

**Inspection under Section 28 of the  
Education Act 2005**

**A Report on the Quality of Education in**

**Tre Uchaf Primary School  
Heol Cae Ty Newydd  
Loughor  
Swansea  
SA4 6QB**

**School Number: 6702211**

**Date of Inspection: 18/05/10**

**by**

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## Introduction

Tre Uchaf Primary School was inspected as part of a national programme of school inspection. The purpose of inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents information about the performance of their child's school.

The inspection of Tre Uchaf Primary School took place between 18/05/10 and 19/05/10. An independent team of inspectors, led by Dr. Peter David Ellis undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development.

Estyn's reports follow its guidance for the writing and editing of reports, which is available on the Estyn website ([www.estyn.gov.uk](http://www.estyn.gov.uk)). The table below shows the terms that Estyn uses and a broad idea of their meaning. The table is for guidance only.

<b>Nearly all</b>	with very few exceptions
<b>Most</b>	90% or more
<b>Many</b>	70% or more
<b>A majority</b>	over 60%
<b>Half/around half</b>	close to 50%
<b>A minority</b>	below 40%
<b>Few</b>	below 20%
<b>Very few</b>	less than 10%

The five-point scale used to represent all inspection judgements in this report is as follows:

<b>Grade 1</b>	good with outstanding features
<b>Grade 2</b>	good features and no important shortcomings
<b>Grade 3</b>	good features outweigh shortcomings
<b>Grade 4</b>	some good features, but shortcomings in important areas
<b>Grade 5</b>	many important shortcomings

There are three types of inspection.

For **all** inspections, there is a written report on seven key questions.

For **short** inspections, there are no subject reports.

For **standard** inspections, there are also reports on six subjects.

For **full** inspections, there are also reports on all subjects.

**Estyn decides the kind of inspection that a school receives, mainly on the basis of its past performance. Most schools receive a standard inspection. All nursery schools, special schools, pupil referral units and any new or amalgamated schools receive a full inspection.**

This school received a **short** inspection.

## 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' (R) refers to the year group of pupils in a primary school who reach the age of 5 during the academic year. Year 1 (Y1) refers to the year group of pupils who reach the age of 6 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	R	Y1	Y2	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 National Curriculum covers four key stages as follows:

Key stage 1	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

<b>Contents</b>	<b>Page</b>
<b>Context</b>	1
<b>Summary</b>	3
<b>Recommendations</b>	9
<b>Standards</b>	10
Key Question 1: How well do learners achieve?	10
<b>The quality of education and training</b>	14
Key Question 2: How effective are teaching, training and assessment?	14
Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?	17
Key Question 4: How well are learners cared for, guided and supported?	19
<b>Leadership and management</b>	23
Key Question 5: How effective are leadership and strategic management?	23
Key Question 6: How well do leaders and managers evaluate and improve quality and standards?	24
Key Question 7: How efficient are leaders and managers in using resources?	25
<b>School's response to the inspection</b>	27
<b>Appendices</b>	28
1 Basic information about the school	28
2 School data and indicators	28
3 National Curriculum assessments results	29
4 Evidence base of the inspection	31
5 Composition and responsibilities of the inspection team	32

## Context

### The nature of the provider

- 1 Tre Uchaf Primary School is situated in the mainly residential community of Loughor close to the town of Gorseinon some three miles north of the City of Swansea. It serves mainly the central area of the village, although over half of the number on roll come from outside the official catchment area either through parental choice or placement by the local authority (LA) in one of the special teaching facilities (STF). According to the school, the area contains a mixture of residents from both economically disadvantaged and more prosperous homes, although a significant minority live within the 30% most deprived areas in Wales. Around 21% of learners are registered as being entitled to free school meals, which is above the national average.
- 2 The school is housed in an original building which is almost one hundred years old with a newer extension constructed in 1988. The accommodation includes nine classrooms with a range of shared areas, a number of smaller rooms, a main hall, staffroom, offices and cloakroom areas and there is a separate large gymnasium building, which is used after hours by community organisations. The school is set in attractive grounds with separate Foundation Phase, infant and junior play areas; there is also an extensive adjoining playing field.
- 3 Currently there are 202 learners on roll, including 29 part-time nursery children, a few of whom attend a private day nursery before entry. There are seven mainstream classes and two STFs for pupils with moderate learning difficulties. Four of the mainstream classes contain a single age range and three, including the nursery and reception unit, cater for two year groups. There are eleven full-time teachers, including the headteacher, and one part-time teacher. The number on roll has fallen over the last few years, but has risen again recently and is currently similar to that at the time of the last inspection. Around two thirds of the school population are boys.
- 4 The intake covers the full range of ability. Around 38% of learners are identified as requiring special educational needs (SEN) support, which is well above the national average; 37 are on school action, 10 are on school action plus and 22 have a statement, including all those within the STFs; none is disapplied from the National Curriculum (NC). Around 4.5% of learners come from an ethnic minority background, four of whom receive support in English as an additional language (EAL); their first languages are Sylheti, Malayalam and Hindi. No learners are natural Welsh users and six are looked after by the LA.
- 5 The school was previously inspected in June 2004. Since then the staffing of the school has changed considerably with a new headteacher and deputy headteacher and new teachers in both STF classes. There has also been an increase of support staff.
- 6 The school has achieved and maintained the Basic Skills Quality Mark over the last nine years and it received the second stage of the Healthy Schools' award and its second Green Flag in 2009.

## The school's priorities and targets

- 7 The school's vision statement, as stated in its prospectus, is:
- 8 'Tre Uchaf is a happy, inclusive, listening school. Everyone is encouraged to be the best that they can and to make a contribution. The school provides practical, stimulating and new experiences for the children which help them to build confidence, knowledge and a love of learning'.
- 9 This statement is underpinned by eleven specific aims, which are to help learners to:
  - respect themselves, each other, adults and the environment;
  - be confident in the basic skills of speaking, reading, writing and mathematics;
  - know how to find the information they need;
  - gain practical skills which will help them in their lives;
  - get along with each other;
  - be honest and kind;
  - know about and contribute to their local community and the wider world;
  - be safe, fit, happy and healthy;
  - understand their own feelings and be confident in saying how they feel;
  - enjoy new challenges, new people and new places and appreciate diversity; and
  - become more independent and responsible as they grow older.
- 10 The school's current eight priority areas, as outlined in its school development plan (SDP), are to:
  - improve standards in identified aspects of core subjects;
  - develop assessment procedures as a means of improving teaching and learning;
  - ensure the curriculum is meeting the needs and interests of all learners;
  - further improve the quality of SEN provision and assessment;
  - further promote learners' wellbeing;
  - improve standards in spoken Welsh;
  - effectively develop staff expertise and management roles; and
  - strengthen partnerships with parents and the community.
- 11 These priority areas are divided into 30 specific targets.

## Summary

- 12 Tre Uchaf Primary is a good school with some outstanding features, particularly in teaching, care and support and the quality of SEN provision. It has made progress since the last inspection and with further developments in assessment and self-evaluation, it has the potential to improve, especially in relation to the standards learners achieve.

### Table of grades awarded

Key Question	Inspection grade
1 How well do learners achieve?	Grade 2
2 How effective are teaching, training and assessment?	Grade 1
3 How well do the learning experiences meet the needs and interests of learners and the wider community?	Grade 2
4 How well are learners cared for, guided and supported?	Grade 1
5 How effective are leadership and strategic management?	Grade 2
6 How well do leaders and managers evaluate and improve quality and standards?	Grade 3
7 How efficient are leaders and managers in using resources?	Grade 2

- 13 The inspection team agreed with the school in its self-evaluation report in four of the seven key questions. Where there was a difference, this was because the team awarded a grade higher in Key Question 2, due to the number of outstanding features identified in teaching, and a grade lower in Key Questions 3 and 6, due to insufficient outstanding features in learning experiences and shortcomings in self-evaluation respectively.

