



*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**

**Cila Primary School  
577 Gower Road  
Upper Killay  
Swansea  
SA2 7DR**

**Date of inspection: February 2013**

**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

Cila Primary School is in the village of Upper Killay, on the outskirts of the Swansea. The area it serves is neither prosperous nor economically disadvantaged.

There are 143 pupils on roll, including 18 of nursery age. Pupils enter the nursery part-time on their third birthday.

There are currently four full time teachers including the headteacher and three part time teachers. Nearly all pupils are from a white ethnic background and speak English as their first language. Very few speak Welsh at home.

About 7% of pupils are entitled to free school meals, which is lower than the average for the local authority and Wales. Eighteen per cent of pupils have additional learning needs, which is slightly below the local authority average. A very few pupils have a statement of special educational needs.

The headteacher was appointed in 2002 and the school was last inspected in March 2007.

The individual school budget per pupil for Cila Primary School in 2012-2013 is £3,405. The maximum per pupil in primary schools in the City of Swansea is £9,629 and the minimum is £2,634. Cila Primary School is in 44th place of the 87 primary schools in the City of Swansea in terms of the 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 school's current performance is good because:

- of the good achievement and progress made by nearly all pupils;
- the school is an inclusive and caring community in which pupils feel safe;
- there is a good range of interesting learning experiences;
- teaching is consistently good or better; and
- the learning environment is of high quality.

### Prospects for improvement

The school has good prospects for improvement because:

- senior managers and governors have a clear vision which they convey clearly to staff, pupils and parents;
- the school has a very good understanding of the needs of all its pupils through effective self-evaluation;
- there is a highly effective professional learning community within the school and beyond; and
- the school works well with parents and other partners to continually enhance pupils' wellbeing and raise standards.

## Recommendations

R1 Continue to develop pupils' extended writing skills

R2 Ensure that planning in all subjects meet the needs of the full range of pupils

R3 Continue to improve attendance

### 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

Most pupils in the Foundation Phase and in key stage 2 are keen and enthusiastic learners and make consistent progress. They co-operate effectively in pairs and in group work to support each other's learning. In their lessons, and when discussing their work, most pupils recall previous learning well and show a good knowledge and understanding of what they have learnt in work across the curriculum. By the end of key stage 2, most have developed their thinking skills well; they acquire information appropriately and apply it successfully to new situations.

In the Foundation Phase, many children's oral skills are developing very quickly. Many older pupils speak clearly with increasing confidence and use an expanding vocabulary. They listen attentively and show a good understanding of events or ideas in lessons. They can express sensible opinions in discussion groups. Most pupils read fluently and confidently. Many explain their choice of book and offer an opinion about the book and its author. They use reference materials, including information and communication technology (ICT), confidently to support their learning. Many children's written language develops with increasing fluency and accuracy and they use a range of appropriate and interesting vocabulary. On the whole, simple words are spelt correctly and work is often punctuated correctly by full stops and capital letters.

In discussions, nearly all pupils in key stage 2, listen carefully and respond sensibly by asking questions and offering comments that are relevant to others' contributions.

Many can read meaningfully, using appropriate expression. They use reference books and ICT confidently to gather information to support their work. Many pupils' written work is often well organised, imaginative and clear. They choose vocabulary carefully to ensure variety, interest and effect, when writing for a range of different purposes and audiences. However, a few more able pupils' extended writing skills are underdeveloped in their work across the curriculum. Across the school, many pupils' presentation and handwriting skills are good.

Most pupils in the Foundation Phase make good progress in Welsh and achieve good standards. In key stage 2, many pupils use Welsh regularly and successfully in different situations. Their reading and writing skills develop well. Nearly all pupils have a good knowledge of the history and culture of Wales.

In assessments at the end of the Foundation Phase in 2012, all pupils achieved the expected outcome (outcome 5) or better in the Foundation Phase indicator, personal and social development, wellbeing and cultural diversity, language, literacy and communication skills and mathematical development. Results are above the average when compared to those of other schools in the same family.

