

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

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

**Eagleswell Primary School  
Eagleswell Road  
Llantwit Major  
Vale of Glamorgan  
CF61 2UE**

**School Number: 6732180**

**Date of Inspection: 10 March 2008**

**by**

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Eagleswell Primary 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 Eagleswell Primary took place between 10/03/08 and 12/03/08. An independent team of inspectors, led by Dr David G Evans, undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **standard** inspection.

## Year groups and key stages

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

The term 'Reception' (R) refers to the year group of pupils in a primary school who reach the age of 5 during the academic year. Year 1 refers to the year group of pupils who reach the age of 6 during the academic year and so on. Year 13 is the year group of students who reach the age of 18 during the academic year.

Primary phase:

Year	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The National Curriculum covers four key stages as follows:

Key stage 1	Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

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## Context

### The nature of the provider

1. Eagleswell Primary School is situated on the north-east side of the coastal town of Llantwit Major, in the Vale of Glamorgan, and serves a community which is described as having a variety of socio-economic groups. Currently, there are 203 pupils on roll, with a further 31 children attending the nursery on a part-time basis. Children are admitted to the nursery on their third birthday. Baseline assessments indicate that children's attainment on entry to the school is generally in line with, or above, the local average for most areas of learning.
2. At present, 24 pupils (12 per cent) are entitled to free school meals, a figure which is below the Wales average. There are 37 pupils (18 per cent) on the special educational needs register, and this is about the Welsh average. Other pupils who give cause for concern are also supported and monitored through the school's BPIP (Borderline Pupil Intervention Plan) scheme and 39 pupils (19 per cent) are currently identified in this way.
3. The vast majority of pupils are of ethnic British origin and 99 per cent come from homes where English is the predominant language. Two pupils receive support for learning English as an additional language. No pupil speaks Welsh as a first language.
4. The head teacher, who was appointed following the amalgamation of the infant and junior schools in 2000, left in 2005. A new head teacher was appointed for September 2005. The latter left the school at the end of the summer term 2007. Although the post of head teacher was advertised in September 2007 it was decided not to interview candidates but to re-advertise the post following the inspection.
5. In the meantime, the Governing Body, working in conjunction with the Local Education Authority, secured the services of an experienced, retired head teacher/consultant advisor, who assumed the role of consultant head teacher for three days a week during the autumn term 2007. The consultant head teacher worked in collaboration with the newly formed senior management team. Since January 2008, the consultant head teacher has worked for one day a week to support one of the deputy head teachers who was appointed as acting head teacher.
6. Two self-evaluation reports were produced for the inspection team, one by the previous head teacher and the second by the consultant head teacher who served the school in the autumn term 2007.
7. The school was last inspected between 28<sup>th</sup> January and 1<sup>st</sup> February 2002.

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

8. The school's mission statement and aims have been recently reviewed and these are displayed in the school hall: 'Working Together, Learning Together, Living Together in Harmony'.
9. The school aims to:
  - help children to learn, live and laugh together in harmony;
  - give children the desire and confidence to improve academically;
  - help create a better school and through this a better world in which to live in peace;
  - present children with opportunities to discover new and exciting knowledge;
  - to develop their creative and thinking skills; and
  - through an acceptable balance of academic, physical, personal and social experiences to make certain that all the children achieve their full potential.
10. The school's major priorities and targets for the year 2007-2008 are identified in the School Improvement Plan:
  - to continue to raise standards in literacy;
  - to continue to raise pupil attainment in numeracy and problem-solving;
  - to prepare for the implementation of the Foundation Phase;
  - to raise awareness, and integration, of the key skills in the curriculum;
  - to maximise the impact of the school's information and communications technology provision in order to raise pupil attainment; and
  - to utilise the Special Educational Needs Provision Map as a method of identifying and monitoring pupils with special needs.

## Summary

11. Eagleswell Primary is a caring, friendly school, which promotes pupils' personal development well. The quality of teaching is good, although there are important shortcomings in aspects of strategic leadership and management and self-evaluation procedures and practices.
12. The important shortcomings in key question 4 are related to the policies and procedures to ensure the health and well-being of pupils and not to the day-to-day care, guidance and support that the school gives to pupils. Pupils are not at risk, but procedures are not in place to ensure the situation is sustained.
13. In accordance with the Education Act 2005, I am of the opinion, and HMCI agrees, that this school is in need of significant improvement.

### Table of grades awarded

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

14. Standards of achievement in the lessons observed are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	70%	27%	3%	0%

15. These figures compare favourably with the Welsh Assembly Government 2010 (Vision into Action) target for Wales which is that the quality of learning assessed by Estyn should be grade 3 or better in 98 per cent of lessons.
16. The overall quality of the provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning.
17. Standards achieved by the under-fives in the areas of learning are as follows:

Area of Learning:	Nursery	Reception
Language, literacy and communication	Grade 2	Grade 2
Personal and social development	Grade 2	Grade 2
Mathematical development	Grade 2	Grade 2
Knowledge and understanding of the world	Grade 2	Grade 2
Physical development	Grade 2	Grade 2
Creative development	Grade 2	Grade 2

### Grades for standards in subjects inspected

Inspection Area	Key Stage 1	Key Stage 2
English	Grade 2	Grade 2
Welsh Second Language	Grade 3	Grade 3
Art	Grade 2	Grade 2
Music	Grade 2	Grade 2
Religious Education	Grade 3	Grade 2

18. Overall, regardless of their age, ethnicity or background, pupils make good progress and achieve well in the subjects inspected. Pupils with additional learning needs, including those with SEN, and those who speak English as an additional language, make good progress and achieve well over time.
19. Children under five make good progress with no important shortcomings in the key skills of speaking, listening, early reading and writing through the medium of English, in Welsh communication, mathematical, information and communications technology, personal and social education, problem solving and creative skills. Their progress in bilingual competence is also good with no important shortcomings.
20. In key stages 1 and 2, pupils make good progress with no important shortcomings in the key skills of speaking, listening, reading and writing through the medium of English, in personal and social education, problem-solving and creative skills. Their Welsh communication skills, overall bilingual competence and their mathematical and information and communications technology skills have good features that outweigh shortcomings.
21. In key stage 1 in 2007, the results of the teacher assessments in English, mathematics and science were well above national and local averages. The core subject indicator, which is the percentage of pupils attaining at least level two in English, mathematics and science in combination, was also well above local and national averages. When the 2007 key stage 1 results are compared with similar schools, using the free school meals' indicator, results in English were well above average, while those in mathematics, science and in the core subject indicator were above average. The results represent an improving trend in performance at key stage 1 over the last few years. However, the percentage of pupils attaining the higher level 3 has fallen quite sharply in English and science since 2004. Girls performed slightly better than boys in mathematics and science.
22. In key stage 2 in 2007, results in English were very slightly above national but below the local averages, while those in mathematics and science were below both the national and local averages. The core subject indicator, which is the percentage of pupils attaining at least level four in English, mathematics and science in combination, was also below the national and local averages. When the 2007 results are compared with similar schools, using the free school meals' indicator, results in English and science were below average, while those in mathematics and in the core subject indicator were well below average. These results do not represent an improving trend at key stage 2

over the last few years. Between 2004 and 2007 the percentage of pupils attaining the higher level 5 at key stage 2 has fallen quite significantly in English, mathematics and science. In 2007, girls outperformed boys in English, mathematics and in the core subject indicator.