### Standards

- 14 Results in both Key Stage 1 (KS1) and Key Stage 2 (KS2) need to be treated with caution due to the nature of the cohorts, particularly in relation to the high proportion of boys and pupils with SEN in both the STFs and mainstream classes. For example, if pupils in the STFs are extracted from the figures, then in KS1 the results are similar to LA, national and family averages in English and above all three comparators in mathematics and the CSI. Similarly in KS2, the CSI is then higher than the LA average and comparable to the national percentage.
- 15 In national teacher assessments for KS1 in 2009 results in all three core subjects at Level 2 or above were well below the LA and national averages. The percentage attaining the higher Level 3 in English was similar to the national figure, but below the LA; in mathematics the percentage at Level 3 was well above both comparators, but in science it was below. In comparison to similar

schools within Wales, pupils performed among the lowest 25% in all three core subjects.

- 16 In national teacher assessments for KS2 in 2009 results in all three subjects were also well below LA and national averages, except in reading. The percentage attaining the higher Level 5 was also below the LA and national averages in English and mathematics, but more pupils attained Level 5 in science than locally and nationally. In comparison to similar schools within Wales, pupils performed among the lowest 25% in all three core subjects.
- 17 Evidence indicates that there is value added progress through the school and most learners improve beyond their targets. There is no evident trend in the performance of boys in comparison to girls.
- 18 All learners generally make steady progress through the school and fulfil their potential, although a very few continue to underachieve and do not reach their expected levels. Those with complex needs in the STFs achieve exceptionally well in relation to their abilities. The more able also are at times well challenged, although they are not consistently extended academically.
- 19 The overall quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Foundation Phase outcomes.
- 20 Throughout the school standards in the key skills of speaking and listening are good with outstanding features and in reading and writing they are good. Numeracy skills are good overall and in information and communications technology (ICT) learners make good progress, with the result that by the end of KS2 there are outstanding features in their work.
- 21 Although there are variations between classes, learners overall develop good, and in a few cases outstanding, bilingual skills.
- 22 In all classes learners confidently exercise choice and are not hesitant to express their views and opinions. They develop appropriate thinking, problem solving and decision making skills and their creative abilities are well reflected in various aspects of their work.
- 23 Learners are beginning to be involved in setting and reviewing their own targets for improvement and they are becoming more adept at self and peer assessment.
- 24 Learners make very good progress in their personal, social, moral and wider development. Nearly all are able to act independently and they work together well as a team. They adopt good attitudes to learning from an early age and work diligently and productively.
- 25 Learners are welcoming, friendly and courteous and show responsibility and respect towards each other and adults. Their relationships with their peers and with staff are excellent.

- 26 Learners' behaviour in lessons, at playtimes and in school routines is an outstanding feature and contributes significantly to their personal, social and emotional development and to the quality of life in the school.
- 27 Attendance rates for the past three terms at 92.8% overall are below the national average, but in line with schools that have a similar number entitled to receive free school meals.
- 28 Most learners are punctual and keen to attend school, but a few, particularly in the younger classes, are consistently late for the start of the school day.
- 29 Learners take an active role in the life and work of the community and develop a growing awareness of equality and diversity issues.

### **The quality of education and training**

#### **Grades for teaching**

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
41%	53%	6%	-	-

- 30 These percentages represent an improvement since the last inspection and overall are well above the national averages published in Her Majesty's Chief Inspector's (HMCI) latest Annual Report for 2008-9, which indicates that the quality of teaching in primary schools in Wales is 85% Grade 2 or better, of which 17% is Grade 1.
- 31 Teaching is consistently Grade 1 in the STFs, where the outstanding features include all staff helping to create a calm environment, teaching styles well matched to the needs of learners, very good team work, excellent use of bilingualism and very effective organisation and choice of activities.
- 32 Where teaching is Grade 1 in other classes, the outstanding features include teachers and support assistants having very good subject knowledge, an excellent pace, challenging questions, very effective use of assessment for learning strategies and time well used and carefully managed.
- 33 Where teaching is judged to be Grade 2, the good features include efficient classroom management, effective questioning, good use of incidental Welsh and the interactive whiteboard, teachers moving around the classroom purposefully and well considered plenary sessions.
- 34 Where teaching is very occasionally judged to be Grade 3, the shortcomings include learners sitting still and listening for too long and an inappropriate level of challenge in the work set.
- 35 Teachers and support staff have excellent relationships with learners and provide continual praise, encouragement and positive reinforcement.

- 36 The good range of teaching methods and resources and the very good behaviour management strategies ensure the active involvement of learners. Support assistants and other adults are deployed very effectively to promote learning.
- 37 Lesson preparation is thorough and there is a suitable emphasis on identifying learning objectives and key skills.
- 38 The quality of assessment is good overall and meets statutory requirements. A tracking system efficiently records learners' progress. Targets are set for all learners in English and mathematics, but they are not always sufficiently focused on how specific standards of achievement might be raised.
- 39 Teachers mark learners' work regularly and there is good use of praise and feedback. However, marking rarely tells individuals what they could do to improve their work.
- 40 Parents are well informed about the progress their children make and annual reports are detailed, clear and informative; this is an outstanding feature.
- 41 The school provides a broad, balanced and flexible curriculum to meet the needs and aspirations of the range of learners; the provision in the STFs is particularly outstanding.
- 42 Long and medium term planning is being adapted to meet the needs of the Foundation Phase and the skills framework for KS2, based on a thematic approach.
- 43 Key skills are an integral part of the planning process and are particularly well developed in the interest group sessions, which considerably boost motivation and enrich learning.
- 44 An outstanding feature is the wide range of extra-curricular activities and projects for learners to participate in. Good use is made of the locality and other places of interest and many visitors come in to talk to classes.
- 45 Social and moral development is good with outstanding features and spiritual and cultural development is good. Acts of collective worship meet statutory requirements and there are good opportunities for learners to study other cultures. The Welsh dimension is a prominent feature of the whole curriculum.
- 46 There is a strong commitment to promoting education for sustainable development, which is an outstanding feature.
- 47 The school's partnerships with parents, other schools and institutions and the community are good and continue to develop well. Good use is made of homework to support learning.
- 48 The school is beginning to develop learners' entrepreneurial skills and makes good provision for work-related education.

- 49 The school has a very warm and supportive ethos. The inclusion of learners in the STF throughout the school is an outstanding feature and all staff make an excellent contribution to learners' care and wellbeing.
- 50 Children are inducted effectively into the Foundation Phase class and settle in extremely well and arrangements for transition to the local comprehensive school are outstanding.
- 51 Learners have regular opportunities to voice their views and opinions and do so with confidence. They also readily take on positions of responsibility.
- 52 Learners' health, fitness and wellbeing are a high priority and are rigorously monitored from an early age. The building and grounds provide a safe and secure environment.
- 53 All staff and governors are trained in child protection and are aware of their responsibilities. The school has a strong commitment to meeting the needs of those who are in vulnerable circumstances.
- 54 The school's policies and procedures to promote good behaviour are very effective.
- 55 Whilst the monitoring of attendance and punctuality is generally adequate and rewards systems are in place, the school does not always seek from parents clear reasons for lateness. In addition, first day calling is not in operation.
- 56 The quality of provision for pupils with SEN in both the STFs and mainstream classes is outstanding and a notable feature of the school. Specific learning difficulties are diagnosed at an early stage and continual diagnostic assessment ensures that needs are met and support provided.
- 57 Detailed individual education plans (IEP) and health care plans are devised and reviewed every term in full consultation with learners, parents, support staff, teachers and, where appropriate, outside agencies.
- 58 Learners with EAL are sensitively and appropriately supported and effective assistance is in place for the few individual children whose behaviour impedes their progress.
- 59 Oppressive behaviour of any kind is not tolerated and there is a clear policy on anti-bullying. All learners have access to a wide range of learning opportunities and to every part of the premises.

### **Leadership and management**

- 60 The school's values, aims and vision are based on an agreed sense of purpose and unity across the whole school community.
- 61 The headteacher is very committed and manages the school effectively; she exercises a good oversight of its administration and strategic direction. The

deputy headteacher is very supportive and plays an important role in the school's routines and developments.

