotes effective learning and ensures equality for all.
122. All subject co-ordinators have management responsibilities which are clearly defined in their job descriptions. They provide effective leadership overall and some monitor their subjects according to the school's evolving monitoring programme, identifying areas for improvement. These are shared with colleagues in order to ensure that they understand what is expected of them in the process of raising standards. All aspects of the core subjects, however, are not monitored rigorously every year.
123. The school pays careful attention to national priorities and targets are set in the school development plan (SDP) to ensure improvement and to raise standards. Areas which have received particular attention recently are ICT, the foundation phase and the development of skills across the curriculum.
124. Data on pupils' performance are collated and these are used effectively to compare the school's results with those of the previous three years and also with local and national averages. Challenging and realistic targets are set for each year and the end of each key stage. The school has met the majority of its targets during the past four years.
125. Staff performance is managed effectively and this process directs teachers' continuous professional development. In addition to performance management procedures the headteacher conducts effective professional review meetings with support staff when views are shared on individuals' aspirations and professional development needs.
126. The GB is very supportive of the headteacher and staff and satisfies legal requirements. Governors have an appropriate understanding of their responsibilities. They receive a comprehensive termly report from the headteacher which informs them of all aspects of the school's life and work.
127. Governors monitor the school's budget closely and take an active part in strategic management. Although they visit the school they have not, as yet, addressed the regular monitoring of the quality of the provision.

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

<b>Grade 2: Good features and no important shortcomings</b>
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128. The findings of the inspection team match the judgement made by the school in its self-evaluation report.

129. The school's self-evaluation procedures gather information on its life and work and preparing a self-evaluation report for this inspection has lent support to the process.
130. Some co-ordinators monitor their subjects through scrutinising pupils' books and observing lessons. These activities are not always recorded, however, and the process lacks structure. The focus is not on pupils' standards of achievement but on provision .
131. Co-ordinators identify areas which could be improved and all staff are informed of these through co-ordinators' annual subject reports.
132. The headteacher leads the school's self-evaluation process. Teachers discuss different aspects of the school's work in staff meetings, come to a judgement on them and set targets for improvement.
133. The school seeks the opinions of parents through an annual questionnaire and pupils' opinions have also been gathered through a questionnaire on the introduction of a new mathematics scheme. The school council also has opportunities to suggest improvements.
134. The school has good relationships with its primary development officers who visit the headteacher to discuss the school's progress and contribute positively to the self-evaluation process. This was recently scrutinised by two advisers and the school consequently received the local authority's self-evaluation Bronze Award.
135. The school's self-evaluation report is a structured document which is comprehensive in range and identifies the school's strengths and areas for development. It tends, however to be descriptive rather than evaluative. The inspection team's judgements agree with those of the school in all seven key questions.
136. The GB works well with the headteacher in the self-evaluation process. Governors carefully scrutinise a draft copy of the self-evaluation report and consider whether it reflects the school as they see it.
137. The information obtained through self-evaluation is used effectively to inform strategic planning and areas identified as being in need of improvement are included as targets in the SDP. Progress against these is closely monitored and reported by the headteacher to the governors.
138. The school supports its priorities well through its allocation of resources. For example, it has invested a substantial sum in the purchase of ICT equipment in recent years and pupils display good ICT skills which enhance and support their work across the curriculum. A considerable investment has also been made in a new mathematics scheme and the initial indications are that this is having a positive impact on standards.
139. The school has made good progress in addressing the key issues arising from the last inspection. For example, standards have risen in English, mathematics and science in both key stages while pupils' investigative and research skills are now well developed.

