

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

A report on the quality of education in

**Craigfelen Primary School
Woodside Crescent
Clydach
Swansea
SA6 5DP**

School number: 6702215

Date of inspection: 08/06/10

by

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16211**

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Introduction

Craigfelen 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 Craigfelen Primary School took place between 08/06/10 and 10/06/10. An independent team of inspectors, led by Dorothy Morris 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.

Estyn's reports follow its guidance for the writing and editing of reports, which is available on the Estyn website (www.estyn.gov.uk). The table below shows the terms that Estyn uses and a broad idea of their meaning. The table is for guidance only.

Nearly all	with very few exceptions
Most	90% or more
Many	70% or more
A majority	over 60%
Half/around half	close to 50%
A minority	below 40%
Few	below 20%
Very few	less than 10%

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 Craigfelen Primary School caters for pupils aged three to eleven years old and is located in the small township of Craigfelen in the Swansea Valley. It is maintained by the City and County of Swansea local authority (LA). There are 108 pupils, full-time equivalent, on roll. Children are admitted to the nursery class following their third birthday and initially on a part-time basis. Children attending the reception class attend school on a full-time basis. School numbers have increased a little over recent years.
- 2 Most of the pupils who attend the school come from the immediate area. In the year 2000, Craigfelen ward was identified as an area of significant deprivation and as such has been given Communities First Area status. It is categorised as one of the 20% most deprived areas in Wales. Forty seven per cent of pupils are entitled to free school meals; this percentage is significantly above the LA and national averages.
- 3 Most pupils come from English speaking backgrounds. Four pupils receive support in English as an additional language and three pupils are being 'looked after' by the local authority. Four per cent of pupils are of a minority ethnic group.
- 4 Pupils attending the school represent the full range of ability. Thirty-eight pupils (35%) are designated as having special educational needs (SEN) including two who have a statement of SEN. This percentage is significantly above both local and national averages.
- 5 The school has been awarded the Basic Skills' Agency Quality Mark for the third time, the Eco-Schools Award, the Prince of Wales Award for the Environment, and phase three of the Healthy Schools' Award. It has also gained the British Dyslexia Friendly Schools Award and the Foundation Level of the International School Award.
- 6 The school was last inspected in April 2004. Since then, there have been many changes in staffing, including the appointment of new staff to teaching and management responsibilities at the beginning of the current academic year. The school has been extensively refurbished and renovated both inside and externally and offers pupils an innovative and stimulating learning environment. The present headteacher has been in post since May 2006.

The school's priorities and targets

- 7 The school's main aim is to work with parents, governors and the wider community to provide an education that will help pupils to achieve their full potential and to experience success in their academic and community life.
- 8 The school's priorities and targets for 2009-10 include to:
 - improve the percentage of pupils achieving the higher levels of attainment at the end of both key stages;
 - raise the standard and profile of bilingualism;

- implement the school's 'Tackling Child Poverty' strategy;
- develop and embed the assessment for learning agenda;
- continue to monitor and improve punctuality and attendance; and
- develop the governors' self-evaluation role.

Summary

- 9 This is a school with many good features, and some outstanding features in aspects of its provision. It offers pupils a caring, disciplined and positive environment where they are well supported to develop both personally and educationally. The quality of the learning experiences and the very efficient management of resources, accommodation and staff have outstanding features which succeed well in enriching pupils' learning and raising standards. Since the last inspection, the school has maintained or improved standards and enhanced the quality of its provision further.

Table of grades awarded

- 10 The inspection team judged the work of the school as follows:

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

- 11 The inspection team agreed with the school's judgements in five of the seven key questions. A higher grade was awarded to key questions three and seven as the balance of good and outstanding features overall was judged a Grade1.

Standards

- 12 The education provided by the school effectively meets the range of pupils' needs. Most pupils, including those with SEN, make consistent progress in gaining new skills, knowledge and understanding and achieve the agreed learning targets and goals.

Grades for standards in subjects inspected

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
23%	71%	6%	0%	0%

- 13 Overall, these figures are better than the findings of the previous inspection. They are also above the national averages published in Her Majesty's Chief Inspector (HMCI)'s latest Annual Report for 2008-2009, which states that standards in primary schools in Wales were Grade 1 or 2 in 85% of lessons, of which 12% was Grade 1.

Subject grades for subjects inspected

- 14 In key stages 1 and 2, pupils' standards of achievement in the subjects inspected are as follows:

Subject	Key Stage 1	Key Stage 2
English	Grade 3	Grade 3
Welsh second language	Grade 2	Grade 2
Mathematics	Grade 2	Grade 2
Geography	Grade 2	Grade 2
Art and design	Grade 2	Grade 2
Physical education	Grade 1	Grade 1

- 15 In 2009, pupils' attainments in the National Curriculum (NC) assessments in key stage 1, according to teacher assessments, were above the county, family and national averages in English and science, and above the family but below the county and national averages in mathematics. When compared with similar schools across Wales, on the basis of entitlement to free school meals, the school's overall results place it in the upper 25%, the highest grouping, which is a significant improvement over the previous two years when the results placed the school in the lowest 25% of similar schools.
- 16 In 2009, pupils' attainments in the NC assessments in key stage 2, according to teacher assessments, were above the county, family and national averages in English, mathematics and science. When compared with similar schools across Wales, on the basis of entitlement to free school meals, the school's overall results place it in the upper 25%. Over a three-year period, trends in performance show consistent improvement with outcomes moving from the upper 50% to the upper 25% of similar schools.
- 17 A study of school data indicates that, overall, most pupils make consistent progress in moving to the next stage of learning. This is demonstrated, for example, in pupils' progress in English particularly at the upper end of key stage 2 where most pupils attain the expected levels, which compare well with local and national averages. Nevertheless, a scrutiny of pupils' current work across the classes demonstrates that many pupils have an insecure grasp of correct language patterns and a limited range of vocabulary which impact significantly on the standards they achieve.
- 18 Teacher assessments indicate that there is no consistent gender difference between the performance of boys and girls in both key stages although there are some variations.
- 19 The overall quality of the provision for the under-fives is appropriate to their needs and children make good progress towards the Foundation Phase outcomes.

- 20 On entry to the school, many children's achievements are low. Overall, children under five make good progress in acquiring thinking, numeracy and information communications technology (ICT) skills. Their communication skills develop and improve but many children's early language skills remain more limited. Most children settle well into school routines.
- 21 In both key stages, there are good features in pupils' standards and progress in using key skills in their work across the curriculum. Pupils apply their number skills accurately in a range of tasks in subjects such as geography and science. Most pupils use ICT skills confidently to research, present and share information. They increasingly apply their thinking and problem-solving strategies to good effect. In both key stages, most pupils use their communication skills appropriately in their tasks. They use their listening and reading skills well but many pupils' speaking and writing skills demonstrate a limited range of vocabulary and an insecure grasp of syntax and spelling patterns.
- 22 Pupils' progress and standards in bilingual competence are good. Across the school, most pupils communicate readily in English and make good use of their developing Welsh communication skills in different contexts. Pupils have a good awareness of the Cwricwlwm Cymreig, particularly in key stage 2, as demonstrated in their work in subjects such as art and design, history, geography and music.
- 23 Pupils' progress in their personal, moral, social, spiritual and wider development is good with outstanding features. The very good relationships with staff underpin this development and they feel confident in expressing themselves because they know staff value their views. Pupils generally help one another during lessons and outside during playtimes. They have a good awareness of those less fortunate than themselves and contribute well to good causes.
- 24 Most pupils are well motivated, enthusiastic and enjoy their work and play. They collaborate well as pairs and groups and are developing the skills to work more independently.
- 25 Pupils show a good awareness of equal opportunity issues. They understand that everyone should be treated fairly and that they should respect the views of others. Through the contribution of visitors to the school, and their work in subjects such as religious education and geography, pupils develop respect for the diversity of beliefs, attitudes and cultural traditions within society.
- 26 Personal targets are set for all pupils. In key stage 2, pupils are aware of their personal targets for improvement and older pupils demonstrate a good understanding of their particular strengths and weaknesses. In key stage 1, pupils can discuss the activities they particularly enjoy and aspects they find more difficult. Overall, pupils' ability to understand what they need to do to improve the standard of their work is at a developmental stage in most classes.
- 27 Overall, pupils' behaviour is good and contributes significantly to the standards they achieve and to the quality of life in the school.

- 28 Through visits to places of educational interest and involvement in local activities, pupils' knowledge of their own community is good. Through visits, curricular activities, and the contribution of visitors from the community they also develop a good awareness of people's occupations and an effective insight into the world of work.
- 29 There are some shortcomings in the rates of attendance achieved by the school. Attendance rates for the past three terms average 90.5%. These rates are below national rates of attendance for pupils of primary school age and below rates of attendance for schools that have a similar number of pupils entitled to receive free school meals. Much of the absence is caused by a few pupils who have unsatisfactory rates of attendance. Despite the best efforts of the school, a few pupils are consistently late for the start of the school day.

