



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

**A report on**

**Cwmglas Primary School  
Colwyn Avenue  
Winchwen  
Swansea  
SA1 7EN**

**Date of inspection: February 2018**

**by**

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

## About Cwmglas Primary School

Cwm Glâs Primary School is in the village of Winch Wen in Swansea. There are 294 pupils aged three to eleven years on roll. This includes 38 part-time pupils in the nursery and eight pupils with mild to moderate learning difficulties who attend the specialist teaching facility. There are 10 single-year classes including the two nursery classes. In addition, there are four mixed-year classes including the specialist teaching facility.

Around 32% of pupils are eligible for free school meals. This is well above the average for Wales of 19%. The school identifies 54% of pupils as having additional learning needs, which is higher than the national average of 21%. A very few pupils have a statement of special educational needs and the majority of these attend the special teaching facility. A very few pupils are in the care of the local authority. Many pupils are of white British ethnicity and only a very few pupils speak English as an additional language. No pupils speak Welsh at home.

The current headteacher took up his post in September 2017. The school's previous inspection was in January 2011.

Further information is available from the Welsh Government My Local School website at the link below.  
<http://mylocalschool.wales.gov.uk/Schools/SchoolSearch?lang=en>

## Summary

Pupils at Cwm Glâs are very proud of their school and show high levels of engagement and enthusiasm during lessons and other learning experiences. Most pupils start school with skills and knowledge below the expected level for their age. As they move through the school, they make at least good progress in their learning, particularly those with additional learning needs. Pupil focus groups contribute increasingly well to the life of the school and provide useful information regularly to parents and other pupils, for example on how to improve reading skills.

The new headteacher and deputy headteacher contribute well to the strategic direction of the school and share their vision effectively with the whole school community. The strong team ethos together with purposeful school improvement strategies is beginning to have a positive effect on the provision and pupils' standards. Leaders ensure a caring, inclusive and nurturing learning environment where every pupil has opportunities to engage fully in their learning. The school's work in ensuring support for vulnerable pupils and families, as well as parents and carers in general, is exemplary.

<b>Inspection area</b>	<b>Judgement</b>
<b>Standards</b>	<b>Good</b>
<b>Wellbeing and attitudes to learning</b>	<b>Good</b>
<b>Teaching and learning experiences</b>	<b>Good</b>
<b>Care, support and guidance</b>	<b>Excellent</b>
<b>Leadership and management</b>	<b>Good</b>

## **Recommendations**

R1 Raise standards in Welsh in key stage 2

R2 Develop the ability of governors to challenge the work of the school more effectively

## **What happens next**

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

Estyn will invite the school to prepare a case study on its work in relation to parental engagement for dissemination on Estyn's website.

## Main findings

### Standards: Good

Most pupils start school with skills and knowledge below the expected level for their age. As they move through the school, they make at least good progress in their learning, particularly those with additional learning needs.

In the foundation phase, nearly all pupils make strong progress in developing their speaking and listening skills. Pupils in the nursery and reception class respond well to instructions and questions by adults. In Year 2, most pupils share their ideas well with classmates and enjoy discussing their work and learning experiences with visitors, for example when describing the planets in our solar system. They develop an increasing range of vocabulary and take their turn well during discussions. When reading, most pupils use their knowledge of letter sounds to work out new and unfamiliar words successfully. They read well and with increasing fluency and accuracy. Most pupils develop valuable writing skills across the foundation phase. In Year 2, they write well in a suitable range of genres and use punctuation appropriately to organise their work, for example when writing at length to recount the 'Enormous Turnip' story and to write instructions for making pumpkin soup.

In key stage 2, most pupils build on their vocabulary appropriately and speak with increasing confidence in a range of situations. They respect each other's viewpoints and opinions and contribute well to group and class discussions, for example when discussing whether or not man's first landing on the moon was fact or 'fake news'. Most key stage 2 pupils have positive attitudes to reading and discuss their books well. In Year 6, they use their reading skills well when searching for information about topics, for example when researching their favourite planet. Most pupils develop their writing skills effectively in a range of genres and contexts, using an increasing range of punctuation and paragraphs well to structure their work. More able pupils are beginning to use a limited range of interesting vocabulary to enrich their work, for example when describing the customs and traditions of the ancient Egyptians.