23. In key stage 2 in 2006, results in English, mathematics and science improved significantly when compared to those in 2005. During 2006 pupils were taught in ability groups; however, this was not the case in 2007.
24. Pupils' achievement in foundation subjects, such as art and music, and in the under-fives is above average. Inspection evidence shows that there are improvements in pupils' attainment, particularly in English. However, there is still scope for further improvement in mathematics and science and in the performance of more able pupils at both key stages.
25. Pupils' personal, social and learning skills are good. Their attitudes to learning, the interest they show in their work and their ability to concentrate are generally good. Their understanding of what they are doing and of what they need to do to improve has good features that outweigh shortcomings.
26. The progress that learners make in their personal, spiritual, moral, social and wider development is good with no important shortcomings.
27. Pupils are well behaved, courteous and polite to each other and to visitors.
28. Pupils' awareness of equal opportunities is good with no important shortcomings.
29. Learners prepare well for participation in the workplace and the community.
30. Good features outweigh shortcomings in relation to attendance and punctuality. Whole-school attendance for the last three terms prior to the inspection averages 93.8 per cent. This exceeds the national average for primary schools in Wales, and equals the local average. Most pupils arrive on time at the start of the school day.

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

### **Grades for teaching**

31. The quality of teaching in the lessons observed was judged as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
2%	76%	20%	2%	0%

32. These figures closely match the Welsh Assembly Government 2010 (Vision into Action) target, which is that the quality of teaching assessed by Estyn should be grade 2 or better in 80 per cent of classes.

33. Features of outstanding teaching include the deployment of stimulating and innovative strategies to capture pupils' interest and attention.
34. In the vast majority of lessons where teaching was judged to have no important shortcomings, the good features include: effective working relationships with pupils; detailed knowledge and understanding of the subjects being taught; classroom management which enables teachers to ensure that there is no inappropriate behaviour in lessons; well organised lessons, which capture pupils' interest and enthusiasm from the outset and systematically develop their understanding in small, manageable steps; and purposeful use of good questioning techniques to promote active learning.
35. In the small percentage of lessons where teaching was judged to have some shortcomings, these include a lack of pace and there is ineffective behaviour management to sustain pupils' interest.
36. Generally teachers plan well to meet the different learning needs of most pupils. However, sometimes there is a lack of challenge in the tasks provided especially for the more able pupils. This holds back these pupils' standards of attainment.
37. Overall, teachers do not consistently plan well enough to promote pupils' bilingual skills.
38. The school meets statutory requirements for assessing, recording and reporting pupils' progress. The quality of assessment for the under-fives is accurate and comprehensive. Teachers use a variety of strategies to assess and record pupils' progress in the core subjects and the school has developed useful strategies to track pupils' progress. However, assessment practices are often variable and the school is not yet fully involved in arrangements to strengthen and moderate teacher assessment.
39. The assessment of pupils' progress in the foundation subjects is an area for development. There are class portfolios which contain samples of pupils' work, but these are of fairly recent origin and they do not indicate pupils' levels of attainment.
40. Pupils are not yet fully involved in planning their own progress and most pupils are unsure of the real purpose of assessment and of what they need to do to improve their work. Reports to parents meet requirements. They provide useful information about pupils' progress in the core subjects, but they are generally less detailed on other subjects.
41. Overall, the school provides a good range of learning experiences that meets the needs and abilities of the range of most pupils. The school responds well to most pupils' learning needs and provides them with a good curriculum that is broad, balanced and coherent and to which all pupils have equal access.
42. Provision for the development of pupils' basic and key skills has good features that outweigh shortcomings. Whilst communication skills are well planned for,

numeracy and information and communications technology skills are not given sufficient emphasis in planning. Whole-school planning for the development of pupils' skills is an area for development.

43. A wide range of stimulating extra-curricular activities enriches pupils' experiences and expands their horizons effectively.
44. Provision for *Y Cwricwlwm Cymreig* and pupils' bilingual proficiency has good features that outweigh shortcomings. Welsh artists, in particular, are promoted well in the school. However, more could be done to extend pupils' knowledge and understanding of the culture and heritage of Wales.
45. The school promotes pupils' spiritual, moral, social and cultural development well. Pupils are encouraged to develop a clear sense of what is right and wrong and to support each other throughout the school day.
46. The promotion of pupils' awareness and understanding of sustainable development and global citizenship has good features that outweigh shortcomings and the school is working to improve this aspect of the provision.
47. The pastoral care and well-being that pupils receive from adults in lessons and on a day-to-day basis, in this happy, friendly school is good. All adults care for the pupils and clearly have their best interests at heart. Each pupil is valued and nurtured as an individual, with close account being taken of his or her needs. Pupils have good relationships with all members of staff and this contributes significantly to the development of pupils' self-esteem, confidence and positive behaviour.
48. Arrangements to meet current requirements for child protection and the safeguarding of children are not fully established; however, pupils are not at risk. The school is a secure environment and there have been effective improvements since the last inspection.
49. A child protection policy and procedures are in place; however, the policy is outdated and is in need of review. The acting head teacher and deputy are the nominated persons, but neither has received appropriate training. Although teachers and learning support staff testify that they are aware of their responsibilities and of procedures to be followed, there is no regular, on-going programme of child protection training established or recognised within the school's priorities for development. The school's designated link governor for child protection has attended relevant courses. There are important shortcomings in this aspect of the school's provision.
50. The quality of provision for pupils with additional learning needs is good. Pupils are identified and assessed at an early age and there are effective systems in place to meet their needs. The special education needs programme fully meets the requirements of the Code of Practice for Wales.

51. The quality of the provision for equal opportunities is good and a high priority is given to the inclusion of all pupils.

### **Leadership and management**

52. There are important shortcomings in the strategic leadership and management of the school.
53. Since September 2007, the consultant head teacher, the acting head (from January 2008) and the senior management team have provided a sound sense of direction for the school and refocused efforts on the key task of raising standards. They have introduced a number of new initiatives and systems, many of which will need more time to impact sufficiently on provision.
54. Although the school has set whole-school targets in its previous development plans, there is limited evidence to demonstrate the consistent success of these initiatives. This is an important shortcoming.
55. Until recent times, the senior management team has not made a significant impact on school development. It did not meet regularly and there has been little indication of a whole-school approach to leadership and management. However, since September 2007 the senior management team now meets regularly and focuses appropriately on issues relating to improving standards and the quality of provision.
56. Arrangements for performance management are established in school; however, the process has been disrupted during the last year and the current cycle will not be completed until the summer term.
57. The governing body is very supportive of the school. Governors meet regularly and appropriate committees are in place. However, governors are not sufficiently involved in monitoring the quality of provision and their contributions to school self-evaluation are underdeveloped; these are important shortcomings. The governing body does not meet its statutory responsibilities regarding the provision of information; the annual report does not contain important information regarding teacher assessments and comparative data.
58. The consultant head teacher and the acting head teacher are striving to develop a culture of self-evaluation within the school. They fully acknowledge that the school's policies and procedures for evaluating the quality of standards and provision have major shortcomings and are key priorities for future development.
59. The two self-evaluation reports produced by the school make reasonable attempts to identify strengths and areas for development. On being appointed in September, the consultant head teacher embarked on a programme of monitoring standards and provision within classes. In general, however, he had insufficient information and knowledge of the school to produce a fully accurate picture in the short space of time available to him. The reports do

not make effective use of first-hand evidence to support the judgements made. The inspection team agreed with the judgements of the school in three of the seven key questions.

