



Arolygiaeth Ei Fawrhydi dros Addysg a Hyfforddiant yng Nghymru
His Majesty's Inspectorate for Education and Training in Wales

A report on

Cadle Primary School

**Middle Road
Fforestfach
SA5 5DU**

Date of inspection: February 2023

by

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

About Cadle Primary School

Name of provider	Cadle Primary School
Local authority	City and County of Swansea
Language of the provider	English
Type of school	Primary
Religious character	
Number of pupils on roll	336
Pupils of statutory school age	249
Number in nursery classes	48
Percentage of pupils eligible for free school meals over a three-year average (The national percentage of pupils eligible for free school meals over a three-year average in Primary is 23.0%)	48.4%
Percentage of pupils identified as having additional learning needs (a) (The national percentage of pupils identified as having an additional learning need in Primary is 16.1%)	21.7%
Percentage of pupils who speak Welsh at home	2.0%
Percentage of pupils with English as an additional language	12.4%
Date of headteacher appointment	01/09/2021
Date of previous Estyn inspection (if applicable)	09/06/2014
Start date of inspection	06/02/2023

Data reported is sourced from the latest available Pupil Level Annual School Census. These figures may be slightly different to those observed during the inspection. Further information is available from the Welsh Government My Local School website: mylocalschool.gov.wales

- a. The term 'additional learning needs' is being used to describe those pupils on the SEN/ALN register of the school.

Overview

The school is a happy, caring and homely community. Within the 'Cadle School Family', staff work very effectively to provide an inclusive and friendly ethos where pupils are polite and behave respectfully. Pupils' emotional well-being is the root of all success at the school. The colourful 'rainbow' environment promotes positivity successfully, which is reflected in pupils' attitudes to learning through the school.

During their time in school, most pupils make good progress. Pupils with additional learning needs (ALN) and those who attend the specialist teaching facility (STF) make good use of the effective range of learning experiences on offer and make good progress in most areas of learning from their individual starting points.

Teachers and learning assistants support all learners in terms of their achievement to develop their literacy and numeracy skills successfully. However, opportunities to develop pupils' information and communication technology (ICT) skills are not developed well enough. Teachers set clear learning objectives and use a range of original experiences to engage pupils' interest and enthusiasm well.

The school's curriculum provides a wide range of stimulating activities through all areas of learning and experience. Although teachers use an effective range of teaching methods in their classes, the tendency to over-direct activities, particularly from Reception to Year 2, hinders pupils' ability to work on tasks independently. In addition, learning and play experiences in the outdoor area to challenge pupils are less well developed.

The acting headteacher has shared her vision successfully with stakeholders. She contributes well to ensuring an inclusive and caring environment for all. As a result, she has developed a strong team and there is a clear sense of trust between pupils and staff. The acting headteacher has a sound understanding of the school's strengths and areas for improvement. Members of the governing body are very supportive and well informed. Although the school uses the pupil development grant to support all vulnerable pupils in their emotional well-being, there are inconsistencies in the way it used to support all vulnerable learners in developing their skills, particularly those who are more able.

Recommendations

- R1 Provide opportunities for pupils from Reception to Year 2 to take responsibility for their own learning and become independent learners, especially in the outdoor area
- R2 Ensure that the pupil development grant is used consistently to support the literacy and numeracy skills of all vulnerable pupils, particularly those who are more able
- R3 Improve pupils' ICT skills, from Year 3 to Year 6

What happens next

The school will draw up an action plan to address the recommendations from the inspection.

Main evaluation

Learning

Many pupils start school with skills and understanding below those expected for their age. As they move through the school, most pupils, including those with additional learning needs (ALN), make good progress from their starting points. Most pupils in the specialist teaching facility achieve well in line with their needs and abilities. Although many pupils who are eligible for free school meals progress well in their learning, the progress of those who are more able is inconsistent.

As the pupils move through the school, most make strong progress in developing their language and communication skills. Nearly all pupils listen well and pay close attention to what their peers and adults have to say. They ask thoughtful questions that develop ideas and make effective contributions that take other pupils' views into account. Many pupils express themselves appropriately from an early age and, as they progress through the school, they talk increasingly confidently about their work. By Year 6, most pupils are articulate and mature speakers. They moderate their tone, expression and language well, depending on the audience. They give persuasive arguments confidently when they debate whether to build housing on Cadle Heath.

