

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

A Report on the Quality of Education in

**Cwm Primary School
Jersey Road, Swansea SA1 7DL**

School Number: 6702010

Date of Inspection: 01/12/08

by

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15781**

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Cwm 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 Cwm Primary School took place between 01/12/08 and 03/12/08. An independent team of inspectors, led by Dr. Peter David Ellis undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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 **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. Cwm Primary school is situated in Bonymaen, which is a residential suburb on the northern outskirts of Swansea consisting of local authority rented properties and owner occupied houses and which is designated a 'Communities First' district due to the high level of disadvantage. Approximately 30 per cent of learners come from outside the traditional catchment area, although most live in wards that are categorised as having considerable deprivation. Around 34 per cent of pupils are registered as being entitled to receive free school meals, which is well above the national average.
2. The school comprises two separate buildings approximately 200 metres apart, one housing the foundation phase and infant department and the other the junior department. The original school was opened in 1863 and is of traditional design containing three KS2 classrooms, separate art, resources and special educational needs (SEN) rooms, staff room, offices, main hall, library with computer suite and a recently renovated kitchen. The infant building was constructed in 1973 and contains the nursery/reception and KS1 classes plus a hall, office, staff room, SEN room, community room and a modern kitchen area. The originally separate infant and junior schools were amalgamated in 1984. Outside the junior building there are two playgrounds, one of which has a steep slope, plus a recently converted sensory garden. Within the infant department grounds there is a playground and a spacious grassed area with a range of adventure play equipment.
3. The school caters for learners between the ages of three and eleven, taught in five classes, four of which have a mixed age range. There are currently 121 learners on roll, including 21 part-time nursery children, who join the reception class in the mornings. The number on roll has steadily declined since the last inspection and there is around a 25 per cent turnover of pupils within each key stage. According to the school, children's ability on entry is considerably below national and local averages. Approximately 33 per cent of learners are registered as requiring SEN support, which is well above the national percentage; 26 are on school action, nine are on school action plus and one is statemented.
4. Ninety-eight per cent of learners have English as their first language and none is a natural Welsh user; the remaining two per cent use Polish at home. Very few come from an ethnic minority background. None is currently looked after by the local authority.
5. The school was last inspected in November 2002. A new headteacher was appointed in September 2005 and there have been some changes in staffing over the last six years. Various improvements have also been made to each of the buildings and the external environment. The school has recently achieved the Basic Skills Quality Mark (2006), the Swansea Schools' Recycling Gold

Award (2006, 2007, 2008), the Eco Schools' Bronze, Silver and Gold Awards (2007) and the Healthy Schools Award Phase 1 (2007) and Phase 2 (2008).

The school's priorities and targets

6. The school's mission statement is 'Aiming high – Achieving success'. This is supported by a vision statement, which is:
 - 'To provide a happy, welcoming, inclusive, safe and secure learning community, where expectations are high and where achievement is valued and success is celebrated.
 - To provide broad, balanced and relevant learning experiences that focus on the needs of the individual pupil, preparing them for life in the 21st Century and enabling them to become lifelong learners.
 - To provide a culture of improvement, reflection and evaluation based on partnership, trust, honesty and transparency, so that as a school, we can continue to grow, develop and improve.'
7. These statements are underpinned by a set of relevant aims.
8. The school's current main priorities, as outlined in its school improvement plan (SIP) for 2005-8 are:
 - aspects of leadership and management;
 - curriculum planning;
 - aspects of learning and teaching;
 - assessment;
 - SEN;
 - attendance;
 - partnerships;
 - buildings and grounds maintenance and development;
 - Eco and healthy schools issues;
 - subject development, including the foundation phase, Welsh second language, history, geography, information communication technology (ICT), science, literacy, mathematics and physical education, as well as enquiry and problem solving, key skills and personal and social education (PSE).

Summary

9. Cwm Primary School has made considerable progress since the last inspection and it now has many good features, some of them outstanding, especially in relation to pupils' learning experiences, partnerships, the quality of care and support, the provision for SEN and aspects of management. Standards are improving and teaching is mostly good or better with some particularly outstanding features in the foundation phase and ICT, although there is scope for continued development in the core subjects of English and mathematics, attendance and some aspects of teaching and assessment.

Table of grades awarded

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

10. The inspection team agreed with the school's judgements in its self-evaluation report in all seven key questions.

Standards

11. The school's key stage one (KS1) national curriculum assessment results for 2008 in English, science and the core subject indicator (CSI), which is the percentage of pupils attaining at least level 2 in all three subjects, were well below the national, Swansea and local family group of schools' averages and in the lowest quarter of similar schools, although in mathematics the results were similar to the national and Swansea averages and better than the local family group and most similar schools. Over the last four years the trend has generally been down.
12. The school's key stage two (KS2) national curriculum assessment results for 2008 in English, science and the CSI, which is the percentage of pupils attaining at least level 4 in all three subjects, were also well below the national, Swansea and local family group of schools' averages and in the lowest quarter

of similar schools. As in KS1, performance was better in mathematics, although the figures were still well below the national, Swansea and local family group averages and in the lowest quarter of similar schools. Over the last four years English has been consistently lower than the majority of similar schools and the overall trend has generally been down.

13. There are no apparent long term gender differences in the school's results in KS1. However, in KS2 girls have performed consistently better than boys in all three subjects over the last four years and particularly in English.
14. Inspection evidence indicates that standards of achievement in both key stages are better than the national curriculum assessment data suggests. This is mainly because the cohorts at the end of both KS1 and KS2 in recent years have contained a high level of learners with SEN. If these pupils are excluded from the percentages, then in both key stages the results indicate that the school performs better than many other schools, particularly in KS2.
15. There is also evidence of significant value added attainment and that all learners, including those with additional learning needs (ALN), whatever their social, ethnic or linguistic background, make good progress through the school.
16. Standards of achievement in the subjects inspected were judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
23%	63%	13%	-	-

17. These figures are a considerable improvement on the last inspection, when the majority of standards were Grade 3 and none was Grade 1. They are also above the national averages published in Her Majesty's Chief Inspector's (HMCI) Annual Report for 2006-7, where overall standards in primary schools in Wales are 80% Grade 2 or better, of which 10% is Grade 1. The outstanding features occur particularly in the foundation phase and ICT.

Subjects and/or areas of learning for under-fives

	Nursery	Reception
Personal and social development, well-being and cultural diversity	Grade 1	Grade 1
Language, literacy and communication skills	Grade 1	Grade 1
Mathematical development	Grade 1	Grade 1
Welsh language development	Grade 1	Grade 1
Knowledge and understanding of the world	Grade 1	Grade 1
Physical development	Grade 1	Grade 1
Creative development	Grade 1	Grade 1

18. Although many children enter the nursery with low levels of attainment, especially in speech and language, they make rapid progress in their all round development. The overall quality of the educational provision, therefore, is appropriate to their needs and children make very good progress towards the Foundation Phase outcomes.

Grades for standards in subjects inspected

Inspection Area	Foundation Phase	KS1	KS2
Foundation Phase	Grade 1		
English		Grade 2	Grade 3
Welsh second language		Grade 2	Grade 2
Mathematics		Grade 3	Grade 2
Information communication technology		Grade 2	Grade 1
Physical education		Grade 2	Grade 2

19. Since the last inspection standards have improved in all areas of learning for the under-fives and in both key stages in ICT. They have also improved in KS1 in physical education and in KS2 in mathematics and Welsh second language.
20. Throughout the school learners make good progress in literacy. Although in 2008 none attained level 3 in oracy or writing by the end of Year 2 (Y2), around a third attained level 3 in reading. In KS2 pupils continue to make steady progress in their literacy skills, so that by Y6 they listen very well in class and the majority can read fluently and accurately. They undertake a range of writing activities for different purposes and audiences, but the amount of extended writing across the curriculum, especially in KS2, is limited and boys in particular do not achieve their potential.
21. Numeracy skills are generally well developed across the school and learners use these in a range of contexts and situations. They make good and at times very good progress in their use of ICT; many in KS2 display advanced skills and the standards they achieve are at times outstanding.
22. In all age groups learners develop good bilingual skills. A minority can adeptly interchange between Welsh and English and are not hesitant to use both languages in conversation.
23. Thinking skills are a particular focus of the school and, as a result, learners generally make good progress in their problem solving and decision making skills. From an early age they work together well, develop independence and

take responsibility for their own learning, although on occasions tasks are somewhat over teacher directed.

24. Nearly all learners display a good attitude to their work. They are well motivated, interested and keen to succeed. They sustain concentration, make good use of their time and work productively. They know the targets they are set and strive to achieve them.
25. Behaviour throughout the school is good overall and has a positive impact on standards and progress.
26. Attendance over the three terms prior to the inspection was 91.6 %. This is a little better than the last inspection and slightly above the figure for schools with a similar free school meals percentage, but still below the national and Swansea averages. Pupils usually arrive punctually for school and lessons begin promptly.
27. Learners develop appropriate attitudes and values in relation to equal opportunities and the diversity of society. They are well prepared for effective participation in the workplace and community.

