



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

**Clwyd Community Primary School
Eppynt Road
Penlan
Swansea
SA5 7AZ**

Date of inspection: November 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:

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

Clwyd Community Primary School is on the edge of a large housing estate in Swansea in the Community First district of Penlan, which is socially and economically disadvantaged. Around 92% of pupils live within the 30% most deprived areas of Wales. Approximately 48% of pupils claim free school meals, which is well above the local authority and national averages. Most families live in rented accommodation and pupil mobility is high.

The school was built in the 1950s and was originally separate infant and junior schools, but in 1984 these were amalgamated. The site also includes the Swansea Children's Centre, opened in 2006, which has a Flying Start provision. This feeds the school's part-time nursery, to which pupils transfer following their third birthday.

There are currently 257 pupils in the school aged between three and 11, taught in eight classes, five of which contain a mixed age range. There is also a part-time nursery and four specialist teaching facilities, two in each key stage. These cater for pupils with moderate to severe learning difficulties and for those diagnosed with autistic spectrum disorder. The number on roll has increased since the last inspection.

The school identifies around 50% of pupils as requiring additional learning needs support, of whom approximately 13%, mainly in the specialist teaching facilities, have a statement of special educational needs. These figures are well above the local authority and national averages. Around 8% of pupils come from an ethnic minority background, most of whom have English as an additional language. No pupils use Welsh as a first language, but a very few speak another European language at home. A very few are looked after by the local authority.

The school was last inspected in December 2006. Since then there have been significant improvements to the inside and outside learning environment. The headteacher was appointed in October 2002. During the inspection three teachers, including the deputy headteacher and the key stage 2 co-ordinator, were on long-term sick leave and were replaced by temporary supply teachers.

The individual school budget per pupil for Clwyd Primary School in 2012-2013 means that the budget is £4,679 per pupil. The maximum per pupil in the primary schools in Swansea is £9,629 and the minimum is £2,634. Clwyd Primary School is 6th out of the 87 primary schools in Swansea in terms of its school budget per pupil.

Summary

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

Current performance

The school's performance is judged as adequate because:

- standards are consistently below similar schools and local authority and Wales averages;
- although most pupils make good progress in basic skills through the Foundation Phase and generally achieve well in oracy and reading in key stage 2, they make less progress in writing and mathematics;
- although most pupils spell and punctuate accurately, they make limited use of drafting skills to produce extended writing and their handwriting and presentation are often untidy;
- boys consistently perform less well than girls across the school; and
- attendance levels are lower than those of similar schools, but are improving.

Prospects for improvement

Prospects for improvement are good because:

- leadership, management and self-evaluation are good;
- assessment ensures that teachers are well informed about each pupil's progress and set realistic and ambitious targets in order to raise achievement;
- team work is strong and examples of excellent practice are shared and disseminated;
- links with external support agencies and the adjoining Swansea Children's Centre are excellent; and
- the governing body is committed to improving the school and is becoming more involved in determining its strategic direction.

Recommendations

- R1 Raise standards of achievement in writing and mathematics, especially in key stage 2.
- R2 Improve the performance of boys and more able pupils across the school.
- R3 Raise levels of attendance.
- R4 Introduce a more formal system for monitoring standards and teaching across the school.

What happens next?

The school will draw up an action plan which shows how it is going to address the recommendations. The local authority will monitor the school's progress.

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

Nearly all pupils enter the school with skills, especially in literacy and numeracy, significantly below the levels normally expected for those of their age. However, most generally make good progress and achieve their targets, irrespective of their background. Most develop appropriate basic skills through the Foundation Phase and achieve well in oracy and reading by the end of key stage 2. Most also achieve well in information and communication technology and thinking skills throughout the school. The majority in mainstream classes make less progress in writing and mathematics.

In all classes most pupils listen quietly and speak confidently and clearly. They answer questions enthusiastically and willingly express their own ideas.

Many pupils make good progress in reading. They read from a range of texts and demonstrate good comprehension. They use phonics well to decode unfamiliar words. By the end of key stage 2 most read accurately and fluently and a few read with good expression and use higher order skills effectively.

In the Foundation Phase most pupils develop their writing skills well so that by the end of Year 2 many write independently with increasing fluency and accuracy. Their handwriting and use of punctuation develop well. Spelling becomes increasingly accurate with pupils making good use of their knowledge of letter sounds.

Most pupils in key stage 2 make adequate progress in developing writing skills, although a majority in Year 6 produce good work. Many pupils write with increasing fluency and accuracy across the curriculum as they progress through the key stage. They organise and present imaginative and factual writing in different ways and they spell and punctuate accurately, but they make limited use of drafting skills to produce extended writing and their handwriting and presentation are often untidy.