The quality of education and training

Grades for teaching

- 30 In the lessons inspected, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
29%	58%	13%	0%	0%

- 31 Overall, the figures for the good and better teaching are an improvement on the findings of the last inspection and are above the national findings reported in HMCI's Annual Report for 2008-9, which states that the quality of teaching in the primary schools in Wales was Grade 1 or 2 in 85% of lessons, of which 17% was Grade 1.
- 32 The good and outstanding teaching includes characteristics such as very high expectations, a thorough knowledge of pupils' capabilities, thorough planning and preparation, skilful questioning, stimulating activities that extend pupils' learning, and very good use of a variety of learning resources. Teachers and staff have a very good working relationship with pupils. In a very few lessons, however, where teaching is less effective, there is a lack of pace and tasks do not offer pupils sufficient challenge.
- 33 In nearly all classes, lesson planning and organisation is good. Nevertheless, the organisation of activities in the reception class, when not directly led by adults, lacks sufficient structure to ensure that children are consistently engaged in their learning.
- 34 Teachers assess pupils' achievements and progress accurately and regularly. The involvement of pupils in assessing their own learning is developing well in a few classes but is not fully embedded across the school. This aspect has been appropriately identified for further attention in the school development plan.
- 35 Teachers discuss and mark work alongside pupils and good quality oral feedback is provided. In the best practice, teachers' written comments show pupils clearly what they need to do to improve the standard of their work. This practice is not consistent across all classes.

- 36 Planning for the development of key and basic skills is highly effective and integrates well into NC planning. Policies and schemes of work fully encompass the revised curriculum arrangements in Wales.
- 37 There are outstanding features in the way the school broadens and enriches pupils' learning experiences. Pupils are offered a variety of activities that provide a wealth of first hand experiences which add a valuable dimension to their learning and their personal and social development. They include visits to places of educational interest including museums, castles and places of worship, and the contributions of a range of visitors to the school. There are regular opportunities for older pupils to attend residential courses both locally and further afield. The annual trip to France, for example, is particularly successful in enabling pupils to engage in culturally diverse experiences as well as encouraging them to practise their French vocabulary.
- 38 Provision for the development of pupils' bilingual competence is good. There is consistently good use of incidental Welsh by staff and pupils within lessons and during school activities. The Cwricwlwm Cymreig is well promoted across the school during a wide range of lessons and activities. Pupils' awareness, understanding and appreciation of other cultures are actively promoted through various subjects, such as geography, and links with countries such as Bangladesh.
- 39 There are outstanding features in the provision for pupils' spiritual, moral, social and cultural development. The school provides pupils with a strong sense of right and wrong and there are many opportunities for them to work together as members of the school community.
- 40 There are outstanding features in the school's approach to developing pupils' understanding of sustainable development and global citizenship. The school is part of the eco-schools award scheme and is justly proud of achieving the European Green Flag in recognition of its commitment to conservation and the environment.
- 41 There are outstanding features in the school's partnerships with parents, the local community, other schools and further education institutions that enrich the life and work of the school and enhance pupils' learning experiences. Parents are very supportive of the school and the school's partnership with the local community is a major strength. The headteacher is instrumental in ensuring that partnerships with local community groups, religious organisations and various supporters and friends of the school continue to develop and flourish.
- 42 This is an inclusive school which gives very good attention to pupils' general wellbeing. This can be seen in policies and procedures, the school's ethos, and the close relationship between pupils and staff. All these factors contribute well towards pupils' personal and educational development and impacts significantly on the standards they achieve. The school motto, devised by the pupils, embodies the high priority given to inclusion and equal opportunities for all pupils, 'Learning together and having fun, there's room here for everyone.'
- 43 The school's 'Strategy for Tackling Child Poverty' document states clearly that its core aim is to achieve 'equal access and opportunity for all'. The school's provision ensures that all pupils have full access to the curriculum and life of the school. Multi

agency partnerships with Open Access Play, Alpha Tots provision for pre nursery children, Family Learning and Adult Learning Programmes are only a few of the strategies which enhance the quality of life of Craigfelen's children and young people. In addition, the work of The Children's Society, established by the governing body to organises activities during the school holidays, and Craigfelen's Tigers who co-ordinate after school clubs contribute very effectively to the extended provision made for pupils in partnership with its community.

- 44 The school's child protection policy and procedures meet statutory requirements and all staff are aware of their guidance. Policies and procedures relating to health and safety, including fire prevention and first aid, are implemented appropriately. Risk assessments are undertaken in relation to school visits and activities.
- 45 Provision for pupils with SEN is good and meets the requirements of the Code of Practice. There is considerable investment in support structures, resources and programmes to assist pupils with SEN with their learning and development. Teachers and other experienced staff offer pupils very good support. Pupils make good and often very good progress relative to their abilities and stage of development.

Leadership and management

- 46 The school is very ably led by a committed and effective headteacher. He has high aspirations and a clear vision for the future development of the school. Since his appointment, he has been proactive in planning and implementing new initiatives which have led to many improvements in the quality of provision and the promotion of higher standards. These initiatives are very well supported by pupils, staff, governors, parents and the community.
- 47 All members of staff work well together and there is a strong sense of mutual support in order to further pupils' educational development and achievements. The deputy headteacher participates fully in the management of the school and is a very good role model for colleagues.
- 48 The school development plan sets out the school's priorities and is informed by a range of evidence identifying the school's needs. There is very good evidence that actions taken by the school have led to measurable improvements. For example, the whole school focus on developing Welsh as a second language and on improving the facilities alongside specialist teaching support in physical education have contributed well to raising standards.
- 49 Good structures are in place to evaluate the quality of provision and standards of achievement. The leadership of the headteacher and the contribution of subject leaders are effective in using the information gained in introducing and supporting strategies which are impacting effectively on classroom and whole-school development.
- 50 The governing body is very supportive and fully involved in the life of the school. It works effectively in helping to set the school's strategic direction and in managing the budget. Members have useful expertise in relevant fields which they readily use to

help the school. They also have very close links with the community and the parents. Members of the governing body are regular visitors to the school and their monitoring role is developing with examples of good practice. The school development plan appropriately includes this aspect as an area for further attention.

- 51 Overall, the school has made good progress in addressing the key issues arising from the last inspection. In particular, good progress has been made in raising standards in Welsh as a second language, improving the use of assessment information in planning, and developing self-evaluation. Pupils' oral skills in English are improving but this aspect remains, appropriately, a target for further improvement in the school development plan.
- 52 There are outstanding features in the management and use of resources which impact highly effectively on pupils' learning and standards of achievement. The school is very well staffed with appropriately qualified and experienced fulltime teachers and support staff. Specialised teaching in subjects such as physical education, environmental education and Welsh is particularly effective and contributes strongly to the improvement in standards in these areas. All staff take full advantage of the very good opportunities to upgrade their skills through further training. There is very good investment in resources and equipment which supports teaching and learning particularly effectively.
- 53 There is sufficient accommodation for the number of pupils on roll. The internal accommodation includes spacious classrooms, corridors, library, study rooms and hall. All these areas are fully utilised to support pupils' learning. They are well decorated with children's work which celebrate their achievements and sets the right tone for effective learning.
- 54 Teachers are innovative in the way they use the school site which is spacious and very well maintained. It provides excellent facilities and recreational opportunities in an attractive, interesting and safe environment. All the facilities are well used by teachers, support staff, and pupils of all ages to develop a wide range of skills across the curriculum.
- 55 The school's budget is exceptionally well managed. Its current spending decisions are appropriately linked to plans for development and the headteacher and governors review expenditure diligently and regularly. The headteacher and deputy are highly imaginative in their approach to seeking additional funding from a wide range of sources which is effectively invested in improvements in areas such as the learning environment. The school offers very good value for money.

Recommendations

In order to develop further, the school needs to:

- R1 build on the improvements in pupils' attainments in the core subjects at the end of both key stages;*
- R2 raise standards in English in both key stages*;
- R3 extend the good practice in involving pupils in assessing their own progress*, and ensure that effective marking contributes to this process;
- R4 strengthen the organisation of activities in the reception class to ensure that all children are consistently engaged in their learning;
- R5 continue with the good efforts to improve attendance*.

* These issues have been identified for attention in the school 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 2: Good features and no important shortcomings

- 56 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 57 In both key stages, pupils, including those with SEN, make consistent progress in gaining new skills, knowledge and understanding and achieve their agreed learning targets and goals.

Grades for standards in subjects inspected

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
23%	71%	6%	0%	0%

- 58 Overall, these figures are better than the findings of the previous inspection. They are also above the national averages published in HMCI's latest Annual Report for 2008-2009, which states that standards in primary schools in Wales were Grade 1 or 2 in 85% of lessons of which 12% was Grade 1.
- 59 In 2009, pupils' attainments in the NC assessments in key stage 1, according to teacher assessments, were above the county, family and national averages in English and science, and above the family but below the county and national averages in mathematics. The school's overall results were above the national, family and county averages; this is a significant improvement. The percentage of pupils achieving the higher level, that is level 3, is uneven and is below the county, family and national averages in most years.
- 60 When compared with similar schools across Wales, on the basis of entitlement to free school meals, pupils' attainments were in the upper 25% in English, and the upper 50% in mathematics and science. The school's results place it in the upper 25% of similar schools, which is a significant improvement over the previous two years when the results placed the school in the lowest 25% of similar schools.
- 61 In 2009, pupils' attainments in the NC assessments in key stage 2, according to teacher assessments, were above the county, family and national averages in English, mathematics and science. The school's overall results were also above the national, family and county averages. The percentage of pupils achieving the higher level, that is level 5, has improved in mathematics and English and is now above the national, family and county averages but outcomes remain well below in science.
- 62 When compared with similar schools across Wales, on the basis of entitlement to free school meals, pupils' attainments were in the upper 25% in all subjects. Over a three-year period, trends in performance show consistent improvement with pupils' attainments placing the school in the upper quartiles. The percentage of Year 6 (Y6) pupils achieving level 4 demonstrates that good, and often very good, progress has been made when compared with their attainments when they were in Y2.
- 63 Teacher assessments indicate that there is no consistent gender difference between the performance of boys and girls in both key stages although there are some variations.
- 64 A study of school data indicates that, overall, most pupils make good progress in moving to the next stage of learning. This is demonstrated, for example, in pupils' progress in English particularly at the upper end of key stage 2 where most pupils attain the expected levels, which compare well with local and national averages. Nevertheless, a scrutiny of pupils' current work across the classes demonstrates that many pupils have an insecure grasp of correct language patterns and a limited range of vocabulary which impact significantly on the standards they achieve.

