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a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on

**Crwys Primary School,
Chapel Road,
Three Crosses,
Swansea
SA4 3PU**

Date of inspection: January, 2012

by

Dr David Gareth Evans

for

**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:

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

Crwys Primary School was established in 1875. It is situated in the village of Three Crosses at the gateway to the Gower peninsular. Most houses in the village are privately owned, but nearby council houses account for nearly 17% of the pupils on roll. At present there are 156 full-time and 23 part-time pupils on roll and numbers have increased since the last inspection. In addition, there is a specialist teaching facility attached to the school and there are currently seven pupils enrolled in the unit. Around 8% of families are in receipt of free school meals, a figure which is below national and local averages. Currently 24% of pupils are from outside the catchment area.

The ability of pupils on entry varies, but is generally at least average. Around 9% are registered as requiring special educational needs support, which is below local and national averages; seven have a statement.

There are currently no pupils in receipt of social services intervention and no looked after children on the school roll. One pupil receives support for English as an additional language. All pupils are from English-speaking homes.

There have been no fixed-term exclusions or recorded racial incidents since the head teacher took up post in 1999. There are three key stage 2 teachers and four Foundation Phase teachers with a job share in the nursery/reception class. The school was last inspected in February 2006.

The 2010-2011 individual school budget per pupil for Crwys Primary School is £3,452, which compares with a maximum of £11,089 and a minimum of £2,560 for primary schools in Swansea. The school has the 24th highest budget per pupil out of the 86 primary schools in Swansea.

Summary

The school's current performance	Good
The school's prospects for improvement	Good

Current performance

The school's current performance is good because:

- most pupils make good progress and achieve well;
- nearly all pupils work well, take interest in their work and show high levels of motivation;
- standards of behaviour are very good;
- learning experiences and teaching relate well to pupils' needs;
- effective systems have been established to track pupils' progress and provide additional support as needed; and
- an atmosphere of care and support pervades the school's life and work.

Prospects for improvement

The prospects for improvement are good because:

- the leadership of the school is strong;
- leaders place a clear emphasis and focus on raising standards and improving provision;
- the school has effective partnerships;
- information from self-evaluation is used very effectively to develop and prioritise improvement plans with a clear focus on raising skills; and
- there has been good progress since the last inspection.

Recommendations

In order to improve the school needs to:

R1 continue to improve boys' reading and writing skills;

R2 raise the standard of pupils' Welsh language development in key stage 2; and

R3 ensure that the best practices in assessment are applied consistently across the school.

What happens next?

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

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Most pupils start school with average, and often above average, skill levels. Almost all make good progress throughout the Foundation Phase in all areas of learning and in key stage 2.

Pupils' literacy and communication skills are generally good across the school. Nearly all listen very well to adults and other pupils' contributions. They are articulate and able to communicate successfully in a variety of contexts. Most express their opinions effectively. Most throughout the school read competently for their age and stage of development. They demonstrate very good phonic skills and decode text from an early age. By the end of key stage 2 most use their reading skills successfully to access other areas of the curriculum.

In nursery and reception, nearly all pupils make good progress in their early writing skills. By the end of the Foundation Phase, they write creative and factual pieces of work confidently. They spell most common words accurately and use a good range of punctuation and sentence structures. By the end of key stage 2, nearly all write confidently for a variety of purposes and in a wide range of genres. Many more able pupils write at length and to a high standard.

Most pupils apply their literacy, numeracy and information and communication technology skills well across the curriculum. Their ability to apply their thinking skills and to work independently is also developing well throughout the school. Nearly all complete their work well and remain on task, showing considerable interest and pride in their achievements.

Nearly all pupils with special educational needs achieve well against prior attainment and personal targets and make good progress relative to their ability. Pupils entitled to free school meals and those with English as an additional language also make good progress and achieve their targets.

Pupils performed above national, local and family averages in English and mathematics in the 2011 teacher assessments at the end of key stage 1, while in science they performed less well than the family. The trend has been consistently good over the last few years, apart from 2009. The percentage of pupils attaining above the expected level is higher than that of the family and Wales in all subjects. In 2011, girls outperformed boys in English, mathematics and science.