The quality of education and training

Grades for teaching

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
8%	69%	19%	3%	-

28. These figures are a considerable improvement on the last inspection, when over half the teaching was Grade 3 or below and none was Grade 1. In addition, they are similar to the national averages published in HMCI's Annual Report for 2006-7, where overall teaching in primary schools in Wales is 80% Grade 2 or better. In the foundation phase teaching is consistently good or better.
29. All teachers plan and prepare lessons thoroughly and demonstrate good subject knowledge; they are well informed about recent developments. The quality of relationships between adults and learners is an outstanding feature.
30. Where teaching was judged to be Grade 1, the outstanding features include extremely well structured and organised lessons and an excellent understanding of learners' needs and intellectual development.
31. Where teaching was judged to be Grade 2, the good features include well planned introductions and explanations, a lively pace, a wide range of effective teaching strategies and resources, good use of questioning techniques and efficient classroom management.
32. Where teaching was judged to be Grade 3 or 4, the shortcomings include a lack of differentiated activities, too few opportunities for learners to evaluate

their own progress and inefficient time management, resulting in learners having too much or too little time to complete tasks.

33. Throughout the school, support assistants, as well as volunteer helpers, provide extremely effective help and guidance for individuals and groups in all areas of the curriculum.
34. Assessment, recording and reporting procedures throughout the school are thorough and very well managed; they fully meet statutory requirements, although Assessment for Learning procedures are not yet fully implemented and portfolios of work are at an early stage of development. Annual written reports to parents are clear and give an accurate picture of learners' progress over the school year.
35. The curriculum is broad, balanced and relevant and meets the needs of the range of learners.
36. The school has undertaken a major review of the curriculum and it now has revised policies and completed skills ladders in place for each subject, supported by updated schemes of work in most subjects. This is an outstanding feature.
37. Medium and short term planning is thorough and consistent and key skills across the curriculum are very well developed and a strength of the school.
38. The school makes very good provision for PSE and extra-curricular activities. Learners also make regular visits to places of interest and in KS2 they take part in an annual residential trip and once every two years Y4, Y5 and Y6 visit Holland. These experiences are another outstanding feature.
39. The provision for learners' spiritual, moral, social and cultural development is good overall. There is a daily act of collective worship, which meets statutory requirements.
40. Learners know the difference between right and wrong and generally have good relationships with each other. They are also courteous, polite and respectful to adults. They care for each other and take account of different views and opinions.
41. The school raises funds for various charities and there are very good links with a range of other countries. The cwricwlwm Cymreig is appropriately developed as an integral part of the curriculum.
42. Learners participate in a range of sustainable development activities and there is an active Eco committee, which conducts regular audits.
43. Homework is identified for each year group, although there are variations in the quantity and frequency of work between classes.

44. There are good relationships with parents and carers, who are very supportive and feel they can approach the headteacher and staff on any matter. All are kept well informed of school events and what their children are studying. There is an active parent-teacher association (PTA).
45. The school provides an outstanding climate for pupils and parents to develop lifelong learning skills together.
46. Links with the local community are many and varied and considerably enhance the learning experiences in school; this is an outstanding feature. Partnership with the police is particularly effective and there are very good links with other schools and colleges.
47. The school's provision for work related education is well developed and successfully contributes to learners' understanding of the world of business and commerce. There are also good opportunities for whole school participation in entrepreneurial activities.
48. Equal access to the curriculum and all aspects of school life is ensured for every pupil.
49. The quality of care and guidance is good with many outstanding features. The school is inclusive and provides a very warm and welcoming ethos that underpins its provision and daily routines.
50. Very good induction procedures are in place for those starting school and the transitions between years and key stages and with the secondary school are very well managed.
51. The school runs a very successful breakfast club, as well as an after school club, each day. In addition, the school supports wrap around care by providing a lunch time club and an afternoon playgroup for the morning part-time nursery children.
52. Pupils are encouraged to support each other within the school community and the extent to which they do so is another outstanding feature.
53. The headteacher is the designated member of staff for child protection and she works closely with outside agencies to ensure the detailed guidelines in the policy are followed. Appropriate security systems are in place.
54. All staff promote healthy living in various ways. An outstanding feature is the attention given to maintaining healthy teeth. Health and safety are monitored regularly by the governing body (GB) and by a pupil safety squad.
55. The school has well established systems to monitor and promote positive behaviour and good attendance and punctuality. Registers are completed appropriately and quickly at the start of morning and afternoon sessions and procedures fully meet statutory requirements.

56. The provision for SEN is another outstanding feature. Rigorous procedures ensure that pupils' needs are identified early and the school works closely with outside agencies. Individual education plans (IEP) are reviewed at least twice a year. There are detailed care plans for pupils with medical conditions.
57. Good attention is given to learners' social and emotional needs and all staff actively promote equal opportunities, tolerance and kindness; any incidents of bullying, sexism or racism are taken seriously and acted upon immediately. Effective measures have been taken to cater for those with physical disabilities.

Leadership and management

58. The school has a clear mission and vision statement, supported by a set of relevant aims, which reflect the school's ethos and underpin its life and work.
59. The headteacher provides outstanding leadership and has introduced many initiatives and improvements since her appointment in September 2005; there is good evidence that these are now beginning to impact on standards and teaching.
60. The deputy headteacher undertakes her responsibilities diligently and is supportive of the headteacher. All teachers have a subject leadership role and perform their responsibilities effectively and conscientiously.
61. Teachers and other adults in the school work well together and there is good evidence of shared values and a sense of purpose. Performance management procedures are well established.
62. The GB has a wide variety of experience and is very supportive. It plays an active role in setting the strategic direction of the school and in developing policy and practice; statutory requirements are almost fully met. The attention given to national priorities and new initiatives is outstanding.
63. Since the last inspection, the school has worked hard to establish an effective culture of self-evaluation and planning for improvement. The school's self-evaluation report reflects this.
64. There is an annual cycle of monitoring and school performance data is analysed annually. The views of all stakeholders are taken into account and this is an outstanding feature. Progress on whole school targets is monitored regularly by the GB and recent actions have resulted in measurable improvements.
65. There are sufficient and suitably qualified, committed and experienced teachers to deliver all areas of the curriculum and the school makes good use of their expertise. All staff undertake appropriate in-service education and training (INSET), linked to their performance management targets and the SIP.
66. Many of the accommodation issues identified in the previous inspection have been addressed and there is now greater staff interaction between the two

sites. The external appearance of the buildings is unattractive, but the outside learning environment has been considerably enhanced. Internally the accommodation is of good quality and suitable for the number of pupils on roll.

67. The quality and appropriateness of resources are good and are regularly audited and maintained.
68. Spending decisions refer directly to the school priorities as set out in the SIP. Overall the school provides good value for money.

Recommendations

In order to build on its evident progress and improvement, the school needs to:

- R1 raise standards in English and mathematics, especially in KS2 and KS1 respectively, and with particular attention in English to writing and the performance of boys;
- R2 address the shortcomings identified in teaching with particular attention to matching work to individual pupils' ages and abilities;
- R3 continue to develop procedures for the assessment and recording of pupils' achievements; and
- R4 continue to strive to raise levels of attendance.

N.B. All of these recommendations are identified as targets in the school's current SIP.

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

69. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
70. The school's KS1 national curriculum assessment results for 2008 in English and science were well below the national, Swansea and local family group of schools' averages with far more pupils attaining level 1 and fewer attaining

level 3, although in mathematics they were similar to the national and Swansea averages and better than the local family group. In English almost a half did not attain level 2 and none attained level 3, except in reading, where the percentage was above the averages; the weakest area was writing. Consequently, the CSI, which is the percentage of pupils attaining at least level 2 in all three subjects, was also well below other comparative percentages.

71. In 2008 in KS1 in English, science and the CSI the school was placed in the lowest quarter of schools with a similar free school meals percentage, but it was better than most in mathematics. Over the last four years results in each subject have fluctuated, but the trend has generally been down.
72. The school's KS2 national curriculum assessment results for 2008 in English and science were also well below the national, Swansea and local family group of schools' averages with over half of the cohort not attaining level 4 in English and just under half not attaining this level in science. As in KS1, performance was better in mathematics, where over 50% of pupils attained level 4 or better, although the figures were still well below the national, Swansea and local family group averages. However, a few pupils did attain level 5 in all three subjects. The CSI, which is the percentage of pupils attaining at least level 4 in all three subjects, was again well below other comparative percentages.
73. In 2008 in KS2 in all three core subjects and the CSI the school was placed in the lowest quarter of schools with a similar free school meals percentage. The situation was the same in 2007, but in 2006 and 2005 there were some fluctuations between the subjects, although English has consistently been lower than the majority of similar schools. As in KS1, the trend has generally been down.
74. There are no apparent long term gender differences in the school's results in KS1. However, in KS2 girls have performed consistently better than boys in all three subjects over the last four years and particularly in English. In 2008, for example, almost twice as many girls attained level 4 or better in English and mathematics and more than twice as many did so in science.
75. Inspection evidence indicates that standards of achievement in both key stages are better than the national curriculum assessment data suggests. In addition to the social context factors, this is mainly because the cohorts at the end of both KS1 and KS2 in recent years have contained a high level of pupils with SEN.
76. If pupils with SEN are excluded from the percentages, then in KS1 the 2008 results, for example, indicate that attainment is higher than the national, Swansea and local family of schools' averages in mathematics, about the same in science, but still lower in English. The figures show that English and science are better than the majority of similar schools and that mathematics and the CSI are amongst the best 25%.
77. Similarly, in KS2, if pupils with SEN are excluded from the figures, the results indicate that attainment is considerably higher than the national, Swansea and

local family of schools' averages in all three subjects and the CSI, being amongst the best 25% of similar schools, except for science which is similar to the majority.