Subject grades for subjects inspected

- 65 In key stages 1 and 2, pupils' standards of achievement in the subjects inspected are as follows:

Subject	Key Stage 1	Key Stage 2
English	Grade 3	Grade 3
Welsh second language	Grade 2	Grade 2
Mathematics	Grade 2	Grade 2
Geography	Grade 2	Grade 2
Art and design	Grade 2	Grade 2
Physical education	Grade 1	Grade 1

- 66 Overall, the quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Foundation Phase outcomes.
- 67 On entry, many children exhibit low levels of language, mathematical and social skills. From this low point, most children make good progress in acquiring thinking, communication, numeracy and ICT skills. Their communication skills develop and improve but many children's early language skills remain more limited. Most children settle well into school routines.
- 68 In both key stages, there are good features in pupils' progress and standards in key skills across the curriculum. Pupils' listening skills are good. Most pupils speak readily with more able pupils expressing themselves fluently using a wide range of vocabulary. The speaking skills of many average and less able pupils are less secure and are hampered by limited vocabulary and an insecure grasp of sentence structures. Most pupils use their reading skills effectively to gather information from different sources in their tasks across the curriculum. Most pupils use their writing skills appropriately and for different purposes. Many pupils' writing, however, is hampered by errors in syntax, spelling and punctuation.
- 69 Pupils use their number skills purposefully to investigate, collect and analyse information in subjects such as history, geography and science. They also make effective use of a range of ICT tools and competences to gather and convey information and data across the subjects.
- 70 Pupils generally are aware of their targets. In key stage 2, older pupils in particular can discuss the particular strengths and weaknesses in their work and through their involvement in self and peer assessment activities, many can suggest ways of improving their own learning. In general, pupils' ability to evaluate their work and to identify what they have to do to improve is at an early stage of development. This is an area identified appropriately for attention in the school development plan.
- 71 Overall, pupils make good progress regardless of their social, ethnic or linguistic background. Pupils of all abilities benefit from the additional support that they receive and most pupils make consistent progress toward fulfilling their potential and moving on to the next stage of learning. Pupils with SEN benefit from the programmes of support provided by the school and other agencies.

- 72 In both key stages, most pupils' learning skills, including problem-solving and investigative skills, are developing well as demonstrated in subjects such as mathematics, history, geography and ICT. Pupils' creative skills also develop effectively in subjects such as physical education and music.
- 73 Pupils' bilingual competence shows good progress. Most pupils communicate readily in English and their Welsh communication skills are developing effectively. They are generally enthusiastic learners of the Welsh language. They understand many words and phrases and respond accurately to simple questions and instructions in different contexts. Overall, pupils have a good awareness of Y Cwricwlwm Cymreig through their studies in subjects such as history, geography and music.
- 74 Pupils' progress in their personal, moral, social, spiritual and wider development is good with outstanding features. The supportive ethos of the school, the positive relationships between staff and pupils, the quality of the personal and social education programme, and the sensitive moral and spiritual elements of collective worship provide pupils with a secure set of values.
- 75 Pupils demonstrate a good understanding of the importance of treating everyone equally, fairly and without discrimination. In discussion, pupils display a growing respect for the diversity of beliefs, attitudes and cultural traditions within society today.
- 76 Overall, pupils' behaviour and their attitudes towards learning are good. Most pupils are sociable, polite and welcoming to visitors; they have a good understanding of what is expected of them with regard to behaviour and are courteous and considerate towards adults and towards each other. A few pupils in the school have complex emotional and behavioural difficulties; most are making good progress in managing their behaviour and work well within the secure boundaries set by staff.
- 77 Most pupils have positive attitudes towards their work and play. They listen with interest, co-operate willingly with staff and their fellow pupils, settle quickly to tasks and sustain concentration to the best of their ability.
- 78 Pupils are developing the skills to work independently and improve their own learning. They work well in pairs and small groups, supporting each other and ensuring everyone makes a contribution.
- 79 There are some shortcomings in the rates of attendance achieved by the school. Attendance rates for the past three terms average 90.5%. These rates are below national rates of attendance for pupils of primary school age and below the rates of attendance for schools that have a similar number of pupils entitled to receive free school meals.
- 80 Much of the absence is caused by a few pupils who have unsatisfactory rates of attendance, which has an adverse impact on the continuity of their education and the standards they achieve. Holidays taken in term time also reduce overall rates of attendance for the school.

- 81 Despite the best efforts of the school, a few pupils are consistently late for the start of the school day. This disrupts registration periods and morning worship, and pupils sometimes miss important parts of the first lesson of the day.
- 82 Pupils are well prepared to take an effective role in the life and work of the local community and support many community activities and initiatives. Through educational visits and the contribution of members of the local community, pupils have a good knowledge of their locality and of the range of work people undertake within their community and further afield.
- 83 Pupils' entrepreneurial skills are good. They run the tuck shop and take part in enterprise activities where they design, make and sell goods for a profit. They are also successfully involved in raising funds for the school and for charity.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

- 84 The findings of the inspection team match the school's judgement in its self-evaluation report.
- 85 In the lessons inspected, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
29%	58%	13%	0%	0%

- 86 Overall, the figures for the good and better teaching are an improvement on the findings of the last inspection and are above the national findings reported in HMCI's Annual Report for 2008-9, which states that the quality of teaching in the primary schools in Wales was Grade 1 or 2 in 85% of lessons of which 17% was Grade 1.
- 87 In the lessons judged to be Grade 1, the outstanding features in the teaching include:
- very high expectations of all pupils;
 - extremely good knowledge of pupils' capabilities;
 - very good subject knowledge used effectively to engage pupils;
 - excellent teacher/pupil interaction;
 - excellent use of a range of teaching and learning strategies;
 - consistent motivation for pupils to develop as confident and independent learners;
 - a highly effective focus on developing key skills;
 - challenging tasks; and
 - highly effective use of links across the subjects to make learning meaningful for pupils.
- 88 In the lessons judged to be Grade 2, the good features include:
- effective planning and preparation;
 - clear lesson aims which are shared with pupils;

- skilful questioning techniques;
 - purposeful initial presentations and effective reinforcement of previous learning;
 - tasks and activities which consistently extend the learning;
 - good pace in the lessons with very effective use of group and pair work; and
 - the effective use of plenary sessions to consolidate learning.
- 89 Although there are good features in the 13% of lessons judged to be Grade 3, there are also shortcomings, which include a lack of pace and tasks that do not offer pupils sufficient challenge.
- 90 Through on-going training, teachers are familiar with recent developments in primary teaching. They have a secure knowledge of the NC subjects, religious education and the Foundation Phase Framework. They are also aware of the main requirements of the revised curriculum and of the Personal and Social Education Framework. This enables them to meet pupils' needs and curricular and course requirements effectively overall.
- 91 In nearly all classes, lesson planning and organisation is good. There is a clear focus on developing pupils' basic and key skills including the wider skills of problem solving, research and enquiry. Good attention is given to developing pupils' skills as independent learners through practical activities and investigations. Nevertheless, the organisation of activities in the reception class, when not directly led by adults, lacks sufficient structure to ensure that children are consistently engaged in their learning.
- 92 The very good relationships between teachers and pupils facilitate effective learning. Teachers and staff treat pupils equally, irrespective of their gender, race or ability and create a positive work ethos in their classes. They successfully challenge stereotypical images and views, and pupils are actively encouraged to participate in the full range of activities provided.
- 93 Overall, classroom support assistants are deployed and used effectively to work alongside individual pupils or to support groups. When working with the nursery and reception children, however, there is insufficient use of all the opportunities to develop and extend children's language skills.
- 94 Teachers focus well on developing pupils' bilingual competence. They make good use of incidental Welsh and develop pupils' Welsh vocabulary and language patterns consistently. There are a few outstanding examples of the use of incidental Welsh throughout the day. Teachers also make good use of the opportunities to develop the Cwricwlwm Cymreig within many subjects including history, geography and music.
- 95 Overall, the quality of assessment, recording and reporting of pupil's progress is good. Assessment outcomes and evaluations of the learning experiences for the most part inform further planning in an effective manner.
- 96 The school meets statutory requirements for recording and accrediting pupils' achievements. Baseline assessment is undertaken correctly and NC assessments

are reported to parents at the end of the key stages. Assessment and recording procedures for pupils with SEN are good.