The data for 2011 in key stage 2 places the school above national, local and family averages in the three core subjects. The evidence shows that results have been good over the last two years. The percentage of pupils gaining above the expected level 4 in English and science is also above national and local averages, but below that of the family. In key stage 2 there have been few gender differences at the

expected level 4, but girls have outperformed boys at the higher level 5, especially in reading and writing.

The Welsh language skills of many pupils are developing well in the Foundation Phase. Standards in Welsh in key stage 2 have improved, but oracy, reading and writing skills are adequate only by the end of key stage 2.

Wellbeing: Good

Most pupils are highly motivated, very keen to learn and show great pride in their school. They are confident, have positive attitudes to healthy living, feel safe in school and are keen to engage in sport.

In lessons, nearly all pupils are interested in the activities they undertake and work hard to improve their learning. They regularly take on responsibilities and contribute to decision-making in the school. Members of the school council and eco committee are very clear about their roles and responsibilities and proud of their achievements. Other pupils who take responsibilities are 'Breaktime Buddies', gardening club and fruit tuck shop volunteers and junior road safety officers.

Nearly all pupils' behaviour is very good. They are courteous to one another and to adults at all times. All ages play together happily at break and lunch times. Most develop into well-rounded and active individuals who are prepared to contribute to the school's work and community activities.

The majority of pupils take part in a range of extra-curricular activities, such as weekly sports clubs and Urdd activities. Links with the Crwys and District Sports Association are very strong and many pupils are actively involved in making paths, helping to set up Forest School areas and erecting bird boxes.

Attendance at 93.2% is marginally higher than national and local averages, but the percentage was adversely affected by one long-term illness and on-going health problems for others in the specialist teaching facility. Holidays taken in school term time also affect attendance levels. Nearly all pupils arrive on time for school.

Key Question 2: How good is provision?

Good

Learning experiences: Good

Teachers provide a range of learning experiences that, on the whole, meet pupils' needs well, including those who have additional learning needs. The school meets the requirements of the National Curriculum and religious education. The school's plans for the Foundation Phase are developing well, including making more use of the external area for appropriate learning experiences. The range of visitors and visits organised for pupils support and enrich their experiences effectively.

Overall, detailed planning ensures good progression and development in communication and numeracy skills across the curriculum. The provision for information and communication technology is extensive and supported by recent expenditure on hardware and the establishment of a computer suite in school.

Provision for the Welsh language is developing appropriately and beginning to lay firm foundations for pupils' language skills. The Welsh dimension is a strong feature of the life and work of the school. The provision promotes successfully pupils' recognition and understanding of their local area and of Wales as a country.

Provision for sustainable development is good. The school ensures that pupils receive a range of effective opportunities to extend their knowledge of issues concerning global citizenship through curricular, cultural and charitable activities. The school has achieved its third Eco Schools Green Flag and is aiming for the platinum award.

Teaching: Good

The overall quality of teaching is good. Nearly all teachers provide stimulating, interesting and varied learning experiences so that pupils enjoy their lessons and make good progress. Teachers are particularly skilled at asking open and probing questions that challenge pupils to think and explain their ideas.

On occasions, the quality of teaching is excellent and the planning of activities to develop pupils' skills is exemplary. In these lessons, the resources and structured support provided are very well designed to enable pupils to read, investigate, research and learn independently. In the very few lessons where teaching is less effective, the pace of learning is slow and pupils are not suitably challenged.

Throughout the school, teaching assistants work very effectively with class teachers and provide good support. In the Foundation Phase there is a consistently good balance between adult-led and child-initiated learning that has a very positive impact on pupils' confidence and independence. All practitioners understand when to intervene and when to stand back and let pupils explore for themselves. In every class there is a close relationship between adults and pupils and good behaviour is encouraged in an unobtrusive and positive manner.

A tracking system, based on regular assessments, monitors individual progress effectively. The information gathered is used well to make sure that pupils meet their targets and they are often given opportunities to set their own success criteria. However, assessment practices vary and teachers' marking of work and assessment for learning strategies are not consistent across the school. As a result, a minority of pupils do not always know how well they are doing and what they need to do to improve.

Reports to parents and carers are good. Parents feel well informed about their children's achievements and progress and are satisfied with the guidance and information the school provides during the year.

Care, support and guidance: Good

The school guides and cares for its pupils well. It provides good opportunities to raise awareness of the importance of eating healthily. For example, it encourages healthy snacks and lunchboxes and provides a fruit tuck shop. The importance of

physical health is promoted effectively through the curriculum and supported by the development of outdoor play facilities and a good range of extra-curricular opportunities. Residential visits provide pupils with valuable experiences and promote their independence.