78. Evidence also indicates that, whatever their social, ethnic or linguistic background, all learners, including those with ALN, make good progress through the school, especially when results are compared to the generally low baseline figures. The National Foundation for Educational Research (NFER) results, for example, which are administered every year in English and mathematics, show significant value added attainment with 100% and 92% of pupils by the end of KS2 making average to above average progress in English and mathematics respectively. Those with SEN achieve particularly well. Similarly, those with EAL quickly adapt and make rapid progress.
79. Standards of achievement in the subjects inspected were judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
23%	63%	13%	-	-

80. These figures are a considerable improvement on the last inspection, when the majority of standards were Grade 3 and none was Grade 1. They are also above the national averages published in HMCI's Annual Report for 2006-7, where overall standards in primary schools in Wales are 80% Grade 2 or better, of which 10% is Grade 1. The outstanding features occur particularly in the foundation phase and ICT.

Subjects and/or areas of learning for under-fives

	Nursery	Reception
Personal and social development, well-being and cultural diversity	Grade 1	Grade 1
Language, literacy and communication skills	Grade 1	Grade 1
Mathematical development	Grade 1	Grade 1
Welsh language development	Grade 1	Grade 1
Knowledge and understanding of the world	Grade 1	Grade 1
Physical development	Grade 1	Grade 1
Creative development	Grade 1	Grade 1

81. Although many children enter the nursery with low levels of attainment, especially in speech and language, they make rapid progress in their all round development. The overall quality of the educational provision, therefore, is appropriate to their needs and children make very good progress towards the Foundation Phase outcomes.

Grades for standards in subjects inspected

Inspection Area	Foundation Phase	KS1	KS2
Foundation Phase	Grade 1		

English		Grade 2	Grade 3
Welsh second language		Grade 2	Grade 2
Mathematics		Grade 3	Grade 2
Information communications technology		Grade 2	Grade 1
Physical education		Grade 2	Grade 2

82. Since the last inspection standards have improved in all areas of learning for the under-fives and in both key stages in ICT. They have also improved in KS1 in physical education and in KS2 in mathematics and Welsh second language.
83. Throughout the school learners make good progress in literacy. In the foundation phase nearly all pay attention well in lessons and understand what they hear. Many enter the nursery lacking in speaking ability, but they grow in confidence in talking publicly and privately. By Y2 the majority are able to listen quietly and follow instructions carefully. They speak confidently and are not hesitant to answer questions, although in 2008 none attained level 3 in oracy by the end of the year. In KS2 pupils continue to develop their listening and speaking skills, so that by Y6 they pay attention very well in class and present their ideas and express their views willingly.
84. In reading learners generally make good progress through the school. In the foundation phase they enjoy looking at books and listening to stories and begin to realise that print carries meaning. In KS1 they develop confidence and fluency and learn to enjoy both fiction and non-fiction books. Results in 2008 indicate that by the end of the key stage around a third attained level 3 in reading, which is a higher percentage than in any other assessment. They continue to make steady progress in KS2; most understand the meaning of the text and can discuss what they have read and by Y6 the majority read fluently and accurately, demonstrating a range of higher order skills. The majority are self-motivated and tackle unfamiliar words confidently.
85. In relation to writing, in the foundation phase children regularly participate in a range of mark making activities and in reception they start to learn to form letters using different media. They soon learn to write their name and simple words. In KS1 and KS2, however, standards are more variable. In Y1 they begin to over and under write and in Y2 the more able begin to write in sentences, which are well presented with good letter formation. However, in 2008 none attained level 3 in writing. In KS2 pupils undertake a range of writing activities for different purposes and audiences, but the amount of extended writing across the curriculum is limited and boys in particular do not achieve their potential in the quantity and quality of writing they produce.
86. Numeracy skills are generally well developed across the school and learners use these in a range of contexts and situations. For example, in the foundation phase they acquire concepts of full, half-full and empty when measuring in

sand and water and learn to count in English and Welsh. In KS1 they use their mathematical knowledge to control a floor robot and in KS2 they calculate figures on spreadsheets and measure the results of a science experiment in standard units.

87. Learners make good and at times very good progress in their use of ICT. In the foundation phase they become familiar with the use of a range of electronic learning equipment. In both KS1 and KS2 they frequently use the computer and the interactive whiteboard as an integral part of lessons and they further enhance their skills through specific ICT lessons in the computer suite. As a result, they develop very good keyboard skills and handle the mouse and functions on screen confidently and independently. Many pupils in KS2 make very good use of ICT as a tool for learning and for communicating and handling information across the curriculum; they display advanced skills and the standards they achieve are at times outstanding.
88. In all age groups learners develop good bilingual skills. They hear and speak Welsh regularly in most lessons and in school routines and almost all understand what is said to them. They respond to prompts and instructions appropriately, although their involvement tends to be more passive than active. A minority can adeptly interchange between Welsh and English and are not hesitant to use both languages in conversation. Across the school reading and writing skills in Welsh are adequately developed and a minority of older pupils purposely select books in Welsh to read.
89. Thinking skills are a particular focus of the school and are regularly emphasised in lessons, so that learners generally make good progress in their creative, problem solving and decision making skills, although on occasions tasks are somewhat over teacher directed. Through the activities they undertake in lessons and various school routines, learners develop confidence in weighing up evidence, working out answers and reaching their own logical conclusions.
90. From an early age learners start to develop independence and to take responsibility for their own learning, although this varies at times between classes. They also work together well and co-operate with each other successfully; the sharing of ideas in pairs or small groups and then reaching a consensus is a feature of many lessons.
91. Nearly all learners display a good attitude to their work. They are well motivated, interested and keen to succeed. They sustain concentration, make good use of their time and work productively.
92. Learners know the targets they are set and strive to achieve them and older ones are involved in formulating and agreeing them. The majority have an appropriate understanding of how well they are doing and how they might improve.
93. Behaviour throughout the school is good overall and has a positive impact on standards and progress. Expectations are high and learners respond well to the

supportive and consistent approach across the school; they are aware of the school rules and the consequences imposed for inappropriate conduct. Governors, parents and members of the public all comment very favourably on learners' behaviour in and out of school. There have been no exclusions.

94. Attendance over the three terms prior to the inspection was 91.6 %. This is a little better than the last inspection and slightly above the figure for schools with a similar free school meals percentage, but still below the national and Swansea averages. The level of attendance is affected particularly by a few families whose children are persistently away; the number of unauthorised absences is generally above national levels. Pupils usually arrive punctually for school and lessons begin promptly.
95. Learners develop appropriate attitudes and values in relation to equal opportunities and the diversity of society. From an early age, particularly through the PSE programme, they learn to appreciate that all individuals are different and that, whatever their background, culture or beliefs, they should be treated with equal dignity and respect.
96. Learners are well prepared for effective participation in the workplace and community. In all age groups a wide range of representatives from outside organisations and public services visit and contribute to the life of the school.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

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

Grades for teaching

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
8%	69%	19%	3%	-

98. These figures are a considerable improvement on the last inspection, when over half the teaching was Grade 3 or below and none was Grade 1. In addition, they are similar to the national averages published in HMCI's Annual Report for 2006-7, where overall teaching in primary schools in Wales is 80% Grade 2 or better.
99. In the foundation phase teaching is consistently good or better. Planning, the organisation of sessions and the deployment of staff very effectively reflect good early years philosophy and practice.

100. All teachers plan and prepare lessons thoroughly; they demonstrate good subject knowledge and are well informed about recent developments, including the foundation phase and the national curriculum 2008.
101. The quality of relationships between adults and learners is an outstanding feature. The level of respect is exceptional and has an extremely positive effect on learning.
102. In addition, in those lessons where teaching was judged to be Grade 1, the outstanding features include:
- extremely well structured and organised lessons that stimulate learners' interest and systematically develop their skills, knowledge and understanding; and
 - an excellent understanding of learners' needs and intellectual development.
103. In the majority of lessons where teaching was judged to be Grade 2, the good features include:
- well planned introductions and explanations that motivate learners to want to achieve;
 - a lively pace with the lesson objective clearly communicated to learners and on display throughout the lesson;
 - a wide range of effective teaching strategies that encourage learners to work together in pairs and groups;
 - good use of questioning techniques to reinforce previous learning and to draw out ideas from learners;
 - appropriate use of plenary sessions to bring the whole class together and to discuss achievements and to consolidate learning;
 - efficient classroom management and use of staff to support less able learners; and
 - a good variety of resources, which are well used to make lessons interesting and stimulating.
104. In the minority of lessons where teaching was judged to be Grade 3 or 4, the shortcomings include:
- inefficient time management, so that learners are given too much or too little time in which to complete tasks, leading to a small number of pupils becoming restless and displaying inappropriate behaviour;
 - a lack of differentiated activities to support the less able and to challenge the more able, particularly in KS2; and
 - too few opportunities for learners to evaluate their own progress and development.
105. Support assistants throughout the school provide extremely effective help and guidance for individuals and groups in all areas of the curriculum. They show good initiative and sensitivity in their interactions with learners.