60. There is very little evidence of robust, well-established arrangements whereby senior managers draw together the findings of self-evaluation systematically in order to prioritise and make meaningful plans for the future development of the school. At a whole-school level, the evaluation process is underdeveloped and does not inform future targets for the school; this is an important shortcoming.
61. The school development plan sets appropriate targets for the year. However, planning is not clearly linked to an evaluation of progress towards previous goals, first-hand evidence of the impact of initiatives is limited and there is little indication of a whole-school approach; this is an important shortcoming.
62. Overall, the school has not made sufficient progress in several areas since the last inspection. Shortcomings exist in relation to standards of attainment, assessment and self-evaluation and planning for improvement.
63. The school has a suitable number of well-qualified and experienced members of staff and learning support assistants work well with teachers to plan and deliver the curriculum. Good use is made of specialist skills; this is particularly effective in such areas as music and art.
64. Generally, the school makes good use of resources, but there are areas to improve, for example, resources for Welsh second language and the school library stock.
65. The indoor accommodation is good; it is spacious, bright and clean. Classrooms and corridors are attractive and displays are imaginative and stimulating. Books and artefacts associated with classroom themes are of good quality and help to reinforce and extend pupils' learning. The outdoor grounds provide good quality facilities for sports, study and recreation. The Forest School area provides a stimulating outdoor classroom.
66. The school makes every effort to use resources wisely. Overall, the school provides appropriate value for money, particularly in view of the renewed focus and drive which have been implemented since September 2007. Current standards of achievement in most of the subjects inspected reflect these efforts.

## Recommendations

67. In order to improve, the school needs to:
- R1 ensure statutory requirements for child protection and safeguarding children are met in full;
  - R2 raise standards of achievement in those subjects where shortcomings are identified;
  - R3 provide clear, robust strategic leadership and management in directing the school's work;
  - R4 develop arrangements for self-evaluation that are comprehensive, systematic, based on first-hand evidence and linked to the school's key priorities; \*
  - R5 ensure that tasks provide suitable challenge for more able pupils to ensure that they reach their full potential;
  - R6 improve provision and promote pupils' achievement consistently in the use and development of key skills, including bilingual competence; \*
  - R7 continue to improve assessment procedures and involve pupils more in the evaluation of their own work; \* and
  - R8 continue to develop the role of the governing body, ensuring that governors become more pro-active in matters of monitoring standards and the quality of provision, and ensure that they meet their statutory responsibilities regarding the provision of information.

\* Aspects of these are already identified by the school in its current development plan.

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 3: Good features and no important shortcomings

68. The findings of the inspection team do not match the judgement made by the school in the self-evaluation reports. In determining the judgement that good features outweigh shortcomings, the inspectors identified good features in pupils' progress and achievement over time and some improvements in pupils' standards of attainment in the current teacher assessments. However, the team judged that standards of achievement are in need of sustained improvement, especially at key stage 2.
69. The grade awarded to this key question differs from that of key question 5 because teachers work hard to develop pupils' standards of achievement.
70. Standards of achievement in the lessons observed are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	70%	27%	3%	0%

71. These figures compare favourably with the Welsh Assembly Government 2010 (Vision into Action) target for Wales which is that the quality of learning assessed by Estyn should be grade 3 or better in 98 per cent of lessons.
72. The overall quality of the provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning.
73. Standards achieved by the under-fives in the areas of learning are as follows:

Area of Learning:	Nursery	Reception
Language, literacy and communication	Grade 2	Grade 2
Personal and social development	Grade 2	Grade 2
Mathematical development	Grade 2	Grade 2
Knowledge and understanding of the world	Grade 2	Grade 2
Physical development	Grade 2	Grade 2
Creative development	Grade 2	Grade 2

#### Grades for standards in subjects inspected

Inspection Area	Key Stage 1	Key Stage 2
English	Grade 2	Grade 2
Welsh Second Language	Grade 3	Grade 3
Art	Grade 2	Grade 2
Music	Grade 2	Grade 2
Religious Education	Grade 3	Grade 2

74. Overall, regardless of their age, ethnicity or background, pupils make good progress and achieve well in the subjects inspected. Pupils with additional learning needs, including those with SEN, and those who speak English as an additional language, make good progress and achieve well over time.
75. Children under five make good progress with no important shortcomings in the key skills of speaking, listening, early reading and writing through the medium of English, in Welsh communication, mathematical, information and communications technology, personal and social education, problem solving and creative skills. Their progress in bilingual competence is also good with no important shortcomings.
76. In key stages 1 and 2, pupils make good progress with no important shortcomings in the key skills of speaking, listening, reading and writing through the medium of English, in personal and social education, problem-solving and creative skills. Their progress in Welsh communication skills and overall bilingual competence, in mathematical and information and communications technology skills has good features that outweigh shortcomings.
77. In key stage 1 in 2007, the results of the teacher assessments in English, mathematics and science were well above national and local averages. The core subject indicator, which is the percentage of pupils attaining at least level two in English, mathematics and science in combination, was also well above local and national averages. When the 2007 key stage 1 results are compared with similar schools, using the free school meals indicator, results in English were well above average, while those in mathematics, science and in the core subject indicator were above average. The results represent an improving trend in performance at key stage 1 over the last few years. However, the percentage of pupils attaining the higher level 3 has fallen quite sharply in English and science since 2004. Girls performed slightly better than boys in mathematics and science.
78. In key stage 2 in 2007, results in English were very slightly above the national but below the local average, while those in mathematics and science were below both the national and local averages. The core subject indicator, which is the percentage of pupils attaining at least level four in English, mathematics and science in combination, was also below the national and local averages. When the 2007 results are compared with similar schools, using the free school meals indicator, results in English and science were below average, while those in mathematics and in the core subject indicator were well below average. These results do not represent an improving trend at key stage 2 over the last three years. Between 2004 and 2007 the percentage of pupils attaining the higher level 5 at key stage 2 has fallen quite significantly in English, mathematics and science. In 2007, girls out performed boys in English, mathematics and in the core subject indicator.
79. In key stage 2 in 2006, results in English, mathematics and science improved significantly when compared to those in 2005. During 2006 pupils were taught in ability groups; however, this was not the case in 2007.

80. Pupils' achievement in foundation subjects, such as art and music, and in the under-fives is above average. Inspection evidence shows that there are improvements in pupils' attainment, particularly in English. However, there is still scope for further improvement in mathematics and science and in the performance of more able pupils at both key stages.
81. Pupils' personal, social and learning skills are good. Their attitudes to learning, the interest they show in their work and their ability to concentrate are generally good. The vast majority work diligently in lessons; they are keen to join in the activities prepared for them and are enthusiastic in their work. Their understanding of what they are doing and of what they need to do to improve has good features that outweigh shortcomings.
82. The progress that learners make in their personal, spiritual, moral, social and wider development is good with no important shortcomings. Pupils successfully develop their personal values, together with a respect for, and an understanding of, the values of others.
83. Pupils are well behaved, courteous and polite to each other and to visitors. They respond well to the efforts of members of staff to raise their self-image through positive praise. They demonstrate pride in their personal successes and in those of the school in general.
84. Pupils' awareness of equal opportunities is good with no important shortcomings. They take an active part in the life and work of the school through the School Council and in extra-curricular activities. They develop effective skills to work as part of a team and as members of the school community.
85. Pupils are prepared well for participation in the workplace and the community. They raise funds for local and national causes and visit many different places, such as local businesses: this ensures that they have a good understanding of community related and global issues.
86. Good features outweigh shortcomings in relation to attendance and punctuality. Whole-school attendance for the last three terms prior to the inspection averages 93.6 per cent. This exceeds the national average for primary schools in Wales, and equals the local average. Most pupils arrive on time at the start of the school day.

## The quality of education and training

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

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

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

88. The quality of teaching in the lessons observed was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
2%	76%	20%	2%	0%

89. These figures closely match the Welsh Assembly Government 2010 (Vision into Action) target, which is that the quality of teaching assessed by Estyn should be grade 2 or better in 80 per cent of classes.