In comparison to that of schools with similar proportions of pupils entitled to free school meals, performance at the expected outcome (outcome 5) or better was in the

top 25% for the Foundation Phase indicator, personal and social development, wellbeing and cultural diversity, language, literacy and communication skills and mathematical development.

In key stage 2, in 2012, the percentage of pupils who achieved the expected level 4 or better, in English, mathematics and science in combination, compares well with the average for other schools in the same family. On the whole, this pattern has been consistent over the last four years.

In 2012, in comparison to that of schools with similar proportions of pupils entitled to free school meals, performance at the expected level 4 or better is in the lower 50% for English, mathematics and science. The pattern has been similar over the last four years. Again, in comparison, the proportion of pupils who achieved level 5 in 2012, places the school in the lower 50% for English and science and in the bottom 25% for mathematics. However, for the previous three years the school has been in the top 50% in all three subjects.

There is no significant difference in the performance of boys and girls in the Foundation Phase, but the boys perform slightly better than girls in all three subjects in key stage 2.

Pupils who have additional learning needs achieve well and make good progress, in line with their ability and previous achievement.

### **Wellbeing: Good**

Most pupils have very positive attitudes towards healthy eating and exercise and they understand the need for physical activities to improve their fitness. All pupils feel safe in school.

Most pupils enjoy their lessons and are well motivated. They remain on task and work well with each other. Pupils are always polite and courteous and display an obvious respect for both staff and each other. Behaviour and self-discipline in lessons and around the school are very good.

The school council is well established and members have a strong understanding of their roles. Staff take their suggestions seriously and council members have a say in the life of the school. They are proud of their achievements and they contribute regularly to decision-making in the school and have for example made a significant contribution to designing the outstanding outside learning areas. Regular meetings with the governors help to strengthen their communication and presentation skills.

From an early age, the majority of pupils develop the skills necessary to assess their own and other pupils' work. As they progress through key stage 2, most pupils understand how well they are doing and what they need to do to improve their work.

The school's average attendance in 2012 of almost 94% compares well to that of other schools in the same family and is above the local authority and Wales average. However, in comparison with levels in schools with similar proportions of pupils entitled to free school meals, attendance has been in the lower 50% in three out of the five previous years.

Many pupils contribute well towards activities in the community. Their involvement in planting trees with the Clyne Valley Nature group has helped them to have a better understanding of the importance of looking after the local environment.

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

The school provides a broad and balanced learning experience that meets all curriculum requirements. Teachers and learning support assistants plan jointly and effectively to prepare a variety of interesting experiences. Imaginative activities in the Foundation Phase and the topic based approach to learning in key stage 2 gain the interest of the full range of pupils.

Schemes of work for communication, numeracy and ICT skills ensure that provision is well co-ordinated with clear progression across the school. Planning to develop literacy and thinking skills is good and has a significant influence on pupils' achievement. However, activities in some subjects are not always planned in sufficient detail to meet the needs of all pupils.

The school offers a wide programme of visits outside the school and visitors to the school. These contribute extensively to expanding and enriching learning experiences.

Provision for developing the Welsh language and the Welsh dimension is a positive feature of the school.

The school successfully promotes awareness of sustainable development through a strong focus on environmental education. The pupils' eco committee raises awareness of recycling, energy conservation and healthy eating. The school promotes global citizenship well through links with, for example, Malawi.

**Teaching: Good**

The quality of teaching is consistently good or better. Teachers have strong subject knowledge and use a range of methods and resources successfully and imaginatively to motivate and challenge most pupils. Almost without exception, teaching ensures that pupils concentrate and show interest in their work. In a few lessons, teaching is very good because of the enthusiastic and lively delivery, challenging tasks and the opportunities provided for pupils to take responsibility for their own learning.