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

<b>Grade 2: Good features and no important shortcomings</b>
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140. The findings of the inspection team match the judgement made by the school in the self-evaluation report.
141. The school is well staffed for the number of pupils on roll. Teaching staff are appropriately qualified and skilled and their expertise is well matched to the demands of the curriculum. Support staff make an effective contribution to the overall quality of teaching and work effectively under the guidance of teachers.
142. Staff are appropriately deployed and all staff have access to a good range of professional development activities. Staff training reflects both the school's priorities and individual needs.
143. The school has adopted effective procedures for managing teachers' planning, preparation and assessment (PPA) time in accordance with statutory requirements and has properly addressed the issue of workforce re-modelling.
144. The school clerk makes a valuable and positive contribution to the smooth running of the school and presents a welcoming face to visitors. The catering staff, mid-day supervisors caretaker and cleaner carry out their daily routines and a range of responsibilities efficiently and effectively. There is a good standard of cleanliness within the school and the outside areas are neat and tidy.
145. The quality and range of resources to support the curriculum are generally good and they are readily accessible to pupils. The school makes particularly effective use of nearby woodlands and a bird sanctuary to extend pupils' learning.
146. Overall, the staff make effective use of the resources available including the immediate and wider environment. Very effective use is made of the outdoors by the under-fives.
147. Resources are well matched to the school's priorities for development, for example, the investment in materials to promote pupils' mathematical skills and the purchase of hardware and software to raise standards in ICT.
148. Co-ordinators ensure that there are adequate resources for their subjects, compile inventories of resources and review them regularly. The deputy headteacher has monitored carefully the implementation of the new mathematics scheme in order to ensure value for money.
149. The accommodation, though old, has good features which outweigh shortcomings. Staff work hard to enhance the environment, for example, by planting flowers in troughs and establishing a raised garden on a hard surface and they make effective use of the space available.
150. The school is housed in two buildings which are separated by a hard play area and there is also a separate hall which is used for assemblies, physical education and dining. There is no staff toilet in the foundation phase and key stage 1 building which means that all teaching and support staff have to use facilities in the other part of the school which is some 40 metres distant.

151. There is easy access to the main school buildings for pupils or adults with physical disabilities but access to the hall is difficult. The governors are aware of this.
152. Overall the school provides good value for money.

## Standards achieved in subjects and areas of learning

### English

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

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

#### Good features

153. Standards in listening are outstanding throughout both key stages. In key stage 1, pupils listen very carefully to their teachers' instructions and to the ideas of others. In key stage 2, pupils listen attentively to their teachers and demonstrate courtesy towards their peers when they speak.
154. Key stage 1 pupils speak readily to teachers and classmates. In key stage 2, pupils discuss their activities sensibly in groups and work well together. Most pupils articulate their ideas with confidence and clarity.
155. Pupils in both key stages make good progress in reading in relation to their abilities and are proud of their achievements. Key stage 1 pupils use a range of cues well, including phonic and syntactic cues, to support their reading. They distinguish fact from fiction and recognise the humour in some simple texts. Many understand the roles of author and illustrator. They use their understanding of the conventions of stories to recall events and predict what might happen next. All know the function of a contents page and glossary in non-fiction text .
156. Pupils in key stage 2 continue to read from a structured reading scheme supplemented by books from the class library. Older and more able readers read with increasing fluency and accuracy. They know a number of authors and name their favourite books. The more able pupils talk confidently about the books they have read and about the characters and main events in the work of their favourite authors. They understand what a blurb is and use it to help them choose books. They use reference books correctly to search for information, for example, when conducting personal research.
157. Pupils in both key stages write with increasing accuracy which is commensurate with their ability. Older and more able pupils in key stage 1 develop a sound understanding of punctuation; for example, they use capital letters and full stops accurately. They write in a variety of genres including accounts of visits, stories, instructional writing and poems. By the end of the key stage many produce good pieces of extended writing. Over the key stage they make good progress in terms of the content and length of their writing, handwriting and spelling.
158. Key stage 2 pupils write for a variety of purposes and for a range of audiences. Examples include poems, play scripts, letters and persuasive writing. Pupils

write accurately and older pupils make effective use of descriptive words. Their stories are interesting and they understand the conventions of writing a dialogue. They have a growing understanding of paragraphs and use these more frequently and accurately in their work as they progress through the key stage.