In the foundation phase, most pupils make suitable progress in developing basic communication skills in Welsh. They use common sentence structures and familiar vocabulary appropriately to respond to questions and to begin basic conversations. In Year 2, most pupils write simple sentences about themselves and understand the meaning of basic written text, for example the days of the week and words and phrases linked to their topic. However, most pupils in key stage 2 lack the ability to extend their conversational skills further and their vocabulary is limited to simple words and phrases. In Year 6, many pupils read for information appropriately in order to answer questions on a limited range of texts. They make suitable use of writing frameworks to write a series of sentences using familiar language patterns and words, for example to write a letter to a national organisation to describe themselves and their hobbies.

In the foundation phase, most pupils develop their numeracy skills well progressively. Nursery pupils learn to recognise numbers to 10 and group twigs according to size appropriately. By Year 2, most pupils use their numeracy skills well to add, subtract,

multiply and divide larger numbers. They use their numeracy skills skilfully in other areas of learning, for example when using their knowledge of division to share plant seeds appropriately. More able pupils divide whole numbers with remainders successfully. In key stage 2, most pupils develop a secure understanding of number. They use their reasoning skills well to solve a wide range of numerical problems across the curriculum. By the end of Year 6, many pupils apply their numeracy skills confidently to support their learning in a range of subjects, for example to convert pre-decimalisation and modern money as part of their work on Second World War rationing.

Across the school, most pupils develop appropriate skills in information and communication technology (ICT) and use them suitably to support their learning in other subjects. In the foundation phase, pupils develop a range of useful skills early and use them effectively by the end of Year 2. For instance, they use hand-held devices confidently to record their work using photographs, videos and sound. Nearly all upload their work independently to store and share this with others. Across the school, pupils use quick response codes to find relevant information in lessons and as a mechanism for sharing their work. Nearly all pupils log in independently to the Welsh Government's learning platform in order to record their work and to access a range of programs and learning tools. Key stage 2 pupils use a suitable range of programs and applications to enhance their work, for example they use a spreadsheet to record results from their science experiment on the effect of exercise on the human body.

### **Wellbeing and attitudes to learning: Good**

Nearly all pupils take great pride in their school and greet adults and their peers confidently and respectfully. They are extremely friendly and are eager to share their work and successes with visitors. Nearly all pupils like coming to school and behave very well in all aspects of their school life. There are strong working relationships between pupils and staff, based on mutual respect. Pupils listen carefully to what their teachers and peers say in order to respond appropriately. Nearly all feel safe, valued and well cared for. They have a clear understanding of whom they can ask for help with work or any other issues, which may arise. Nearly all pupils demonstrate kindness and respect for each other, both in the classroom and outside at playtimes and lunchtimes. They understand the need to stay safe, including online, and are aware of the importance of keeping their passwords private to protect themselves.

Nearly all pupils work diligently in lessons and show strong levels of engagement and collaborative skills. They settle down to work quickly and work purposefully as they carry out tasks individually, in pairs or in groups. Most pupils concentrate on these tasks for extended periods and are developing the ability to learn independently with increasing confidence. For example, in the foundation phase, pupils use the 'Our Voice, Our Choice' message to select a suitable challenging activity. In key stage 2, pupils develop further independence when they use areas of learning displays to contribute appropriately, to what they would like to learn in their thematic work. Across the school, most pupils are becoming increasingly resilient when encountering new challenges through adopting a positive approach to their learning and building their self-esteem.

Pupil voice groups contribute well to the work of the school. For example, the school council identified the need for sports equipment and goal posts for pupils' use during playtimes. They worked well with staff to address this. Each class has an elected representative who takes ideas on their behalf to the full school council. Other groups such as the healthy school group and the playground buddies also contribute well to the health and wellbeing of pupils across the school. This also enables them to take-on increased responsibility and to learn about the importance of caring for each other.

Most pupils understand the importance of regular exercise and the need to eat and drink healthily. For example, older pupils organise a fruit tuckshop each day, which helps pupils to understand that fruit and vegetables are an essential part of a healthy diet. Many pupils take part in the good range of curricular and extra-curricular activities to improve their health and fitness, including rugby, dance and netball.

Most pupils attend school regularly and they understand the close link between good attendance and strong attainment. The school has communicated this message very effectively with pupils and their parents. Attendance has placed the school in the top 25% when compared with similar schools in three of the last four years.