- 97 Core subjects are assessed regularly and effectively. Suitable use is made of standardised tests and results are analysed carefully in order to identify strengths and weaknesses in pupils' progress. The outcomes are used well to ensure that pupils are given appropriate levels of support. A new system is in place for tracking pupils' progress and is developing as a useful diagnostic tool for pupil cohort tracking. The foundation subjects are assessed annually through purposeful observations and tasks.
- 98 Teachers collect examples of pupils' work and in the best practice the work is levelled and annotated in order to plan and identify areas for further development.
- 99 The focus on a number of features relating to assessment for learning is developing across the school but is not fully embedded in all classes. Older key stage 2 pupils' involvement in assessing their own work and in deciding how it could improve is developing well. In most classes, lesson aims and key skills are identified during introductions and, overall, the extent to which aims have been achieved are discussed effectively in plenary sessions.
- 100 Personal targets are set for all pupils. They are linked with their current performance and contribute towards their progress. In key stage 2 in particular, teachers are developing further opportunities for pupils to assess their progress in relation to the targets set.
- 101 Teachers discuss and mark work alongside pupils and good quality oral feedback is offered in relation to the progress made. In the best practice, teachers' written comments show pupils clearly what they need to do to improve the standard of their work. At times, the comments are not written and presented sufficiently clearly for the reader to understand the guidance offered.
- 102 The teachers are producing useful portfolios of pupils' work across the subjects. This collaborative approach strengthens teachers' understanding when levelling pupils' work. There are also useful cluster meetings with local primary and secondary schools to discuss aspects of assessment including the standardisation and moderation of standards in core subjects to strengthen consistency at key stages 2 and 3.
- 103 The annual reports to parents conform to statutory requirements and are of good quality. They give a clear picture of what pupils know and can do. Comments are constructive and set a clear direction for improving work. Parents are happy with the reports they receive and appreciate the opportunities they have to discuss their children's progress with the teachers.

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

- 104 The findings of the inspection team differ from the judgement of Grade 2 made by the school in its self-evaluation report in that the balance of good and outstanding features overall is Grade 1.
- 105 The school offers pupils equal access to a broad, balanced and well-planned curriculum that meets statutory requirements. It meets the needs and aspirations of all pupils, including those with SEN and for those for whom English is an additional language. The emphasis on the development of pupils' learning skills provides very good opportunities for creativity, flexibility and for developing independent learning.
- 106 The school adopts a whole school approach to long term planning which effectively promotes continuity and progression in pupils' learning. In both key stages, curriculum policies and schemes of work are in place for all subjects including a learning and teaching policy. They have been updated and take good account of the revised curriculum and the Skills Framework. Planning for the development of key and basic skills is highly effective and integrates well into the NC planning.
- 107 The overall quality of the provision for the under-fives is appropriate to their needs and children make good progress towards the Foundation Phase outcomes. A wide range of activities is provided for children in the nursery and reception classes. At times, however, the organisation of activities in the reception class lacks sufficient structure to engage children fully in their learning.
- 108 There is outstanding use of the stimulating outside learning environment by teachers who have expertise in environmental education. This contributes exceptionally well to the first hand learning experiences offered to pupils across many areas of the curriculum including science, geography and mathematics.
- 109 There are outstanding features to the provision to develop pupils' spiritual, moral, social and cultural development. The school is pro-active in promoting good attitudes and values. Sessions of collective worship meet statutory requirements and are purposeful and enjoyable experiences which foster pupils' spiritual development well. Visiting clergy make a good contribution in this context.
- 110 The quality of provision for personal and social education is of a very high standard and contributes significantly to the quality of support and guidance offered to pupils and impacts directly on pupils' learning and attitudes. National guidelines are reflected well in the school's planning and provision. Very effective opportunities to 'listen to learners' enable pupils to discuss and consider a range of different issues. The circle time sessions, for example, promote pupils' understanding of moral and social issues, helping them to understand what is acceptable and unacceptable. Their social skills are further developed through the very good opportunities for them to work together in activities across the curriculum.

- 111 Through a variety of activities, including out of hours and off-site provision, the school succeeds exceptionally well in broadening and enriching pupils' experiences. Pupils are encouraged to participate in a wide variety of sporting, musical and other activities. Visits into the community are numerous and beneficial and include links with the Glynn Vivian Art Gallery, St Mary's Church, Craig y Nos and Margam Country Park. There are a number of visitors into school who share their expertise and knowledge well with pupils in lessons. The provision of after school clubs and activities is also wide ranging and of very good quality.
- 112 The school's provision for promoting pupils' bilingual skills is good. In addition to specific Welsh lessons, incidental Welsh is used consistently across the curriculum and all stages of learning. Bilingual displays are a prominent feature in classrooms and along corridors. The development of the Welsh language in more formal and in other curriculum areas is developing well.
- 113 The school offers valuable experiences to promote the Cwricwlwm Cymreig in a number of subjects including music, geography, history and art and design as well as through the general life of the school; provision fully meets current requirements. Visitors and visits make an important contribution in this context.
- 114 The school's partnerships with parents, the local community, other schools and higher education institutions are highly successful and have outstanding features that enrich the life and work of the school and enhance pupils' learning experiences.
- 115 The school works tirelessly with parents to encourage them to play an active part in the work of the school and to become involved in their children's education. In the parents' meeting and in the questionnaires returned to inspectors, it was noted that they have great confidence in the headteacher, value the school's welcoming nature and appreciate the strong sense of community fostered by the school
- 116 Communication with parents is well established and very effective, and parents have ready access to the headteacher and staff. Parents are kept very well informed through curriculum topic information, an informative annual report of the governing body, a comprehensive prospectus and by regular meetings with teachers to discuss their children's work and progress. A constructive home/school agreement is in place which has readily been accepted by most parents.
- 117 Many parents give freely of their time supporting school activities and in fund-raising for the school. The Home School Association (HSA) makes a positive contribution to the life and work of the school. The HSA organises many social and fund-raising activities that enhance links with the local community and provide the school with a valuable source of additional income.
- 118 The school enjoys highly productive partnerships with other schools in the locality and with the main receiving secondary school in particular. Pastoral, administrative and curriculum liaison is well established and there is a well-focused transition plan in place which contributes to the continuity and progression of pupils' education as they move from key stage 2 to key stage 3.

- 119 The school has established positive partnerships with several institutes of higher education and provides training facilities for student teachers and students undertaking childcare, vocational and nursing qualifications. Students are carefully mentored and supported by staff, and they make a positive contribution to the life of the school.
- 120 The school's partnership with the local community is outstanding and permeates its life and work. The headteacher is highly successful in engaging almost all sections of the community to work with the school for the mutual benefit of all concerned. The school is held in very high regard by the local community and readily makes its facilities available to a wide range of community groups and associations. In addition, teachers take full advantage of all the community has to offer to extend pupils' learning experiences in many subject areas.
- 121 The school works collaboratively and successfully with local groups and agencies in tackling social disadvantage and stereotyping and in ensuring equality of opportunity for all. The school's 'Strategy for Tackling Child Poverty' document states clearly that its core aim is to achieve 'equal access and opportunity for all'. Multi agency partnerships with Open Access Play, Alpha Tots provision for pre nursery children, Family Learning and Adult Learning Programmes are only a few of the strategies which enhance the quality of life of Craigfelen's children and young people. In addition, the work of The Children's Society, established by the governing body to organise activities during the school holidays, and Craigfelen's Tigers who co-ordinate after school clubs contribute very effectively to the extended provision made for pupils in partnership with its community.
- 122 The school makes good provision for work-related education and ensures pupils have access to a range of experiences well suited and relevant to their age and understanding. Through role play, visits in the locality and the contribution of personnel from various occupations and professions, pupils are gaining a good understanding about the range of work people undertake within their community and further afield.
- 123 The school has developed good working relationships with local employers but no teachers have recently undertaken a relevant business placement with a view to enhancing professional development and enriching curriculum provision for pupils.
- 124 The provision for education for sustainable development and global citizenship (ESDGC) is outstanding and fully embedded in the life and work of the school. The school makes every effort to act in a sustainable way and pupils regularly monitor energy and water consumption and are involved in re-cycling, composting and waste minimisation schemes. The school's commitment to the Fair Trade ethos is excellent and pupils have a clear understanding that the actions of people in one country can have a direct, beneficial impact on the lives of those in other countries.
- 125 Global citizenship is further promoted through initiatives, such as the links programme with Bangladesh, and it has gained the Foundation Level of the International School Award.

- 126 The school is part of the eco-schools award scheme and is justly proud of achieving the European Green Flag in recognition of its commitment to conservation and the environment. Pupils are very proud of their school grounds and local community and genuinely feel they can make a real difference, both locally and globally, through active citizenship and care for the environment. The school has gained the Prince of Wales Award for its environmental work and is benefiting further from the association with the Prince of Wales' 'Kids and Arts Foundation' in developing its curricular provision in this area.
- 127 Pupils' entrepreneurial skills are good and continue to develop well. Pupils run the tuck shop and take part in enterprise activities where they design, make and sell goods for a profit. Pupils are involved in raising funds for the school and for charity, in writing to local businesses for sponsorship, in supporting bids for grants and have been integral in developing the Safe Routes to School project. In addition, pupils have regular opportunities to develop their problem-solving skills and contribute to the decision-making process through their work on the school council, eco committee and 'playground pals' initiative.
- 128 The school is fully committed to the national priorities for lifelong learning and community regeneration. The school is at the heart of the regeneration of the local community and the working relationships forged with a range of agencies and personnel, including Communities First, are exemplary and of great benefit to the children and their families.