- 62 Team work is a strong feature of the management structure and staff meetings are held regularly. All teachers have a management responsibility as subject coordinators and undertake their duties conscientiously.
- 63 Performance management meets statutory requirements and is linked to training needs, the SDP and school improvement.
- 64 The school is developing procedures to ensure governors are more involved in the life and work of the school. All required statutory policies are in place.
- 65 The headteacher is actively developing a shared culture of self-evaluation. Structures and procedures have been established and the information gathered is used to effect improvements. There is, however, an insufficiently sharp focus on standards, subject monitoring lacks rigour and not enough use is made of first hand evidence.
- 66 Progress in relation to the SDP is monitored regularly through the year and there is evidence of measurable improvements, but the targets are excessive in number and none is quantifiable; in addition, there are no success criteria and the process is difficult to manage.
- 67 The school benefits from experienced and suitably qualified teachers and optimum use is made of support assistants' considerable expertise and experience to meet the needs of learners.
- 68 The school has adopted effective procedures for workforce remodelling and managing planning, preparation and assessment (PPA) time in accordance with statutory requirements. All staff are involved in a wide range of professional development training.
- 69 The school makes good use of its environment to provide rich learning experiences for learners. The accommodation is spacious and is clean and well maintained. Learning resources are attractive, well cared for and readily accessible to all learners.
- 70 All school initiatives are carefully costed and developments are prioritised in line with the SDP. The budget is carefully monitored and is well used to support targeted learners. Overall, the school provides good value for money.

## Recommendations

In order to build on its current effectiveness and good practice, especially in teaching, the school needs to:

- R1 develop more refined self-evaluation procedures that focus more specifically on measurable improvements, particularly in relation to standards of achievement;
  - R2 continue to develop assessment and target setting procedures to ensure all learners achieve their potential and maximum levels of attainment; and
  - R3 continue to strive to raise levels of attendance and punctuality, particularly in relation to the younger learners in the school, through improved monitoring and follow-up procedures.
- N.B. Recommendations 1 and 2 are already an integral part of the school's current SDP and the GB is very aware of the need to address Recommendation 3.

The GB is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

## Standards

### Key Question 1: How well do learners achieve?

#### Grade 2: Good features and no important shortcomings

- 71 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 72 Results in both KS1 and KS2 need to be treated with caution due to the nature of the cohorts, particularly in relation to the high proportion of boys and pupils with SEN in both the STFs and mainstream classes.
- 73 In national teacher assessments for KS1 in 2009 71.4% of pupils attained at least Level 2 in English and science and 78.6% did so in mathematics, so that the core subject indicator (CSI), which is the percentage of those attaining at least Level 2 in all three subjects, was 71.4%; these figures were well below the LA and national CSI averages of 82.3% and 81.1% respectively. The percentage attaining the higher Level 3 in English was similar to the national figure, but below the LA; in mathematics the percentage at Level 3 was well above both comparators, but in science it was below.
- 74 In 2009, in comparison to similar schools within Wales, pupils in KS1 performed among the lowest 25% in all three core subjects. In relation to their designated family of schools they also performed less well overall than the average in all three subjects, but they did better at Level 3 in reading, writing, mathematics and science.
- 75 The 2009 KS1 cohort contained 14 pupils, of whom three were in the STF unit. If these pupils are extracted from the figures, then the percentages for those attaining at least Level 2 rise considerably and indicate that mainstream pupils attained similar results to LA, national and family averages in English and above all three comparators in mathematics and the CSI, but still below all three in science.
- 76 Over the last three years results in KS1 have fluctuated according to the nature of the cohorts, which have been relatively small. The school did particularly well in 2008 at Level 2 or higher and at Level 3 in the three core subjects with all attaining at least Level 2 in science, so that the CSI was above the national average; all pupils also attained at least Level 2 in mathematics in 2007.
- 77 In national teacher assessments for KS2 in 2009 72.7% of pupils attained at least Level 4 in English, mathematics and science, which was well below LA and national averages, except in reading. As a result, the CSI, which is the percentage of those attaining at least Level 4 in all three subjects, was 63.6%, compared to the LA and national averages of 74.4% and 77.0% respectively. The percentage attaining the higher Level 5 was also below the LA and national averages in English and mathematics, but more pupils attained Level 5 in science than locally and nationally.

- 78 In 2009, in comparison to similar schools within Wales, pupils in KS2 performed among the lowest 25% in all three core subjects. In relation to their designated family of schools they also performed less well overall than the average in all three subjects, although they did better at Level 5 in science.
- 79 The 2009 KS2 cohort contained 22 pupils, of whom one was in the STF unit and 45% overall were on the SEN register. If the pupil in the STF is extracted from the figures, then the percentages for those attaining at least Level 4 rise a few points and the CSI is higher than the LA average and comparable to the national percentage.
- 80 Over the last three years, although the results in KS2 indicate a downward trend, they were predicted by the school through its tracking systems. Evidence in fact indicates that there is value added progress through the school and most learners improve beyond their targets. Current assessment data suggest that Y5 and Y6 pupils are performing at a higher level than the 2009 cohort.
- 81 There is no evident trend in the performance of boys in comparison to girls. In 2009 in KS1 boys did less well than girls at Level 2 and above and at Level 3 in all three core subjects, except in science at Level 3, where they did marginally better. Their weakest performance was in writing and none attained Level 3 in oracy. However, the picture over the last three years is mixed, as it is in KS2. In 2009 KS2 boys did less well than girls overall in English and science, but better in mathematics, in which no girls attained Level 5. In 2008 boys did less well than girls in all three subjects, but in 2007 they did better in mathematics and only marginally less well in English and science.
- 82 All learners, whatever their aptitude, ability or social or ethnic background, including those with EAL and those who are looked after by the LA, generally make steady progress through the school and fulfil their potential, although a very few continue to underachieve and do not reach their expected levels. Those with complex needs in the STFs achieve exceptionally well in relation to their abilities. The more able also are at times well challenged, although the lack of differentiated tasks in various lessons means that they are not consistently extended academically. However, those with talents in sport and music excel particularly well.
- 83 Baseline scores on entry to the reception class are generally average or below average, but evidence indicates that children make good progress through the Foundation Phase. The overall quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Foundation Phase outcomes.
- 84 Most children in the Foundation Phase, including those in the infant STF, quickly develop confidence in speaking and listening and begin to converse readily with their peers. They enjoy books and follow stories with interest. They learn the sounds of letters through regular phonic work and begin to make meaningful marks on paper, although a few need more time to prepare for writing. The more able start to write independently.

- 85 In the Foundation Phase children's understanding of number and shape, space and measures develops well through a range of activities. They acquire good counting skills, as well as an early understanding of addition. They know and enjoy a variety of number rhymes. They confidently and regularly use a range of computer programs and other electronic equipment.
- 86 In 2009 KS1 results in oracy at 71.4% Level 2 or above were lower than LA, national and family averages and they were lower also at Level 3. In KS2 results at 77.3% Level 4 or above were also lower than LA, national and family averages and lower at Level 5. However, inspection evidence indicates that standards in listening and speaking have some outstanding features. Nearly all pupils listen very attentively and follow instructions carefully; they ask intelligent questions and give thoughtful answers. When speaking to each other and adults, most use a well developed and mature vocabulary.
- 87 In 2009 KS1 results in reading at 77.7% Level 2 or above were lower than LA, national and family averages, but they were higher at Level 3. Conversely, in KS2 results at 81.8% were higher than LA, national and family averages at Level 4 or above, but lower at Level 5. Inspection evidence indicates that standards in reading are generally good across the school. Almost all pupils read with expression, fluency and understanding and use a range of strategies when attempting to read unfamiliar words, although a few over rely on a limited range of techniques. Most older ones recognise nuances of meaning and forms of humour.
- 88 In 2009 KS1 results in writing at 57.1% were much lower than LA, national and family averages at Level 2 or above, although at Level 3 they were significantly higher. In KS2 results at 45.5% were also considerably lower than LA, national and family averages and none attained Level 5. However, inspection evidence indicates that standards in writing are generally good. In both key stages pupils write for a range of purposes and audiences and the work is mostly well organised; there are examples of good extended writing by the end of KS2. Spelling, punctuation and handwriting are of an appropriate standard, although presentation is somewhat variable, especially in younger KS2. Independent writing among younger pupils is restricted at times by an overuse of worksheets.
- 89 In KS1 and KS2 standards in numeracy are good. Pupils use mathematical skills in a range of contexts and subjects. There is evidence of progression in understanding, although older pupils' mental skills are relatively underdeveloped, for example in relation to the use of alternative methods of calculation; this restricts their ability to apply their skills to other areas of the curriculum and real life situations.
- 90 Standards in ICT in KS1 and KS2 are good overall with outstanding features in older KS2. Pupils use a range of electronic equipment confidently and develop good skills in using the keyboard, the mouse and functions on screen, although their word processing abilities are relatively less well developed. In KS2 the outstanding features include the ability to import pictures and graphics and to combine them with text to produce animated stories. Pupils also successfully devise and record cartoons and write and edit their own film. They confidently

use the interactive whiteboard and access the internet and software packages safely and purposefully for various topics and homework. Some high quality work is produced.