### **Teaching and learning experiences: Good**

Teachers across the school plan effectively to provide purposeful and exciting learning experiences for pupils. They ensure that pupils are included increasingly in their learning, particularly in the foundation phase. These pupils help teachers to plan exciting learning experiences regularly, based on what they already know and what they want to learn. This encourages them to engage fully in their learning and to challenge themselves appropriately. Key stage 2 teachers have very recently adapted their planning methods in order to plan more effectively to meet the needs and interests of the pupils. They now group subjects into areas of learning experiences based on the new national curriculum developmental model. This allows greater flexibility in terms of planning and creates good opportunities for pupils to use their skills across a wider range of learning areas. A notable feature of this approach is the way teachers now allow pupils to take more responsibility for their learning and to select their own level of challenge for most learning experiences and activities. As a result, pupils are becoming increasingly confident in their ability to attempt new challenges, which is beginning to improve their outcomes.

Overall, the quality of teaching is good. There are strong aspects to teaching in all classes with examples of exemplary practice in a minority. Teachers in the foundation phase have a good understanding of the principles of how young children learn best. The daily routines and learning experiences across these classes allow pupils to develop their skills well including their personal and social interaction skills. Nearly all staff manage pupils' behaviour very well. All teachers and support staff develop strong working relationships with pupils and their interactions reflect the high value that they place on nurturing pupils' wellbeing. This approach develops pupils' confidence successfully and encourages pupils to take risks in their learning. The school has introduced effective strategies recently to develop pupils' confidence and resilience by promoting positive attitudes to learning.

Across the school, nearly all staff ask skilful questions, which promote pupils' thinking and reinforce their learning well. Nearly all staff have high expectations for pupils and encourage them to challenge themselves consistently and not to be afraid to make mistakes. Teachers give pupils regular, purposeful feedback and provide beneficial opportunities for pupils to assess their own performance and that of other pupils. This allows them to know what they have done well and to understand what they need to do to improve. The use of 'think bubbles' and 'next steps targets' is particularly effective in helping pupils to improve their work. Teachers assess pupils' work accurately and make effective use of their assessments to inform their future planning to meet individual pupils' needs successfully.

The school has adopted a new scheme of work recently to develop pupils' ICT skills progressively across all classes but it is too early for this to improve pupil outcomes considerably. Teachers plan well for the development of literacy and numeracy skills across the curriculum and ensure that pupils build on previous learning successfully. The new curriculum planning approach in key stage 2 is also ensuring that teachers plan more effectively to support and challenge pupils of all abilities. This is beginning to have a positive effect on the standards that pupils' achieve.

The school ensures that pupils have good opportunities to learn about their locality and the culture and heritage of Wales. The school's 'Welsh week' and the 'Clwb Cymraeg' help to promote the Welsh language and traditions appropriately. However, teachers do not plan systematically enough to develop pupils' Welsh language skills progressively across the school, particularly in key stage 2.

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

The school's outstanding work on developing a culture of inclusiveness has over time helped to embed a sense of equality, tolerance and respect throughout the school. Nearly all parents, guardians and pupils have embraced this whole school priority. This is highly effective in ensuring that nearly all pupils have very good standards of behaviour and strong attitudes to learning and school in general. Parents and guardians value highly the wide range of family engagement programmes and these are an exceptional part of the schools day-to-day work. Very successful initiatives include the well-attended reading and maths cafes that help parents and guardians to support children in their learning. Various family engagement groups such as the 'Nurture Nans' Network' and the 'Lads and Dads' scheme, strengthen very positive relationships between the school and the home. This sense of belonging is instrumental in raising school attendance rates, which compare very well with similar schools in recent years.

This is a very happy, safe and inclusive community, which places exceptional emphasis on each individual's role and contribution to the school family. A powerful example is the inclusive approach to creating valuable opportunities for pupils to take responsibility in a wide range of pupil-led forums. For example, the 'Reading Rocks', school council and healthy school ambassadors contribute very effectively to the life and work of the school. For example, pupils provide useful presentations to parents, community partners and staff from other schools on how to support pupils' reading and numeracy at home.

Effective tracking systems monitor efficiently the progress of pupils. All pupils are proud to have very informative “One Page Profiles” and these are readily available so that all staff fully understand how to support each individual pupil. The school’s “class on a page” and “pupil on a page” are also quick, effective and informative tools, which help all staff identify, track and monitor pupil progress.

