



*Rhagoriaeth i bawb – Excellence for all*

Arolygiaeth Ei Mawrhydi dros Addysg  
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate  
for Education and Training in Wales

**A report on**

**Cwmrhydyceirw Primary School  
Maes y Gwernen Road  
Morrison  
Swansea  
SA6 6LL**

**Date of inspection: October 2012**

**by**

**Estyn, Her Majesty's Inspectorate for Education  
and Training in Wales**



During each inspection, inspectors aim to answer three key questions:

**Key Question 1: How good are the outcomes?**

**Key Question 2: How good is provision?**

**Key Question 3: How good are leadership and management?**

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

<b>Judgement</b>	<b>What the judgement means</b>
<b>Excellent</b>	Many strengths, including significant examples of sector-leading practice
<b>Good</b>	Many strengths and no important areas requiring significant improvement
<b>Adequate</b>	Strengths outweigh areas for improvement
<b>Unsatisfactory</b>	Important areas for improvement outweigh strengths

The report was produced in accordance with Section 28 of the Education Act 2005.

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## Context

Cwmrhydyceirw Primary School is on the northern edge of the Swansea local authority. The school serves the local area, which is neither economically disadvantaged nor prosperous. About 50% of pupils come from outside the catchment and joined the school at different times. There are 419 full-time equivalent pupils on roll, aged three to 11 years of age, including 57 pupils who attend the nursery on a part-time basis.

The school has identified around 15% of pupils as having additional learning needs, including seven pupils with statements of special educational need.

Approximately 20% of pupils are entitled to free school meals, which is around the average for the local authority and Wales. A very few pupils are looked after by the local authority. In the last 12 months before the inspection, no pupils were excluded.

About 90% of pupils are of white British backgrounds. No pupil speaks Welsh at home. Forty-one pupils have English as an additional language.

Since the last inspection in 2006, there have been changes in the senior management team. The deputy headteacher was appointed in September 2009 and the headteacher joined the school in January 2012.

The individual school budget per pupil for Cwmrhydyceirw Primary School in 2012-2013 means that the budget is £2,858 per pupil. The maximum per pupil in the primary schools in Swansea is £9,629 and the minimum is £2,634. Cwmrhydyceirw Primary School is 85th out of the 87 primary schools in Swansea in terms of its school budget per pupil.

## Summary

<b>The school's current performance</b>	<b>Good</b>
<b>The school's prospects for improvement</b>	<b>Good</b>

### Current performance

The current performance of the school is good because:

- standards in the school are good and results at the higher levels for 11-year-olds are above average;
- nearly all pupils make good progress;
- there is a consistency of good teaching across the school;
- pupils' behaviour and attitudes are positive; and
- the support for pupils with additional learning needs is very well organised and effective.

### Prospects for improvement

The schools prospects for improvement are good because:

- the recently appointed headteacher has made a very purposeful start;
- the staff share a strong commitment to continuous improvement;
- the governing body's role as a critical friend is well developed;
- the school's self-evaluation is very thorough and accurate;
- there is detailed planning for improvement; and
- there are strong partnerships focused on national priorities.

## Recommendations

R1 Extend pupils' skills in carrying out investigations and in solving problems.

R2 Plan so that there are appropriate levels of challenge for all abilities in all lessons.

R3 Rationalise the leadership of the Foundation Phase in order to promote consistency in provision in this area of the school.

### What happens next?

The school will draw up an action plan that shows how it is going to address the recommendations.

## Main findings

### Key Question 1: How good are outcomes?

Good

#### Standards: Good

Across the school, pupils' speaking skills are good. In the Foundation Phase, pupils' speaking and listening skills develop well and, by the end of key stage 2, most pupils use their communication skills very effectively. Nearly all pupils listen well in lessons and levels of concentration are high in many classes. Almost all pupils work together well and respond enthusiastically to the tasks they are given. They have a good recall of what they have learned before and use this effectively to acquire new knowledge and skills.