- 91 Although there are variations between classes, learners overall in the Foundation Phase, KS1 and KS2 develop good, and in a few cases outstanding, bilingual skills. In all lessons they use English and Welsh as part of their class routines and learning activities. They develop a good knowledge and understanding of Welsh words and phrases, commensurate with their age, and use these accurately in their conversations and responses.
- 92 In all classes, including the Foundation Phase, learners confidently exercise choice and are not hesitant to express their views and opinions. They develop appropriate thinking, problem solving and decision making skills and their creative abilities are well reflected in various aspects of their work. They are able to pose their own relevant questions and to plan out their own tasks.
- 93 Learners are beginning to be involved in setting and reviewing their own targets for improvement and they are becoming more adept at self and peer assessment, although these processes are at a relatively early stage of development.
- 94 Learners make very good progress in their personal, social, moral and wider development. Nearly all are able to act independently, while also showing a willingness to work together as a team and to take turns fairly. They adopt good attitudes to learning from an early age and work diligently and productively, showing good concentration and making good use of their time.
- 95 Learners are welcoming, friendly and courteous and show responsibility and respect towards each other and adults at all times. Their relationships with their peers and with staff are excellent, which helps build their self-esteem.
- 96 Learners' behaviour in lessons, at playtimes and in school routines is an outstanding feature and contributes significantly to their personal, social and emotional development and to the quality of life in the school. They move around the building sensibly and quietly, which helps to create a very calm, positive and orderly atmosphere.
- 97 Attendance rates for the past three terms average 92.8% overall, which is a considerable improvement since the last inspection. However, the figures are below national averages for learners of primary school age (93.2%), but in line with schools that have a similar number entitled to receive free school meals (92.5%).
- 98 Most of the absence is caused by a few learners who have rates of attendance below 85%, which has an adverse impact on the continuity of their education and the standards they achieve. Holidays taken in term time also decrease overall rates of attendance for the school.

- 99 Most learners are punctual and keen to attend school, but a few, particularly in the younger classes, are consistently late for the start of the school day. This disrupts registration procedures and means that they sometimes miss important parts of the first session of the day.
- 100 Learners take an active role in the life and work of the community. They support local activities and initiatives, visit senior citizens and undertake a range of visits within the area, which contribute to their understanding of the community in which they live.
- 101 Learners develop a growing awareness of equality and diversity issues. They show empathy and concern towards one another; in particular, those in mainstream classes display respect and care for their peers in the STF classes.

## The quality of education and training

### Key Question 2: How effective are teaching, training and assessment?

#### Grade 1: Good with outstanding features

- 102 The findings of the inspection team do not match the Grade 2 judgement made by the school in its self-evaluation report, due to the high percentage of outstanding features observed in teaching.
- 103 In the lessons observed, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
41%	53%	6%	-	-

- 104 These percentages represent an improvement since the last inspection and overall are well above the national averages published in HMCI's latest Annual Report for 2008-9, which indicates that the quality of teaching in primary schools in Wales is 85% Grade 2 or better, of which 17% is Grade 1.
- 105 Teaching is consistently Grade 1 in the STFs, where the outstanding features include:
- all staff helping to create a calm environment where the learning and emotional needs of each learner are catered for;
  - teachers being very patient and drawing learners into the lesson ensuring each individual has a sense of success;
  - teaching styles well matched to the needs of learners;
  - a focus on taking small steps towards the learning objective;
  - very good team work, effective organisation and a suitable choice of activities; and
  - excellent use of bilingualism.

106 Where teaching is Grade 1 in other classes, the outstanding features include:

- teachers and support assistants having very good subject knowledge that enables them to make lessons interesting;
- an excellent pace;
- challenging questions particularly for more able learners;
- very good organisation, so that learners are engaged throughout the lesson;
- very effective use of assessment for learning strategies with real life problems being considered; and
- time well used and carefully managed.

107 Where teaching is judged to be Grade 2, the good features include:

- efficient classroom management;
- effective questioning to ensure learners remain engaged and focused on their tasks;
- good use of the interactive whiteboard to interest and stimulate learners;
- teachers moving around the classroom purposefully to support and encourage individuals in their learning;
- well considered plenary sessions that ensure learners consolidate and extend their knowledge and understanding; and
- good use of incidental Welsh.

108 Where teaching is very occasionally judged to be Grade 3, the shortcomings include:

- learners sitting still and listening for too long; and
- an inappropriate level of challenge in the work set that is not well matched to learners' abilities or stage of development, especially in relation to the more able.

109 Teachers and support staff have excellent relationships with learners and provide continual praise, encouragement and positive reinforcement; they are good role models. Learners are able to seek support and guidance from any adult working in the school at any time.

110 The good range of teaching methods and resources and the very good behaviour management strategies ensure the active involvement of learners throughout lessons.

111 Support assistants and other adults are deployed very effectively to promote learning. They are involved in planning, teaching and assessing and there is a high standard of communication between them and with teachers.

112 Lesson preparation is thorough and all necessary learning materials are ready and available for use. There is a suitable emphasis on identifying learning objectives, including key skills.

- 113 Teachers plan effectively for all learners, regardless of their gender, ethnicity or background, and they use opportunities to enable individuals to think for themselves and to take ownership of their learning.
- 114 The quality of assessment is good overall and meets statutory requirements. Baseline assessments are completed on entry to the reception year, although the results of these are not always used most beneficially to support children's learning.
- 115 A tracking system efficiently records learners' progress and teachers keep their own tracking sheets and records of attainment and achievement. Learners also keep their own learning journey folders.
- 116 Targets are set for all learners in English and mathematics, but they are not always sufficiently focused about what to do next or how specific standards of achievement might be raised. Parents appreciate that the targets are shared with them.
- 117 The growing use of self and peer assessment procedures and assessment for learning strategies, such as peer marking, help learners to think about how they learn; these approaches are beginning to have a positive impact.
- 118 Teachers have undertaken some exercises in moderating assessments in relation to NC criteria in the core subjects. A cluster based moderation portfolio for English has been drawn up and portfolios for mathematics and science are in the process of development, but the impact to date of standardisation and moderation procedures on assessing standards is limited.
- 119 Teachers mark learners' work regularly and there is good use of praise and feedback, especially in relation to learning objectives. However, marking rarely tells individuals what they could do to improve their work and is usually descriptive rather than informative.
- 120 Parents are well informed about the progress their children make. They are formally invited into school each term for a parents' consultation evening. They also appreciate the open door policy and the approachability of all members of staff.
- 121 Annual reports to parents are detailed, clear and informative with a commentary showing the way forward for improvement. Parents appreciate the style in which they are written and the way they celebrate their child's achievements. This is an outstanding feature.

**Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?**

**Grade 2: Good features and no important shortcomings**

- 122 The findings of the inspection team do not match the judgement made by the school in its self-evaluation report, as insufficient outstanding features in learning experiences were identified.
- 123 The school provides a broad, balanced and flexible curriculum to meet the needs and aspirations of the range of learners; the provision in the STFs is particularly outstanding.
- 124 Long and medium term planning is being adapted to meet the needs of the Foundation Phase and the skills framework for KS2. A full curriculum review has been undertaken and all curriculum maps, based on a thematic approach, have been revised. Foundation Phase teachers are currently experimenting with a two year cycle of topics and building a scheme of work as they go.
- 125 All infant classes plan according to the Foundation Phase areas of learning, whilst retaining the existing schemes of work in the subjects of the NC for KS1. Frameworks are in place for each subject in KS2 with an increased emphasis on pupils directing their own learning.
- 126 Key skills, as well as personal and social education (PSE) and other cross-curricular aspects, are built in to the planning process and are posted in classrooms and regularly referred to in lessons. They are particularly well developed in the interest sessions held each Wednesday afternoon across KS2, which includes the junior STF, when pupils combine in mixed age and ability groups. This is an innovative approach which considerably boosts motivation and enriches learning.
- 127 The headteacher monitors teachers' planning regularly and offers appropriate comments to support learning. Plans are shared with support staff through meetings and notice boards in classrooms and are effectively evaluated by teachers on a weekly basis.
- 128 An outstanding feature is the wide range of extra-curricular activities, which are particularly well attended and which are available to all in specific year groups regardless of gender or ability. Older pupils in the STF also benefit from opportunities to enjoy sport and competition in specialist teaching settings and join in with a Y5 and Y6 residential visit, which further helps to develop participants' independence and learning.
- 129 There is a wide range of music, art and dance projects for learners. The school orchestra practises regularly and accompanies the singing, for example during whole school assemblies.

- 130 Good use is made of the locality, museums and other places of interest and many visitors come in to talk to classes; all these experiences extend and enrich learning.
- 131 Social and moral development is good with outstanding features and spiritual and cultural development is good. Acts of collective worship meet statutory requirements and normally involve music, praise, prayer and an element of pupil participation, although time for reflection is generally limited. Learners support charity events and raise money for good causes, which helps them develop empathy for those less fortunate than themselves.
- 132 There are good opportunities for learners to study other cultures within the curriculum, for example as part of themed weeks, when they learn about other countries and environments such as Chile and India. These experiences help them develop an appropriate understanding of global citizenship and the inequalities that exist in the world.
- 133 The Welsh dimension is a prominent feature of the whole curriculum. The school actively promotes bilingualism and the culture of Wales through, for example, art, music and stories throughout the year and at an annual St David's Day celebration. Learners are also made aware of their local community through walks around the vicinity as part of a series of lessons. Good use of ICT and display work is made to support learning in these aspects.
- 134 There is a strong commitment to promoting education for sustainable development; the eco committee plans events throughout the year to ensure this remains a high priority. The eco website and whole school approach represent an outstanding feature.
- 135 The school's partnerships with parents, other schools and institutions and the community are good and continue to develop well.
- 136 Most parents are very supportive of the school and appreciate the ready access they have to the headteacher and staff. Communication with them is well established and effective and a constructive home-school agreement is well received. The parent-teacher association (PTA) makes a valuable contribution through consultations and fund raising and social events.
- 137 Good use is made of homework to support learning and the mathematics home tasks shared via the internet are popular with both learners and their parents, who appreciate being able to share in their children's learning.
- 138 The many positive links with the local community contribute significantly to learning in a number of curriculum areas. The school and its various activities are well supported and valued by local residents and this is particularly evident in the excellent relationship with the local Workingmen's Club.
- 139 Parent volunteers, local sporting celebrities and community visitors also contribute towards providing a greater variety of experiences for learners and there are strong relationships with local churches and emergency services. The

headteacher does much to ensure that partnerships with local community groups, religious organisations and friends of the school continue to develop and flourish.

- 140 The school enjoys positive partnerships with other local schools, particularly with the secondary school to which almost all Y6 pupils transfer. The cluster group is active and the school is working with other members to form a professional learning community, although this is at an early stage of development.
- 141 The school enjoys productive partnerships with higher and further education institutions and provides training facilities for student teachers and those undertaking vocational and child care qualifications. These visitors are well supported by staff and make a good contribution to the life and work of the school. The headteacher leads the mentoring of students.
- 142 The school is beginning to develop learners' entrepreneurial skills where older pupils work together effectively; they take part in enterprise activities within design technology and learn the importance of working within a given budget. They help run the school's fruit tuck shop and demonstrate flair and initiative in their fundraising activities.
- 143 The school makes good provision for work-related education and ensures learners have access to a range of experiences well suited and relevant to their age and understanding. They gain a good understanding of the variety of work people undertake within their community and further afield. The partnership with the local Employment Training Agency is particularly effective and gives insight into practical skills needed to work within the building industry.
- 144 The school receives good support from local employers, but no teachers have recently undertaken a relevant business placement with a view to enhancing their professional development and enriching curriculum provision.

#### **Key Question 4: How well are learners cared for, guided and supported?**

##### **Grade 1: Good with outstanding features**

- 145 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 146 The school has a very warm and supportive ethos, which is underpinned by its values and aims and a very strong commitment to inclusion and integration. The provision of support and guidance for all age groups, but particularly in the STF classes, pervades the whole school community. All learners get to know each other and work and play together well, whatever their ability.
- 147 All staff make an excellent contribution to learners' care and wellbeing. Mainstream class teachers work very closely with STF teachers and communication between them and with support staff effectively ensures that any concerns are shared, recorded and acted upon.

- 148 Children are admitted into the school once they reach their third birthday. They are inducted effectively into the Foundation Phase class and settle in extremely well. Admissions meetings are held for all entrants and in the case of all new STF learners these are attended by all relevant personnel.
- 149 Learners who join the school at an older age have the opportunity to visit the school before they begin and parents have ample time to discuss their child and the school with the headteacher and class teacher.
- 150 Transfer arrangements to the local comprehensive school are outstanding. These involve teacher exchanges, projects and transition days, when pupils have the opportunity to meet peers from other schools who will be in their form. Meetings are also arranged with the SEN co-ordinator (SENCO) from the comprehensive, who plays a very active role in supporting parents through the transition process. Pastoral and curriculum links are well established and a well focused transition plan is in place.
- 151 The school has a productive partnership with parents in caring for, supporting and guiding learners and parents can speak to the headteacher or a member of staff at any time if they have concerns; they very much appreciate the care and attention their children receive and feel confident that any issues will be dealt with sensitively and appropriately.
- 152 Learners have regular opportunities to voice their views and opinions and do so with confidence, for example through the school council, which has been upheld by the Welsh Assembly Government (WAG) as an example of good practice. It is allocated a budget and provides a good forum for the development of personal and social skills. Members undertake their duties conscientiously and act responsibly; they feel the school listens carefully to them and acts upon their recommendations.
- 153 Learners readily take on positions of responsibility and older pupils are partnered with younger ones, for example in the infant STF, to enable the latter to build their self confidence. In addition, a 'pupil ambassadors' project, which involves selected older pupils spending an exchange day in another local school, provides participants with the opportunity to evaluate their school's provision and to acquire ideas for improvement and enrichment.
- 154 Around 50 learners attend the breakfast club each day, which is WAG funded. Attendees are provided with a healthy breakfast and a range of educational games and activities. There is also a long established after school club, which is run by the same supervisors and which caters for between five and 20 learners; refreshments and a range of activities are provided. It is privately funded and managed by the school administrator.
- 155 Learners' health, fitness and wellbeing are a high priority and are rigorously monitored from an early age; a food and fitness policy and action plan are being devised.

