



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

A report on

**Craigfelen Primary School
Woodside Crescent
Clydach
SA6 5DP**

Date of inspection: March 2018

by

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

About Craigfelen Primary School

Craigfelen Primary School is in the village of Craigfelen in the Swansea local authority. The school has grown steadily over time and there are now 180 pupils aged three to eleven years on roll, including 28 pupils who attend the nursery on a part-time basis.

The school has identified around 22% of its pupils as having additional learning needs, including a very few pupils with a statement of special educational needs. The three year average for pupils eligible for free school meals is around 50%, which is well above the Welsh average. Very few pupils are in the care of the local authority.

Most pupils are of white British ethnicity and very few pupils speak English as an additional language. A very few pupils speak Welsh at home.

The headteacher took up post in September 2011. The school's previous inspection was in June 2010.

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

Craigfelen Primary School provides a high level of care and support for its pupils. It has strong partnerships with local families, who value the school's provision highly. Most teaching provides exciting, real-life opportunities for all pupils. Learning experiences develop pupils as confident, respectful, creative and entrepreneurial citizens well. Most pupils make very good progress in developing their literacy, numeracy and information and communication technology (ICT) skills. Nearly all pupils receive highly effective support in developing their social and emotional skills. As a result, most pupils make good progress as they move through the school, often from low starting points. Excellent leadership ensures that all pupils receive enriching and creative learning experiences within a safe, happy, nurturing environment.

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

Recommendations

R1 Improve standards of Welsh in key stage 2

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 the school's leadership and its provision for pupils' wellbeing, for dissemination on Estyn's website.

Main findings

Standards: Good

Almost all pupils enter school with skills that are below those expected of their age. From these low starting points, pupils make good progress as they move through the school and attain well by the time they reach the end of key stage 2. Most pupils with additional learning needs make good progress from their starting points.

As pupils move through the foundation phase, they make good progress in developing their speaking and listening skills. Most are happy and confident when welcoming unfamiliar adults to their school. During the foundation phase, most pupils improve their basic literacy skills well. They enjoy exploring spelling patterns and developing their handwriting skills to improve letter formation. Many pupils enjoy reading. They read with increasing accuracy and confidence. More able pupils use their reading skills effectively to understand familiar words when reading a new story about dinosaurs. Most pupils can plan a story using a story map. They draft and improve their written work. They write in a suitable variety of forms, such as lists, letters, instructions and poems based on the Great Fire of London.

Throughout key stage 2, most pupils continue to maintain this good progress and around half make very good progress in all areas of literacy. Most pupils continue to develop their skills in reading and writing and use these skills well to write exciting and imaginative extended writing. When presented with interesting digital clips, most pupils use their knowledge of story starters to develop exciting story openers. As a result, most pupils develop their writing confidently when describing a setting or using dialogue. They enjoy reading and talk confidently about their favourite authors. Most pupils explain the main points of stories they read and understand why reading is an important life skill. Across the key stage, most pupils persevere in developing a neat and legible handwriting script. Most pupils listen well to each other and adults, and they speak with confidence, for example when talking about their own work during their 'Express Sessions'.

Many pupils make good progress in developing their language skills in Welsh. In nursery, they begin counting and responding appropriately to simple questions. By the end of the foundation phase, most pupils continue to develop their Welsh language skills appropriately. They respond correctly to adults when responding to questions based on familiar texts. They begin to write simple sentences about what makes them healthy. By the end of key stage 2, many pupils make suitable progress in oracy, reading and writing, but very few pupils extend their literacy skills in Welsh. Very few pupils across the school use their Welsh language skills in a range of formal and informal situations.

Across the foundation phase, most pupils acquire mathematical skills systematically and develop their number skills appropriately. Most pupils understand concepts of time, measure and money and use these skills readily in exciting real-life contexts. They develop their ability to use mental and written calculations across the curriculum. Across the school, pupils use their numeracy and thinking skills effectively in a range of entrepreneurial situations, such as when running the school bank 'Money Spiders' or the Graigos Café in the local community hall. Most pupils' reasoning skills develop extremely well through these exciting opportunities.

Pupils in nursery explore the use of ICT and interact with simple programmes appropriately. Most pupils develop their ICT skills confidently as they move through the school. For example, in reception, most pupils use programmable beebots confidently to reach a desired destination. Most pupils develop a good range of ICT skills. They collect data and present it in a variety of ways, such as in graphs and presentations. By the end of key stage 2, most pupils develop spreadsheets well. For example, they create spreadsheets that summarise data on minibeasts in preparation for a worm-charming investigating. Most use quick response codes successfully to access questions about a Welsh text. Most pupils use an online platform confidently to save and retrieve their work. They engage successfully with the platform to support them in their learning and to develop a suitable range of ICT skills.