Most pupils are enthusiastic readers. Reading skills develop well through the school. The younger pupils in the Foundation Phase have a good grasp of letters and the sounds they make. A few of the more able reach high standards at a young age. At key stage 2, most pupils read an increasing range of texts confidently and with enjoyment. More able pupils read with expression and predict accurately what will happen next. They discuss the content of books effectively, express an opinion on them and talk about their favourite authors.

The majority of pupils' write well for different purposes and many attain the higher than expected level. They have an increasingly interesting and imaginative vocabulary and, by the end of Year 6, express themselves in writing to a good standard across the curriculum.

Most pupils have good numeracy skills which they are beginning to use well in other subjects, for example when interpreting line graphs and analysing sets of data in science. Many pupils make increasingly good use of a variety of information and communication technology skills. Scrutiny of books shows that many pupils make good progress in developing subject-specific skills. However, pupils' thinking and problem solving skills are less secure.

All pupils use Welsh enthusiastically and respond well to incidental and instructional Welsh. Many read appropriately and speak with a clear and accurate pronunciation. Most pupils' writing skills are progressing appropriately and, by the end of key stage 2, pupils write competently in a variety of styles.

In the national teacher assessments at the end of the Foundation Phase in 2012, the school was sixth in its family of schools at Outcome 5+. In language, literacy and communication the school was first in the family at this level and first at the higher level (Outcome 6+).

In mathematical development the school was eighth at Outcome 5+ and third at Outcome 6+.

In personal and social development, wellbeing and cultural diversity, the results placed the school eighth in the family at Outcome 5+ and second at Outcome 6+.

Overall, the results were below the family average. These results contained those of 10 pupils who entered the school in that year from outside the local area. All had some degree of additional learning needs.

In 2012 in the national teacher assessments for 11-year-olds, the school was third in its family overall. In English at the expected level, level 4+, the school was fourth in its family and at the higher level, level 5+, it was second. In mathematics at level 4+, the school was fourth and at the higher level first.

In science, results placed the school in fourth place at level 4+ and fifth at level 5+. These overall results were above the family average.

Over the last three years, results have been above local and national averages. When compared to that of similar schools, performance has been above the average at level 4+ and well above at level 5+. There is no consistent pattern in the relative performance of boys compared to girls.

Pupils in receipt of free school meals have, over time, performed less well than those not entitled to free school meals. In 2012, this gap narrowed. Those pupils with additional learning needs and those who have English as an additional language make good and sometimes very good progress.

### **Wellbeing: Good**

The behaviour and attitudes to learning of nearly all pupils are very good. All pupils are well cared for and supported. Pupils have a clear understanding of how to keep healthy and safe and appreciate the importance of exercise and having a healthy diet.

Attendance rates have been increasing steadily over the past three years. Currently they stand at 93.2%, which is higher than the averages for similar schools, the family and schools nationally.

Nearly all pupils show a mature approach to their responsibilities and take their roles seriously. The school welcomes the opinions of and suggestions from all pupils. The school council and eco-committee are very active and proud of their contributions to improving school life, for example in planning the outdoor environment.

Nearly all pupils develop a good range of social and life skills. They participate in a wide range of extra-curricular activities, which increases their awareness of life.

Many older pupils show very positive attitudes to their work and to others. Pupils at the end of key stage 2 are well prepared for the next stage in their learning. Nearly all show a high level of empathy and concern for others.

<b>Key Question 2: How good is provision?</b>	<b>Good</b>
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### **Learning experiences: Good**

The curriculum is broad, balanced and coherent and meets the needs of all pupils. It is clearly based on the areas of learning in the Foundation Phase and Curriculum

2008 in key stage 2. Lesson plans are detailed and thorough. However, occasionally short-term planning does not address the needs of the more able or those who find the work hard. There are extensive programmes of extra-curricular activities, stimulating visits and visitors to school. All of these enrich pupils' experiences and have positive effects on their learning.

Teachers' short term planning identifies appropriate opportunities to develop literacy, numeracy and information and communication technology skills systematically across the curriculum. Planning for the promotion of problem solving and thinking skills is inconsistent.