- 156 There is a detailed health and safety policy. Regular checks and reports concerning the building and grounds are made by the caretaker and risk assessments are undertaken as necessary. Periodic fire drills and checks on fire equipment are held and there are three trained first aiders on the staff. Substance misuse guidelines are provided; any medicines are carefully stored and accidents are recorded and parents informed when necessary.
- 157 The school building is a secure environment and all visitors have to report to the main door, where entry is controlled. Recent fencing and the excellent working relationship between the school, neighbours and the local police has improved the security of the site and is reducing incidents of vandalism. Supervision in the playgrounds is effective, due particularly to the high number of staff deployed on playground duty. A safety issue concerning the site was identified and brought to the attention of the GB.
- 158 All staff and governors are trained in child protection and are aware of their responsibilities; staff also possess enhanced clearance from the Criminal Records Bureau (CRB). The chair of governors is the SEN and child protection governor. There is a child protection register and any cases that arise are dealt with correctly. The school has a strong commitment to meeting the needs of those who are in vulnerable circumstances and a representative of the school, usually the headteacher, attends all relevant meetings.
- 159 A police liaison officer effectively complements the PSE curriculum through lessons in personal safety appropriate to each age group. Learners also show a growing knowledge of dangerous substances and road safety, as well as internet safety.
- 160 Sex education is delivered as part of the NC and specific lessons are provided for Y5 and Y6 pupils as part of the PSE programme; parents are informed of the content to be delivered and have the right to withdraw their children. The sex education policy has been recently reviewed and meets statutory requirements.
- 161 The school's policies and procedures to promote good behaviour are very effective and teaching and support staff are skilled at implementing a range of strategies to secure positive behaviour and attitudes.
- 162 Whilst the monitoring of attendance and punctuality is generally adequate and rewards systems are in place, the school does not always seek from parents clear reasons for lateness. In addition, first day calling is not in operation and the school sometimes does not know for several days why a pupil is absent. There is also a lack of clarity on when a learner is marked late or absent. Registers are completed correctly and the school is introducing a texting system. There is also regular liaison with the education welfare officer (EWO).
- 163 The quality of provision for pupils with SEN in both the STFs and mainstream classes is outstanding and a notable feature of the school; the Code of Practice is fully implemented. Specific learning difficulties, such as dyslexia and developmental co-ordination disorder (DCD), are diagnosed at an early stage

and continual diagnostic assessment ensures that needs are met and support is provided as quickly as possible.

- 164 Detailed IEPs and health care plans are devised and reviewed every term in full consultation with learners, parents, support staff, teachers and, where appropriate, outside agencies. Parents who are reluctant to engage with the school are actively encouraged to participate. Each learner on the register has a file containing a range of documentation, which is of a high quality and shared between all relevant staff; the SENCO oversees this process very effectively.
- 165 The school works closely and proactively with several partners and agencies to promote the best possible progress for learners with SEN and to ensure they all have access to the support they need. The school has also developed an effective relationship with a nearby special school, which the infant STF visit fortnightly for multi-sensory activities involving art and music.
- 166 The inclusion of learners in the STF classes throughout the school is an outstanding feature and they are particularly well supported by all members of the school community and given opportunities to participate fully in the life of the school.
- 167 Learners with EAL are sensitively and appropriately supported; their learning needs are assessed on entry and they are fully integrated into the life of the school. Appropriate provision is also made for the more able and talented, although the policy and procedures are at an early stage of development.
- 168 Effective assistance is in place for those whose behaviour impedes their progress. This is provided either through one to one support or through an effective and very well established collaborative team approach, involving behaviour support teachers, class teachers and parents. Five learners are currently on health care plans and three others are on medication.
- 169 Oppressive behaviour of any kind is not tolerated. There is a clear policy on anti-bullying and peer supporters are beginning to work effectively in the yard to help monitor any anti-social behaviour which may occur. Much work has been done by the school on improving behaviour in the playground and prominent signage encourages learners to play together positively and sensibly and to help others.
- 170 Learners are keenly aware of the diversity of talents within the school and are supportive of one another's achievements. They learn about forms of discrimination, prejudice and stereotyping, all of which are not tolerated in any way. Any incidences of racism, sexism or homophobic behaviour are properly recorded and reported.
- 171 All learners have access to a wide range of learning opportunities suited to their varying needs and interests, as well as to every part of the premises. The accommodation is accessible to wheelchair users and there are adequate toilet facilities for the disabled; no learner is disadvantaged due to any disability. An accessibility plan and disability equality policy are in place.

## Leadership and management

### Key Question 5: How effective are leadership and strategic management?

#### Grade 2: Good features and no important shortcomings

- 172 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 173 The school's values, aims and vision are debated, reviewed and shared by all staff and governors, resulting in an agreed sense of purpose and unity across the whole school community.
- 174 The headteacher is very committed and manages the school effectively. Although relatively new, she has a good working knowledge of the school's strengths and areas for development and she exercises a good oversight of its administration and strategic direction. She has established very good relationships with learners, staff, governors and parents; she leads by example and has a visible presence around the school.
- 175 The deputy headteacher is very supportive, well qualified and plays an important role in the school's routines and developments, such as the pupil ambassador scheme, which she initiated. She works closely with the headteacher and other staff.
- 176 Team work is a strong feature of the management structure. There is a senior management team (SMT), which comprises the headteacher, deputy headteacher and the three teaching and learning responsibility (TLR) post holders.
- 177 Staff meetings are held regularly almost every week but are not officially minuted. In addition, phase leaders meet regularly with their teams in order to evaluate issues of concern. Weekly meetings for support staff, usually with the headteacher, and between Foundation Phase staff and the infant STF also occur frequently.
- 178 All teachers have a management responsibility as subject co-ordinators and undertake their duties conscientiously. They know their roles and responsibilities, support each other professionally and are keen to try out and adopt new ideas, although attention tends to be focused more on provision than standards. New staff are carefully inducted and mentored and there is good guidance for supply teachers and students.
- 179 Performance management meets statutory requirements and is linked to training needs, the SDP and school improvement. The headteacher and the SMT are trained team leaders for teachers and also hold review meetings for support staff. The appraisal systems in place are comprehensive and effective in identifying and meeting the continuous professional development (CPD) needs of both teaching and support staff.

- 180 The GB has a broad range of expertise and experience, although several members, especially a number of the parent governors, are new to the role and are currently being trained and inducted by the headteacher. The chair of governors is particularly active; he has served as chair for many years and is a frequent visitor to the school.
- 181 The GB meets in full at least once a term and has the necessary legal sub-committees appointed, although it does not have other regular non-statutory sub-committees, except for the finance committee, which agrees and monitors spending in line with the SDP. All required statutory policies, including a complaints procedure, are in place
- 182 Governors monitor school progress and the curriculum through the headteacher's reports and updates provided by subject co-ordinators and the SENCO, but they do not have specific subject or aspect interests. The school is developing procedures to ensure governors are more involved in the life and work of the school.

**Key Question 6: How well do leaders and managers evaluate and improve quality and standards?**

**Grade 3: Good features outweigh shortcomings**

- 183 The findings of the inspection team do not match the judgement made by the school in its self-evaluation report, as important shortcomings related to the focus on standards and the use of first hand evidence were identified in self-evaluation.
- 184 The inspection team agreed with the school in its self-evaluation report in four of the seven key questions. Where there was a difference, this was because the team awarded a grade higher in Key Question 2, due to the number of outstanding features identified in teaching, and a grade lower in Key Questions 3 and 6, due to insufficient outstanding features in learning experiences and shortcomings in self-evaluation respectively.
- 185 The headteacher is actively developing a shared culture of self-evaluation and the school seeks to identify its strengths and areas for development in various ways. Structures and procedures have been established to support self-evaluation, which include the monitoring of subjects, data analysis and discussion by all staff. The information gathered is analysed by the SMT and used to effect improvements. There is, however, an insufficiently sharp focus on standards, which renders judgements insecure at times.
- 186 Although subject co-ordinators oversee their areas of responsibility industriously and produce a range of documentation, their subject monitoring lacks rigour and only their classroom observations are recorded. The information acquired is used to inform annual subject reports, but these lack detail and tend to highlight mainly aspects of provision. Results of assessments are not analysed specifically in relation to learners' performance.