Pupils in the specialist teaching facilities achieve good standards and make successful progress in relation to their targets, especially in language, literacy and communication skills and in numeracy.

Achievement in Welsh is good with some notable features. Oracy is good across the school and reading and writing are good in key stage 2. Many older pupils are able to write in the third person. Their awareness of aspects of Welsh culture is good.

In the Foundation Phase pupil attainment is generally below the family, local authority and Wales averages and places the school among the lowest 25% of similar schools. In key stage 2 the picture is similar, although there are signs of improvement. Across the school boys consistently perform less well than girls. More able and talented pupils also often underachieve, especially in mathematics.

Wellbeing: Good

All pupils have very positive attitudes towards healthy eating and exercise. In addition to physical education lessons, many take part in a variety of activities to improve their fitness both during and after school.

All pupils feel safe and are very proud of their school. They enjoy lessons and are well motivated. Most remain on task and work well with others.

Pupils in the specialist teaching facilities achieve very good standards of wellbeing. They are calm and well behaved, which is an excellent achievement given the nature of their special needs. They participate fully and with obvious enjoyment in learning activities.

Although a few pupils express concerns about the behaviour of their peers, especially in the playground, nearly all behave well. They are polite and courteous and display an obvious respect for both staff and each other.

The school's attendance level of just above 90% is lower than its family of schools and the all-Wales average. The figure, however, compares favourably with the previous three academic years when around 88% was the average. Most pupils arrive punctually, but a few are persistently late.

The school council carries out its role effectively, has decision-making powers and ensures that all pupils in the school can express their views. Many pupils also take on a range of other appropriate responsibilities and duties.

Key Question 2: How good is provision?	Good
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Learning experiences: Good

The school provides a broad and balanced curriculum with a range of enriching learning experiences that meet statutory requirements. The provision is effectively supplemented by a wide range of extra-curricular activities, visits and visitors.

Planning is well structured and thorough to ensure continuity and progression in learning experiences. There is a clear focus on developing basic skills, particularly in literacy and numeracy, across the curriculum.

The organisation of classes and groups, such as sets for English and mathematics in key stage 2, takes account of pupils' needs and abilities. Most teachers plan carefully to ensure that tasks are appropriately challenging for the majority of pupils. Intervention programmes for targeted groups, accompanied by effective support, help the less able, in particular, to make positive progress. Provision for the more able is less well developed.

The school provides pupils in the specialist teaching facilities with excellent learning experiences that fully meet their needs. Pupils benefit from excellent curriculum planning and good opportunities for inclusion in mainstream activities.

Provision for Welsh language development and Y Cwricwlwm Cymreig is effective throughout the school. The school has successfully developed a Welsh ethos.

The school promotes sustainability well and pupils have a good understanding of its importance. They develop an understanding of global citizenship through the curriculum and discussions during lesson time.

Teaching: Good

The quality of teaching in the specialist teaching facilities is excellent. It is underpinned by high quality planning and consistently good teamwork.

In mainstream classes most teaching is good. Teachers plan thoroughly, ensure learning resources are ready for pupils and make learning objectives clear. They establish a calm and productive working atmosphere and monitor pupils' progress carefully.

In the few lessons where teaching is less successful, activities lack interest and are not well matched to individual abilities with pupils being given too little responsibility for their own learning.

All teachers give clear directions and provide effective praise and encouragement to help pupils succeed. They use good questioning techniques and manage behaviour well. They establish very positive working relationships with pupils.

Assessment, recording and reporting are a strength of the school and statutory requirements are met in full. Assessment in the specialist teaching facilities is of a particularly high quality and staff are leaders for the local authority in tracking and evaluating pupils' progress.

All teachers maintain a range of useful records and use standardised tests and tracking systems to ensure that they are well informed about each pupil's progress. They use this data in their planning and teaching in order to set realistic and ambitious targets and to check that intervention programmes are working effectively in order to raise achievement.

Assessment for learning strategies are a school priority and, together with self and peer assessment, are becoming embedded in classroom practice.

All work is marked and positive rewards and supportive comments are used to motivate pupils, but the way forward is not generally indicated. Older pupils are beginning to develop skills in evaluating their own work and that of others.

Annual pupil reports are informative and provide details on levels of attainment and targets for improvement.

Care, support and guidance: Good

Pupils are extremely well cared for throughout the school, especially those with additional learning needs.

The school promotes pupils' spiritual, moral and social development very effectively. It has appropriate policies and arrangements to ensure all pupils' health and wellbeing, including a very popular breakfast club and a dental health programme.

There are very strong links between the school and a wide range of multi-disciplinary agencies. Liaison with the adjoining Swansea Children's Centre is particularly beneficial. It underpins the school's provision very effectively, for example through the use of health and social care specialists on site, parent services and after-school care.