Most pupils develop a good phonic knowledge and a minority use this well to help them read clearly by the end of Year 2. Accelerated progress is evident from Year 3, and many pupils develop effective reading skills. They read a range of suitable texts accurately with good expression. By Year 6, pupils develop into confident readers with a good grasp of a wide range of books. They understand the meaning of increasingly challenging vocabulary, think maturely about what they've read and make thoughtful inferences and deductions, particularly when discussing whether the first moon landing was true.

Through the school, most pupils write very successfully to communicate for a range of purposes, both in literacy lessons and through the curriculum. Most pupils present their written work with increasing care and pride. From the nursery class, pupils make good progress in developing their early writing skills by creating patterns using a variety of mediums. As they progress through the school, most pupils write considerately for a range of purposes and to a good standard. They show a deep understanding of the features of different styles of writing. For example, in Year 4, most pupils compose thoughtful poems about the importance of sustainability.

Most pupils enjoy learning Welsh and respond well to teachers' instructions. They demonstrate a good understanding of basic commands and a few respond confidently in Welsh when being spoken to. Despite this, pupils' progress through the school is not in line with their age.

Most pupils make good progress in their mathematical skills. In Year 1, pupils add and subtract increasingly large numbers and use their awareness of shape well when designing homes for characters in class stories. From Year 3 to Year 6, many pupils develop into confident mathematicians. Many use their knowledge of number well to help them solve problems. For example, pupils in Years 5 and 6 accurately create conversion graphs to convert from kilometres to miles as part of their project on

planets. Through the school, many pupils use numeracy skills well to support their learning in other areas of the curriculum. For example, pupils in Years 3 and 4 draw accurate bar graphs to display the results of the impact of force on different footwear.

From the nursery class to Year 2, many pupils have the skills to instruct a programmable toy to move in a variety of directions with increased confidence. They use literacy and numeracy apps and programs to support their learning well. Most pupils record their work unaided and many pupils confidently use animation programs to create short videos, for example on the plight of creatures suffering from deforestation. Although pupils from Year 3 to Year 6 use their skills appropriately to present their work and to create multi-media presentations, they do not build their skills progressively over time to cover the full range of the ICT curriculum.

Most pupils through the school develop their creative skills well. For example, pupils in Year 2 use the work of a local Swansea artist as inspiration for their own designs and, by Year 6, pupils choose their own natural materials when designing pictures in the style of Giuseppe Arcimboldo. Most pupils engage well in physical education activities in class, taking part in school-based challenges and workshops such as martial arts. As a result, pupils' skills progress suitably.

Well-being and attitudes to learning

The pupils appreciate the positive, caring relationship that exists between staff and pupils and this is a strength of the school. They feel that adults in the school care about them and, as a result, nearly all pupils feel safe. Through the school, pupils are kind, polite and respectful towards adults and other pupils and welcome visitors in a friendly manner. Nearly all pupils know whom to approach for advice if anything is worrying them and are confident that staff respond immediately and deal effectively with any concerns they have. They contribute to their own well-being and that of other pupils very effectively. They are very emotionally aware of each other's feeling and show high levels of support for one another.

Pupils undertake leadership responsibilities with confidence and enthusiasm, such as by becoming members of the Pupil Leadership Team, taking responsibility for improving pupils' well-being and contributing to the work of the Eco Committee. For example, the Healthy Heroes successfully contribute to improving pupils' attitudes towards each other during break and lunchtimes and, as a result, most pupils behave well during these times and throughout the school. They promote the school values successfully and ensure that pupils understand how their rights apply to them and to school life.

On the whole, pupils settle into class routines quickly and engage in their work successfully. In classes and around the school, most pupils listen attentively to staff instructions and concentrate well on their work for extended periods. They show resilience and perseverance when completing their tasks. Many pupils have a range of ways to help them to persevere when they face a challenge in their learning and quickly turn to their peers if they need help. Valuable strategies such as 'three before me' help pupils overcome challenges successfully when working on a task. They work well with others and listen sensibly to each other's views, taking it in turns to speak. Most pupils are comfortable working collaboratively.