106. Teachers' expertise in Welsh varies. In the best practice, they use incidental Welsh across the curriculum frequently, as well as during other activities, such as registration.
107. All teachers also show a good awareness of the needs of pupils with EAL and plan carefully to ensure they are able to access all learning opportunities.
108. Teachers take every opportunity to promote equality of opportunity. They successfully communicate high expectations and enable boys and girls to work together co-operatively. In older KS2, in particular, they choose themes and activities carefully to encourage boys to perform to their maximum potential.
109. Assessment, recording and reporting procedures throughout the school are thorough and well managed; they fully meet statutory requirements. The policy provides detailed guidance for teachers and promotes consistency through the school.
110. The school carries out a very good analysis of assessment, using local education authority (LEA) and external data to identify individual pupils' strengths and weaknesses and to support effective target setting. This information is used well to provide information for parents and other interested parties, such as outside agencies and secondary schools.
111. The headteacher has played a leading role within the City Consortium in developing moderation and Assessment for Learning procedures and teachers in the school have started to involve learners in setting their own targets and evaluating their own progress, particularly in KS2. However, this is not yet fully implemented throughout the school.
112. Portfolios of work show the levels that pupils need to achieve, but there are no explanations regarding the success criteria for each level, except in literacy, where 'I can' statements are identified for each year group; this model is being adopted for the other core subjects and further development is ongoing within the local cluster group.
113. Parents are invited to school formally twice a year for consultations about their children's progress and achievements. Teachers are also available before school each morning to see parents and appointments may be made to discuss any specific issues.
114. Annual written reports to parents fully comply with statutory requirements. They are clear and give an accurate picture of learners' progress over the school year. They helpfully indicate targets and ways in which parents can support their children at home. They also provide parents with the opportunity to respond.

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

115. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
116. The curriculum is broad, balanced and relevant and meets the needs of the range of learners. The implementation of the foundation phase in both nursery and reception and the revised national curriculum in KS2 is well advanced and curriculum time meets the recommended hours per week.
117. The school has undertaken a major review of the curriculum and has been leading developments for the LEA in relation to the new skills based approach. As a result, it now has revised policies and completed skills ladders in place for each subject from nursery to Y6, supported by updated schemes of work in most subjects. This is an outstanding feature.
118. Medium and short term planning is thorough and consistent across the school. Half-termly plans provide an overview of the skills to be developed, based on the ladders and schemes of work, and weekly plans identify learning aims and skills for all subjects to be taught. Planning is evaluated, although comments tend to be factual about what occurred rather than focusing on future teaching and learning.
119. The foundation phase is well planned under the seven areas of learning plus religious education with reference to focused, enhanced and continuous provision.
120. Key skills across the curriculum are very well developed and a strength of the school. There is an appropriate policy and the planning process identifies how the common requirements of the national curriculum are integrated into the curriculum. The key skills and their symbols are also posted in classrooms and attention is drawn to them at the start of most lessons, with the result that pupils are familiar with them as part of their learning objectives.
121. The school makes very good provision for PSE. There is a policy and an identified co-ordinator and the framework has recently been reviewed in line with WAG guidelines. A skills map has been devised from nursery to Y6 with links to the schemes of work. The programme is mainly cross-curricular, but does involve weekly circle time sessions in each class and lessons in philosophy for children in KS2; it is also supported by a range of outside visitors, such as XL Wales, the police, the fire service and health workers.
122. There is a range of extra-curricular activities run by teachers and support assistants and which are open equally to boys and girls; these include a craft club and an Urdd club, as well as various sports, such as football, rounders and hockey. Pupils also regularly participate in a range of matches and tournaments against other schools.
123. Learners also make regular visits to places of interest, both locally and further afield, and in KS2 they take part in an annual residential trip. Once every two

years pupils in Y4, Y5 and Y6 also visit Holland together with their peers from another Swansea school. These experiences are another outstanding feature.

124. The provision for learners' spiritual, moral, social and cultural development is good overall. There is a daily act of collective worship after lunch, which involves a range of outside visitors, such as the local vicar and the police, and which meets statutory requirements. Sessions are well planned, although there is scope to develop various aspects further, such as the use of music, reflection and pupil participation, in order to promote the sense of a whole school occasion.
125. Learners know the difference between right and wrong and generally have good relationships with each other. They are also courteous, polite and respectful to adults. They care for each other and take account of different views and opinions. During the inspection there were some outstanding examples of older pupils in particular considering the needs and feelings of their peers, especially those who may not be as able in various ways as themselves.
126. The school raises funds for various charities, both locally and internationally, which helps to develop learners' awareness of those less fortunate than themselves. There are also very good links with a range of other countries through the Comenius programme and with Botswana in Africa, which promotes understanding of different cultures and livelihoods.
127. The cwricwlwm Cymreig is appropriately developed as an integral part of the curriculum. Pupils study various aspects of the culture of Wales, particularly in history, geography, art and music, and take part in celebrations, such as St. David's Day. They also learn about the local area by visiting neighbouring shops and centres, such as the Liberty Stadium, and by studying the geography and history of the district, such as the Swansea Blitz.
128. Learners participate in a range of sustainable development activities, such as recycling, saving energy, collecting litter and reducing consumption. They are aware of the need to protect the environment. There is an active Eco committee, which conducts regular audits. The school was one of the first in Swansea to install lighting sensors to save electricity.
129. Homework is identified for each year group. In KS1 this involves mainly reading and weekly spelling and mathematics activities, while in KS2 there is a wider range of tasks, including independent research, although there are variations in the quantity and frequency of work between classes.
130. There are good relationships with parents and carers, who come to school regularly for various celebrations and class assemblies and some help voluntarily in lessons and with trips. There is an active PTA, which raises funds and organises monthly coffee mornings. Several parents of children also meet in the school most mornings with their younger children. All are kept well informed of school events through regular attractive newsletters and the

school web site. A class information sheet is also sent out at the beginning of each term.

131. Most parents are very supportive and have signed the home-school agreement. They feel that they can approach the headteacher and staff on any matter. An appropriate complaints procedure is in place.
132. The school provides an outstanding climate for pupils and parents to develop lifelong learning skills together. Each week on a Wednesday morning, for example, reception parents attend a morning session in the school on developing family literacy skills, which they then implement with their children; this is funded by Swansea LEA and the Basic Skills Agency and provides participants with accreditation towards further qualifications. In addition, the school has good links with Careers Wales and has established a job shop for parents who are unemployed and wish to return to work; this makes an important contribution to community regeneration.
133. Links with the local community are many and varied and considerably enhance the learning experiences in school; this is an outstanding feature. Partnership with the police is particularly effective, for example in relation to drug awareness and road safety, but especially through the Deputy Sheriff scheme, which helps to protect the school out of hours and during the holidays. All KS2 pupils are signed up and sworn in to the scheme, which was initiated by the school and is now being rolled out across Swansea and to other parts of Wales; it has been extremely effective and the school now suffers little from vandalism.
134. Strong community ownership is also developed through learner involvement with local councillors, LEA road safety staff, highways engineers, the fire service and local ministers, for example in the development of the school travel plan. Volunteers from the community and governors also frequently come in to help in the school and play workers regularly join with learners in the playground and on residential trips to help develop their social and physical skills.
135. The school's provision for work related education is well developed and successfully contributes to learners' understanding of business and commerce. There are many visitors to the school from the world of work, including owners of local shops and a garden centre, who have responded to the school's enthusiasm with substantial donations. Materials for the new school sensory garden, for example, were provided by six local businesses and young people on the government training scheme helped with its construction. Relationships are particularly well developed with a local supermarket, whose manager is a member of the GB.
136. The school creates opportunities for whole school participation in entrepreneurial activities, including running the school tuck shop, growing fruit and plants for sale and making smoothies to sell at the school fete. Accreditation for these activities is recognised by the Children's University.

137. The school has very good links with other schools, especially those in the local cluster group and City Consortium, involving reciprocal visits and joint training sessions, as well as with the local college and Metropolitan university. It provides teacher training placements and accepts students studying for numerous national vocational qualifications, especially student nurses.
138. Equal access to the curriculum and all aspects of school life is ensured for every pupil and the provision fully compensates for any type of social or familial disadvantage.

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

Grade 1: Good with outstanding features

139. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
140. The quality of care and guidance is good with many outstanding features. The headteacher and staff work very well together to provide support for all learners, who report that they trust all members of staff to deal quickly and sensitively with any concerns they may have. Parents also appreciate the care the school provides to ensure their children are happy and making good progress.
141. The school is inclusive and provides a very warm and welcoming ethos that underpins its provision and daily routines. Respect for each other is a demonstrable key principle.
142. Very good induction procedures are in place for those starting school, involving a parents' welcome open morning and pre-visits. Transition between years and key stages, particularly when pupils move from one school building to the other, are very well managed and transfer to secondary education involves regular meetings and visits by pupils to the comprehensive school and by secondary teachers to Cwm with a planned induction event.
143. The school runs a very successful breakfast club, which is managed by support staff and monitored by the headteacher. It promotes healthy eating and social and language development, as well as helping to increase punctuality. The provision has been recognised by WAG as an example of good practice.
144. An after school club is also provided each day, held in the infant school hall until 5.15 p.m., although its future is uncertain due to the withdrawal of funding. A range of free choice activities and a healthy snack are available.
145. In addition, the school supports wrap around care by providing a lunch time club and an afternoon playgroup for the morning part-time nursery children, whose parents are at work all day. This is supervised by some of the nursery support assistants. Registration and inspection by the Care and Social Services Inspectorate for Wales (CSSIW) has been applied for.