The school's arrangements for safeguarding children meet requirements and give no cause for concern. The site and buildings are very secure, although parents have concerns about traffic at the start and end of the school day.

Although the number of fixed-term exclusions remains high, the management of behaviour by staff is very effective. Many strategies are used, including restorative justice. Nearly all pupils know and understand how to be responsible members of their learning community.

The school has implemented a range of initiatives to improve attendance and punctuality, such as the appointment of a wellbeing officer, who works very closely with the education welfare service. These measures are beginning to have a positive impact.

The support for pupils with additional learning needs, especially those in the specialist teaching facilities, is excellent. The attention and care with which personalised support programmes are prepared, delivered and monitored are exemplary.

Pupils in mainstream, who require additional support, are identified early and their progress against their individual targets is monitored very effectively by the special educational needs co-ordinator. She has developed outstanding systems for tracking pupils' outcomes and progress to ensure they reach their potential.

All pupils with additional learning needs take a full and active part in all aspects of school life through a very well planned system of integration.

Learning environment: Good

The school has a strong commitment to providing equal opportunities for all pupils and staff. It recognises, respects and values diversity, opposes any form of discrimination or stereotyping and promotes an ethos of care and concern for one another. As a result, all pupils have a sense of being valued and have equal access to the curriculum and all aspects of school life.

Although a few pupils express concerns about anti-social behaviour by their peers, the school has procedures to deal with such incidents promptly and effectively.

The school buildings and grounds are very spacious and are generally maintained to a good standard considering their age and size. Toilet and changing facilities are appropriate and the internal decor of the school is generally good. Reasonable

adjustments are made when necessary to accommodate any child or adult with a physical disability.

There are sufficient resources that are well matched to pupils' needs.

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

The school is well led and managed. Although standards overall remain below average, given many pupils' low starting point, the school's management has succeeded in raising achievement in the areas it has prioritised, such as Welsh, and in ensuring most pupils generally make good progress. It has also developed a very high quality of care to support pupils' learning and wellbeing.

The headteacher maintains a regular teaching commitment, is an efficient administrator and regularly visits lessons, with the result that she has an effective overview of the school and its strategic direction.

Team work is a strength of the school and all staff work together well. Distributed leadership is well established. All teachers have a subject or aspect role and carry out their duties very conscientiously. They maintain copious and well-organised records, so that they are very aware of the needs and abilities of all pupils under their care.

The governing body fulfils its statutory obligations and is committed to improving the school. Beneficially, the chair is the manager of the adjoining Swansea Children's Centre.

Most governors play an active part in the life of the school, have subject interests and offer an appropriate balance of expertise. They visit the school regularly and offer challenge and support. They have an increasing role in evaluating the school's progress and are becoming more adept at analysing the school's data.

The school meets national and local priorities effectively, for example through its current focus on reading, where standards are improving.

Improving quality: Good

The school's self-evaluation process is rigorous and effective. The headteacher and senior management team have a clear picture of the school's performance, its strengths and areas for development.

Pupils and parents are regularly canvassed for their views and governors have recently undertaken a self-evaluation exercise, based on the common inspection framework. The school analyses this first-hand evidence in order to identify priorities for future improvement.

Subject co-ordinators undertake a range of monitoring activities and submit annual subject reports and action plans. However, there is no formal system of lesson

observations and recording outcomes from these in order to inform the school development plan.

The school makes effective use of assessment information and all teachers are now becoming more involved in data analysis, so that they can set accurate and relevant targets for improvement.

The self-evaluation report and the school development plan are useful and comprehensive documents that set out realistic priorities. They are closely linked and focus appropriately on raising standards.

There are additional self-evaluation and development planning reports for special educational needs and for the specialist teaching facilities. These documents are of excellent quality and appropriately highlight relevant and achievable targets for improvement.

The school has established effective networks of professional practice both in the school and with other schools and partners that are contributing to developments in teaching and learning, for example in the Foundation Phase.

Partnership working: Good

The school has established a range of effective partnerships, which are used well to benefit all pupils.

Although parents and carers make limited responses at times, most are supportive of the school. They are kept well informed about events and their child's progress. A few engage with the school on various activities, such as eco and healthy school initiatives. Most are happy with the homework arrangements. There is a small but effective parent, teacher and friends association.

The school has very good liaison with the Flying Start provision, which is based in the Swansea Children's Centre. This provides a good transition for children starting nursery. Many parents and children use the facilities provided by the centre.

The school collaborates well with its partner schools, for example in formulating spending plans for grants and in moderating and assuring the quality of assessments in the core subjects and Welsh. The revised transition arrangements for transfer to secondary education are appropriately managed.