90. Features of the outstanding teaching include:

- teachers adopting a brisk and challenging approach to learning; and
- the deployment of stimulating and innovative strategies to capture pupils' interest and attention.

91. In the vast majority of lessons where teaching was judged to have no important shortcomings, the good features include:

- effective working relationships with pupils;
- a clear presentation of objectives at the beginning of the lesson;
- detailed knowledge and understanding of the subjects being taught;
- classroom management which enables teachers to ensure that there is no inappropriate behaviour in lessons;
- well organised lessons, which capture pupils' interest and enthusiasm from the outset and systematically develop their understanding in small, manageable steps; and
- purposeful use of good questioning techniques to promote active learning.

92. In the small percentage of lessons where teaching was judged to have some shortcomings, these include:

- the pace of learning is not effective; and
- there is ineffective behaviour management to sustain pupils' interest.

93. Generally, teachers plan well to meet the different learning needs of most pupils. However, sometimes there is a lack of challenge in the tasks provided especially for the more able pupils. This holds back these pupils' standards of attainment.

94. Overall, teachers do not consistently plan well enough to promote pupils' bilingual skills.

95. The school meets statutory requirements for assessing, recording and reporting pupils' progress. The quality of assessment for the under-fives is accurate and comprehensive. Teachers use a variety of strategies to assess and record pupils' progress in the core subjects and the school has developed useful strategies to track pupils' progress. However, assessment practices are often variable and the school is not yet fully involved in arrangements to strengthen and moderate teacher assessment.
96. The assessment of pupils' progress in the foundation subjects is an area for development. There are class portfolios which contain samples of pupils' work, but these are of fairly recent origin and they do not indicate pupils' levels of attainment.
97. The quality of marking is often variable. In the best practice, teachers mark work regularly and offer guidance on how pupils can improve their work. Pupils are given targets in the core subjects; however, these are not always precise enough to enable pupils to move forward in their work.
98. Pupils are not yet fully involved in planning their own progress and a significant minority are unsure of the real purpose of assessment and of what they need to do to improve their work. However, the school has clear plans and is now actively seeking to develop ways to improve assessment for learning strategies.
99. Reports to parents meet requirements. They provide useful information about pupils' progress in the core subjects, but they are generally less detailed on other subjects. They provide information about pupils' targets, but there is no clear indication of how parents can help their children or what the next stages of learning might be.

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

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

100. The findings of the inspection team match the judgement made by the school in the self-evaluation reports.
101. Overall, the school provides a good range of learning experiences that meet the needs and abilities of the range of most pupils. The school responds well to most pupils' learning needs and provides them with a good curriculum that is broad, balanced and coherent and to which all pupils have access.
102. Clear policy documents and schemes of work ensure continuity and progression throughout the school.
103. The overall provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning. A good range of relevant experiences and practical

activities is provided which stimulates children's interest, skill and enjoyment in the six areas of learning under appropriate themes.

104. Provision for the development of pupils' basic and key skills has good features that outweigh shortcomings and the school has been awarded the Quality Mark for the third time, recognising its work in this area. Whilst opportunities for extending basic and key skills are broadly identified in planning, there are examples of inconsistency and good practice is not always shared effectively. Numeracy and information and communications technology skills are not given sufficient emphasis in teachers' planning and the planned use of incidental Welsh to promote pupils' bilingual skills is also inconsistent. Whole-school planning for the development of pupils' skills is an area identified by the school for development.
105. Provision for pupils' personal and social education is good and benefits from links with outside agencies. The school has responded well to the appropriate guidelines for personal and social education. There is a clear policy and most pupils have good opportunities in class discussions to consider emotions and feelings, the importance of friends and the consequences of bullying.
106. Eagleswell Primary is an inclusive school where all pupils are treated equally and have full access to the curriculum and all the activities that the school provides. The school promotes equality of opportunity for all and celebrates the achievements of pupils in every aspect of school life.
107. A wide range of stimulating extra-curricular activities enriches pupils' experiences and expands their horizons effectively. There is a good range of after-school clubs, both sporting and cultural and many visitors come to the school to speak to pupils and to make them aware of community life and humanitarian issues. Numerous visits, including residential ones, are organised and these complement and extend the curriculum well and contribute to pupils' overall development.
108. Provision for *Y Cwricwlwm Cymreig* and pupils' bilingual proficiency has good features that outweigh shortcomings. Welsh artists, in particular, are promoted well in the school. However, more could be done to extend pupils' knowledge and understanding of the culture and heritage of Wales.
109. The school benefits from a wide range of links with many providers and interested parties in the area. There are positive links with the local comprehensive school and with other primary schools. Links with teacher training institutions such as the University of Wales Institute, Cardiff, and other training establishments are effective.
110. Good links are promoted with parents, who are very supportive of the school's work. The school benefits from an active Parent Association, which raises significant sums of money for additional facilities and resources.
111. There are effective links with the community. Pupils participate in local events and they regularly visit local churches and homes for the elderly. Members of

the community also come to the school to talk to the children about their work and the history of the community. These links have a positive impact on pupils' learning experiences.

112. The school promotes pupils' spiritual, moral, social and cultural development well. Pupils are encouraged to develop a clear sense of what is right and wrong and to support each other throughout the school day. There are good opportunities for pupils to take part in acts of collective worship, which fully meet requirements, but not enough time is always given for reflection.
113. The school actively promotes pupils' cultural development and their understanding and respect for other faiths and cultural traditions. They celebrate the Chinese New Year and other cultural festivals. Pupils are encouraged to take part in fund-raising activities and to talk to visitors about their knowledge of other cultures. Pupils' awareness of diversity within society is positively promoted through such subjects as art.
114. The promotion of pupils' awareness and understanding of sustainable development and global citizenship has good features that outweigh shortcomings and the school is working to improve this aspect of the provision.
115. There are good efforts to broaden pupils' experience of work-related education through a number of initiatives, for example, there are strong links with a nearby college of further education and Atlantic College, and the latter places students from all parts of the world in the school.
116. The development of pupils' entrepreneurial skills is promoted well through various practical and curricular activities. From the early years onwards, children are encouraged to participate in role-play and to understand coinage and the concept of value. Older pupils are given good opportunities to assist in the running of various school activities.
117. The school is effective in laying the foundations for lifelong learning and community regeneration by encouraging pupils to be responsible for their own actions and to be sympathetic to the needs of others.

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

##### **Grade 4: Some good features, but shortcomings in important areas**

118. The findings of the inspection team do not match the judgements made by the school in the self-evaluation reports because the inspectors judged there are important shortcomings in the school's procedures regarding child protection and the safeguarding of children. The day-to-day pastoral care, guidance and support the school gives to its pupils are good and no pupils are at risk; however, procedures are not in place to ensure that this situation is sustained.