### **Shortcomings**

159. There are no important shortcomings.

<b>Welsh second language</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**

160. In both key stages most pupils respond well to the limited amount of incidental Welsh spoken throughout the day. In class they respond when their teacher uses Welsh phrases and demonstrate an understanding of instructions given in Welsh during lessons.
161. In key stage 1, many pupils know the days of the week in Welsh and the majority say the date accurately in Welsh. They learn new words and phrases through a range of role play opportunities, such as 'Ysbyty`r Parc'.
162. Most pupils in key stage 1 understand and use situation-specific vocabulary, for example, related to the hospital. The more able draw an appropriate picture and with teacher support write a short sentence about their 'illnesses'.
163. Key stage 1 pupils respond well to strategies such as 'Helpwr Heddiw' which develops pupils' confidence in asking questions. Pupils' pronunciation is developing reasonably well. Pupils are confident in reading aloud simple words and phrases as a class, in pairs and individually
164. In key stage 2, many pupils confidently read aloud with good pronunciation and expression.
165. Key stage 2 pupils make good progress in developing their writing skills and they use familiar patterns to write sentences, paragraphs, dialogues and letters fairly accurately. Older pupils produce satisfactory pieces of independent writing.
166. Pupils in Key stage 2 use their dictionaries and phrase books competently in order to select an appropriate range of sentence patterns for their writing.
167. Key stage 2 pupils present a short drama, by reading competently from scripts, highlighting the inequality in wealth between western and African nations.

## Shortcomings

168. In both key stages pupils' knowledge of basic sentence patterns is insecure.
169. In both key stages, pupils' confidence in initiating conversation and their ability to engage in dialogue is limited.

<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

170. In both key stages pupils make effective use of counting strategies and adapt them well to complete work in mental mathematics. They successfully apply their mathematical skills in practical tasks across the curriculum. They discuss their work using appropriate mathematical language.
171. Pupils in key stage 1 discuss numbers from one to 10 confidently, gaining increasing understanding of number bonds within addition and subtraction work. They know their number bonds to 10. They use mental mathematics effectively to solve simple problems.
172. Pupils recognise the more common coins and add up small sums of money correctly to make different totals. More able pupils have a good knowledge of two and three-dimensional shapes and differentiate between odd and even numbers confidently.
173. Key stage 1 pupils are very confident when recognising number bond patterns using a 100 square and nearly all pupils are able to use prediction based on previous mathematical learning.
174. Older pupils in key stage 1 have a good recall of the names of two-dimensional shapes, such as circle, triangle and hexagon. They name some three-dimensional shapes such as spheres and pyramids and become more confident of their properties and differences.
175. Pupils have a good knowledge of simple fractions which support their understanding of the concept of time. They tell the time to the hour, half hour and quarter hour, correctly.
176. In key stage 2, pupils' current and previous work shows they have a good understanding of the four rules of number which they use accurately in their calculations.
177. Key stage 2 pupils also have a secure knowledge of place value which they apply well in calculations involving decimals.

178. Most pupils make effective use of their increasing knowledge of tables in dividing or multiplying. They make good progress in adapting their knowledge and understanding to solve written problems.
179. Pupils in key stage 2 collect and represent data appropriately. They interpret accurately a wide range of graphs and draw meaningful conclusions from their observations.
180. Pupils demonstrate a good understanding of shape, space and measure including weights, symmetry and angles.
181. Key stage 2 pupils have a secure understanding of area and use their sound knowledge of co-ordinates in order to plot specific locations.
182. Pupils across the school develop their recording skills well in a mathematical context while older pupils use assessment for learning principles effectively in order to support their learning.

### **Shortcomings**

183. A few pupils in key stage 2 show limited understanding of how to conduct mathematical investigations successfully.

<b>Science</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**

184. In key stage 1, pupils demonstrate good investigative skills which they use to explore sources of sound and differences in sounds.
185. Key stage 1 pupils have a good knowledge about the natural world and know the difference between plants and animals. They understand what each of these requires in order to grow and flourish. They accurately identify different species which are found in the school environment.
186. Pupils know well the names and functions of parts of the body. They understand the importance of eating healthily in order that their bodies will grow. They know what a balanced meal would consist of.
187. In key stage 1, pupils have a good knowledge of physical processes and apply their knowledge of electricity to construct simple electrical circuits.
188. In key stage 2, pupils demonstrate a good knowledge of physical processes and identify a variety of electrical switches on a variety of appliances. They know that a conductor is a material through which electricity will flow and they make good, practical use of this knowledge to construct electrical circuits with

switches to drive a motor which they attach to boats which they have constructed.