There are clear objectives for lessons. Teachers also give pupils regular opportunities to set their own success criteria. Support staff contribute significantly to the quality of teaching. All adults manage behaviour positively, safely and effectively.

During lessons, oral feedback and regular marking enables pupils to know how well they are doing and what they need to do to improve. The appropriate and consistent use of praise encourages pupils well. There are frequent opportunities for pupils across the school to evaluate their own learning and that of others.

The school has comprehensive and thorough systems for tracking pupils' progress and achievement. These ensure appropriate interventions and the planning of suitable work to meet the needs of most pupils.

Reports to parents on pupils' progress are detailed and useful and indicate what they need to do in order to improve their work. Parents feel well informed about their child's progress. Reports meet statutory requirements.

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

There are effective arrangements for supporting pupils' health and wellbeing and to actively encourage pupils' involvement in their school and the wider community. The school provides good opportunities for pupils to take responsibility and make decisions.

The inclusive ethos and numerous experiences promote pupils' moral and spiritual development successfully. Courtesy and respect are prominent qualities at the school and all members of staff foster them daily. The school provides well for pupils' social and cultural development through links with several organisations in the local community.

There are clear, well-ordered procedures for all aspects of school life and pupils have a good awareness of the high standards of behaviour expected of them. There are appropriate strategies to deal with any incidents of bullying and any concerns pupils have.

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

Provision for pupils with additional learning needs is good. Members of staff identify the needs of various pupils quickly and act in a timely and appropriate manner to meet these. Individual education plans identify clear targets and specific activities to ensure progress. Members of staff work effectively with external agencies and specialist services.

### **Learning environment: Good**

The school's inclusive and caring family ethos is a strong feature that successfully nurtures tolerant and responsible attitudes. Pupils are openly encouraged to show respect and care and they have a good relationship with each other and with the school's staff. All members of staff have a clear understanding of pupils' individual needs.

All pupils have full access to the curriculum and boys and girls take part in all activities. The school promotes respect for diversity and racial equality very successfully through the curriculum, religious education and acts of collective worship.

Extensive resources in all areas meet pupils' needs well. The classrooms, although not very spacious in some areas, provide a stimulating and well maintained learning environment to support teaching and learning. Good use is made of all available space. In every class there are attractive and well presented displays, which celebrate and show respect for pupils' work.

The external space for pupils is an exceptional resource. Highly creative and imaginative areas promote learning very effectively. This includes, for example, a purpose built theatre, a sensory garden and a board walk along the school's perimeter with cut-out of animals and birds to be found in the local environment. This outstanding feature contributes significantly in improving pupils' knowledge, understanding and skills in many areas of the curriculum.

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

The headteacher leads the school well with effective support from the deputy headteacher. They communicate high expectations for securing improvement and challenge staff positively to good effect. The senior management team and governors use relevant management information about performance to identify the school's strengths and areas for improvement. They set clear targets that are strategic priorities.

All members of staff work closely together to create a whole-school ethos that encourages and places value on team work. They share a common understanding of what the school needs to do to improve. This is positive and creates a strong foundation, which focuses on raising standards and improving pupils' learning experiences.

All job descriptions are appropriate and well defined. The staff work conscientiously as a team and use regular meetings purposefully to support their professional development and move the school forward strategically.

The governing body is supportive of the school and governors are very knowledgeable about the school's performance. They challenge the school's performance regularly in their role as a critical friend. Governors take appropriate account of all statutory responsibilities.

The school responds well to national and local priorities and this is having a positive effect on standards and provision at the school. The implementation of a skills based curriculum, the development of literacy, the promotion of Welsh language and assessment of and for learning are good examples of this.

### **Improving quality: Good**

The school has effective and well-established self-evaluation processes. The senior management team use a wide range of evidence to determine what the school is doing well and which areas need to improve. The consistent use of performance data allows the school to monitor progress and plan for improvement. All members of staff and governors are aware of the purpose and effect of self-evaluation and their role in the process is well established. The school considers carefully the views of pupils and parents.