Pupils in most classes provide useful feedback to one another, which improves their work. Pupils from Year 3 to Year 6 are aware of their targets for improvement and consider them while completing their daily tasks. They respond well to oral and written feedback and use these to help them to progress with their learning.

Most pupils participate fully in their learning and contribute successfully towards their termly topic choices. Pupils from Year 3 to Year 6 use a school strategy of 'over to you and back to me' to assess their previous knowledge of, for example, a new form of writing. As a result, pupils are aware of their own level of challenge and this helps them to make sound progress in their skills. However, pupils from Reception to Year 2 very rarely choose what and how they want to learn, which impacts on them developing their independent skills fully, particularly in the outdoor learning area.

Year 6 pupils take responsibility for ensuring that pupils in Reception and Year 1 fully understand the importance of keeping themselves safe online through well-planned, buddy sessions. In addition, regular reminders in class and whole-school presentations make sure that most pupils understand the need to be careful when using the internet. Through activities such as making healthy food choices to make a stir fry in Year 1 and 2, most pupils know how to keep themselves fit and healthy in relation to food and drink. They take regular exercise and understand the importance of being active.

Most pupils have a strong understanding of their rights and responsibilities as global citizens. During class-based activities, pupils develop a deep understanding of their responsibility to look after the environment. They reflect on the messages of an influential environmental activist by organising a day to share the importance of recycling, reusing and repairing clothes and toys. In addition, through fund-raising activities, they gain a clear understanding of the needs of others by collecting and donating food for a local homeless centre.

Teaching and learning experiences

The school provides a nurturing environment, where all pupils feel valued. All staff know their pupils well and offer exceptional support to meet their needs. They have very positive working relationships with pupils, and they manage their behaviour successfully. As a result, most pupils behave well.

The school has created safe, colourful, and relevant areas to support the emotional needs and well-being of pupils very successfully, including those in the specialist teaching facility. Staff use the emotional support rooms creatively for planned sessions to support pupils' well-being. These, alongside the regulation areas in all classrooms, provide a space for pupils to reflect on their thoughts and feelings if they struggle to cope in class or during breaktimes, before returning to engage in their learning. The school offers a range of engaging extra-curricular activities that enrich pupils' experiences, such as lunch and after-school clubs, to develop their creative skills.

The school has a clear shared vision for learning that reflects the principles and culture of the Curriculum for Wales. Staff are working well to develop a curriculum that meets the needs of all pupils and reflects the context of the school well. Staff plan effectively for pupils to learn about their local area, for example through their

work on the local heath. The school is beginning to provide opportunities for pupils to learn and celebrate diversity in society. However, plans to develop pupils' knowledge of the school's multicultural communities are not as well developed.

Across the school, learning experiences promote the school's vision successfully and teachers provide a stimulating and imaginative curriculum for all pupils. Overall, the detail, rigour and impact of curriculum planning are a strength of the school. Staff approach curriculum design in a reflective and collaborative way. They work together effectively to identify how they expect pupils to make progress in their skills through the curriculum. Teachers and support staff provide numerous opportunities for pupils to develop oracy, reading, writing and numeracy skills in other areas of their learning well. However, planned activities to ensure a progression in pupils' ICT skills are less well developed, particularly from Year 3 to Year 6.

All staff create a warm, purposeful, calm, and supportive learning environment. They know the pupils very well and encourage them to do their best. Teachers provide pupils with numerous opportunities to make decisions about their learning during termly class planning sessions. As a result, pupils contribute to creating a variety of skill-based challenges which, from Year 3 to 6, are developing their independence levels well. All teachers have good up-to-date subject knowledge and use a variety of effective teaching methods that motivate pupils to learn.

Teachers use a wide range of assessment for learning strategies effectively to identify strengths and match the level of challenge to pupils' needs and abilities. Many teachers question pupils skilfully to overcome barriers or extend learning. In most classes, teachers provide pupils with purposeful opportunities to assess their own work, so that they know how well they are doing. On the whole, teachers use progress-tracking arrangements well when planning the next steps in pupils' learning.