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

Grade 2: Good features and no important shortcomings

- 129 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 130 A high priority is given to the quality of care and the guidance offered to pupils. This is often of outstanding quality and makes a significant contribution to creating a caring, warm and inclusive ethos, which facilitates and promotes learning. The staff know their pupils very well and a calm and purposeful atmosphere exists based on courtesy and mutual respect.
- 131 The school enjoys close working relationships with parents and carers, which contributes to the quality of support and guidance offered to pupils. The school regularly consults parents and carers, listens carefully to them and takes into consideration their views and opinions.
- 132 Pupils have regular opportunities to voice their views and opinions through the school council. The council, which meets national requirements, is a good forum for the development of pupils' personal and social skills and enables pupils to work together to tackle issues that concern them. Councillors undertake their duties conscientiously and act responsibly; they feel the school listens carefully to them and is prepared to act upon their recommendations. They contribute well to fund raising initiatives to improve their school environment.

- 133 The school monitors pupils' punctuality, attendance, behaviour and performance carefully and early action is taken to deal with any issues that arise. The school has appropriate procedures to encourage good attendance and punctuality, to ensure pupils' absence is adequately explained and to follow up situations where necessary. The school enjoys a positive working partnership with the education welfare officer (EWO). It complies with inclusion, discipline and attendance requirements set out in National Assembly for Wales (NAW) Circular 47/06, Inclusion and Pupil Support.
- 134 There are good features in the school's strategies to promote good behaviour, eliminate oppressive behaviour, bullying and other forms of harassment. Teachers have high expectations of appropriate behaviour and are skilled at implementing a range of effective strategies to secure positive behaviour and attitudes.
- 135 Class teachers monitor pupils' academic performance regularly and pupils are beginning to take a more active role in setting their own targets and understanding their own progress.
- 136 Induction and transition arrangements are effective and well established. There are good induction programmes in place for pupils who attend school for the first time in order to settle into the school's environment. A well-established partnership with Birchgrove Comprehensive, Cwm Tawe Comprehensive and Llandovery College ensures smooth transition for older pupils.
- 137 There are very effective procedures for assuring the health, safety and well being of pupils. Pupils are well supervised at all times and clear procedures are in place to deal with accidents and emergencies. Two members of staff are responsible for first aid and staff are trained in necessary medical procedures. Risk assessments are carried out on visits and on premises related issues.
- 138 The quality of personal support and guidance provided for pupils is an outstanding feature. This is evident in curricular delivery, school routines and positive relationships. Effective use is made of 'listening to pupils' and circle time to enable pupils to discuss their feelings and emotions, to give opinions or suggest improvements.
- 139 There is also a good range of opportunities for pupils generally to be heard and listened to. They include the Junior Road safety squad, Craigfelen Eco committee, Healthy Schools Committee and Playground Friends. The deputy headteacher effectively oversees their work.
- 140 The school successfully encourages pupils to be healthy through curriculum initiatives and promoting regular exercise and a healthy diet. A prominent place is given to initiatives, such as 'Healthy Schools', and it has successfully gained Healthy Schools' accreditation. The school serves healthy options in Breakfast Club, has fruit available at break times and a regular supply of drinking water. The provision for physical education has been reviewed by the headteacher with the support of a specialist physical education teacher employed by the school. The outdoor learning areas, playground zones, the extensive games facilities, and good quality equipment ensure a wide range of activities can be provided.

- 141 The headteacher is the designated person with responsibility for child protection and is supported by a nominated teacher and a governor. The school follows the All Wales Child Protection Procedures and the headteacher ensures that procedures are known and understood by staff and that they receive training.
- 142 The provision for pupils with additional learning needs is good. There is a detailed policy to address the needs of these pupils, and provision complies with the SEN code of practice. The SEN governor is well informed and meets regularly with the SEN co-ordinator to review progress and policy.
- 143 Staff have a good knowledge of pupils' development and any additional learning needs are identified early through an appropriate range of assessments. Pupils' progress is effectively monitored and tracked using the new tracking system. There is effective use of specialist services and support agencies as required. Under the guidance of the headteacher and the SEN co-ordinator, there is a good focus on accessing further training and development to improve aspects of provision. Gaining the British Dyslexia Friendly Schools Award is an example.
- 144 The SEN co-ordinator works effectively with the class teachers, teaching assistants, and outside agencies to ensure that appropriate targets for pupils are set and monitored regularly. Individual education plans have been prepared for all pupils who have special educational needs which identify specific targets and activities. They are regularly reviewed with parents and where possible with the pupils themselves.
- 145 Specific groups of pupils with SEN are withdrawn for short periods of time and follow numerous catch up programmes. This programme of short-term intervention and support has a positive impact on pupils' self esteem, behaviour and achievement. More able and talented pupils are identified within classes and in the best practice daily planning ensures that tasks are well matched to their current learning needs. This is an area appropriately identified for further attention in the school development plan.
- 146 Good additional support helps meet the needs of pupils who require literacy enhancement programmes. These groups include pupils with 'English as an additional language' who are assessed and supported effectively. The provision and arrangements to meet the needs of pupils who are looked after by the LA are well managed.
- 147 This is an inclusive school, which effectively promotes equal opportunities and celebrates diversity. It gives good consideration to the statutory framework for inclusive education and ensures that all pupils are well supported, taking very good account of their social, educational, ethnic or linguistic background. Teachers are skilled at challenging stereotypes and they ensure that all pupils receive equal opportunities within the classroom and equal access to all the learning opportunities and facilities provided by the school.
- 148 Pupils are taught effectively to appreciate and respect diversity. An appropriate policy and plan is implemented for race awareness and their main features are evident in the day-to-day life of the school. A number of lessons and projects focus

on global citizenship and raise pupils' awareness of the diversity in different parts of the world and within other traditions and religions. The school's links with Bangladesh play an important role in enhancing pupils' understanding of the lives of children on different continents. The annual trips to France enable older pupils to engage in culturally diverse experiences.

- 149 The school has a Disability Equality Scheme and action plan which provide practical information relating to the general provision. The school has taken action to ensure pupils and parents/staff with disabilities are not treated less favourably.

Leadership and management

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

Grade 2: Good features and no important shortcomings

- 150 The findings of the inspection team match the judgment made by the school in its self-evaluation report.
- 151 The quality of leadership and management shown by the headteacher is a strength. He has high aspirations and a clear vision for the future development of the school. Since his appointment, he has been proactive in planning and implementing new initiatives which have led to many improvements in the quality of provision and the promotion of higher standards. His total commitment to pupils' personal and educational development, and to ensuring equality of opportunity lies at the heart of the school's core aims and is firmly embedded in the ethos of the school. This is an outstanding feature.
- 152 All staff collaborate well as a team demonstrating a common purpose, which serves the school well. The deputy headteacher offers strong support and participates fully in the management of the school. He is a very good role model for colleagues. The senior leadership team meets regularly and monitors and evaluates initiatives appropriately. Overall, teachers with leadership roles have a good understanding of their responsibilities for improving standards and the quality of provision and undertake their tasks conscientiously.
- 153 The headteacher is very clear about the future direction of the school to ensure further improvement, particularly in relation to pupils' standards of achievement. Aspects are clearly recorded in the school development plan and self-evaluation report. An analysis of the school assessment data indicates that more able pupils achieve the expected levels and that many average and less able pupils make clear gains attaining, and sometimes exceeding, the expected levels.
- 154 The school takes good account of national priorities, new initiatives and local partnerships which are integrated effectively into its strategic planning. The school constantly seeks to improve provision in all aspects of school life and raise the standards of achievement and attainment of its pupils. Well-planned initiatives are successfully helping pupils to gain a greater understanding of a healthy lifestyle and to raise their awareness of sustainable development and global citizenship. The personal and social education programme is a strong feature in addressing aspects

such as pupils' lack of confidence and self-esteem. The school works effectively with local primary and secondary schools on curricular and staff development initiatives.

- 155 The school effectively manages and improves the performance of individual staff, and year group teams. The good teaching and pupil-support structures seen in the school reflects the positive effect of training, including in-house training successfully led by members of staff. Regular staff and key stage group meetings develop effective communication and a good understanding of school, staff and individual needs.
- 156 The school successfully implements performance management procedures in line with statutory requirements. The headteacher and senior managers' regular monitoring and evaluation of teaching and learning is an important and effective part of this process. Outcomes include the setting of personal targets linked to relevant training opportunities.
- 157 There are good processes in place to set realistic targets for pupils at the end of the key stage. The targets are based on the likely performance of each pupil. The headteacher and deputy effectively analyse the school's overall performance in relation to school, county and national data. There is rigorous analysis of areas of specific weaknesses of groups of pupils across the school and the identification of appropriate targets to address specific needs.
- 158 The governing body meets regularly and fulfils its regulatory and legal responsibilities. School policies and documentation give good attention to statutory requirements. They are systematically reviewed and updated to meet the changing needs of the school. Members are kept well informed by the headteacher regarding the issues that need to be addressed. An appropriate complaints and appeals procedure is in place.
- 159 The governing body is supportive and closely involved in the life of the school. All members take a keen interest in the progress and welfare of pupils. They also have very close links with the community and the parents. Members have useful expertise in relevant fields which they readily use to help the school. They know their roles and effectively support the headteacher in setting the strategic direction of the school. All statutory sub-committees are in place and their discussions and findings are reported to the full governing body.
- 160 Members of the governing body are regular visitors to the school and their monitoring role is developing with examples of good practice. The school recognises the need to extend this good practice further.