119. Pupils say that they feel happy and secure in school. They have good relationships with all members of staff and this contributes significantly to the development of pupils' self-esteem, confidence and positive behaviour. Pupils readily turn to adults for support and guidance and they are listened to and treated with respect. Support programmes are carefully planned and integrated into school life so that they meet pupils' needs and ensure equality of opportunity for all.
120. Effective use is made of support services. The co-operation between the school and external support agencies enhances the provision of support and guidance for the pupils. The school has forged good links with the Ethnic Minority Achievement Service (EMAS) which provides good support for the very small number of pupils with English as an additional language.
121. Induction arrangements to settle children into the nursery class are well established and organised. As a result children settle quickly into school routines and procedures. Parents are fully involved in the process and share in their child's first experience of school. Arrangements to ensure pupils settle into school life at a later stage are equally well managed. There are strong links with the local secondary school to ease the transition of pupils to the next stage of their education.
122. Overall, relationships between staff, parents, members of the local community and pupils are strong and constructive. The school welcomes parents at any time and they are provided with a range of information. Parents confirm that they are well informed about the school.
123. Pupils' attendance, punctuality and behaviour are carefully monitored. There are good links with the Education Welfare Officer should non-attendance, punctuality or the behaviour of an individual child give cause for concern. Parents are frequently advised that their children should attend school regularly.
124. Pupils' achievements and endeavours are celebrated very effectively and the weekly "Award" assembly recognises pupils' efforts for good work, behaviour, the development of bilingualism and other contributions to school life.
125. There are appropriate arrangements to ensure everyone's health and safety within the school building. The school is a secure environment and there have been effective improvements since the last inspection. Fire drills are held on a termly basis and risk assessments are undertaken prior to educational visits or activities. Pupils are carefully supervised when they are on the school grounds and there are effective systems for receiving them in the morning and releasing them at the end of the school day. The school ensures that parents are informed immediately if children have been injured and the accident book records any incident in detail. There is a designated person with responsibility for first aid and other members of staff, including mid-day meals supervisors, have received appropriate training.

126. A programme to promote pupils' personal and social education is well established and pupils are given opportunities to discuss a range of personal and social matters. The school prepares an effective programme on issues such as healthy eating, sex education and the dangers of drug misuse. Pupils are provided with a range of responsibilities, for example, as classroom and lunchtime monitors, as buddies for younger members of the school community and as monitors at the school's 'friendship stop'.
127. Through the well established and effective school council, pupils are given many important opportunities to communicate their ideas and findings to the school community.
128. Arrangements to ensure that current requirements for child protection and the safeguarding of children are not fully established, however, pupils are not at risk.
129. A child protection policy and procedures are in place; however, the policy is outdated and in need of review. The acting head teacher and deputy are the nominated persons, but neither has received appropriate training. Although teachers and learning support staff testify that they are aware of their responsibilities and of procedures to be followed, there is no regular, on-going programme of child protection training established or recognised within the school's priorities for development. The school's designated link governor for child protection has attended relevant courses. There are important shortcomings in this aspect of the school's provision.
130. The quality of provision for pupils with additional learning needs is good. Pupils are identified and assessed at an early age and there are effective systems in place to meet their needs. The special education needs programme fully meets the requirements of the Code of Practice for Wales. Pupils with special education needs are taught in their specific classes and receive effective extra support in withdrawal sessions from learning support assistants, who make a valuable contribution to their progress. Pupils benefit from this small group tuition, which is clearly focused on their learning needs.
131. Individual educational plans are of good quality and contain concise, clear and relevant targets, which are reviewed on a termly basis. Parents are invited to attend appropriate meetings and to contribute to discussions about targets and other aspects of their child's education. The Special Education Needs co-ordinator works very effectively with class teachers, support staff and the link governor to ensure that this aspect of the provision is effective and well co-ordinated.
132. The school considers that harassment, bullying and any forms of oppressive behaviour or racial discrimination are serious matters. Appropriate arrangements are in place to deal with any incidents that arise. Pupils report that any such incidents are dealt with quickly.

133. The quality of the provision for equal opportunities is good and a high priority is given to the inclusion of all pupils. The school effectively promotes gender equality and challenges stereotypes in pupils' choices.
134. The school promotes pupils' understanding of diversity and race relations well. There are suitable race equality and multi-cultural policies and action plans.
135. The school has good arrangements regarding the provision for pupils and adults with physical disabilities. It has an appropriate accessibility scheme and a clear plan to ensure that disabled pupils are treated equally and do not suffer from less favourable treatment. This is regularly monitored by the governing body.

## Leadership and management

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

#### Grade 4: Some good features but shortcomings in important areas

136. The findings of the inspection team do not match the judgements made by the school in the self-evaluation reports. The team judged that there are important shortcomings in the strategic leadership and management of the school.
137. The grade awarded to this key question differs from that of key question 1 because teachers work hard to develop pupils' standards of achievement, in spite of the shortcomings noted above.
138. A number of purposeful aims and objectives have recently been established for the school; these are reflected appropriately in both documentation and the work of the school. There is a growing attitude of trust and co-operation among members of staff.
139. Since September 2007, the consultant head teacher, the acting head (from January 2008) and the senior management team have provided a sound sense of direction for the school and refocused efforts on the key task of raising standards. They have introduced a number of new initiatives and systems, many of which will need more time to impact sufficiently on provision.
140. Although the school had set whole-school targets in its previous school development plans, there is limited evidence to demonstrate the consistent success of these initiatives in recent times; this is an important shortcoming.
141. During the last few years the senior management team has not made a significant impact on school development. The team has not met regularly until recent times and there has been little indication of a whole-school approach to leadership and management. However, since September, the senior management team now meets regularly, keeps clear minutes of its deliberations and focuses appropriately on issues relating to improving standards and the quality of provision.
142. Senior managers articulate a clear educational vision for the school and are gradually becoming more skilled in aspects of self-evaluation. Documentation provides a sound conceptual structure for the school's work, but the means of achieving this vision is not securely embedded in the day-to-day direction of the school's work. This is an important shortcoming.
143. The school takes appropriate account of national and local initiatives. There is an established school council that meets regularly and makes appropriate decisions. The school is currently working hard to develop its provision in relation to sustainable development and healthy eating.

144. Arrangements for performance management are established in school; however, the process has been disrupted during the last year and the current cycle will not be completed until the summer term.
145. The governing body is very supportive of the school. Governors meet regularly and appropriate committees are in place. Since the last inspection, however, it is clear that governors have not been sufficiently involved in monitoring the quality of provision and setting the strategic direction of the school.
146. The governing body does not meet its statutory responsibilities regarding the provision of information; the annual report does not contain important information regarding teacher assessments and comparative data.

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

**Grade 4: Some good features, but shortcomings in important areas**

147. The inspection team's findings do not match the judgements made by the school in the self-evaluation reports. This is because the inspectors identified important shortcomings in the school's self-evaluation procedures and in the effectiveness of planning for improvement.
148. The consultant head teacher and the acting head are striving to develop a culture of self-evaluation within the school. They fully acknowledge that the school's policies and procedures for evaluating the quality of standards and provision have major shortcomings and are key priorities for future development.
149. The two self-evaluation reports make reasonable attempts to identify strengths and areas for development. On being appointed the consultant head teacher embarked on a programme of monitoring standards and provision within classes. In general, however, he had insufficient information and knowledge of the school to produce a fully accurate picture in the short space of time available to him. In addition, there has been insufficient time for him to consult with other stakeholders. The reports do not make effective use of first-hand evidence to support the judgements made. The inspection team agreed with the judgements of the school in three of the seven key questions.
150. There is very little evidence of robust and well-established arrangements whereby senior managers draw together the findings of self-evaluation systematically in order to prioritise and make meaningful plans for the future development of the school. At a whole-school level, the evaluation process is underdeveloped and does not inform future targets for the school; this is an important shortcoming.
151. Although some members of staff have some opportunities to monitor subjects, the practice lacks consistency and the monitoring of standards and quality of

provision is not sufficiently developed. There is no analytical and critical approach to self-evaluation and strategic planning. Teachers discuss aspects of the curriculum and review pupils' progress, but there is no systematic, whole-school approach to promote improvement; this is an important shortcoming.