Effective arrangements exist to promote pupils' spiritual, moral, social and cultural development. The school has an effective framework for personal and social education. Regular school assemblies celebrate good attendance and pupils' good behaviour and achievements. The school's police liaison officer helps raise awareness of substance misuse and visits by the school nurse and dentist enhance pupils' understanding of their health and wellbeing. Regular circle time and class assemblies provide valuable opportunities for children to share and reflect on their experiences and feelings.

The school is also involved in a very beneficial professional learning community to develop pupils' wellbeing and this is having a good impact on the quality of care.

The school has procedures and an appropriate policy for safeguarding.

The school uses assessment information effectively to identify pupils who need support. There is appropriately planned provision for every pupil with additional learning needs, including the more able. Pupils' individual education plans contain clear, realistic targets and they support pupil progress effectively. Teachers review and evaluate the plans regularly with pupils and parents. Provision in the specialist teaching facility is exemplary in many ways and a few pupils from this unit integrate well into mainstream classes.

Learning environment: Good

The school is an inclusive learning community where all pupils are valued and diversity celebrated. All pupils access the whole curriculum regardless of gender, race or religion. There are good arrangements in place to ensure that those with disabilities do not receive less favourable treatment.

The school provides a stimulating learning environment to support teaching and learning. The school buildings and grounds are very well maintained and pupils have made a significant contribution to the development of the outdoor learning areas.

Extensive displays in classrooms and communal areas celebrate pupils' work and achievements well.

Key Question 3: How good are leadership and management?	Good
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Leadership: Good

The headteacher, governors and leadership team have been very successful in developing a shared vision for the school based on high expectations of pupils' achievement and behaviour, and high levels of care and support. These principles are at the heart of the school's work, with all staff working collectively to support them.

The headteacher is very dedicated to the school and provides strong, sensitive and purposeful leadership to an equally dedicated team. He has a highly visible presence and an effective 'hands-on' leadership style. All teaching staff have leadership responsibilities and they receive well-planned, targeted training and support.

Performance management arrangements are effective and targets set reflect school priorities for improvement. Procedures are carried out efficiently and contribute significantly to the standards achieved by pupils.

The school's induction arrangements are very effective and provide valuable support to recently appointed staff.

Objectives for improvement are well matched to whole-school improvement plans, individual development needs and, where appropriate, to the development of leadership skills.

The school works hard to address national and local priorities: it has successfully implemented the Foundation Phase.

Governors, under the leadership of an effective and committed chairman, have a clear understanding of their role and are critical friends to the school. They show determination in challenging and supporting the school to make any necessary improvements. They are actively involved in self-evaluation and planning at whole-school level. A particular strength is the support and challenge offered by the curriculum link governors, who visit the school to discuss issues with curriculum co-ordinators and observe lessons.

Improving quality: Good

There is a thorough process of self-evaluation using a wide and appropriate range of evidence. The school reflects carefully on its practices, is receptive to new ideas and consistently seeks new and innovative ways to improve its provision.

School leaders have a very good knowledge and understanding of how well pupils are doing, the strengths of the school and priorities for improvement.

All staff, governors, pupils and parents are involved in the self-evaluation process and the school makes good use of their opinions and ideas. Staff and governors have received training together to ensure consistency in the way self-evaluation is undertaken and how judgements are reached. As a result, the school development plan and its priorities for improvement are based on the outcomes of accurate evaluations of all aspects of school life.

The school is a strong learning community. School staff share learning and teaching strategies effectively within the school and the cluster of schools. They work closely together with their strategic partners to implement development plans and there is a high level of consistency in the provision, which has a positive effect on pupils' standards of achievement, behaviour and attitudes to learning.

The school's participation in professional learning communities is growing. It is involved in a very beneficial project to develop pupils' wellbeing, which is having a good impact on the quality of care provided.

Partnership working: Good

The school works well with a range of partners. Liaison with parents is a particularly strong feature of the school's work and parents speak highly of the support the school provides. They regularly receive good quality information and matters of concern are dealt with effectively and promptly.