Provision for pupils who require additional support is very strong and the additional learning needs coordinator supports teachers and support staff effectively in tailoring high quality provision. Well-trained staff deliver a range of beneficial intervention programmes and support to improve pupils’ literacy and numeracy skills as well as their emotional and wellbeing needs. For example, the school’s nurture groups are having a profound impact on the self-esteem and self-confidence of some of the school’s most vulnerable pupils through targeted support. As a result, they demonstrate improved levels of attendance and engagement in school life. All pupils with additional learning needs contribute well to their own specific and measurable individual education plans, which they complete alongside key staff and parents or carers. All stakeholders review these plans regularly and they are very effective in improving both attainment and wellbeing. As a result, of this high quality provision, nearly all targeted pupils make good progress at least in line with their abilities and needs.

All parents receive very good information about their child’s progress through individual target reports in the autumn term, reviews during parents’ evenings and informative end-of-year pupil reports. The school’s social media feed is particularly effective in keeping parents and carers informed with all classes tweeting each day.

The school has excellent arrangements for promoting pupils’ healthy eating and drinking. A wide range of sports, structured playtime games and extra-curricular experiences including “Fit ‘n Fun” and dance clubs promote health and fitness extremely well. The school’s arrangements for safeguarding pupils meet requirements and give no cause for concern.

### **Leadership and management: Good**

The newly appointed headteacher and deputy headteacher work well with the whole school community to build further on strong foundations to meet the needs of nearly all pupils. They have a clear vision for the development of the school, based on providing the best possible outcomes and ensuring high levels of wellbeing for all pupils. The senior leadership team provide strong strategic direction for all staff, which ensures that they all have a good understanding of their roles and responsibilities. This allows them to work effectively to implement the priorities set out in the school development plan and to ensure continuous improvements. For example, all teachers now gather and analyse data with increasing confidence in order to monitor the effectiveness of the provision on pupils’ attainment. The strong team ethos ensures that staff work very well to provide a caring, inclusive and stimulating learning environment for pupils. This has resulted in successful engagement with families, which has a positive impact on the wellbeing and standards of groups of pupils, for example pupils with additional learning needs and vulnerable pupils.

The governing body understand and carry out their responsibilities appropriately. They meet regularly to direct the work of the school and to agree relevant policies. The headteacher keeps them well informed about developments and the outcomes of teacher assessments and national tests. They are supportive of the work of the newly formed leadership team. However, their role in challenging the school robustly through first hand self-evaluation processes is limited.

The senior leadership team have an accurate understanding of the school's strengths and weaknesses. For example, they have identified the need to raise standards for more able pupils and have introduced a number of effective actions in order to address this. They use a range of self-evaluation activities well. This includes teachers observing each other's lessons and analysing pupil performance data regularly. This practice has enabled staff to share their expertise across the school more effectively. Improvement planning links well to the outcomes of self-evaluation and the school has a good track-record in making improvements. For example, the expected outcomes in learning for most pupils at the end of each key stage have generally increased over the past three years.

The current school development plan has clear targets for improvement, measurable actions and all staff have clear areas of responsibility. The plan is concise and focused and enables all members of the school community to contribute fully to its implementation.

Senior leaders support staff effectively to improve their practice through professional learning. This is a real strength of the school. Staff have many opportunities to attend courses and to share their expertise with each other and with other schools. This is having a positive effect on the provision and pupils' attainment. For example, a focus on improving the teaching of reading has led to a steady improvement in pupils' attainment and the school has shared this good practice with other schools. Leaders challenge all staff effectively to develop their expertise through improved performance management targets, which link accurately to the school's priorities for improvement. The school is a dynamic and highly effective learning community in which all staff are very good role models for pupils.

The school uses its central budget appropriately to support improvements in the quality of provision and to raise standards. Leaders use resources efficiently to meet the needs of all pupils. The school makes good use of the pupil development grant to provide valuable support for eligible groups of learners, for example to improve their literacy and numeracy skills and their wellbeing.

## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.wales](http://www.estyn.gov.wales))

Estyn evaluates a provider's effectiveness using a four-point judgement scale:

<b>Excellent</b>	Very strong, sustained performance and practice
<b>Good</b>	Strong features, although minor aspects may require improvement
<b>Adequate and needs improvement</b>	Strengths outweigh weaknesses, but important aspects require improvement
<b>Unsatisfactory and needs urgent improvement</b>	Important weaknesses outweigh strengths

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

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