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

Grade 2: Good features and no important shortcomings

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

- 162 A culture of self-review and evaluation is developing well in this school and the headteacher, staff and governors are fully committed to raising standards and improving provision. A monitoring programme is implemented effectively and ensures that subjects and aspects of provision are evaluated thoroughly and systematically.
- 163 All personnel are included in the self-evaluation process and the views of staff, governors, parents and pupils are taken into account. Through extensive discussions, staff and governors have contributed towards the document that summarises the school's self-evaluation findings. Parents' views are canvassed through questionnaires and pupils' views are sought directly or through the school council.
- 164 The process of gathering information about the performance of the school and of identifying the school's strengths and areas for development is comprehensive and based on first-hand evidence. It involves the analysis of a range of data and the collection of a variety of first hand evidence which includes observing lessons, the scrutiny of pupils' work, listening to pupils and speaking with staff.
- 165 Subject development responsibilities have been shared amongst the teaching staff, and, overall, co-ordinators undertake their planning, advisory and supporting responsibilities effectively. They produce annual reviews of their subject areas, focusing on agreed elements and identifying strengths and any aspects that require further development. Most reports are of good quality with good analysis of the findings which are used effectively to inform planning. On occasion, however, reports are too general or do not focus sufficiently on standards of achievement. The headteacher makes very good use of the comments and recommendations received. This can be seen clearly in whole school planning for improvement and increasingly in the teaching and learning.
- 166 The school's self-evaluation report, produced prior to the inspection, is a comprehensive document which identifies strengths and areas where improvements are required. The inspection team's findings match the school's judgements in five of the seven key questions. The inspection team awarded a higher grade to key question three and seven as provision was judged to be good with outstanding features.
- 167 Planning for improvement is good with outstanding features in extending pupils' learning experiences and developing the learning environment. The staff, governors and pupils are involved in discussing and establishing priorities for inclusion in the school development plan, which provides an effective agenda for future improvement. Priorities are supported very effectively through the allocation of resources and there is good evidence that actions taken by the school have led to measurable improvements. For example, the targeting of additional support and the acquisition of additional resources and facilities has contributed well to raising standards in physical education and Welsh.
- 168 School improvement is monitored and reviewed regularly by the headteacher in conjunction with the staff and the governors. The links between the processes of self-evaluation and planning for improvement are well established.

- 169 The school gives high priority to the regular and comprehensive analysis of pupils' progress. There is effective use of local and national benchmarking information to compare the school's performance with that of similar schools, and realistic targets for improvement are set as a result of this analysis. Pupils achieve their personal targets in these assessments.
- 170 Overall, the school has made good progress in addressing the key issues arising from the last inspection. In particular, good progress has been made in raising standards in Welsh as a second language, improving the use of assessment information in planning, and developing self-evaluation systems. Pupils' oral skills in English are improving but remain an appropriate target for further improvement in the school development plan.

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

Grade 1: Good with outstanding features

- 171 The findings of the inspection team do not match the school's grade 2 judgement in its self-evaluation report. A higher grade has been awarded as the balance of good and outstanding features overall is Grade1. The grade awarded for this question is also higher than that awarded to key questions 1 and 5 as the inspection evidence identifies the outstanding impact of the very efficient management of resources, accommodation and staff in enriching pupils' learning and improving standards.
- 172 Pupils benefit from a complement of experienced and motivated teachers and support staff. An outstanding feature is the very strong supportive team ethos that enables the school to deliver a broad, balanced curriculum adapted to meet pupils' needs. Expertise in French, music, physical education, environmental education and Welsh education is used very effectively to support pupils and staff. The specialist support provided for pupils with English as an additional language contributes well to their good progress.
- 173 The school secretary, caretaker, cleaners, midday supervisors and canteen staff provide effective support. Day-to-day administration is smooth and efficient. The school benefits considerably from volunteer help, including from members of the governing body, who support staff and the learning experiences.
- 174 All staff are deployed very effectively. In discussion they state that they feel greatly valued and that their contributions are much appreciated by the headteacher and senior leadership team. Teachers and support staff have relevant job descriptions detailing their roles and responsibilities. Checks on staff with the Criminal Records Bureau are undertaken appropriately.
- 175 There are outstanding features in the focus on the professional development of staff. All staff take full advantage of the very good opportunities to upgrade their skills through in-house training and through attending in-service courses. Training needs are identified through effective performance management and priorities outlined in the school development plan. Members of staff contribute regularly to cluster staff development programmes and initiatives. The mentoring of staff and support for the

development of middle managers and aspiring headteachers is a particular strength of the school.

- 176 The school fully meets the statutory requirements with regard to workforce remodelling. Planning, preparation and assessment (PPA) arrangements are very well co-ordinated to enable teaching teams to work together and to deploy the subject expertise of PPA staff, for example, in physical education, Welsh, and environmental education. This provision is contributing well to improving pupils' standards of achievement. There are appropriate arrangements to reduce teachers' clerical and administrative tasks.
- 177 Learning resources are plentiful and readily accessible to staff and pupils. They are appropriate to pupils' needs and age range and support learning highly effectively. All staff and subject leaders are involved in reviewing resources and these are prioritised in line with subject needs and objectives set out in the school development plan. The school also makes excellent use of a variety of resources in the community and beyond to extend and enrich pupils' experiences.
- 178 The school site is spacious and very well maintained. It provides excellent facilities and recreational opportunities in an attractive, interesting and safe environment. It includes a tennis court, football pitch, netball court, woodland area, small allotments and other features which are all well used by pupils of all ages and impact directly on the quality of learning and standards achieved.
- 179 The accommodation provides very good facilities for teaching and learning. The classrooms are spacious and corridors, library, study rooms and hall are well decorated with children's work which celebrate their achievements and sets the right tone for effective learning. Books and displays associated with classroom themes help to reinforce and extend children's learning. The standard of maintenance and cleanliness is very good
- 180 The management of the school budget is exemplary. The careful management of funding and the success of grant applications enable the school to maintain a high staff pupil ratio to support the needs of all pupils. This has a significant impact on pupil progress.
- 181 The school is highly imaginative in its approach to seeking additional funding from a wide range of sources such as the Craigfelen Communities First support network in order to develop strategies for tackling child poverty locally. The headteacher and deputy head successfully applied for an £18,000 grant, which has been used to resource the library, the outdoor area and provide group intervention support. The pupils have also participated in innovative fund raising events to improve playground facilities.
- 182 The excellent partnership between the governing body, the headteacher and the local education authority's financial support officer ensures that resources are planned, monitored and reviewed in accordance with the school development plan in order to achieve the best possible outcomes for all pupils. External audits are favourable and the school has successfully addressed most of the recommendations. The school ensures very good value for money.

Standards achieved in subjects and areas of learning

English

Key stage 1: Grade 3: Good features outweigh shortcomings

Key stage 2: Grade 3: Good features outweigh shortcomings

Good features

- 183 In key stage 1, most pupils' listening skills are good. They listen attentively to their teachers and follow instructions carefully. The majority of pupils respond appropriately to questions and offer relevant answers using basic words and phrases when recalling elements of the lesson.
- 184 In key stage 1, the majority of pupils read simple texts with reasonable accuracy. More able pupils read well and discuss the characters in their storybook with interest.
- 185 In key stage 1, a minority of pupils' writing skills develop well and they show an awareness of purpose in their instructional and personal writing. They develop their ideas in a sequence of sentences, and simple words are spelt correctly. Many pupils use word banks appropriately to help them.
- 186 In key stage 2, pupils' listening skills are good. Most pupils speak readily. A minority of pupils, particularly at the upper end of key stage 2, express themselves confidently and make increasingly effective use of an extended vocabulary.
- 187 The majority of key stage 2 pupils read accurately overall. More able readers read with understanding and expression and discuss well their reading preferences in terms of genre and authors.
- 188 In key stage 2, most pupils write for different purposes, adapting their style of writing appropriately to match the task, including letters, poems, posters, debates, stories and presenting information. Younger key stage 2 pupils use sequences of sentences increasingly to develop their ideas, and in the best work, basic spelling and grammatical structure are accurate overall. Many older and more able pupils write in an interesting and extended manner and there is clear progression in the quality and accuracy of their work. Most pupils use basic punctuation and paragraphing accurately. Older pupils, for example, have a good understanding of persuasive devices which they demonstrate well through role-play, use of ICT and writing tasks.
- 189 By the end of key stage 2, the majority of pupils are making good progress in their handwriting and presentation skills.

Shortcomings

- 190 In key stage 1 and lower key stage 2 in particular, many pupils' speaking skills are hampered by limited vocabulary and an insecure grasp of basic language patterns.
- 191 In both key stages, a minority of pupils do not read with sufficient understanding and their ability to discuss their reading is insufficiently developed.

- 192 In key stage 1 and lower key stage 2 in particular, many pupils' writing is hampered by errors in spelling, syntax and a limited range of vocabulary.
- 193 In both key stages, a minority of pupils' handwriting skills are insufficiently developed.