- 187 The system for self-evaluation currently lacks clarity and does not make enough use of first hand evidence on which judgements can be based. Although all members of staff make a good contribution to the process of self-evaluation through questionnaires and discussion and there are specifically designed parent questionnaires together with evidence of governors' views, the analysis of the information tends to be insufficiently evaluative in order to identify trends or specific targets for improvement, especially in relation to standards.
- 188 The SDP is reviewed in a full staff meeting at the beginning of the autumn term, after which the targets are debated, agreed and prioritised by governors. The actions to be taken, resources required and timescales are clearly set out; progress is monitored regularly through the year and national priorities are taken into account. However, the targets are excessive in number and none is quantifiable; in addition, there are no success criteria and many are very challenging, making the process difficult to manage.
- 189 Nevertheless, there is evidence of measurable improvements in various areas; for example, the investment in both training and resources for guided reading has resulted in higher scores on standardised reading tests administered across the school. In addition, the school has made a considerable investment in ICT and has created a stimulating outdoor learning environment.
- 190 There were only two key issues in the previous inspection report. It has not been possible during the current inspection to assess whether these have been fully addressed, as standards specifically were not inspected in any subjects. However, a policy and scheme of work for history have been put in place and portfolios of levelled work are being developed in the core subjects.

**Key Question 7: How efficient are leaders and managers in using resources?**

**Grade 2: Good features and no important shortcomings**

- 191 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 192 The school benefits from experienced and suitably qualified teachers and support staff who possess appropriate expertise to teach all aspects of the curriculum especially for learners with SEN. The ratio of adults to learners is good, especially in the Foundation Phase and SEN classes.
- 193 Optimum use is made of support assistants' considerable expertise and experience to meet the needs of learners. Several have received specialist training in such fields as dyslexia, anger management, literacy and mathematics and bring much expertise to the school for the benefit of learners. The team of support staff and the SEN support teacher are effectively managed by the SENCO to meet the needs of all identified learners.
- 194 The school has adopted effective procedures for workforce remodelling and managing PPA time in accordance with statutory requirements.

- 195 All staff are involved in a wide range of professional development training and a number have undertaken, or are in the process of taking, further qualifications; courses are evaluated and information is fed back to other staff. Whole school CPD is regularly undertaken and linked to targets in the SDP.
- 196 All members of staff have clear job descriptions and teaching and support staff work well together as a team. The school secretary makes a significant contribution to efficiency and administration and the school functions effectively from day to day.
- 197 The accommodation is spacious for the number of learners on roll and is clean and well maintained. The headteacher and staff make good use of all available space to provide learners with a bright and welcoming learning environment. The quality of display is good and is used successfully to celebrate learners' achievements and as a tool for learning. A rolling programme of internal decoration and improvements to the fabric and appearance of the building is ongoing.
- 198 Good use is made of the very pleasant environment to provide rich learning experiences for learners in the Foundation Phase and KS1 in particular. However, the school field is very extensive and is not always fully utilised due to concerns about safety and security; there is a public right of way through it and there is open public access.
- 199 Learning resources are attractive, well cared for and readily accessible to all learners. They are reviewed annually in order to ensure that they are appropriate to learners' needs. All classrooms have a computer and an interactive whiteboard and there is a separate well equipped computer suite. The libraries are attractive and contain a range of interesting texts which are accessible to learners. All resources are used purposefully.
- 200 All school initiatives are carefully costed and developments are prioritised in line with the SDP; they are reviewed regularly in order to ensure that they are cost effective. The budget is carefully monitored and is well used to support targeted learners. The GB has had to take some difficult decisions recently to ensure the budget remains balanced.
- 201 Capitation is above average and all recommendations from the latest audit report have been addressed. Overall, the school provides good value for money.

## School's response to the inspection

- 202 We are very pleased that the inspection team recognised the way in which our shared values underpin relationships and attitudes to learning throughout the school. We are particularly proud of the range of expertise which exists amongst staff and governors and the inspection report confirms our view that both teaching and associate staff are very effectively deployed.
- 203 The school's team approach to the care and guidance of pupils at Tre Uchaf is well documented in the report and we will continue to build on this strong foundation. Provision for SEN and inclusion are very important to the school and so we are very pleased that outstanding features in these areas have been identified.
- 204 The inspection team also identified outstanding features in areas which we have prioritised in recent years, such as bilingualism and ICT, and staff are very pleased that their commitment in these areas has resulted in identifiable improvements.
- 205 The recommendations of the inspection team will be acted upon promptly. Now that the new curriculum is in place at the school, the focus needs to shift from quality and range of provision to raising standards achieved by pupils. A more manageable, prioritised monitoring procedure is due to be put in place and we know this will help us focus more sharply on evaluating the improvements we have been trying to make in writing and mathematics.
- 206 We will continue to refine our target setting procedures particularly in relation to our more able and talented pupils so that we can be sure that all learners achieve their full potential. We intend to make greater use of the data available to identify groups of pupils who could achieve the higher end of key stage levels.
- 207 The school acknowledges the need to follow up lateness and unexplained absences more rigorously and we have already begun to use our new texting facilities to do this.
- 208 A copy of the school's action plan will be made available to parents and the identified recommendations will be reflected in the new SDP.
- 209 The school wishes to acknowledge the thorough and professional approach of the inspection team. In a very short space of time they gathered a large amount of information about the school and took the time to analyse thoroughly the complex make up of the various cohorts, which often include pupils who face a range of challenges.

## Appendix 1

### Basic information about the school

Name of school	Tre Uchaf Primary School
School type	Primary inc Foundation Phase
Age-range of pupils	3 to 11
Address of school	Heol Cae Ty Newydd, Loughor, Swansea
Postcode	SA4 6QB
Telephone number	01792 893682

Headteacher	Mrs. Christine Sanderson
Date of appointment	September 2008
Chair of governors / Appropriate authority	Mr. Roger Thomas
Registered inspector	Dr. P. David Ellis
Dates of inspection	18 <sup>th</sup> – 19 <sup>th</sup> May 2010

## Appendix 2

### School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	14.5	19	28	18	16	31	25	36	187.5

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	11	1	11.5

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	18.1
Pupil: adult (fte) ratio in nursery classes	N/A
Pupil: adult (fte) ratio in special classes	2.1:1
Average class size, excluding nursery and special classes	24.6
Teacher (fte): class ratio	1.3:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Summer 2009	79.2%	87.7%	92.5%
Autumn 2009	81.0%	90.9%	94.1%
Spring 2010	81.4%	92.6%	92.0%

Percentage of pupils entitled to free school meals	21%
Number of pupils excluded during 12 months prior to inspection	One (temporary)

## Appendix 3

This report uses data for 2009 for LEA and Wales comparative information

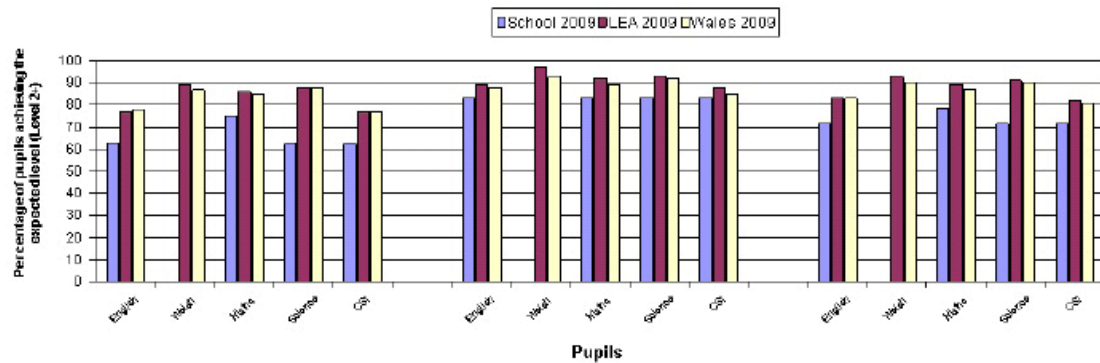
TRE UCHAF PRIMARY SCHOOL  
Swansea

LEA/School no: 670/2211

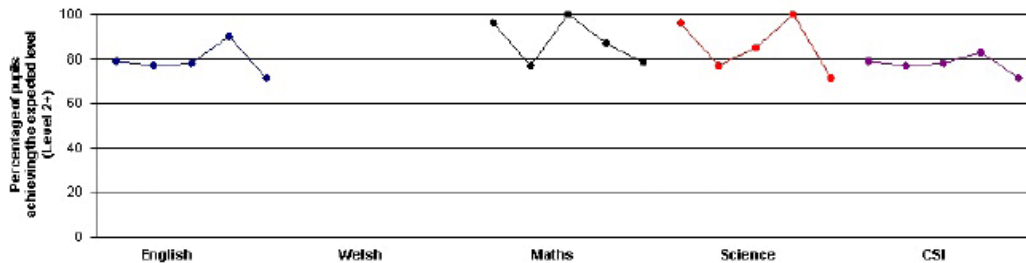
### School comparative information: National Curriculum Assessments 2009 with benchmarking Key Stage 1