School improvement priorities stem from careful audits and analysis of available information and focus well on improving pupil outcomes. The school is clear about what it needs to do to improve standards and priorities clearly reflect this. Progress is regularly and effectively monitored and evaluated.

The school is a very strong learning community and has initiated many useful networks of professional practice, which have had positive and significant effect on pupils' learning and experiences. There is a wide range of opportunities for staff to improve their professional skills and knowledge and this is having a positive impact on pupils' standards of work and enhances the school's capacity for making improvements.

### **Partnership working: Good**

The school co-operates effectively with a range of partners to support pupils' wellbeing and achievement.

An extremely positive and productive partnership exists with parents. This ensures that children are happy in school, make good progress and enjoy their learning.

'Friends of Cila' raise considerable sums of money to improve the school's teaching and learning resources. Pupils' use the recently purchased i-pads regularly and effectively to improve, for example, their literacy skills.

A highly effective partnership exists with the local community, especially through links with the community focused schools initiative. As a result of improvements to the school grounds the outdoor learning environment is now of a very high standard. This development has improved opportunities considerably for pupils across the school to develop a range of skills.

There are good links and effective transfer arrangements between the school and the secondary school with a range of purposeful transition activities. There is constructive co-operation with other primary schools in the catchment area to discuss planning for improvement and the standardisation of pupils' work. This has ensured better quality and consistency in the school's assessments.

### **Resource management: Good**

The school manages and deploys staffing and financial resources effectively to support the learning improvement. The school deploys teaching and support staff well and they have the knowledge and expertise to cover all aspects of the school's curriculum. This expertise is shared very appropriately in order to raise standards in subjects such as physical education and music.

Non-contact time arrangements ensure that teachers can plan jointly, prepare and assess appropriately. This is having a clear influence on the way in which learning experiences ensure continuity and progression. Performance management procedures identify and meet staff development needs appropriately.

The school's spending decisions relate well to priorities for improvement and the headteacher and governors monitor and manage expenditure carefully. Outcomes for pupils are good and the school provides good value for money.

## Appendix 1

### Commentary on performance data

In assessments at the end of the Foundation Phase in 2012, every child achieved the expected outcome (outcome 5) or better in the Foundation Phase indicator, personal and social development, wellbeing and cultural diversity, language, literacy and communication skills and mathematical development. Results are above the average for other schools in the same family and schools across Wales. The percentage of more able pupils who attained outcome 6 is better than the family average and the average for schools in Wales in all aspects except personal and social development, wellbeing and cultural diversity.

In comparison with that of schools with similar proportions of pupils entitled to free school meals, the school's performance at the expected outcome or better was in the top 25% in terms of the Foundation Phase indicator, personal and social development, wellbeing and cultural diversity, language, literacy and communication skills and mathematical development.

In key stage 2, in 2012, the percentage of pupils who achieved the expected level, level 4 or better, in English, mathematics and science in combination, compares well with the averages for schools in Wales and the family of schools. In the individual subjects, pupils' attainment in, English, mathematics and science also compares well with the average for the family and schools in Wales. On the whole, this pattern has been consistent over the last four years.

Over the same period, the percentage of more able pupils who achieve level 5 in English, mathematics and science, except for 2012, has been close to or above the average for schools in the family and schools in Wales.

In 2012, in comparison to that of schools with similar proportions of pupils entitled to free school meals, performance at the expected level 4 or better is in the lower 50% for English, mathematics and science. The pattern has been similar over the last four years. Again, in comparison, the proportion of pupils who achieved level 5 in 2012, places the school in the lower 50% for English and science and in the bottom 25% for mathematics. However, for the previous three years the school has been in the top 50% in all three subjects.

There is no significant difference when comparing the performance of boys and girls in the Foundation Phase but boys perform slightly better than girls in key stage 2.

## Appendix 2

### Stakeholder satisfaction report

#### Responses to parents questionnaires

Thirty-nine completed questionnaires were received from parents. The level of parents' satisfaction overall, is better than the average for primary schools across Wales.