Mathematics

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

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

Good features

- 194 In both key stages, many pupils make good use of appropriate mathematical vocabulary and explain their reasoning well.
- 195 The majority of key stage 1 pupils have a good understanding of number bonds to 20. They recognise odd and even numbers and can halve and double numbers confidently. More able pupils recognise and name larger numbers correctly.
- 196 In key stage 1, most pupils respond well in oral and mental mathematics sessions. They can count in twos and fives with the support of a hundred square and exchange words such as 'add', 'plus', and 'more than' quickly and easily.
- 197 By the end of key stage 1, most pupils are familiar with a range of two and three-dimensional shapes and describe their basic properties accurately. The majority of pupils know the value of different coins and use them correctly to count small amounts of money. A few pupils can use amounts up to 50p in a shop situation. Most pupils use everyday non-standard and standard units accurately overall in their measuring tasks.
- 198 Many key stage 1 pupils interrogate data presented in a variety of graphs and charts, including ICT, accurately.
- 199 Many pupils at key stage 2 are confident when working with numbers and can use and apply their knowledge well in different contexts. The majority of younger key stage 2 pupils can add four two-digit numbers using mental or paper methods accurately. The majority of pupils have a good understanding of place value to 1000.
- 200 Older key stage 2 pupils can find areas of squares and triangles, measure short and longer lengths accurately and convert, for example, 1.04m into a fraction. The majority of pupils understand the concept of decimal fractions and can confidently compare them with vulgar fractions.
- 201 In key stage 2, many pupils have good problem-solving skills and complete their work quickly and accurately. They develop their measuring skills well and apply them confidently in problem solving tasks involving area. Older key stage 2 pupils can draw and label axis in all four quadrants and the more able can complete reflection geometry independently. Most pupils have a good knowledge of time, which they use accurately in problem solving tasks.

202 Most key stage 2 pupils can construct and interpret a range of graphs and diagrams, including line graphs, and make logical conclusions. All pupils have a developing understanding of probability.

Shortcomings

203 There are no important shortcomings.

Welsh second language

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

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

Good features

204 In both key stages, pupils demonstrate very positive attitudes towards Welsh and respond enthusiastically in their lessons. This is a very good feature of Welsh lessons.

205 In key stage 1, most pupils understand the phrases used in lessons and use them accurately to respond to questions using simple sentences. They speak with good pronunciation and intonation. They know a range of Welsh songs and rhymes which they sing well using appropriate movements. All pupils can answer simple questions about the weather.

206 Older key stage 1 pupils can read their class storybook with appropriate understanding. They also record phrases and simple sentences with reasonable accuracy.

207 In key stage 2, pupils listen intently and most ask and answer questions readily, for example, when constructing a breakfast menu using a questionnaire. They pronounce words accurately overall. Older pupils work very well in groups and pairs as they gather information on countries in Europe and participate increasingly in dialogues and role-play tasks.

208 In key stage 2, the majority of pupils make good progress in their reading and writing skills. They write for different purposes and record their experiences reasonably accurately, using basic patterns and relevant vocabulary. Older pupils, for example, make good use of their ICT skills to construct posters advertising a particular country. They also use their communication skills well to collect and record data as part of their research tasks.

Shortcomings

209 There are no important shortcomings.

Geography

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

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

Good features

- 210 In key stage 1, most pupils can identify and name many geographical features, such as buildings, parks and roads, in their local area. They can identify the purpose of many buildings they see on their journey to school and discuss accurately the jobs of many people in their school and community. They can compare and contrast the main geographical features of their locality with a larger town with reasonable accuracy.
- 211 In key stage 1, pupils can identify many human and physical features of a village in Bangladesh and describe the similarities and differences with their town area. They collaborate well as a class to compile a list of questions to ask a visitor about life in Bangladesh. Using temperature recordings, more able pupils can compare well the differences between temperatures in their own area with those in Bangladesh.
- 212 Many pupils can describe well the main physical features of a rainforest and name the animals that live there. They appreciate well that extensive rainforest clearance will deprive birds and animals of their homes and food supplies.
- 213 In key stage 1, pupils can draw a simple map of their school site and use a key and symbols accurately. They use co-ordinates correctly to denote the location of specific features. Many pupils can locate Wales and Bangladesh on a map of the world.
- 214 In key stage 2, most pupils have a good knowledge of their own locality. They have studied land use around Craigfelen producing their own detailed 'land-use' map, using O.S maps. They also use their research skills well to study and record water sources in Cumbria and in their local area.
- 215 In key stage 2, pupils create appropriate maps of various scales and use symbols and keys correctly to identify and record geographical features. They use atlases and maps effectively in their studies to identify locations in Wales and in other areas of the world.
- 216 In key stage 2, pupils can explain well the natural and human features of different localities and how and why places are different. Older pupils, for example, can discuss well the climate and demographic features of Bangladesh. Year 3 and Y4 pupils can compare the main human and geographical features of St Lucia and Wales effectively. Most pupils make good use of mapping skills and a range of sources, such as books, pictures and ICT, in this context.
- 217 In key stage 2, most pupils have a good understanding of the impact that human activity has on the environment. They understand the dangers caused by different types of pollution and the importance of recycling. Year 3 and Y4 pupils can describe the impact of the Sea Empress oil leak on the Pembrokeshire coast whilst older pupils know well the advantages of wind power as opposed to other sources of fuel.

More able pupils ask relevant geographical questions and use a subject related vocabulary well.

- 218 In key stage 2, most pupils make good use of their literacy, numeracy and ICT skills to support and record their geographical investigations. In their studies of fair trade, for example, older pupils undertake an effective field study locally to gather the views of local consumers and a shopkeeper. Many pupils analyse and present their findings confidently offering well-reasoned arguments.

Shortcomings

- 219 There are no important shortcomings.

Art and design

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

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

Good features

- 220 In key stage 1, pupils use a range of resources and materials effectively to explore colour, line, tone, texture and pattern. They use different media, such as paint, crayons, pastels, clay and relevant computer programs, competently in their work. Pupils investigate and experiment well with different printing techniques and materials, for example, to produce effective patchwork patterns. They also use a range of skills and different objects effectively to create attractive patterns and textures in their clay tiles.
- 221 Pupils in key stage 1 mix paints confidently and understand the purpose of mixing colours to create lighter or darker shades. Most pupils are familiar with a range of brushes, for example, and can describe which ones are more appropriate for background or fine detail.
- 222 Many pupils demonstrate a good awareness of colour, line and shape as they create their own leaf palettes using green leaves and grasses which they collect. They also demonstrate good observation skills as they sort their leaves into different shades of green.
- 223 Pupils use a variety of media and techniques successfully to emulate the work of famous artists. They use their study of the work of Picasso effectively in drawing self portraits. They are also familiar with the work of Thomas Rousseau, and in emulating his work they refer to the use of shade to ensure an accurate match for the wild animals that they paint. A few pupils can effectively evaluate and discuss their own work and the work of others, using basic art terms.
- 224 Many pupils use books effectively to study the features of rainforest creatures, which they later draw or paint with good accuracy. Many pupils demonstrate good drawing skills generally in their work.

- 225 In key stage 2, most pupils observe, experiment and create effectively in different media. They discuss line and tone, patterns, texture, shape and form with increasing understanding.
- 226 In key stage 2, many pupils have a good knowledge of several artists including Welsh painters. They are familiar with the work of Van Goch and Kyffin Williams, for example. Older pupils emulate Josef Herman's style and explore line, shape and tone well in creating attractive collage incorporating a range of materials and techniques. Following a visit to the Glynn Vivian gallery, younger key stage 2 pupils can emulate and offer sensible opinions on the style of Nick Evans.
- 227 In key stage 2, pupils are successfully developing a critical eye for detail through their sketching and illustrations. As part of their work, they investigate borders and motifs, and the use of stencils. They use sketchbooks appropriately to prepare and refine their observational drawings further. Older key stage 2 pupils, for example, have completed a useful study of patterns and designs in Islamic art.
- 228 Pupils in both key stages use ICT effectively to support their work. They also make good use of their art skills to illustrate their work in many subjects. In key stage 2, there are good examples of pupils applying their art skills well when illustrating their studies of the blitz as part of their work in history on the Second World War.

Shortcomings

- 229 When discussing their work, many pupils in both key stages make insufficient use of the vocabulary of art.

Physical education

Key stage 1: Grade 1: Good with outstanding features

Key stage 2: Grade 1: Good with outstanding features

Outstanding features

- 230 In both key stages, most pupils develop a very good range of skills which they apply skilfully across a range of activities.
- 231 In gymnastics lessons, key stage 1 pupils have a very good awareness of the basic movements of travelling and demonstrate contrasts in shape to an exceptional standard. Most pupils adapt their sequences highly successfully to include apparatus or a partner as they move in different ways.
- 232 In key stage 2, most pupils show creativity, imagination and command of a range of skills when devising and performing sequences of movements. They modify and refine their movements very effectively, for example, when responding through movement to an action story written by Y5 pupils.

233 In key stage 2, many pupils develop very good skills in evaluating their own performances and those of others in order to bring about improvement. Most pupils consistently improve their levels of performance based on the evaluations.

Good features

234 At appropriate levels, pupils across both key stages demonstrate very good understanding of the importance of warm up and cooling down sessions and carry these out effectively. They are aware of good safety practices and are conscious of the activities of others.

235 In both key stages, pupils work hard in lessons exerting themselves physically. They have a good knowledge of the advantages of regular exercise for a healthy way of life.

236 In both key stages, pupils listen and respond carefully to instructions and suggestions and they participate enthusiastically as individuals, in pairs and in groups. There is good co-operation and teamwork.

237 In key stage 1, pupils use their bodies well to respond imaginatively to a wide variety of stimuli such as music from around the world. During outdoor sessions, they demonstrate very good levels of agility and control in their movements, which include jumping higher and further. Most pupils can offer sensible comments when observing and evaluating their own and other pupils' performances.