Percentage of boys, girls, and pupils achieving at least the expected level (Level 2+):

	Boys			Girls			Pupils		
	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009
English	63	77	78	83	89	88	71	83	83
Welsh	.	89	87	.	97	93	.	93	90
Maths	75	86	85	83	92	89	79	89	87
Science	63	88	88	83	93	92	71	91	90
CSI	63	77	77	83	88	85	71	82	81



### School Performance over time (2005 - 2009)



### Contextual Information

Benchmarked against schools with a similar percentage of pupils eligible for free school meals.

School's results shown in greyed boxes. Column headings refer to...

Quartile 1 School is in the top 25 per cent.

Free School Meal Group

Quartile 2 School is in the top 50 per cent but not the top 25 per cent.

More than or equal to 16 per cent and up to 24 per cent eligible for FSM

Quartile 3 School is in the bottom 50 per cent but not the bottom 25 per cent.

Quartile 4 School is in the bottom 25 per cent.

	Quartile 4	Lower Quartile Boundary	Quartile 3	Median Boundary	Quartile 2	Upper Quartile Boundary	Quartile 1
English	63	75	84	92			
Welsh	.	85	93	100			
Maths	75	80	88	96			
Science	63	85	92	100			
CSI	63	74	82	90			

#### Notes:

1. Figures for Welsh refer to attainment in Welsh first language only.

2. CSI = Core Subject Indicator. To achieve the CSI a pupil must achieve at least the expected level 2 in both Mathematics and Science and either English or Welsh first language.

3. If there were no pupils eligible for assessment in a subject for a particular year the graph will discontinue and show a gap for that year.

This report uses data for 2009 for LEA and Wales comparative information

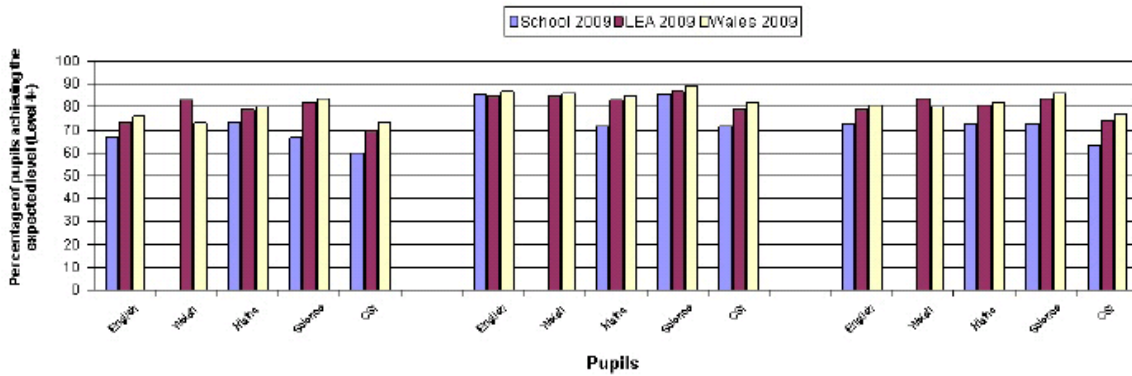
TRE UCHAF PRIMARY SCHOOL  
Swansea

LEA/School no: 670/2211

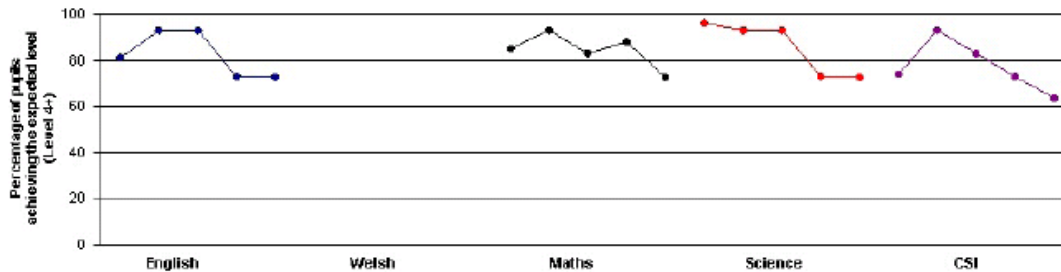
**School comparative information: National Curriculum Assessments 2009 with benchmarking**  
**Key Stage 2**

Percentage of boys, girls, and pupils achieving at least the expected level (Level 4+):

	Boys			Girls			Pupils		
	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009
English	67	73	76	86	85	87	73	79	81
Welsh	.	83	73	.	85	86	.	84	80
Maths	73	79	80	71	83	85	73	81	82
Science	67	82	84	86	87	89	73	84	86
CSI	60	70	73	71	79	82	64	74	77



**School Performance over time (2005 - 2009)**



**Contextual Information**

Benchmarked against schools with a similar percentage of pupils eligible for free school meals.

School's results shown in greyed boxes. Column headings refer to...

Quartile 1 School is in the top 25 per cent.

Quartile 2 School is in the top 50 per cent but not the top 25 per cent.

Quartile 3 School is in the bottom 50 per cent but not the bottom 25 per cent.

Quartile 4 School is in the bottom 25 per cent.

Free School Meal Group

More than or equal to 16 per cent and up to 24 per cent eligible for FSM

	Quartile 4	Lower Quartile Boundary	Quartile 3	Median Boundary	Quartile 2	Upper Quartile Boundary	Quartile 1
English	73	74		82		87	
Welsh		67		78		89	
Maths	73	76		83		88	
Science	73	80		88		94	
CSI	64	69		77		83	

**Notes:**

1. Figures for Welsh refer to attainment in Welsh first language only.

2. CSI = Core Subject Indicator. To achieve the CSI a pupil must achieve at least the expected level 4 in both Mathematics and Science and either English or Welsh first language.

3. If there were no pupils eligible for assessment in a subject for a particular year the graph will discontinue and show a gap for that year.

## Appendix 4

### **Evidence base of the inspection**

Four inspectors spent a total of seven inspector days in the school. There was no peer assessor appointed to the team. The nominee was the headteacher.

The inspection team visited:

- Seventeen lessons or part-lessons;
- all classes at least twice; and
- three acts of collective worship.

The inspection team held meetings with:

- staff, governors and parents before the inspection;
- managers, teachers and support, ancillary and administrative staff during the inspection;
- groups of learners during the inspection; and
- staff and governors after the inspection.

The inspection team also considered:

- the school's self-evaluation report;
- twenty-three responses to the parents'/carers' questionnaire; 98% of answers were positive;
- a comprehensive range of documentation provided by the school before and during the inspection; and
- a variety of learners' current and past work.

## Appendix 5

### Composition and responsibilities of the inspection team

Team member	Responsibilities
Dr. P. David Ellis Registered Inspector	Context Summary Key Question 1 Key Question 4 Key Question 5 Appendices
Mr. Alan Smith Team Inspector	Key Question 2 Key Question 3
Mrs. Branwen Llewelyn Jones Team Inspector	Key Question 6 Key Question 7
Mrs. Janet Warr Lay Inspector	Contributions to Key Questions 1, 3, 4 and 7
Mrs. Christine Sanderson Headteacher and nominee	Nominee

### Acknowledgement

The inspection team would like to thank the governors, headteacher, staff and pupils for their co-operation and courtesy throughout the inspection.

### Contractor:

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