All parents state that they agree or strongly agree that their child likes school and was helped to settle in well when he or she started. They say that their child is safe at school and that pupils behave well.

All parents say that staff expect their child to work hard and that they receive appropriate additional support in relation to any specific individual needs. They say that the school helps children to mature and to shoulder responsibilities. They agree that the school encourages their child to be healthy and take regular exercise. They also say that homework builds well on what children have learnt in school and that there is a good variety of activities, including trips and visits.

Nearly all agree that the school is well run and they feel comfortable about raising any issues. Parents feel that pupils are respected and treated fairly and that teaching in classes is good. They believe that their child is well prepared for moving on to the next stage in their education.

Nearly all say that they receive regular information about their children's progress and that they understand the school's arrangements for dealing with complaints.

#### Responses to learner questionnaires

Learner questionnaires were completed by 60 pupils in key stage 2. The level of satisfaction overall, is better than the average for primary schools across Wales.

All pupils say they feel safe at school and that the school deals with bullying well. They say that the school helps them to learn and make progress and that they know to whom to turn if they are anxious or to ask for advice. They believe that they are doing well at school. They agree that there are enough opportunities to take regular physical exercise.

Nearly all pupils say that the school teaches them about how to keep healthy and that homework helps them to understand and improve their work at school.

Nearly all pupils say that other children do behave well and this enables them to do their work.

## Appendix 3

### The inspection team

Merfyn Jones	Reporting Inspector
Hazel Hughes	Team Inspector
Elizabeth Halls	Lay Inspector
Jeremy Phillips	Peer Inspector
Ray Squires	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))

### Year groups, the Foundation Phase 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 local authorities.

The following table sets out the age ranges relevant to each year group. For example, Year 1 refers to the group of pupils who reach the age of six and Year 13 is the year group who reach the age of 18 during the academic year.

Primary phase:

Year	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	3-4	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 Foundation Phase and key stages cover the following year groups:

Foundation Phase	Nursery, 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**

### **Foundation Phase indicator (FPI)**

Progress in learning through the Foundation Phase is indicated by outcomes (from outcome 1 to outcome 6).

The Foundation Phase indicator (FPI) relates to the expected performance in three areas of learning in the Foundation Phase:

- literacy, language and communication in English or Welsh first language
- mathematical development; and
- personal and social development, wellbeing and cultural diversity.

By the end of the Foundation Phase, at the age of seven, pupils are expected to reach outcome 5 and the more able to reach outcome 6.

Pupils must achieve the expected outcome (outcome 5) in the three areas above to gain the Foundation Phase indicator.

### **The core subject indicator (CSI)**

Progress in learning through key stage 2 is indicated by levels (level 1 to level 5).

The core subject indicator in key stage 2 relates to the expected performance in the core subjects of the National Curriculum:

- English or Welsh first language
- mathematics; and
- science

By the end of the key stage 2, at the age of 11, pupils are expected to reach level 4 and more able pupils to reach level 5.

Pupils must gain at least the expected level (level 4) in the three core subjects to gain the core subject indicator.

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

Inspection reports may refer to a school's performance relative to a family of schools or to schools with a broadly similar proportion of pupils entitled to free school meals.

In relation to free school meals, schools are placed into one of five bands according to the three-year trend in the proportion of pupils entitled to free school meals in the school. The school's performance is then placed into quartiles (from the top 25% to the bottom 25%) in relation to how well it is doing compared with other schools in the same free school meal band.

The Welsh Government created the families of schools (typically a group of 11 schools) to enable schools to compare their performance with that of similar schools across Wales. The composition of the families draws on a number of factors. These include the proportion of pupils entitled to free school meals and the proportion living in the 20% most deprived areas of Wales. They also draw on the proportion of pupils with special education needs at school action plus or with a statement of special educational needs, and pupils with English as an additional language.