238 Key stage 2 pupils work very well together to solve problems in an orienteering lesson, sharing the responsibilities of being a 'safety officer', 'programmer', 'robot', and 'evaluator'. This is a very good example of pupil teamwork.

239 Key stage 1 and 2 pupils receive swimming lessons and school records indicate that they achieve well.

Shortcomings

240 There are no important shortcomings.

School's response to the inspection

The Governing Body and all members of staff at Craigfelen Primary School are very proud of this inspection report. We are delighted that the inspectors recognise that Craigfelen is a good school and we take pride in the fact that the quality of teaching and standards in subjects was regarded as a particular strength. The Governing Body is particularly pleased with the number of outstanding features identified in the report such as the quality of personal support and guidance provided for pupils, the outstanding use of the stimulating outside learning environment by teachers together with the outstanding features in the school's approach to developing pupils' understanding of sustainable development and global citizenship.

The governors feel that for the school to achieve Grade 1 (Good with outstanding features) in a number of key questions is in itself an outstanding achievement and recognition of the dedication, commitment and hard work of the wider team at the school. We believe that this report reflects the outstanding professional and financial leadership shown by our headteacher. We are grateful for the dedication shown by our headteacher and fully agree that his total commitment to pupils' personal and educational development, his core belief in tackling child poverty and to ensuring equality of opportunity lies at the heart of the school's core aims is also an outstanding feature.

The Governing Body is proud that there are outstanding features in the provision for pupils' spiritual, moral, social and cultural development along with the outstanding features in the way the school broadens and enriches pupils' learning experiences. 'Equal access and opportunity for all,' are at the core of the school's aims and the Governing Body is delighted that the report recognises that provision for pupils with additional learning needs is good and meets the requirements of the Code of Practice and also that pupils make good and often very good progress relative to their abilities and stage of development. The Governing Body is pleased that the overall quality of the provision for the under-fives is appropriate to their needs and that children make good progress towards the Foundation Phase outcomes. The report acknowledges that the school has made best efforts to improve attendance.

This very positive and developmental report reflects the commitment of staff, governors, pupils and parents to the success of the school. The school takes pride in the acknowledgement of the strengths outlined within it. We feel that the inspectors have truly identified the ethos and culture of the school, and have acknowledged the contribution of every member of the team, the children and governors. The report confirms the school's vision of its provision for its children and community, and it will assist us as we seek to raise standards further in all subjects and areas of learning.

We are pleased that four of the recommendations made in the report have already been identified as areas for improvement in the school's development plan. We will continue to strive to maintain and build upon our good and improving standards. Staff and governors will ensure that the other recommendations will be incorporated into our school development plan. The governors' annual report to parents will inform parents of the progress we are making towards addressing these recommendations.

We thank the full inspection team for their exceptional expertise, professionalism and courtesy which was both reassuring and greatly appreciated by all members of our school community. The team was exceptionally well led by Miss Dorothy Morris whose great experience ensured that the inspection was thorough, rigorous, comprehensive and evidenced based. The Governing Body feels that the report accurately reflects Craigfelen Primary School.

Appendix 1

Basic information about the school

Name of school	Craigfelen Primary School
School type	Primary inc Foundation Phase
Age-range of pupils	3 - 11
Address of school	Woodside Crescent Clydach Swansea
Postcode	SA6 5DP
Telephone number	01792 843278

Headteacher	Mr M Harries
Date of appointment	May 2006
Chair of governors / Appropriate authority	Cllr D Humphries
Registered inspector	Miss D Morris
Dates of inspection	8 - 10 June, 2010

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	14	17	19	10	14	10	16	8	108

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	5	3	6.1

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	16.8:1
Pupil: adult (fte) ratio in nursery classes	8:1
Pupil: adult (fte) ratio in special classes	-
Average class size, excluding nursery and special classes	23.5
Teacher (fte): class ratio	1.4:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Summer 2009	84.5%	91.6%	90.2%
Autumn 2009	84.1%	81.5%	90.3%
Spring 2010	85.8%	87.2%	91.2%

Percentage of pupils entitled to free school meals	47%
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

This report uses data for 2009 for LEA and Wales comparative information

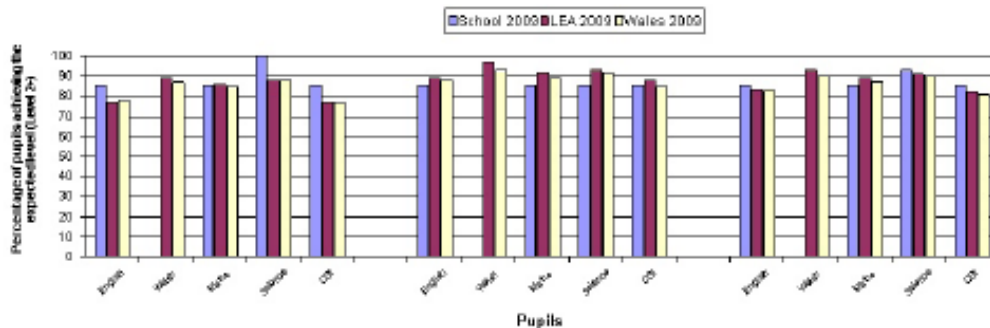
CRAIGFELEN PRIMARY SCHOOL
Swansea

LEA/School no: 670/2215

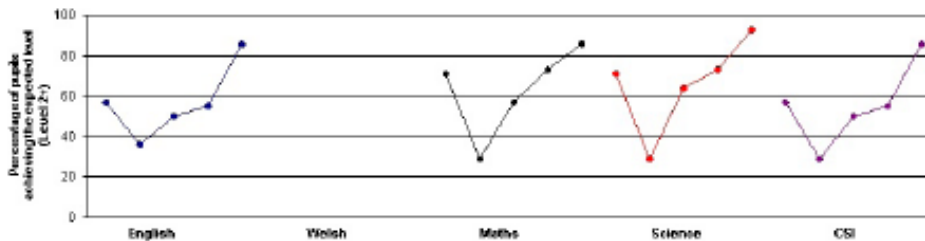
School comparative information: National Curriculum Assessments 2009 with benchmarking Key Stage 1

Percentage of boys, girls, and pupils achieving at least the expected level (Level 2+):

	Boys			Girls			Pupils		
	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009
English	86	77	78	86	89	88	86	83	83
Welsh	-	89	87	-	97	93	-	93	90
Maths	86	86	85	86	92	89	86	89	87
Science	100	88	88	86	93	92	93	91	90
CSI	86	77	77	86	88	85	86	82	81



School Performance over time (2005 - 2009)



Contextual Information

Benchmarked against schools with a similar percentage of pupils eligible for free school meals.

School's results shown in greyed boxes. Column headings refer to...

Quartile 1	School is in the top 25 per cent.	Free School Meal Group
Quartile 2	School is in the top 50 per cent but not the top 25 per cent.	More than or equal to 32 per cent eligible for FSM
Quartile 3	School is in the bottom 50 per cent but not the bottom 25 per cent.	
Quartile 4	School is in the bottom 25 per cent.	

	Quartile 4	Lower Quartile Boundary	Quartile 3	Median Boundary	Quartile 2	Upper Quartile Boundary	Quartile 1
English		64		74		82	88
Welsh		83		94		100	
Maths		72		80	86	88	
Science		75		86	83	95	
CSI		62		70		78	86

Notes:

- Figures for Welsh refer to attainment in Welsh first language only.
- CSI = Core Subject Indicator. To achieve the CSI a pupil must achieve at least the expected level 2 in both Mathematics and Science and either English or Welsh first language.
- If there were no pupils eligible for assessment in a subject for a particular year the graph will discontinue and show a gap for that year.

National Curriculum Assessment Results End of key stage 2:

National Curriculum Assessment KS2 Results 2009	Number of pupils in Y6	8
As the number of pupils eligible for assessment at the end of key stage 2 was greater than four but fewer than 10, overall performance indicators only are included		

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	86%	In Wales	77%

Appendix 4

Evidence base of the inspection

Five inspectors, including the school's nominee and a peer assessor, spent the equivalent of six inspection days at the school and met as a team prior to the inspection.

These inspectors visited:

- twenty four lessons, as well as parts of learning sessions; and
- registration sessions, assemblies and acts of collective worship.

Members of the inspection team held meetings with:

- staff, governors and parents before the inspection;
- senior managers, teachers and support and administrative staff;
- the school council; and
- representatives of organisations linked with the school.

The team also considered:

- the school's self-evaluation report;
- eighteen responses to the parents' questionnaire; 96% were highly positive;
- documents provided by the school both before and during the inspection;
- a wide range of pupils' previous and current work; and
- samples of pupils' reports.

Following the inspection, the team held meetings with the headteacher, staff and governors.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Miss Dorothy Morris Registered Inspector	Context, Summary, Recommendations, Appendices Key Questions 1, 2, 5 and 6 English, geography, art and design
Mrs Barbara Thorne Team Inspector	Key Questions 3, 4 and 7 Mathematics, Welsh second language, physical education
Mrs Janet Warr Lay Inspector	Contributions to key questions 1, 2, 3, 4 and 7
Mrs Louise Rees Peer Assessor	Observed lesson, scrutinised pupils' work and contributed to team meetings
Mr Matthew Harries Headteacher	Nominee

Acknowledgement

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

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