189. Key stage 1 pupils also know well that the term *conductor* is applied to materials through which heat can travel and they confidently conduct scientific enquiries to determine which materials are best for this purpose.
190. Through employing their investigative skills well, pupils have a secure understanding that changes occur in materials and substances when they are subjected to different conditions. They use terms such as melting, freezing, evaporation and condensation accurately when describing the process of change.
191. Key stage 2 pupils have a good knowledge of the human digestive system and understand the functions of the various parts of the body. They understand well the need for a healthy diet and know the nutritional values of different foods.

### **Shortcomings**

192. There are no important shortcomings.

<b>Information Communications Technology</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**

193. In key stage 1, pupils use computers competently. They demonstrate good mouse control and use the icons on the desk top with confidence.
194. Pupils use a word processing program competently to write text changing the size, font and colour of the print to suit their purpose. They confidently import pictures to illustrate their work.
195. Key stage 1 pupils use art packages to draw pictures and add text and sound effectively to generate a story. When they are given help in locating the correct folder many pupils save and print their own work.
196. In key stage 2, pupils carefully plan their work. They competently and confidently edit, save and retrieve their work independently.
197. Key stage 2 pupils input text and images into their work and re-position these skilfully as required by copying and pasting. They re-size images or rotate them according to their preferred layout.
198. Pupils confidently and accurately use the digital camera for specific purposes and effectively use the images with other software applications.

199. In key stage 2 pupils collect a variety of data and input these accurately into databases. They make effective use of spreadsheets and print the information in the form of charts and graphs. Pupils produce effective powerpoint presentations which are both informative and attractive.
200. They use search engines effectively in order to find information and they send and receive emails safely.

### **Shortcomings**

201. There are no important shortcomings.

## **Design technology**

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

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

### **Good features**

202. In both key stages pupils achieve well in lessons and make good progress as they move through the school. They make good progress in a wide range of activities. Standards of achievement in their knowledge and understanding of design technology and in their designing and making skills are good.
203. In both key stages most pupils evaluate their products sensibly, noting how their finished articles might be further refined. They record their views appropriately in writing.
204. In key stage 1, most pupils use their investigative skills effectively to gather information about designs and materials to help them with their tasks. For example, they investigate different types of wind-up toys before deciding on the one they wish to make. They use this knowledge well in designing their toys and in choosing suitable tools and materials.
205. Pupils in key stage 1 make sensible predictions about the outcomes of certain actions and the effect of these on their artefacts.
206. Key stage 1 pupils have a good recall of previous work and have a good understanding of what has been learnt. They produce their own design briefs and work to them in a well-organised and productive manner.
207. Pupils in key stage 2 use a good range of research techniques to inform their design specification. They understand the requirements of the task, for example, to make a toy powered by pneumatics, and use a range of sources of information to generate ideas, including questionnaires and investigating bought items.
208. Key stage 2 pupils have created a workshop within their classroom which

comprises a Design and Technology company called 'Toys of Tomorrow.' They are appointed to designing, making and managerial roles and have the task of running the company and promoting it. This provides outstanding design and technology experiences for the pupils and a good insight into the workplace.

209. Pupils display appropriate concern for safety in the design specification and the materials they select. They produce a good range of individual designs, carefully planned to appeal to a specific market.
210. Pupils in key stage 2 adapt their ideas when problems are encountered, for example, changing the angle of a propeller to drive a boat successfully along a narrow length of guttering or redistributing the weight on the deck to prevent the boat capsizing.

### **Shortcomings**

211. There are no important shortcomings.

## School's response to the inspection

212. The governors, staff and pupils are delighted with the findings of our inspection and are very proud that the report states that ours is a good school and that the outstanding relationships between staff and pupils contribute significantly to the good standards achieved and the quality of life in the school.
213. We celebrate the fact that the team deems the promotion of pupils' health and safety to be an outstanding feature of our school.
214. We are extremely pleased that the inclusive ethos of our school was praised. The team recognises our success in creating an ethos based on sound values which are reflected in the daily life and work of the school.
215. The inspection team recognises also how the school provides outstanding, equal opportunities and experiences for all pupils, praises our support for pupils with SEN and states that our system for recording these pupils' progress is exemplary.
216. We are delighted that the inspectors comment on some outstanding features of teaching and consider these comments to be a recognition of the commitment, enthusiasm and professionalism of all the staff at the school.
217. We are thrilled the report praises pupils for their outstanding listening skills and outstanding behaviour throughout the school day. The fact that our pupils have very positive attitudes to learning, understand very well the high expectations of the school and are mutually supportive of each other, is a credit to all involved in the teaching and learning at our school.
218. The report acknowledges the good progress the school has made since the last inspection and provides us with a good basis on which to move forward. The report's recommendations will be incorporated into our SDP. Parents and the local authority will be informed of our Action Plan and of our progress in implementing the recommendations through the governors' annual report to parents.
219. Finally the school would like to thank the team for their courtesy and professionalism during the inspection.