152. There are no formal arrangements to ascertain the views of the governing body, the community or support staff in terms of self-evaluation. The governors of the school are supportive and some are linked to curriculum subjects. However, their role in self-evaluation is not fully developed.
153. The annual school development plan sets appropriate targets for the year. However, this planning is not clearly linked to an evaluation of progress towards previous goals, it does not set out the plans of actions to bring about improvement and provides very little detail of future strategies and areas for improvement. The effectiveness of planning for improvement has been limited in the period since the last inspection.
154. Useful work has been undertaken in developing several areas and, in more recent times, there is evidence of marked improvements in standards of achievement in key stage 2. However, first-hand evidence of the impact of initiatives is limited and, at the same time, there is little to show that a whole-school approach is being pursued. The school development plan and self evaluation reports do not set out any clearly defined resource needs or detailed costings for future spending priorities.
155. Overall, the school has not made sufficient progress in several areas since the last inspection. Shortcomings exist, for example, in relation to standards of attainment, assessment and the management of subjects.

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

##### **Grade 3: Good features outweigh shortcomings**

156. The inspection team's findings match the judgement made by the school in the self-evaluation reports.
157. The school has a suitable number of well-qualified and experienced members of staff and the vast majority are well deployed. The school uses its resources for workforce remodelling appropriately. There are suitable arrangements in place to provide all members of staff with the required preparation, planning and assessment time and good use is made of this. Learning support assistants work well with teachers to plan and deliver the curriculum. The school makes good use of members of staff with specialist skills; this is particularly effective in such areas as music and art.
158. Effective administrative support is provided which ensures that the life of the school runs smoothly. The school is well maintained and midday supervisors,

canteen staff, and cleaners all make positive contributions to the running of the school and the sense of community.

159. Overall, the school makes good use of resources and has identified areas that need improving, for example, school library resources and those for Welsh second language. Recent investments in information technology have ensured that interactive whiteboards have been established in classrooms. However, the school has yet to monitor and evaluate the impact of these recent investments and improvements on teaching and learning across the school.
160. The indoor accommodation is good; it is spacious, bright and clean. The classrooms and corridors are attractive and the displays are imaginative and stimulating. Books and artefacts associated with classroom themes are of good quality and help to reinforce and extend pupils' learning.
161. The outdoor grounds provide good quality facilities for sports, study and recreation. The Forest School area provides a stimulating outdoor classroom that is frequently used.
162. The school makes every effort to use resources wisely. The school successfully balances provision against costs and overall systems for financial management are established. The consultant head, the acting head teacher and the governing body manage the budget appropriately. Overall, the school provides appropriate value for money, particularly in view of the renewed focus and drive which have been implemented since September 2007. Current standards of achievement in most of the subjects inspected reflect these efforts.

## Standards achieved in subjects and areas of learning

### Under 5s

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

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

#### Language, literacy and communication skills

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

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

#### Good features

164. Most nursery children listen attentively to each other and to adults when working as a class, in pairs and small groups. They speak clearly when talking to adults and respond well to simple instructions and greetings given in Welsh. Most participate well in imaginative role play and express their ideas confidently. Nursery children have a good knowledge of nursery rhymes and recite them enthusiastically with a brisk sense of rhythm.
165. Most reception children understand that words carry meaning and recognise initial letter sounds well, sometimes performing actions to help them. A significant minority of children understand that blends of two letters make a new sound. More able children read simple books with understanding and most enjoy looking at books, discussing pictures and retelling stories. Many children are proud to read familiar words displayed in the classroom to visitors.
166. Most reception children develop early writing skills well as part of their role play. They write their names, most with correct letter formation and many make good attempts to write recognisable words and phrases independently.

#### Shortcomings

167. There are no important shortcomings.

#### Personal and social development

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

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

#### Good features

168. Most nursery children listen to instructions intently and carry them out effectively. They participate in activities with eagerness and enjoyment and they wait patiently for a turn. Most behave well, are attentive and show effective levels of concentration in their activities, sustaining their interest well. They demonstrate a good level of independence in personal hygiene and

show real care and concern for others, forming good relationships with other children and adults.

169. Most reception children show confidence and independence when choosing their activities. They show care for their classroom and resources and they tidy up quickly and effectively. Most develop good independent hygiene skills. The vast majority of reception children display perseverance as they think of new ways to overcome problems and they undertake role play and drama spontaneously and happily.

### **Shortcomings**

170. There are no important shortcomings.

### **Mathematical development**

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

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

#### **Good features**

171. Most nursery children understand the concept and use of numbers when they count in English and Welsh. They use mathematical language well, such as 'more than', 'less than' and 'left over'. The vast majority of nursery children name regular shapes and match objects to their number correctly.
172. Most reception children have a growing knowledge of shape. They recognise common 2D shapes and more able children know some of their properties. Most reception children use mathematical terms such as side, corner, semi-circle and face well. A significant minority of children name common 3D shapes, count the faces with their teacher and recall everyday objects which are the same shape.
173. The vast majority of reception children have a good knowledge of positional language, they use correct vocabulary such as forwards, backwards, longer, shorter, right and left turn when directing a programmable toy.

### **Shortcomings**

174. There are no important shortcomings.

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

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

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

#### **Good features**

175. Most children in the nursery and reception classes develop a sense of awe and wonder as they explore and investigate the world around them. The vast majority of nursery children make good progress because they are interested and motivated by their experiences in class and in outdoor play. Most start to

learn about living things and patterns of change over time. Nursery children are beginning to develop a good scientific awareness when they study the effect of salt on ice.

176. Most reception children display a growing appreciation of past and present events, living things and environmental care. They learn about the effects of pushing and pulling, experimenting, testing and generally finding out how things work. Reception children begin to identify the characteristics of some occupations when they engage in meaningful role play. Most make appropriate choices and select materials. Their information technology skills develop well when they change items on the interactive whiteboard and when they programme movable floor turtles called 'beebots'. The vast majority of reception children put forward sensible reasons and show increasingly good use of relevant vocabulary and enquiry skills.
177. Most reception children show great interest in the natural environment and talk knowledgeably about the seasons.

### **Shortcomings**

178. There are no important shortcomings.

### **Physical development**

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

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

### **Good features**

179. In the nursery most children experiment with different ways of moving and they display a good degree of co-ordinating and control. They participate enthusiastically in outdoor play. Most negotiate a given pathway when running and walking. They move spontaneously within a given space, with a sense of freedom and confidence.
180. In the reception class children's skills develop well because their knowledge is already secure. Most move well within a given space and they take turns patiently in the hall and the classroom. They respond to music with enjoyment and make sensible choices of shape. Most reception children know that their hearts beat faster when they exercise and understand the need for a warm up.
181. The vast majority of reception children handle tools and small equipment with a good level of fine motor control skills.

### **Shortcomings**

182. There are no important shortcomings.

## **Creative development**

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

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

### **Good features**

183. In the nursery most of the children explore colour and pattern well and they are adept at mixing colours. Their drawings and paintings are of good quality. They experiment successfully with noises and sounds and they know the names of instruments well. They create effective self portraits and interesting patterns.
184. Most reception children respond well to a rhythm and begin to observe and appreciate each other's work. They sing tunefully and experiment with music making. Most sing phrases to their teacher, copying tempo and pitch accurately. They engage enthusiastically in various forms of role-play and imaginative drama. Reception children use a range of materials successfully to create representational drawings and constructions, making choices of medium and colour. The vast majority of reception children use the interactive whiteboard effectively to draw pictures and to change colour and patterns.