Pupils' learning experiences are enriched by very effective partnerships with the local community, which are having a positive influence on their learning experiences. The school performs concerts and arranges services in the local chapel and in other local venues. It also uses the local business community and other appropriate organisations effectively to extend pupils' learning experiences.

The school has established purposeful procedures to ensure a smooth transition for pupils to the next stage of their education. It has created effective partnerships with the local secondary school and other schools in the area; these impact well on the quality of learning.

There are systematic and effective moderation processes for end of key stage 2 assessments that involve staff from the cluster of primary schools, the local secondary school and the local authority.

Resource management: Good

Staffing, resources and funding are managed well. There are sufficient numbers of effectively deployed qualified teachers and support staff. Training and staff development link well to priorities and impact positively on pupils' standards. Teachers make good use of their planning, preparation and assessment time.

The school manages its finances well and spending decisions are clearly linked to priorities for improvement. In view of the good progress made by pupils and the quality of provision and leadership, the school provides good value for money.

Appendix 1

Commentary on performance data

Overall results show that in 2011 pupils attained well in comparison to national, local and family averages at both key stages.

In key stage 1 in 2011, when compared to schools with a similar percentage of pupils entitled to free school meals, Crwys school was in the second quartile for English and the core subject indicator (the percentage of pupils who achieve the expected level in English, mathematics and science in combination). The school was in the third quartile for mathematics and science. However, 2011 was the only year in which the school fell below the 8% free school meals threshold. Over the last five years trends show that generally the school performs well and is usually in the top or upper 50% of similar schools, apart from 2009.

End of key stage 2 assessments in 2011 place Crwys school in the second quartile for the core subject indicator and mathematics when compared to schools with a similar percentage of pupils entitled to free school meals. The school was in the top quartile for English and science. Trends over the last four years show that the school has improved markedly since 2009 and now performs well in comparison with national, local and family averages.

Pupils' attainment at the higher levels in both key stages has been above national, local and family averages for the last two years, apart from English and science in key stage 2 which were below family averages in 2011.

Over recent years girls have generally outperformed boys in key stage 1. In key stage 2 there have been few differences at the expected level 4, but girls have outperformed boys at the higher level 5.

Most pupils identified with additional learning needs make at least the expected progress and a few do even better. Those pupils who receive extra support for literacy and those in receipt of free school meals also achieve well.

Appendix 2

Stakeholder satisfaction report

Responses to parent questionnaires

Thirty-three parents or carers completed the questionnaire. Most expressed a high level of satisfaction with the school and this is in line with national comparisons. All parents say that their children like school and that staff treat their children fairly and with respect. Nearly all believe that pupils are helped to settle when they join the school and many are confident that their children are safe there. Many think that behaviour is good. Most agree that the school encourages their children to eat healthily and to take regular exercise. All parents think that the school is well run and nearly all understand what to do if they wish to make a complaint. All parents who returned the questionnaire think that their children are making appropriate progress. However, a few do not feel that they know enough about how well their children are doing and do not feel that homework always builds well on what their children are doing at school. This is in line with national figures. All parents think teaching is good and are happy that teachers expect pupils to do their best. Nearly all believe that teachers help their children to become more mature and to take on responsibility and all feel that their children are well prepared for the move to the secondary school. All parents think that their children receive enough additional support for their additional learning needs.

Responses to learner questionnaires

Eighty-six pupils in key stage 2 completed the questionnaire and responses to most questions were positive. Nearly all agree that the school helps them to be healthy and provides them with plenty of opportunities to be physically active. Many feel that they are doing well and nearly all think that teachers and support staff help them to learn and to make progress. All pupils say that they feel safe in school and nearly all know whom to talk to if they are worried or upset or are finding their work difficult. A few pupils think that bullying is not dealt with effectively enough. Most think that there are enough resources to enable them to learn effectively and that homework helps them to improve on their work in school. Around half of pupils are concerned that behaviour in lessons is not always good enough and that this sometimes prevents them from getting their work done as well as they could. This is significantly higher than the national average. Thirty-one per cent of pupils have concerns about behaviour during lunch and break times.

Appendix 3

The inspection team

Dr David Gareth Evans	Reporting Inspector
Mr Enir R Morgan	Team Inspector
Mr Ivor Petherick	Lay Inspector
Mrs Patricia Hoffer	Peer Inspector
Mr Phil Withey	School Nominee

Copies of the report

Copies of this report are available from the school and from the Estyn website (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.