146. Pupils are encouraged to support each other within the school community and the extent to which they do so, both in the classroom and at play, is another outstanding feature. For example, a peer mediator system is in place, involving pupils from KS2, who are trained to manage conflict and to help those who may be lonely. All newcomers to the school also have a peer buddy and an allocated member of staff to look after their welfare.
147. Pupils in Y6 act as prefects and there is a head boy and a head girl who sit on the school council, which meets regularly and elects a chair and secretary. Members take great pride in representing their fellow pupils; they discuss initiatives and issues and report these to staff, who take heed of their suggestions.
148. The headteacher is the designated member of staff for child protection and she works closely with outside agencies to ensure the detailed guidelines in the school's policy are followed. All staff and governors have received training and are fully aware of their responsibilities. The chair of the GB is the governor with special responsibility for this area and the deputy headteacher acts as the officer in charge in the headteacher's absence. Appropriate security systems are in place.
149. All staff promote healthy living in various ways, for example by encouraging learners to take regular exercise and to eat plenty of fruit and vegetables. A fruit tuck shop is operated by the school council during morning break and the school canteen provides a nutritious and varied menu for lunch; pupils are praised for making healthy choices. There is an annual health week. An outstanding feature is the attention given to maintaining healthy teeth; individual tooth brushes are kept in each class and pupils brush their teeth after morning and afternoon registration.
150. Sex education is taught through the PSE programme and based on personal relationships. For Y5 and Y6 there is a specific opt out programme delivered in partnership with health visitors in the summer term; parents can view the materials used.
151. Health and safety are monitored regularly by the GB and by a pupil safety squad, which undertakes fortnightly checks. A detailed policy containing appropriate procedures to be followed is in place and is regularly updated. Risk assessments are completed when necessary and there are clear systems for dealing with accidents; relevant staff are trained in first aid and fire evacuation practices are held regularly.
152. The school has well established systems to monitor and promote positive behaviour through school and class rules, a house point system, merit stickers, certificates and golden time activities. Each teacher maintains a behaviour book to record any incidents or concerns and there is a graduated sanctions system. Pupils report that these incentives encourage them to achieve high standards in their work and behaviour.

153. Registers are completed appropriately and quickly at the start of morning and afternoon sessions and procedures fully meet statutory requirements. Parents are reminded regularly of the importance of good attendance and a first day response system is in operation. The school makes effective use of the education welfare officer, who meets with the headteacher once a week. Only those pupils whose attendance is above 90% are granted authorised permission for holidays during term time. Punctuality is also monitored effectively and latecomers have to sign a daily log.
154. The provision for SEN is another outstanding feature. Rigorous procedures ensure that pupils' needs are identified early and the school works closely with outside agencies, such as the educational psychologist, to provide appropriate support.
155. The headteacher and the SEN co-ordinator (SENCO) work closely with class teachers, support staff and the designated governor to monitor progress and ensure full access to the curriculum. Analysis of data shows that most SEN learners achieve or exceed their potential. IEPs are reviewed at least twice a year and learners, parents, support staff and teachers are involved in these reviews. There are detailed care plans for pupils with medical conditions.
156. Good attention is given to learners' social and emotional needs. The school has developed two specific rooms for this purpose, where learners, especially those with SEN, have a range of multi-sensory experiences to address their particular needs and to promote their learning.
157. All staff actively promote equal opportunities, tolerance and kindness and any incidents of bullying, sexism or racism are taken seriously and acted upon immediately in line with the school's policies on equal opportunities and race equality. All types of stereotyping or prejudice are opposed and effective measures are in place for reporting and recording any incidents. Staff are also currently developing materials that celebrate diversity.
158. Effective measures have been taken, as far as possible, to cater for those with physical disabilities; the school has a disability equality scheme and an accessibility plan.

Leadership and management

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

Grade 2: Good features and no important shortcomings

159. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
160. The school has a clear mission and vision statement, supported by a set of relevant aims, which are celebrated with all stakeholders and displayed in the school. They reflect the school's ethos and underpin its life and work.

161. The headteacher provides outstanding leadership and has introduced many initiatives and improvements since her appointment in September 2005; there is good evidence that these are now beginning to impact on standards and teaching. She is efficient, provides clear direction and has a good oversight of the school. She is well respected by staff, governors and parents, who have confidence in her ability to take the school forward.
162. The deputy headteacher does not have a class responsibility, but takes some classes and groups for Welsh second language, ICT and philosophy for children, as well as being the SENCO and subject leader for mathematics and Welsh second language. She undertakes her responsibilities diligently and is supportive of the headteacher, whom she meets with regularly. There is no official senior management team.
163. All teachers have a subject leadership role and undertake their responsibilities effectively and conscientiously; many have led one or more of their subjects for several years. An appointment is due to be made for a teaching and learning responsibility post from January 1st 2009.
164. Teachers and other adults in the school work well together and leadership teams have been formed to develop specific areas of priority. There is good evidence of shared values and a sense of purpose, based on meeting the needs of learners. Staff meetings are held every week and brief minutes are kept.
165. Performance management procedures are well established and the cycle of target setting and review is closely linked to the SIP. According to the school targets are generally achieved.
166. The attention given to national priorities and new initiatives is outstanding. The school, for example, is very advanced in its implementation of the foundation phase and revised national curriculum and in its provision for wrap around care, sustainable development, healthy living and bilingualism.
167. The GB has a wide variety of experience and is very supportive. Many members, including the Chair, visit the school frequently and some help in classes; all have observed at least one lesson. The headteacher reports to governors each term with a focus on school improvement and the GB in turn monitors the provision through its committee structure. Most governors have attended LEA training sessions recently.
168. The GB plays an active role in setting the strategic direction of the school and in developing policy and practice. All necessary policies and procedures are in place and regularly updated; statutory requirements are fully met, except for one or two minor omissions in the prospectus and governors' annual report to parents.

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

Grade 2: Good features and no important shortcomings

169. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
170. Since the last inspection, the school has worked hard to establish an effective culture of self-evaluation and planning for improvement. Procedures are now in place, for example, to ensure that subject leaders are fully involved in monitoring their subjects and use first hand evidence, that governors are more aware of the school's progress and that the SIP is an effective working document with clear success criteria. There is now a shared vision for improvement.
171. The school's self-evaluation report reflects this improvement and is a very comprehensive and thorough document, which provides a very good analysis of the school's progress and development. It was generated through the involvement of all stakeholders and is informed by evidence gathered by the school, such as subject reports, performance data and questionnaires. Its validity is confirmed by the fact that the inspection team agreed with the school's judgements on all seven key questions.
172. There is an annual cycle of monitoring with a focus on standards, teaching and learning. Subject leaders formally monitor through observing lessons, looking at planning, listening to learners and scrutinising work; outcomes are recorded on agreed templates. At times subject leaders also engage in co-operative teaching or demonstration lessons; for example, all have taught a lesson related to their subject in the foundation phase. From the evidence acquired they produce an annual review for each subject together with an action plan and they make presentations of their findings to the GB.
173. The headteacher monitors more informally through lesson observations, talking to learners and looking at work, particularly with reference to performance management targets, and the deputy regularly reviews planning files. The SENCO and assessment co-ordinator also produce annual reports and action plans.
174. The views of all stakeholders are taken into account. For example, parents are surveyed for their views about the school every year and the results are carefully analysed and acted upon. Pupils' views are also sought in a variety of ways, for example through the school council, questionnaires and self-assessment procedures, and staff and governors' opinions and ideas are canvassed both formally and informally. This is an outstanding feature.
175. School performance data is analysed annually by the headteacher in association with the LEA and then shared with staff and the GB. Likewise individual pupil assessment information is analysed by the headteacher and

class teachers to identify trends, track progress and set individual and cohort targets.

176. All evidence is used to inform the school's annual collaborative review, which involves all staff and governors and which feeds into the SIP; this is a working document that sets out targets for the next three years. It is linked to the school's vision and aims and focuses on raising standards and improving teaching and learning. It includes time related targets, success criteria and resource implications. Progress is monitored regularly by the GB and recent actions have resulted in measurable improvements.
177. The GB is fully involved and recently undertook its own self-review. Subject interests are in the process of being allocated to each governor and the Chair has visited most classes in relation to ICT.
178. The school has made good progress overall since the last inspection and has addressed the key issues identified for action. Standards have improved in all areas of learning for the under-fives and in both key stages in ICT. They are also better in KS1 in physical education and in KS2 in mathematics and Welsh second language. The quality of teaching has improved considerably and staff now have higher expectations and generally provide more opportunities for independent study, although there is scope to develop further the provision for differentiation and extended writing. A whole school strategy for the progressive development of key skills has been established and the SIP now clearly guides and directs the work of the school. Assessment is now judged to be good overall, although some aspects require continued development.