### **Shortcomings**

185. There are no important shortcomings.

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

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

### **Good features**

186. In key stage 1, the majority of pupils listen attentively to presentations by teachers and each other. They speak confidently about their work and experiences with both adults and fellow pupils. Pupils begin to realise the need to adapt their spoken language and intonation of voice when participating in role-play situations.
187. In key stage 2, pupils show a good knowledge of language when describing metaphors, simile and alliteration. They listen patiently to others when it is their turn to speak. Most respond enthusiastically and appropriately to their teachers' questions and support each other fluently and confidently when asking and answering questions.
188. In key stage 1, most pupils read accurately and confidently and they display a maturing expression as they read their favourite books. The majority of pupils in key stage 1 recognise the sounds that letters make and blend these sounds together in order to read unfamiliar words. They know the main parts of a book and how to use the contents and index pages appropriately.

189. Most pupils in key stage 2 read confidently and accurately. They show a good empathy with characters in their chosen books and demonstrate a clear awareness of audience when reading from their fiction books. Most speak knowledgeably about a variety of authors and understand the differences between fact and fiction.
190. In key stage 1, pupils' writing develops well. Year 1 pupils copy simple words or phrases successfully. More able pupils write simple sentences independently. Their spelling and punctuation develop with increasing accuracy. Most acquire a good understanding of phonics to help them spell simple words and they confidently spell less familiar words independently. Older key stage 1 pupils develop a good understanding of alphabetic order and use dictionaries successfully to find the spelling and meaning of words. By year 2, pupils write for a range of purposes, such as letters, descriptions, accounts, simple poems and personal experiences.
191. Pupils' standards of writing are good in key stage 2. Most produce a wide variety of creative and factual work, including letters, diaries, reports and poetry. Their writing is well organised in paragraphs, using a variety of sentence patterns. Pupils' handwriting is generally joined and legible.
192. In key stage 2, the vast majority of pupils recognise different tenses and know how to construct a series of imperative statements. They abbreviate a text effectively, use adjectives and adverbs well to make their writing come to life and use a writing frame effectively to write logically. Older pupils in key stage 2 identify and apply 'powerful verbs' to improve their writing.

### **Shortcomings**

193. There are no important shortcomings.

<b>Welsh second language</b>
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### **Key Stage 1: Grade 3: Good features outweigh shortcomings**

### **Key Stage 2: Grade 3: Good features outweigh shortcomings**

#### **Good features**

194. In key stage 1, pupils understand a range of familiar questions and the majority respond appropriately in simple words or short phrases. They know and readily use simple greetings, such as 'bore da', 'prynhawn da' and they use questions such as 'pwy wyt ti?' to retrieve personal information. Most recognise and respond well to a series of commands and instructions.
195. Pupils in key stage 1 know a range of useful sentence patterns to describe where they live. More able pupils in year 2 confidently describe features associated with the weather and use a developing vocabulary to name basic colours, common foods and the external parts of a house. The majority can correctly count to 20.

196. By the end of the key stage, most pupils read labels and flash cards correctly. More able pupils are developing early writing skills and compose simple sentences, describing the clothes to be worn on days when it is sunny, cold or windy.
197. In key stage 2, pupils further develop their range of vocabulary by repeating and extending set phrases about themselves, their families, hobbies, the time and their favourite television programmes. Pupils in year 6 describe themselves, using appropriate language patterns and a good range of vocabulary. The more able pupils use more complex sentences and confidently engage visitors in describing their interests, their school and their hobbies.
198. Pupils in key stage 2 read a range of reading materials with some understanding. They read a variety of materials, including flash cards, work sheets and simple books about the adventures of Nici and Cris. More able pupils in years 5 and 6 read with confidence and expression, demonstrating increasing levels of accuracy and understanding.
199. Pupils' writing skills develop appropriately and, towards the end of the key stage, many use a variety of sentence patterns in their written work. Pupils in years 3 and 4 use suitable adjectives when constructing an interesting self-portrait and express opinions about their likes and dislikes on the school timetable. More able pupils write a lively dialogue about friends attending a party. Their ability to punctuate and spell familiar words is developing appropriately.
200. Pupils in years 5 and 6 write for different purposes, using a variety of forms suitable for the task. They compose interesting self-portraits, describe their favourite television programmes and construct an effective holiday advert, 'Dewch i Gymru' in an attempt to attract potential tourists to visit Wales. The more able write an informative letter recounting their holiday adventures in France and Cyprus, using a range of extended sentences and suitable adjectives.

### **Shortcomings**

201. In key stage 1, pupils lack confidence in their oral responses.
202. In both key stages, pupils' reading and writing skills are underdeveloped.

<b>Art</b>
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**Key Stage 1: Good features and no important shortcomings**

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

### **Good features**

203. In key stage 1, pupils produce good quality pictures on fireworks using paint and crayons. Their use of colour and tone is effective.

204. Key stage 1 pupils produce good artwork in the style of other cultures, for example, the Masai tribes of Africa. They use squares and triangles well to form their stimulating patterns.
205. Pupils in key stage 1 are confident using three-dimensional materials, such as when they make effective clay models of hedgehogs, which are life-like and well proportioned.
206. In key stage 1, pupils use textiles effectively and develop their weaving skills well. They proudly display their finished products in classrooms.
207. In key stage 2, pupils further develop their weaving skills as a result of their visits to St Fagan's Folk Museum and they produce realistic clothes in the Celtic style.
208. Pupils design and make good representations of Roman mosaics. They show a good knowledge and understanding of lines of symmetry.
209. Older pupils in key stage 2 demonstrate effective drawing and painting skills as they produce landscapes in the style of famous artists. They create stimulating and attractive pictures in the style of great artists, such as LS Lowry and Picasso.
210. In key stage 2, pupils create stimulating paintings of Welsh dragons and castles which they proudly display in the school hall.

### **Shortcomings**

211. There are no important shortcomings.

<b>Music</b>
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### **Key Stage 1: Grade 2: Good features and no important shortcomings**

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

#### **Good features**

212. In key stage 1, younger pupils know the names of a range of instruments. They have a good knowledge of the sounds they make and choose suitable ones to make different sound effects.
213. Pupils in key stage 1 have a good understanding of the importance of timing when using instruments as an accompaniment to singing. They handle instruments effectively and maintain a steady beat when performing.
214. Across the school pupils sing tunefully and enthusiastically. Many perform confidently in a wide range of settings, for example, in musical events such as the Eisteddfod, at Harvest and Christmas time.
215. Many pupils play a range of instruments and perform them confidently to various audiences during school concerts and whole-school assemblies.

216. In both key stages, most pupils listen attentively to their own and to the music of others. Older pupils explore and learn to appreciate classical music scores, such as 'The Planet Suite', linked to the topic of space and they create vivid written descriptions of each planet.
217. Pupils in key stage 2 display a good musical vocabulary. When listening intently to music they thoughtfully recall and describe cyclical patterns, they sustain concentration as they tap out the rhythm well and they refine their compositions well, making mature suggestions as to how their work can be improved.
218. In key stage 2, pupils explore rhythmic patterns, read simple music scores and display their beats on the interactive whiteboard in a logical notation. Most discuss sensibly how they can improve their own work and the performance of others.
219. Older pupils demonstrate a good knowledge of various instruments. They build on skills learned earlier when they successfully rise to the challenge of independently composing and performing their own patterns, involving different instruments. Most are enthusiastic music makers, engrossed in their task, working collaboratively to explore their instruments and the sounds they make.