The support staff work effectively with pupils and make positive contribution to their learning. In many classes, adults focus carefully on what pupils are learning, intervening purposefully to support pupils when appropriate. On the whole, teachers are beginning to provide pupils with opportunities to develop independent learning skills, for example choosing how to respond to and present a task. However, at times, an over-reliance on work sheets and adult-led activities limits opportunities for pupils to choose what and how they learn.

Staff plans to develop pupils' curiosity, creativity and independent skills are developing suitably in the nursery class. These arrangements allow the young pupils to move freely between the indoor and outdoor successfully. However, the quality of provision is inconsistent in reception to Year 2 and tends to be more structured. The use of the outdoor learning area for these classes is underdeveloped.

All teachers plan and deliver regular Welsh sessions to support the development of pupils' Welsh language skills. Although most staff use simple Welsh phrases and give simple instructions daily, the provision to ensure that pupils make progress through the school is inconsistent.

Care, support and guidance

The school creates a warm and friendly ethos, which has a very positive effect on the development of pupils' social and emotional skills. Over time, leaders develop a culture of mutual respect between the staff and the pupils and, as a result, the pupils feel safe and respected in a caring community. The drop-in sessions during break and lunch times engage pupils effectively in activities to calm and control their emotions and, as a result, improve pupils' well-being significantly. Staff promote the importance of good behaviour and courtesy successfully.

The school's provision for pupils with ALN is strong. Leaders track pupils' progress closely to identify and plan activities for individual and groups of pupils. The tailored programmes are well established and are having a positive impact. As a result, pupils make good progress in their learning from their starting points. The school works very closely with local schools and a range of other agencies to provide comprehensive support for learners with ALN.

The school provides carefully tailored support for those pupils that attend the specialist teaching facility. The teacher and learning support assistants ensure a caring, welcoming environment in which pupils feel well supported and encouraged to achieve their learning and well-being objectives. The pupils' targets for improvement clearly show desired outcomes for oracy, literacy and numeracy and are adapted as the pupils make progress.

The school provides suitable opportunities to celebrate and develop pupils' understanding of their identity, heritage and culture. The pupils study key people who contribute to the world of arts and entertainment, such as Katherine Jenkins and Colin Jackson. Welshness is celebrated appropriately by holding an annual eisteddfod on St David's Day and special celebrations, such as Saint Dwynwen's Day.

The school provides suitable opportunities for pupils to stay healthy through regular physical education lessons and activities to raise pupils' awareness of eating healthily and understanding how to look after themselves. Visits from the local police officer deepen pupils' understanding of how they can keep themselves safe in their own community and online.

The school provides pupils with comprehensive opportunities to develop their moral and ethical understanding well. Whole-school assemblies reinforce key messages of specific national weeks such as anti-bullying and celebrate key religious days successfully. During monthly whole-school sessions, pupils are given valuable opportunities to reflect on core values, such as responsibility and love and how they impact on them from day to day. The school benefits from strong links with the local church to support pupils' spiritual development. Pupils discuss and reflect on their own beliefs and values as well as those of other faiths confidently. The school also reinforces pupils' community values by arranging for them to work in a local charity shop to gain an understanding of how the money raised supports life-saving research. In addition, opportunities to volunteer in the neighbouring community farm help pupils to learn about animal welfare.

Staff provide numerous opportunities for pupils to express their views to contribute to their learning and take part in decisions on a strategic level, such as contributing to

the design of the curriculum for Wales. In addition, the pupils' well-being group have been highly influential in improving pupils' behaviour through the school and, as a result, have improved pupils' engagement in learning when returning to classes after breaktimes. These roles enrich their experiences and prepare them well to take responsibility for their decisions and consider the views of others.

The school promotes a robust culture of safeguarding. The school has comprehensive processes for monitoring pupils' attendance and, as a result, attendance levels for most pupils are improving. The school's arrangements for safeguarding pupils meet requirements and are not a cause for concern.

Leadership and management

The highly effective acting headteacher, ably supported by leaders throughout the school, communicates a clear vision that focuses powerfully on the well-being of all pupils. Leaders develop a committed team of teachers and support staff and promote staff well-being successfully. They model and promote professional values and behaviours that contribute positively to school improvement. They successfully enable collaboration between staff and with other providers very well.