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

Grade 2: Good features and no important shortcomings

179. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
180. The school has a very good approach to the deployment and management of staff and makes good use of their expertise. There are sufficient and suitably qualified, committed and experienced teachers to deliver all areas of the curriculum. Specialist teachers, for example in art and music, make a major contribution to the development of pupils' knowledge and skills and enrich their learning. These arrangements effectively provide the opportunity for all teachers to take their statutory planning, preparation and assessment (PPA) time.
181. Support assistants are well qualified and enthusiastic and, along with volunteer helpers, also contribute significantly to pupils' learning.
182. All staff undertake appropriate INSET, linked to their performance management targets and the SIP. Several have observed practice in other schools and all have been involved in successful General Teaching Council for Wales (GTCW)

bids; the school has attracted grants of over £100,000 during the last three years.

183. The secretary provides valuable assistance to the headteacher in the efficient daily administration of the school. She has undertaken training to implement more efficient systems that support assessment, data handling and day-to-day administration.
184. Lunchtime supervisory staff monitor pupils effectively and ensure that they play in a safe environment. The caretaker makes an excellent contribution to the maintenance and decoration of the school.
185. Many of the accommodation issues identified in the previous inspection report have been addressed and there is now greater staff interaction between the two sites, both formally and informally, although improving the management of the finances, staffing, communication and resources is under continual consideration.
186. The external appearance of the buildings is unattractive, especially the infant department, where there are ongoing problems with the flat roof, but the extensive outside learning environment has been considerably enhanced through the provision of adventure play facilities, a covered outside play area for the foundation phase and an outstanding sensory garden adjoining the junior department, created with the support of parents, the caretaker, members of the community and local businesses. The boundary wall of the junior playground has also recently been repaired to make it safe.
187. Internally the accommodation is of good quality and suitable for the number of pupils on roll; classrooms are of appropriate size and in the infant department especially they are spacious. The learning environment has been enhanced through a programme of redecoration and there are colourful and attractive displays throughout the school. The kitchen in the junior building has undergone a partial rebuild and total refurbishment and a new kitchen facility in the infant department is proving to be very beneficial.
188. The quality and appropriateness of resources are good. The school makes very effective use of ICT hardware and software, in particular. Interactive whiteboards are available in each classroom, together with varying numbers of computers and these are used to good effect by staff and pupils in all classes. All resources are regularly audited and maintained.
189. Spending decisions, including those relating to the purchase of resources and budgeting for staff, refer directly to the school's priorities as set out in the SIP. There is a finance committee that meets regularly and which, together with the headteacher, monitors expenditure very closely. An appropriate amount is reserved for capitation. Financial procedures were rated as good by the most recent auditor's report (2008) with only a few minor points for action. Overall, the school provides good value for money.

Standards achieved in subjects and areas of learning

Under 5s

Foundation Phase: Grade 1: Good with outstanding features

Personal and social development, well-being and cultural diversity

Nursery: Grade 1: Good with outstanding features

Reception: Grade 1; Good with outstanding features

Outstanding features

190. Children in the nursery settle in very quickly. They follow class rules and routines extremely well and show a high level of self-responsibility for their age.
191. Nursery and reception children relate exceptionally well to their peers and adults and form very good relationships with them. They show an outstanding ability to play and work together happily in pairs and small groups and as a class; they exercise choice very confidently and quickly develop a sense of fairness.
192. Nursery and reception children show an outstanding level of care, respect and consideration for their peers and readily share equipment and activities. They behave very respectfully and courteously to other children and adults. They have a very good appreciation of the differences between people and realise that not everyone has the same experiences and opportunities as themselves.
193. Children across the foundation phase concentrate on their chosen tasks extremely well; they persevere and are motivated and eager to learn. They know the purposes of their activities and make every effort to achieve these, for example when measuring in sand or water or playing with toy animals to make up a story.
194. All nursery and reception children have a very good understanding of daily routines. They move quickly and quietly between activities, both indoors and outdoors, and respond quickly to directions. They tidy away efficiently and respond very well to praise.

Good features

195. Most nursery and reception children successfully develop their independence in dressing and undressing themselves for physical activities. They put on their own painting aprons and outdoor clothes when necessary, asking for help when they need it. They give good attention to hygiene and health and safety, for example washing their hands before and after cooking and handling food. Most can go to the toilet independently.

196. All children in nursery and reception confidently experiment with new learning opportunities. They initiate ideas and are not hesitant to become involved. Through their activities they develop a good sense of awe and wonder of the world around them and apply their knowledge and reasoning very well to make sense of their experiences.
197. All children across the foundation phase are willing to help and enjoy being the day's 'helpwr heddiw'. They demonstrate confidence and pride when taking on responsibilities and often spontaneously help each other.

Shortcomings

198. There are no important shortcomings.

Language, literacy and communication skills

Nursery: Grade 1: Good with outstanding features

Reception: Grade 1; Good with outstanding features

Outstanding features

199. Although many nursery children enter the school with a low base of language, literacy and communication skills, they make rapid progress. Even after only a short time in the class, their abilities to listen for extended periods and to speak to adults and in front of others are very well developed.
200. Nursery and reception children have a very good recall of a story, such as the Three Little Pigs and Goldilocks and the Three Bears. They enjoy listening to stories and readily select a book to look at and ask for it to be read to them.
201. Reception children are able to build a story using the concept of a story mountain. They understand that a good tale has a beginning, middle and end. Their grasp of the notion of the story having a problem and a resolution and their ability to produce their own illustrated ideas according to this format are outstanding.

Good features

202. Although a few children in nursery and reception have speech impairment, the majority speak clearly and can express their ideas well. They acquire an increasing vocabulary and speak clearly and confidently. In reception they speak in sentences, expressing their opinions effectively, and use a good range of descriptive words. Many ask exploring questions and make logical comments on an activity. They enjoy talking about their experiences and can explain what they are doing.
203. In both nursery and reception nearly all children listen attentively to adults and peers, particularly during whole class discussions and story sessions. The majority do not interrupt others and respond confidently to questions; they carry

out instructions carefully. They can follow a story and answer questions on it. Their listening skills overall are of a high standard.

204. The development of early reading skills is good. Most nursery children start to recognise their names and handle books with care, turning the pages appropriately and discussing the pictures with a good awareness of detail; they understand that print conveys meaning. Reception children begin to read a simple text accurately and enjoy learning new words and phrases. The majority can retell a story by placing pictures in the correct sequence and they can explain sections of it very well.
205. Children in reception recognise a number of letters of the alphabet and know their sounds and symbols, which they reproduce using a variety of media, including paints, food colouring, plasticine and the interactive whiteboard; they also act out the sounds, such as 'j' for 'jelly'. They take great care in their formation of the letters and can distinguish between upper and lower case.
206. Children in nursery and reception engage in a variety of mark making activities, both inside and outside, using different methods and implements, so that their early writing skills develop well. They show a good understanding of the functions and purposes of writing, particularly in the role play area.

Shortcomings

207. There are no important shortcomings.

Mathematical development

Nursery: Grade 1: Good with outstanding features

Reception: Grade 1; Good with outstanding features

Outstanding features

208. Children in nursery and reception develop a very good range of mathematical skills and through the learning activities they undertake they make very good progress in relation to their age and the abilities they have on entry to the school.
209. Throughout the foundation phase children have a developing concept of number and they quickly learn to count and apply their new knowledge to real life situations, such as cooking and role play in the 'McCwm' restaurant. Most children in the nursery can count to 10 and in reception they can count to at least 20 with many going beyond this. They use their fingers and a range of practical equipment very effectively to develop their understanding of number.
210. In reception the majority of children show exceptional knowledge in their measuring of capacity and volume while working in the sand and water trays. They are proud that they can fill containers accurately and responsibly to show, for example, full, half-full and empty.

Good features

- 211. Children in the nursery and reception can accurately sort a variety of objects into different groups and patterns, using simple criteria such as colour and size.
- 212. Children in reception have a sound knowledge of number sequencing and can count on by adding another single digit number.
- 213. The use of mathematical language is well developed. Children in the nursery, for example, understand comparative terms such as 'big' and 'small' in the course of their play and in reception they accurately use concepts such as 'short' and 'long' and 'heavy' and 'light', for example while cooking or playing with construction materials.
- 214. Children in nursery and reception experience different ways of measuring using non-standard units, for example when weighing ingredients to bake biscuits in the kitchen.
- 215. Children in nursery and reception understand the purpose of money and older ones can recognise some coins. They also know the names of basic shapes, such as square, circle and triangle, and know what distinguishes one from another.

Shortcomings

- 216. There are no important shortcomings.

Welsh language development

Nursery: Grade 1: Good with outstanding features

Reception: Grade 1; Good with outstanding features

Outstanding features

- 217. From their first day in school children in the nursery start to develop their knowledge and understanding of the Welsh language and they quickly acquire a growing vocabulary, for example in response to the register and instructions. They have a basic knowledge of phrases, for example about the weather and school routines. Their recall of words learnt in the first few weeks of school is outstanding.
- 218. Most children in reception listen attentively to a story read in Welsh and understand its meaning. They handle books written in Welsh as readers and a few accurately try to read the story and pronounce the words, demonstrating an outstanding ability for their age and a very positive attitude to the language.

Good features

- 219. All children across the foundation phase make good progress in their Welsh language development and enjoy exploring the language. They hear it regularly

in sessions, especially during class routines, and use simple words, greetings and expressions accurately. They show an increasing understanding of a number of words and phrases by responding appropriately in a range of situations, including role play.