### **Shortcomings**

220. There are no important shortcomings.

## **Religious Education**

### **Key Stage 1: Grade 3: Good features outweigh shortcomings**

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

#### **Good features**

221. In key stage 1, most pupils understand that God created the world and all living things. They successfully recall some Bible stories, such as the Creation, Noah, David and Goliath. Most correctly name the major Christian festivals and describe their significance. They understand the meaning of Easter and that Jesus died on the cross and rose on Easter Day.
222. Pupils in key stage 1 develop an increasing awareness of themselves, their family and friends and the importance of values such as care and friendship within a community.
223. Following their visit to St. Illtud's church, pupils in year 2 successfully name some of the major church artefacts such as cross, font, altar and stained glass windows. Most know that the vicar presides over church services and understand the significance of prayer as a way of speaking to God.
224. In key stage 2, pupils are developing a good awareness of the diversity of religious beliefs. They appreciate that religions have their own special

festivals and customs and that there are similarities and differences between them. They understand the significance of the Bible and the Qu'ran and compare the respective roles of the Christian minister and the Muslim Imam.

225. Pupils in years 3 and 4 understand that the Bible is a special book for Christians and that there is a difference between the Old and the New Testament. Many accurately recall some of the parables and miracles associated with the life of Jesus and are aware of the significance of the Last Supper.
226. Most pupils in key stage 2 have a good understanding of the celebration of the Passover and know that its Jewish name is "Seder". They explain that Jewish families celebrate the occasion with a special family meal and they name some of the foods eaten at this meal.
227. Most pupils in year 5 and 6 are aware of the contributions of great religious leaders through the ages such as Jesus, Muhammad, Mother Theresa and Martin Luther King. The more able can effectively identify the qualities of great leaders such as trust, loyalty, motivation and determination.
228. Older pupils understand the significance of the symbolism of light in different religions and confidently explain the relevance of the dove, fish and cross to Christians. They know that the Jews attend the synagogue on Saturdays and that they celebrate the festival of Hanukkah by lighting candles on each evening. Many successfully name features associated with the synagogue such as Torah, Yad and Menorah.
229. By the end of the key stage, older pupils have a good understanding that each religion has its own traditions, customs and beliefs and that each deserves respect.

### **Shortcomings**

230. In key stage 1, pupils' awareness of a religion other than Christianity is limited and insecure.
231. In both key stages, pupils' appreciation of the contributions of St. David, Mari Jones and Bishop William Morgan to the development of Christianity in Wales is underdeveloped.

## School's response to the inspection

The Governors and staff are delighted to note the inspectors' findings that Eagleswell is a caring school which promotes pupils' personal development well and where the children feel happy and secure. The school was also pleased to note that the quality of teaching is good, that pupils are provided with a broad curriculum which is balanced and coherent and that teachers work hard to develop pupils' standards of achievement.

We are also very pleased to see recognition of:

- the quality of provision for our Under 5s as good across all areas of learning;
- the work we have done to improve standards in English at Key Stage 2 since the last inspection;
- the continuance of good standards in the inspected subjects of Art and Music;
- the good quality of provision for pupils with additional learning needs;
- the school's inclusive practice which demonstrates the equality of opportunity for all;
- the application of a renewed focus and drive, new initiatives and systems implemented by the consultant head, the acting head (from January 2008) and the senior management team.

The staff was appreciative of the sensitivity of the inspection team regarding the instability in leadership and management that the school has experienced, especially over the past year. Accordingly, we recognise that the report highlights significant areas where we need to improve. We will work closely with the Local Education Authority (LEA) to produce a detailed action plan, which we are confident will address all the recommendations in the inspection report. This will form the basis of our school improvement plan for the coming years and all staff and governors will be involved in implementing the action plan. Progress in meeting our targets will be reported regularly to the governing body and the LEA. The action plan and progress towards targets will also be shared with parents.

## Appendix 1

### Basic information about the school

Name of school	Eagleswell Primary
School type	Nursery and Primary
Age-range of pupils	3-11
Address of school	Eagleswell Road, Llantwit Major Vale of Glamorgan
Postcode	CF61 2UE
Telephone number	01446 792755

Head teacher(Acting Head)	Mr K Archard
Date of appointment	January 2008
Chair of governors/ Appropriate authority	Mr David Thomas
Registered inspector	Dr David G Evans
Dates of inspection	10-12 <sup>th</sup> March, 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	15.5	25	30	31	33	32	26	26	218.5

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	10	2 (0.5 + 0.6)	11.1

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	18.2 : 1
Pupil: adult (fte) ratio in nursery classes	8 : 1
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	22.5
Teacher (fte): class ratio	1 : 1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Autumn 2007	95.3	90.8	94.6
Summer 2007	91.7	92.2	93.3
Spring 2007	93.6	91.6	93.7

Percentage of pupils entitled to free school meals	13%
Number of pupils excluded during 12 months prior to inspection	0%

## Appendix 3

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

National Curriculum Assessment KS1 Results 2007			Number of pupils in Y2:					33
Percentage of pupils at each level								
			D	W	1	2	3	
English:	Teacher assessment	School	0	0	0	88	12	
		National	0	3	13	63	20	
En: reading	Teacher assessment	School	0	0	0	85	15	
		National	0	2	10	63	24	
En: writing	Teacher assessment	School	0	0	0	88	12	
		National	0	5	14	68	12	
En: speaking and listening	Teacher assessment	School	0	0	0	85	15	
		National	0	4	14	55	27	
Mathematics	Teacher assessment	School	0	0	3	79	18	
		National	0	2	10	64	23	
Science	Teacher assessment	School	0	0	3	91	6	
		National	0	2	9	65	24	

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	93.9%	In Wales	80.6%

D Pupils who have been disapplied from the statutory arrangements

W Pupils who are working towards level 1

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

<b>National Curriculum Assessment KS2 Results 2007</b>			Number of pupils in Y6					34				
<b>Percentage of pupils at each level</b>												
			D	A	F	W	1	2	3	4	5	
English	Teacher assessment	School	0	0	0	0	0	0	21	67	12	
		National	0	0	0	1	1	4	16	48	30	
Welsh	Teacher assessment	School										
		National										
Mathematics	Teacher assessment	School	0	0	0	0	0	0	26	53	21	
		National	0	0	0	1	1	3	14	48	33	
Science	Teacher assessment	School	0	0	0	0	0	0	15	56	29	
		National	0	0	0	0	0	2	12	52	34	

<b>Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)</b>			
by teacher assessment		by test	
In the school	70.6%	In the school	N/A
In Wales	74.0%	In Wales	N/A

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

## Appendix 4

### Evidence base of the inspection

Four inspectors spent a total of ten inspector days in the school. A team meeting was held prior to the inspection. The school accepted the invitation to appoint a nominee, and there was a peer assessor present for the duration of the inspection.

The team inspected:

- 45 lessons or part lessons;
- all classes;
- acts of collective worship; and
- a range of extra-curricular activities.

The inspection team held meetings with:

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

The inspection team also considered:

- the school's self-evaluation report;
- 43 parents'/carers' questionnaires, of which 97.67 per cent of responses were positive;
- a comprehensive range of documentation provided by the school before and during the inspection; and
- a variety of current and past pupils' work.

## Appendix 5

### Composition and responsibilities of the inspection team

Team member	Responsibilities
Dr David G Evans Registered Inspector	Context, Summary and Recommendations. Key Questions 1, 2 and 5 Early Years and Art
Mr Ivor Petherick Lay Inspector	Contributions to Key Questions 1, 3, 4 and 7
Mr Jeff Beecher Team Inspector	Key Questions 3, 6 and 7 English and Music
Mr R Ogwyn Phillips Team Inspector	Key Question 4 Welsh 2 <sup>nd</sup> Language and Religious Education
Mrs Annette Jones, Peer Assessor	Contributions to all the Key Questions
Mr Gareth Richards, Nominee	Attending meetings and supplying information

### Contractor

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### Acknowledgement

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