## Appendix 1

### Basic information about the school

Name of School	Craigcefnparc
School type	Community
Age-range of pupils	3 – 11 years
Address of School	Craigcefnparc Swansea
Post-code	SA6 5TE
Telephone number	01792 843225
Headteacher	Mrs Sarah Phelps
Date of appointment	01 January 2009
Chair of governors/ Appropriate authority	Mr Mike Tate
Registered inspector	Mr Robert Jones
Dates of inspection	16 – 18 March 2009

## 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	3.5	12	8	12	4	10	11	11	71.5

#### Total number of teachers

	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	5	1	5.6

#### Staffing information

Pupil : teacher (fte) ratio (excluding nursery and special classes)	13:1
Pupil : adult (fte) ratio in nursery classes	n/a
Pupil : adult (fte) ratio in special classes	n/a
Average class size, excluding nursery and special classes	18
Teacher (fte) : class ratio	1.4:1

#### Percentage attendance for three complete terms prior to inspection

Term	N	R	Whole School
Spring 2008	85.8	93.6	93.5
Summer 2008	86.0	90.5	93.6
Autumn 2008	81.4	92.7	92.4

Percentage of pupils entitled to free school meals	14%
Number of pupils excluded during 12 months prior to inspection	0

### Appendix 3

National Curriculum Assessment Results  
 End of Key Stage 1:

<b>National Curriculum Assessment KS1 Results 2008</b>	Number of pupils in Y2	4
As the number of pupils eligible for assessment at the end of Key Stage 1 was fewer than five, summary information is not included.		

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

<b>National Curriculum Assessment KS2 Results 2008</b>		Number of pupils in Y6	12									
Percentage of pupils at each level				D	A	F	W	1	2	3	4	5
English	Teacher Assessment	School		0	0	0	0	0	8	8	75	8
		National		0	0	0	0	1	3	16	51	29
Mathematics	Teacher Assessment	School		0	0	0	0	0	0	8	75	17
		National		0	0	0	0	1	3	15	51	30
Science	Teacher Assessment	School		0	0	0	0	0	2	12	52	32
		National		0	0	0	0	1	2	11	54	32

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language) according teacher assessment			
In the school	83	In Wales	76

- 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

The inspection team comprised three inspectors who were present for a total of six inspection days. and the school nominated a member of staff to join the inspection team and participate fully in team meetings.

Before the inspection meetings were held with the headteacher, teachers, parents and the GB to discuss the life and work of the school. After the inspection meetings were held with the staff and the GB .

During the inspection:

- 14 questionnaires were completed by parents and thoroughly analysed;
- school policies and documents were examined;
- discussions were held with the headteacher and curriculum co-ordinators;
- 17 sessions or part-sessions of teaching were observed;
- pupils were heard reading and discussions were held with them about their work as part of the evaluation of standards in NC subjects;
- examples of the pupils' work were studied in each class;
- meetings were held with the school council;
- attendance registers, pupils' records and teachers' planning files were inspected; and
- inspectors were present at all whole-school acts of collective worship.

## Appendix 5

### Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Robert Jones Registered Inspector	Context, Summary and Recommendations, Appendices Key Questions 1, 5, 6 and 7 English, science and information technology
Mr Alun Williams Team Inspector	Key Questions 2,3 and 4 Mathematics, Welsh second language and design technology
Ms Elizabeth Heaven Lay Inspector	Contributions to Key Questions 1, 3 and 4
Mrs Sarah Phelps Nominee	Liaison with Registered Inspector, dealing with requests for additional information and attending team meetings

### Acknowledgement

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

### Contractor:

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