Leaders know the school's strengths and weaknesses well. They focus on important areas for improvement using robust self-evaluation processes. Leaders use a range of purposeful activities to evaluate standards and teaching, including monitoring teachers' plans and scrutinising pupils' books. These activities effectively inform school improvement priorities and actions. Staff have clear roles and responsibilities and contribute purposefully to ensuring that nearly all pupils, including those with ALN and those from disadvantaged backgrounds, make at least expected progress in their skills over time. There is a shared responsibility for delivering national and school priorities amongst staff. This is reflected well in the way the school has developed a curriculum to reflect the Curriculum for Wales and adapted the school's approach to the ALN reform successfully. However, the focus on developing pupils' ICT and Welsh skills consistently and creating an outdoor learning area for pupils from Reception to Year 2 is less effective.

The school has a strong track record of making and sustaining improvement. For example, staff have been trained in strategies to promote pupils' thinking skills over a number of years to the point where these skills are very well established and significantly enhance pupils' learning. Leaders are quick to respond to a need as it arises. For example, recently a catch-up phonics programme was introduced for Years 3 and 4 when a weakness in this area was noticed.

Leaders create a positive culture and ethos to promote the professional learning of all staff very effectively. Professional learning to improve teaching enables the school to meet pupils' needs well, both in terms of their academic progress and their well-being. A particular strength is their training to support the implementation of the Curriculum for Wales, which has enabled teachers to adapt their approach to teaching and learning to reflect its requirements very well. In addition, there are numerous examples of where the school links professional learning very effectively to self-evaluation findings and improvement priorities. For example, addressing the priority to improve the quality of assessment has a very positive impact on pupils'

ability in improving their own learning. The school collaborates well with other local schools in the region, often sharing good practice.

The school establishes productive relationships with parents. It has a number of effective lines of communication, such as regular parents' evenings, that are beginning to enhance relationships. Key members of staff are available to parents and carers daily to address concerns about their children as soon as they arise.

The governing body is well informed on how well the school is performing through detailed headteacher's reports in governing body meetings. On the whole, governors provide good support for the school. However, many are new to their roles and are reliant on the information presented to them. When governors are able to visit the school regularly to gain first-hand information, helpful challenge occurs. The governing body fulfils its statutory obligations and takes full account of relevant regulation and guidance, including the oversight of healthy eating and drinking in the school.

Leaders and governors take good account of the longer-term financial needs of the school. Generally, they respond purposefully to financial challenges and plan well to reduce risks in the future. The pupil development grants provide valuable extra support for vulnerable pupils and also fund an effective family support officer. However, the school does not evaluate the impact of initiatives funded by these grants well enough to see if pupils eligible for free school meals and those from low-income families, in particular the more able pupils, benefit fully from the provision.

Evidence base of the report

Before an inspection, inspectors:

- analyse the outcomes from the parent/carer and pupil questionnaires and consider the views of teachers and the governing body through their questionnaire responses

During an inspection, inspectors normally:

- hold a meeting with parents/carers to hear their views on the school and its effectiveness
- meet the headteacher, governors, senior and middle leaders (where appropriate) and individual teachers to evaluate the impact of the school's work
- meet pupils to discuss their work, to listen to them read and to gain their views about various aspects of their school
- meet groups of pupils in leadership roles, such as representatives from the school council and eco-committee
- visit a broad sample of classes, including learning support groups and undertake a variety of learning walks to observe pupils learning and to see staff teaching in a range of settings, including classrooms, support groups and in outdoor areas
- where appropriate, visit the specialist resource base within the school to see pupils' learning
- observe and speak to pupils at lunch and break times and at a sample of after-school clubs, where appropriate
- attend assemblies and daily acts of collective worship
- look closely at the school's self-evaluation processes
- consider the school's improvement plan and look at evidence to show how well the school has taken forward planned improvements
- scrutinise a range of school documents, including information on pupil assessment and progress, records of meetings of staff and the governing body, information on pupils' well-being, including the safeguarding of pupils, and records of staff training and professional development

After the on-site inspection and before the publication of the report, Estyn:

- review the findings of the inspection alongside the supporting evidence from the inspection team in order to validate, moderate and ensure the quality of the inspection

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.wales)

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

Every possible care has been taken to ensure that the information in this document is accurate at the time of publication. Any enquiries or comments regarding this document/publication should be addressed to:

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