Nearly all staff give pupils a good range of opportunities to develop their Welsh language skills. The school provides suitable opportunities for pupils to develop a good understanding of their Welsh culture and heritage.

The school successfully promotes awareness of sustainability and global citizenship issues. Pupils are well motivated to reduce, re-use and recycle.

### **Teaching: Good**

Across the school, teachers plan carefully so that their lessons move forward systematically and engage the interest and enthusiasm of all pupils. They successfully encourage pupils from an early age to work with confidence and enjoyment. In nearly all lessons, teachers ensure that pupils have good opportunities to be actively engaged in discussion and in planning their own work. All teachers show good subject knowledge and have high expectations of what pupils can achieve. Many teachers take opportunities well to set good examples when using Welsh or when demonstrating how to complete an activity. They utilise their learning support assistants effectively in order to help pupils improve their work or overcome a difficulty. In a few lessons, teachers do not always take up opportunities to extend pupils' thinking and problem solving skills or match work to the wide range of abilities.

The school has well established and effective policies and procedures for assessing, recording and reporting pupils' progress. Teachers mark work consistently using agreed success criteria, and make good use of praise to encourage pupils' effort. All teachers use varied strategies to assess learning. Pupils across the school are developing their understanding of how to assess their own work and how to improve it. Teachers use their termly assessments and results of standardised tests in literacy and numeracy effectively to plan relevant learning experiences. They set individual targets for pupils, which are reviewed and changed regularly.

Annual reports to parents give clear judgements about their children's progress and include targets for the coming year. Parents and pupils have good opportunities to respond to the reports.

### **Care, support and guidance: Good**

The school has appropriate policies and arrangements in place to promote pupils' health and wellbeing. There is a positive ethos of care and concern. All pupils know where to turn to for advice and support. They are given a wide range of experiences, which actively engages them in decision-making and promotes their personal development well.

The school encourages pupils' spiritual, moral, social and cultural development well through stimulating learning experiences in lessons and a wide range of extra-curricular activities. The anti-bullying policy and procedures are very effective.

There are strong links with other professional agencies to ensure that pupils with specific needs receive targeted support and guidance. The provision for pupils with additional learning needs is well developed. Nearly all pupils make good progress through early intervention and parent involvement. Individual education plans are well documented and include clear and achievable targets. Pupils receive effective support from well trained staff who regularly assess and review progress.

The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

### **Learning environment: Good**

This is a fully inclusive school where diversity is celebrated. The school promotes respect for the cultural identity and home languages of its pupils very effectively. All pupils are encouraged to share information about their own traditions and customs. The school energetically promotes equality. All pupils have equal access to all areas of the curriculum. There is an extensive choice of extracurricular activities, which are available for all pupils.

The school has a wide range of resources of appropriate quality, which are well organised and used effectively. The building meets pupils' needs appropriately and the colourful displays throughout the school create an attractive learning environment and celebrate pupils' learning well. The outdoor provision has been developed creatively to provide a high quality environment to support learning and to promote physical exercise.

<b>Key Question 3: How good are leadership and management?</b>	<b>Good</b>
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### **Leadership: Good**

The headteacher has made a very purposeful start and has a clear vision for the school. This has been successfully shared with all staff, governors and parents. The senior management team has carried out a detailed survey of the strengths and areas for development in the school and are using that information well to make further improvements. For example, new strategies to promote reading have been recently introduced systematically. There is a clear focus on analysing data and on tracking pupils' progress in order to evaluate the success of initiatives.

Generally, staff roles and responsibilities are appropriately organised. However, the extension of the Foundation Phase to include Year 1 and Year 2 has resulted in the duplication of responsibilities in this area. As a result leadership there lacks clarity.

There are appropriate systems in place to review the performance of staff, which focus appropriately on their professional development needs and the school's priorities. For example, the school has identified and is addressing the training of learning support assistants to increase their skills in helping specific groups of pupils.

The governing body is very well informed about the school's performance and areas for development. Their role as a supportive yet critical friend is very well established. Links between the professional staff and the governing body are strong and contribute significantly to the progress the school is making in refining its curriculum and in determining its long-term strategic needs.