Links with the community, for example with local churches, a garden centre and the local college and initial teacher training university, have a positive influence on pupils' wellbeing and educational progress. Partnership with the local authority is positive, particularly in relation to the provision for additional learning needs.

Resource management: Good

The school has a full complement of well-qualified and experienced teachers and support assistants. All are effectively deployed to make the best use of their time, expertise and experience. Ancillary staff also make an important contribution to the efficient administration and maintenance of the school.

Performance management procedures meet statutory requirements and arrangements are in place for the appraisal of all teaching assistants. All staff take advantage of staff development opportunities linked to their targets and whole school priorities in order to effect improvements.

All requirements of the national workload agreement are met. Teachers' planning, preparation and assessment time is well organised through the services of an external agency and the employment of a qualified teacher, who mainly takes classes for Welsh and religious education across the school.

The school manages its accommodation, resources and budget well. Space is well utilised and extensive and colourful displays promote pupils' work and their achievements. Very good financial controls are in place.

Even though standards overall are adequate, the school experiences considerable success and demonstrates aspects of sector-leading practice, particularly in relation to the provision for pupils' wellbeing and additional learning needs, with the result that it achieves good value for money.

Appendix 1

Commentary on performance data

In 2012 at the end of the Foundation Phase, pupil attainment at the expected Outcome 5 overall and in language, literature and communication skills, mathematical development and personal and social development was below the family, local authority and Wales averages and placed the school among the lowest 25% of similar schools. Attainment at the higher Outcome 6 in language, literature and communication skills was similar to the family average and placed the school among the higher 50% of similar schools, but was below the local authority and Wales averages. Attainment was lower than all three comparators in mathematical development and placed the school below the majority of similar schools, but attainment in personal and social development was above all three comparators and placed the school among the best 25% of similar schools.

In 2012 in key stage 2, pupil attainment at the expected level 4 overall and in the three core subjects was better than in most previous years, but below the family, local authority and Wales averages, placing the school among the lowest 25% of similar schools. At the higher level 5, performance was better than in most previous years in English and science, but lower in mathematics, when no pupils attained this level. In all three core subjects, results were below the family, local authority and Wales averages and lower than those of the majority of similar schools.

Nearly all pupils enter the school with skills, especially in literacy and numeracy, significantly below the levels normally expected for those of their age. However, most make good progress and achieve their targets, including those in the specialist teaching facilities, irrespective of their background. They develop appropriate basic skills through the Foundation Phase and generally achieve well in oracy and reading, as well as in information and communication technology and thinking skills, by the time they reach the end of key stage 2. They make less progress in writing and mathematics.

In both the Foundation Phase and key stage 2 boys consistently perform less well than girls, although there is a larger number of boys continually on the special educational needs register. More able and talented pupils also often underachieve, especially in mathematics.

Appendix 2

Stakeholder satisfaction report

Responses to parent questionnaires

Twenty-nine parents completed the questionnaire, seven of whom added written comments, the majority of which were positive. Most responses, except for those relating to behaviour and visits, were similar to or better than national norms.

All parents say that:

- their child likes school;
- their child was helped to settle in well when starting school;
- staff expect pupils to work hard and to do their best;
- their child is encouraged to be healthy and to take regular exercise;
- their child is safe in school;
- appropriate additional support is provided, if necessary; and
- their child is helped to become more mature and responsible.

Nearly all parents say that:

- their child makes good progress;
- teaching is good; and
- they are kept well informed;

Most parents say that:

- they are satisfied with the school;
- homework builds well on what is learnt in school;
- staff treat all pupils fairly and with respect;
- they feel comfortable about approaching the school with any suggestions or problems;
- they understand the procedures for dealing with complaints;
- their child is well prepared for moving on to the next stage of his/her education; and
- the school is well run.

Many parents say that:

- pupils behave well in school; and
- there is a good range of activities and trips provided.

Responses to learner questionnaires

One hundred key stage 2 pupils completed the questionnaire. On average their responses were worse than national norms.

Nearly all pupils say they that they:

- are helped to learn and to make progress.

Most pupils say that they:

- feel safe in school;
- know whom to talk to if they are worried or upset;
- learn how to keep healthy;
- are doing well at school;
- know whom to ask if they find work hard;
- think homework helps them to understand and improve their work in school; and
- have enough books and equipment.

Many pupils say that:

- the school deals well with any bullying; and
- they have plenty of opportunities for regular exercise.

A majority of pupils think that:

- pupils behave well in class so they can get their work done.

Around half the pupils say that:

- nearly all pupils behave well at playtimes and lunch time.

Appendix 3

The inspection team

David Ellis	Reporting Inspector
Enir Rees Morgan	Team Inspector
Sue Wilan	Team Inspector
Ivory Petherick	Lay Inspector
Lee Workman	Peer Inspector
Ann Morgan	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.