220. Many reception children start to use Welsh of their own volition. They join in with action songs and rhymes very enthusiastically and have a good grasp of the meaning of the words. They can sing 'Happy Birthday' in both English and Welsh.

Shortcomings

221. There are no important shortcomings.

Knowledge and understanding of the world

Nursery: Grade 1: Good with outstanding features

Reception: Grade 1; Good with outstanding features

Outstanding features

222. All children in nursery and reception experience a wide range of first-hand learning experiences on a daily basis, both inside and outside, that stimulate their interest and curiosity to explore the world around them. They consequently acquire a very good knowledge and understanding of their environment and develop very effective investigational skills.
223. Children in nursery and reception develop very good thinking and problem solving skills. They ask appropriate questions and start to appreciate the wonders of the world. They apply reasoning well in order to understand and explain why they think certain things happen. They confidently work out answers for themselves.

Good features

224. Children in nursery and reception have a secure understanding of the weather and the seasons and have a developing knowledge of animal and plant life. They know the names of common fruits and vegetables and have a growing awareness of their senses. They are familiar with aspects of the world of work through their visits to local shops and through their role play, for example in the 'McCwm' restaurant, where they understand the need to choose from a menu
225. Children in nursery and reception enjoy cooking and know the words for ingredients and utensils, for example when baking biscuits. They mix the ingredients together effectively and roll the resulting pastry out carefully using a rolling pin.
226. Children in nursery and reception confidently use a range of electronic equipment and games, such as a remote control car or spider, a smart board and a Leap pad; they are able to input instructions to achieve the desired

outcome. With support, they can programme a 'Bee-bot' to move in certain directions.

227. Children in nursery and reception confidently use the computer to operate specific programmes and they use the interactive whiteboard regularly within their focused play sessions to reinforce their learning, for example by drawing letters or pictures to retell stories.
228. In religious education both nursery and reception children start to realise that people have different beliefs to their own, which affect individual values and behaviour. They come to realise the importance of celebrations, such as birthdays, and religious festivals, like Diwali. They make an advent calendar and know that this time of the Christian year is linked to Christmas. Through the PSE programme they explore their feelings and develop an empathy for those less fortunate than themselves.

Shortcomings

229. There are no important shortcomings.

Physical development

Nursery: Grade 1: Good with outstanding features
Reception: Grade 1; Good with outstanding features

Outstanding features

230. Children in nursery and reception enjoy all types of physical activities and engage in them very enthusiastically. They move very confidently around the classroom and in the outside environment and use a range of wheeled vehicles very competently. They pedal and cycle vigorously, show good balance and steer along a pathway capably in order to avoid others. They use space effectively and demonstrate very good skills when running, jumping, climbing and digging. Their co-ordination, agility and control over their bodies are at times outstanding.

Good features

231. Nursery children handle a variety of implements, such as paint brushes, glue sticks and a rolling pin, well. In reception their fine motor skills are well developed; for example, nearly all use scissors capably and can cut out accurately.
232. Children in nursery and reception become increasingly aware of the need for exercise and healthy food in order to grow and to be well. They are also familiar with the need to move safely and to consider others when engaged in physical activities.

Shortcomings

233. There are no important shortcomings.

Creative development

Nursery: Grade 1: Good with outstanding features

Reception: Grade 1; Good with outstanding features

Outstanding features

234. Children in nursery and reception demonstrate some outstanding abilities in their creative development. They use a wide range of materials to produce representational images, which involve a very good use of colour and form, for example in relation to the festival of Diwali. They paint, cut, glue and join confidently and produce some outstanding results.

235. Children in nursery and reception engage regularly in a number of creative activities both inside and outside, involving painting, building, mark making and role play. They mix paints confidently, apply broad brush strokes, experiment with chalks and use food colours to produce their desired effects. They exercise choice confidently and are proud of their results.

Good features

236. Children in nursery and reception interact well in role play situations. They play very well co-operatively and show a good understanding of basic dramatic conventions. They engage in purposeful dialogue and take on different roles and characters with good imagination.

237. Children in nursery and reception enjoy music and they know a range of songs and rhymes, which they sing enthusiastically.

238. Children in nursery and reception use a range of construction materials purposefully. They build and link these together effectively to produce some very good results.

Shortcomings

239. There are no important shortcomings.

English

KS1: Grade 2: Good features and no important shortcomings

KS2: Grade 3: Good features outweigh shortcomings

Good features

240. All pupils in KS1 make good progress in their speaking and listening skills. They listen attentively to stories and retell them enthusiastically, using their own words.

241. Almost all pupils in both key stages speak clearly and with confidence and they are keen to participate in group and class discussions. In KS1 they take turns and eagerly answer the teachers' questions. They also listen to, and take notice of, their peers when working in groups. By the end of KS2 they ask questions during class and group discussions that show good levels of understanding and clarity of speech.
242. Generally, pupils in KS1 make good progress in reading and have good phonic awareness to help them read unfamiliar words. They can retell stories they have read accurately and with expression. Most talk enthusiastically about their favourite stories and report that they enjoy reading and do so at home on a regular basis.
243. The majority of pupils in KS2 read accurately and with confidence and fluency. They show understanding of the text by discussing their preferences with regard to characters, making sensible predictions in relation to the development of plots.
244. All pupils in KS1, including those with SEN, make good progress as independent writers, with the more able using basic punctuation appropriately. A few correctly recognise nouns and adjectives in their writing.
245. Younger KS2 pupils achieve good standards when writing poetry and show understanding of the main principles of writing for persuasion.

Shortcomings

246. Older pupils in KS2, especially boys, do not produce sufficient extended writing.
247. The majority of pupils in KS2 do not have a clear understanding of basic parts of speech.

Welsh second language

KS1: Grade 2: Good features and no important shortcomings

KS2: Grade 2: Good features and no important shortcomings

Good features

248. Nearly all pupils understand and respond appropriately to incidental Welsh that is used in many situations throughout the day by all staff.
249. Nearly all pupils in both key stages display a positive attitude towards learning Welsh and pronounce phrases and simple sentences clearly and accurately.
250. The majority of pupils in KS1 can read simple sentences from books and the interactive whiteboard.

251. The majority of younger pupils in KS2 demonstrate an appropriate understanding of a class story from the interactive whiteboard when answering focused questions. They have a basic grasp of personal and family details which they use with confidence when making enquiries and responding to queries.
252. In KS2 many pupils can answer questions relating to texts they have read as a group or class.
253. Throughout KS2 the majority of pupils can ask and answer a range of questions in Welsh and use these with confidence in different situations and with unfamiliar adults.

Shortcomings

254. There are no important shortcomings, but the independent reading and writing skills of pupils in both key stages are limited and in KS2, in particular, they do not produce written work to reinforce learning, as there is an over-reliance on worksheets.

Mathematics

KS1: Grade 3: Good features outweigh shortcomings

KS2: Grade 2: Good features and no important shortcomings

Good features

255. In KS1 pupils can count to 50 and add single digit numbers within 10. The more able know what half of a single number is and can add and subtract mentally within 20. All can name an odd and an even number and sequence and order simple digits to 20. They are familiar with place value up to 100 and doubling numbers. Older ones can count in fives and tens up to 100.
256. Pupils in KS1 recognise basic coins and common two and three dimensional shapes and their properties; they can place a shape correctly in a Venn diagram according to whether its sides are straight, curved or both. Older ones are familiar with the concept of symmetry. They can measure using standard units of length.
257. In KS2 pupils make good progress in their mathematical knowledge, skills and vocabulary. In particular, their ability to calculate answers quickly and to solve problems mentally using alternative strategies are very well developed, for example when calculating angles within 360 degrees.
258. Pupils in KS2 recognise five figure numbers. They can use the four rules and calculate using short multiplication and division, including remainders. They use calculators appropriately. By the end of the key stage the majority can convert between fractions, decimals and percentages and work out the percentage of a number. They can convert proper to improper fractions and vice versa and order, add and subtract them.

259. By Y6 most pupils know all their multiplication tables and can answer random questions on them quickly and accurately. They recognise and can calculate negative numbers and multiply and divide by 10,100 and 1000, using decimals. The more able can add and subtract decimals mentally.
260. In KS2 pupils recognise a variety of two and three dimensional shapes, including different types of triangles and older ones know more complex shapes, such as a trapezium, a parallelogram and a rhombus. By Y6 they are familiar with angles and can use a protractor to measure degrees accurately. They are also able to identify horizontal, vertical, parallel and perpendicular lines. They convert different types of data into graphs to illustrate their findings from investigations.
261. Pupils in KS2 can measure using standard units of length, weight and capacity and they know the metric conversion tables for these. By the end of the key stage they can tell the time in minutes in analogue and digital forms and know the 24 hour clock.

Shortcomings

262. In KS1 pupils' mathematical knowledge and skills are underdeveloped in some areas of the curriculum; for example they are unable to calculate simple fractions of numbers and cannot tell the time.
263. In KS1 a minority of pupils are underchallenged and so finish their tasks quickly, while others lack confidence and understanding, so that their work is inaccurate and unfinished.

Information communication technology

KS1: Grade 2: Good features and no important shortcomings

KS2: Grade 1: Good with outstanding features

Outstanding features

264. Nearly all pupils in KS2 make very good use of ICT as a tool for learning and develop an outstanding understanding of the impact it makes to daily life. As a result, they have a high level of enthusiasm for the subject and develop a wide range of relevant skills.
265. Most pupils in older KS2 develop outstanding abilities in communicating and handling information. For example, they use databases very effectively to undertake both simple and complex searches. They confidently save and retrieve information in a range of formats and apply their research skills very appropriately to download, copy and paste information.