The school addresses local and national priorities appropriately. The Foundation Phase is well established. The school provides well for pupils to be aware of the need to look after the environment and to conserve resources, which they do most conscientiously.

### **Improving quality: Good**

The school has effective procedures for self-evaluation based firmly on the standards being achieved. The recently appointed headteacher knows the school well. All staff make a valuable contribution to the process, and have a clear understanding of the school's performance, its strengths and areas for development. There is a comprehensive range of monitoring activities including regular lesson observations. The school seeks the views of parents and pupils in this process and uses the information well in its decision-making.

The self-evaluation report is a useful document, which provides sound evidence for identifying priorities for school development, for example in raising standards in reading. Assessment information is analysed effectively to set targets for improvement, which are well used to raise standards further. The school has made good progress in addressing the recommendations from the previous inspection.

Numerous professional learning communities within the school are making a positive impact on standards in literacy and numeracy and in the development of a skills based curriculum. Constructive links within other local schools have a clear focus on national priorities, including improving attendance.

### **Partnership working: Good**

There are strong partnerships with a wide range of agencies, which have a positive impact on the standards and wellbeing of pupils. There is good liaison and communication between the school, parents, the local authority, community organisations and local colleges.

There are close links with the local secondary school, which ensure effective transition arrangements for pupils. The school contributes appropriately to cluster arrangements with other primary schools to judge the standards of pupils' work consistently and reliably.

### **Resource management: Good**

The school manages its resources well, and ensures that appropriate staffing arrangements are in place. The school has recently reviewed the school management structure and correctly recognises the need to rationalise the management of the Foundation Phase.

There are effective arrangements to evaluate the impact of spending decisions on standards and provisions. The school's budget is carefully monitored.

The school has good processes to evaluate and manage the performance of all staff. Appropriate use is made of planning, preparation and assessment time by using specialist music and Welsh teachers, who have positive effects on standards in these areas.

Considering pupils' progress, the overall quality of education provided and the use made of finances, the school gives good value for money.

## Appendix 1

### Commentary on performance data

Pupils' overall performance in the end of Foundation Phase national assessments in 2012 placed the school sixth in its family of nine schools. The overall results were below the family, local and national averages.

In language, literacy and communication, results at Outcome 5+ placed the school in first position in its family. Results were well above family, local and national averages. At the higher level (Outcome 6+) results were similarly above the family, local and national averages.

In mathematical development at Outcome 5+ results placed the school eighth in its family. At the higher level the school was third. At Outcome 5+ results were below the family, local and national averages, but at the higher level they were above.

Results in personal and social development, wellbeing and cultural diversity were below family, local and national averages at Outcome 5+. At the higher level, results were above the family average. At the higher level, results placed the school second in its family.

The school performed above family and local averages when compared to schools with a similar proportion of free school meals. At Outcome 5+ the school was better than 75% of those schools but in the lowest 25% in mathematical development and personal and social development, wellbeing and cultural diversity. At the higher level the school was in the top 25% of similar schools in language literacy and communication and in the top 50% of those schools in the other areas.

In these assessments, boys' performance was slightly better than that of girls. These overall results include 10 pupils who joined the school in the year they were seven years of age. All of them had additional learning needs.

School data indicates that those with English as an additional language and those with additional educational needs make at least the progress expected of them.

In key stage 2 over the past three years, pupils' performance in the core subject indicator has generally been above the family, local and national averages. In English, results at the expected level 4+ have been consistently in line or just above these averages. At the higher level (level 5+) results have improved slightly from being in line with these averages to above in 2012.

In mathematics, results at the expected level have in the last three years been close to family, local and national averages. At the higher level, the results in mathematics have been consistently above family, local and national averages.

In science, results at the end of key stage 2 have been close to family, local and national averages. At the higher level, results in science have in the last three years been above these averages. The school was third in the family.

When compared to schools with similar free school meals figures, the school has consistently performed, at level 4+, above 50% of those schools in English and mathematics. In science, results have placed the school below 85% of these schools. At the higher level, the results in all three subjects have been above the average for similar schools. In 2012, the school was in the top 25% of these schools.

In 2012, boys performed less well when compared to girls at the expected levels and in line with the national picture. However, at the higher level boys out performed girls in all three subjects.

Within the school, pupils entitled to free school meals do not generally perform as well as those who are not entitled. This difference decreased in 2012. Those who receive support in English as an additional language make good and often very good progress. School data indicates that those with additional learning needs nearly always make at least the progress that would reasonably be expected of them.

## Appendix 2

### Stakeholder satisfaction report

There were 157 pupils who completed the learner questionnaire. Their responses are mainly in line with those of pupils in other schools in Wales. However, pupils in Cwmrhydyceirw Primary School have more positive views about the behaviour of other children at play times and lunch times. All pupils felt safe in school.

Nearly all pupils:

- think that the school deals well with bullying;
- know whom to talk to if they are worried or upset;
- think that the school teaches them to keep healthy;
- think that there are lots of chances at school to get regular exercise;
- believe that they were doing well at school;
- think that teachers and other adults in the school help them to learn and make progress;
- know what to do and whom to ask if they find work hard;
- believe that homework helps them to understand and improve their work in school;
- think that they have enough books, equipment and computers to do their work; and
- believe that other children behave well at play times and at lunch times.

There were 158 replies to the parent questionnaire and 28 attended the meeting with parents. The responses were in line with or more positive than those of other parents in Wales.

All those who responded agreed that:

- they were satisfied with the school;
- their children were helped to settle in well when they started at the school;

- their children are making good progress at school;
- teaching is good;
- staff expect children to work hard and do their best;
- the homework that is given builds well on what has been learnt in school;
- staff treat all children fairly and with respect;
- children are encouraged to be healthy and to take regular exercise;
- children are safe in school; and
- the school is well run.

Nearly all of those who responded believed that:

- children receive appropriate additional support in relation to any particular individual needs;
- they were kept well informed about their child's progress;
- they were comfortable about approaching the school with questions, suggestions or a problem;
- the school helped their children to become more mature and take on responsibility;
- children are well prepared for moving on to the next school;
- there is a good range of activities including trips or visits; and
- many parents understand the school's procedures for dealing with complaints.

A few parents had areas of concern which related to:

- information about progress;
- procedures for handling complaints; and
- the range of activities provided including trips or visits.

## Appendix 3

### The inspection team

Peter Mathias	Reporting Inspector
Eleri Hurley	Team Inspector
Glenda Jones	Lay Inspector
Simon Roberts	Peer Inspector
Darren Casker	School Nominee

## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.uk](http://www.estyn.gov.uk))

Under the Independent School Standards (Wales) Regulations 2003, the school must provide copies of the report to all parents of the school. Where a pupil is subject to placement by a local authority, a copy of the report should be sent by the school to each relevant authority.

### 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' (FPR) refers to the year group of pupils in a primary school who reach the age of five during the academic year. FYear 1 refers to the year group of pupils who reach the age of six 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	FPR	FPY1	FPY2	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 four key stages cover the following year groups:

Foundation Phase	Reception, 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

## **Glossary of terms – Primary**

### **National Curriculum**

#### **Expected National Curriculum levels**

- By the end of the key stage 1, at the age of seven, learners are expected to reach level 2 and the more able to reach level 3.
- By the end of the key stage 2, at the age of eleven, learners are expected to reach level 4 and the more able to reach level 5.

#### **Core subject indicator in all key stages**

The core subject indicator relates to the expected performance in English or Welsh first language, mathematics and science, the core subjects of the National Curriculum. Learners must gain at least the expected level in either English or Welsh first language together with mathematics and science to gain the core subject indicator.

#### **All-Wales Core Data sets**

Schools and local authorities may refer to performance relative to their family of schools. These families of schools have been created to enable schools to compare their performance to that of similar schools across Wales. Families include schools with similar proportions of pupils entitled to free school meals, living in 20% most deprived areas of Wales, having special education needs at school action plus or statemented and with English as an additional language acquisition less than competent.