Good features

266. Pupils in KS1 make good use of the interactive whiteboard to develop their learning in a variety of subject areas. Most develop a range of basic skills and can operate a number of tool bar functions, such as the borders and fill tools and the digital pen to create images.
267. Almost all pupils in KS1 have good mouse and keyboard skills and they use electronic resources competently. For example, they are able to programme the 'Bee-Bot' and use the 'screen turtle' to reinforce their understanding of directions.
268. A few pupils in KS1 are confident in using a digital camera to record activities and their finished pieces of work.
269. All pupils in KS2 develop effective word processing skills. They learn to use various fonts, type sizes and colours to produce different effects and they can reorganise, edit and redraft text on screen. They use programs effectively to combine text and graphics and to produce multi-media presentations.

Shortcomings

270. There are no important shortcomings.

Physical education

KS1: Grade 2: Good features and no important shortcomings
KS2: Grade 2: Good features and no important shortcomings

Good features

271. In both key stages pupils are suitably attired for physical education lessons and they warm up and cool down appropriately. They realise that their heart, muscles and circulation system need to be prepared and then relaxed with regard to physical activity. They understand the importance of exercise and the need to keep fit and healthy. They get out and put away apparatus carefully and give good attention to safety.
272. In KS1 pupils move effectively in time to the beat of music and a drum; they demonstrate good co-ordination and control over their movements. They use space well and ensure they avoid others as they move around the hall quickly.
273. In KS1 pupils work together well in pairs and small groups to devise their own dance actions. They plan effectively and produce some original responses, performing confidently in front of their peers.
274. Similarly, in KS2 younger pupils co-operate successfully to create and perform a dance sequence, using a range of patterns and stimuli. They show confidence in their movements and a clear understanding of the expected outcomes. They plan well together and produce some creative ideas, building effectively on the work they completed in previous lessons. They learn from observing each other and share ideas for improvement.

275. In KS2 the majority of younger pupils display adequate skills of throwing and catching, when sending and receiving balls to each other and they confidently demonstrate their abilities in front of their peers. Boys in particular react quickly and move competently to catch and intercept the ball.
276. In KS2 pupils develop a range of games skills individually, in pairs and in small groups. For example, they show good controlled movements when practising hockey skills, building effectively on their previous experiences. They have a good knowledge of the game and how it should be played and they use relevant vocabulary to describe the performances of their peers when observing and evaluating them.
277. In KS2 older pupils perform extremely well in gymnastics. They produce some very well controlled movements and show invention and originality in the shapes they devise. They display very good agility and co-ordination, as they leap, turn in the air and land in a good finishing position. They make every effort to perform well and can mirror accurately the movements of others. They move around the apparatus responsibly and take turns fairly.
278. In KS2 older pupils plan co-operatively and evaluate each other effectively, pointing out various good points of what they observe and where adjustments might be made. Particularly impressive is the manner in which they select performances that show improvement rather than just choosing the best or the most able of their peers.
279. Pupils in KS2 have regular swimming lessons and by the end of the key stage the school reports that the large majority can swim the expected 25 metres.

Shortcomings

280. There are no important shortcomings, but in some lessons warm up activities are insufficiently vigorous.

School's response to the inspection

281. The governing body, staff and pupils at Cwm Primary School are delighted with the findings of the inspection and are proud of the many outstanding features acknowledged within the report.
282. We are particularly pleased at the recognition of the considerable progress made since the last inspection and the substantial improvement in standards, which were found to be above the national averages. We believe that this is a testament to the dedication and commitment to high standards shown by the headteacher and all staff.
283. The many outstanding features identified within the report reflect our school motto; 'Aiming High; Achieving Success', in addition to the high expectations that the school demands of its staff and pupils. We are proud of our inclusive ethos and are thrilled that our work in partnership with parents and the wider community has been recognised as outstanding.
284. In implementing the Welsh Assembly Government's revised curriculum for 2008 and the new foundation phase for younger pupils, only statutory since September 2008, we are delighted that our work in developing and implementing these new initiatives has also been judged as outstanding.
285. We will continue to 'Aim High' together in order that we can build on our success and continue to improve. We appreciate that the inspection team have made recommendations which the school can use to strengthen areas where there is potential for further improvement and we are pleased that these had already been highlighted for action by the school prior to the inspection.
286. We wish to thank the inspection team for the courtesy, empathy and professionalism shown continuously to governors, staff, pupils and parents, and for their rigour in reviewing and examining all the evidence before coming to their final judgements.

Appendix 1

Basic information about the school

Name of school	Cwm Primary School
School type	Primary
Age-range of pupils	3 to 11
Address of school	Jersey Road, Bonymaen Swansea
Postcode	SA1 7DL
Telephone number	01792 774519

Headteacher	Mrs. Amanda Taylor
Date of appointment	September 2005
Chair of governors/ Appropriate authority	Mr. John Winchester
Registered inspector	Dr. P. David Ellis
Dates of inspection	1 st to 3 rd December 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	10.5	15	11	13	19	12	17	13	110.5

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	7	0	7.0

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	17:1
Pupil: adult (fte) ratio in nursery classes	7:1
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	20
Teacher (fte): class ratio	1.2:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Autumn 2007	83.9	78.5	91.8
Spring 2008	75.1	80.2	91.3
Summer 2008	77.9	91.5	90.9

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

Appendix 3

National Curriculum Assessment Results End of key stage 1:

National Curriculum Assessment KS1 Results 2008			Number of pupils in Y2:					20
Percentage of pupils at each level								
			D	W	1	2	3	
English:	Teacher assessment	School	0.0	20.0	25.0	55.0	0.0	
		National	0.2	3.5	13.8	63.0	19.4	
En: reading	Teacher assessment	School	0.0	20.0	20.0	25.0	35.0	
		National	0.2	4.1	14.9	55.2	25.5	
En: writing	Teacher assessment	School	0.0	25.0	25.0	50.0	0.0	
		National	0.2	4.8	15.9	67.8	11.3	
En: speaking and listening	Teacher assessment	School	0.0	20.0	15.0	65.0	0.0	
		National	0.2	2.4	10.7	62.8	23.8	
Mathematics	Teacher assessment	School	0.0	0.0	15.0	65.0	20.0	
		National	0.2	2.0	10.9	65.2	21.6	
Science	Teacher assessment	School	0.0	0.0	35.0	45.0	20.0	
		National	0.2	1.6	8.5	66.3	23.4	

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment

In the school	55%	In Wales	80.7%
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- D Pupils who have been disapplied from the statutory arrangements
W Pupils who are working towards level 1
N.B. The general expectation is that the majority of 7 year olds will attain level 2.
N.B. The above figures include pupils on the SEN register.

National Curriculum Assessment Results End of key stage 2:

National Curriculum Assessment KS2 Results 2008						Number of pupils in Y6					17
			D	N	W	1	2	3	4	5	
English	Teacher assessment	School	5.9	0.0	0.0	5.9	11.8	29.4	29.4	17.6	
		National	0.2	0.1	0.5	0.6	3.1	15.6	51.3	28.5	
Mathematics	Teacher assessment	School	5.9	0.0	0.0	5.9	11.8	17.6	41.2	17.6	
		National	0.2	0.1	0.5	0.6	2.7	14.7	51.4	29.9	
Science	Teacher assessment	School	5.9	0.0	0.0	0.0	17.6	23.5	29.4	23.5	
		National	0.2	0.1	0.5	0.5	1.8	11.4	53.9	31.7	

By teacher assessment

In the school	47.1%
In Wales	75.5%

- D Pupils who have been disapplied under statutory arrangements from part or all of the National Curriculum
N Pupils who have failed to register a level for reasons other than disapplication
W Pupils who are working towards level 1
N.B. The general expectation is that the majority of 11 year olds will attain level 4.
N.B. The above figures include pupils on the SEN register.

Appendix 4

Evidence base of the inspection

Three inspectors plus a peer assessor spent a total of 10 inspector days in the school. There was also a nominee on the team, who was the headteacher.

The inspection team visited:

- thirty-six lessons or part-lessons;
- all classes; and
- registration sessions and three acts of collective worship.

The inspection team held meetings with:

- staff, governors and parents before the inspection;
- the headteacher, all teachers and support, ancillary and administrative staff during the inspection;
- groups of learners representing each key stage, including the school council, during the inspection;
- community representatives during the inspection; and
- staff and governors after the inspection.

The inspection team also considered:

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

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Dr. P. David Ellis Registered inspector	Context Summary Key Question 1 Key Question 3 Key Question 5 Key Question 6 Foundation Phase, Mathematics, Physical education Appendices
Mrs. Shan Clark Team inspector	Key Question 2 Key Question 4 Key Question 7 English, Welsh second language, Information communication technology
Mr. Ivor Petherick Lay inspector	Contributions to Key Questions 1, 3, 4 and 7
Mrs. Janet Francis-Jones Peer assessor	Observing lessons and attending meetings
Mrs. Amanda Taylor Headteacher and nominee	Contributing information and attending meetings School's response

Acknowledgement

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

Contractor

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