Most pupils across the school develop their creativity and physical skills exceptionally well. Most pupils develop artistic, musical and dance skills skilfully as they progress through the school. As a result of these opportunities, pupils show positive attitudes towards school life, and their increased confidence and self-motivation have a positive impact on their progress in other areas of their work.

Wellbeing and attitudes to learning: Excellent

Nearly all pupils enjoy coming to the school and are very proud of their achievements. The warm and caring ethos helps pupils to feel safe and to know what to do if worried or anxious. Standards of behaviour of almost all pupils in lessons and around the school are excellent. They are also extremely courteous and welcoming towards visitors, staff and other pupils.

Nearly all pupils have a very good understanding of the importance of keeping healthy by eating and drinking sensibly and by participating in physical activities. For example, all pupils take part eagerly in the weekly outdoor learning sessions and enjoy running the school's healthy eating tuck shop. This contributes very well to the development of their wellbeing, social skills and self-confidence.

Across the school, pupils take on an extensive range of leadership roles through the many pupil voice groups. These include the Chicken Welfare group, Pupil Power and the Enterprise Troopers. Nearly all pupils take their roles and responsibilities very seriously and contribute positively to school improvement. For example, the pupil power group write their own child-friendly plans to improve handwriting, which links directly to the school improvement plan. They monitor the impact of their plan by looking at books and talking to peers across the whole school. The group meet regularly with senior leaders to discuss the progress in implementing this plan. They use whole school awards to help motivate their peers. As a result, handwriting has improved considerably across the school.

Most older pupils develop highly effective leadership and life skills. Pupils throughout the school help to run the local weekly community café. The chicken welfare group look after the school's chickens and use the fresh eggs within the weekly menu at the community café'. Pupils regularly raise money for several charities through the profits they make. This has a positive effect on their awareness of the needs of others in their community and the wider world.

Almost all pupils have an excellent understanding of the school's seven core values of tolerance, commitment, perseverance, enthusiasm, determination, confidence and helpfulness. They demonstrate a very strong understanding of the importance of these rights and values. For example, pupils in Year 1 talk about how they use the school's values to help them understand the importance of perseverance when building difficult structures. By the end of key stage 2, pupils have developed a variety of strategies to help them complete challenging tasks, which supports them well in developing as confident and independent learners. As a result, pupils reflect on how this helps them become better citizens within and beyond their own school.

Nearly all pupils show a very strong commitment towards their learning. They sustain concentration successfully when working on individual and group work. Children are considerate of the needs of others and show respect and tolerance and compassion for each other. This is particularly evident in the way that older pupils treat younger ones.

Nearly all pupils have a very good understanding of their personal targets. Most are keen to discuss their work and articulate clearly what they need to do to improve. Across the school, pupils express confidently their opinions about what they would like to learn from topics, and how they make choices about what they learn. For example, pupils in the upper foundation phase create 'EPIC' plans to plan and request resources for the activity that they would like to do as part of their enhanced provision. As a result, nearly all pupils are enthusiastic about their learning and demonstrate a very positive interest in their work.

Teaching and learning experiences: Good

Overall, the quality of teaching is good. Teachers expect pupils to work hard and to do their best. As a result, most learning proceeds at a suitable pace. Nearly all staff manage pupils' behaviour well in classrooms and around the school because of the trusting relationships between staff and pupils.

Nearly all teachers provide useful and positive oral feedback during lessons. As a result, most pupils know what they have done well and what they need to do to improve. Many teachers question pupils well during lessons in both the indoor and outdoor spaces. Nearly all teachers give pupils purposeful written feedback on their work and most follow the school's marking policy consistently. Teachers assess pupils' work accurately and most make effective use of these assessments to set targets for individual pupils. For example, most teachers identify clearly the next steps that pupils should take and provide suitable opportunities for them to practise any skills that they need to improve.

In most cases, teachers provide appropriate feedback to older pupils and, as a result, they respond directly to the comments that teachers and other pupils make in their books and provide evidence of meeting their targets. However, the written comments from teachers on the work of younger pupils are sometimes too complex.

The school provides a broad and balanced range of effective learning experiences. Curriculum planning is creative and highly innovative and builds successfully on pupils' existing knowledge and understanding. The school is particularly effective in providing real-life contexts for pupils' learning. For example, the community café provides a rich, stimulating environment for pupils to learn about healthy eating, marketing, sales and customer service.

The school provides a wide range of exciting extra-curricular activities and educational visits for pupils that supports their learning well, for example visits to the local market to advertise and sell 'Oaty Heaven' flapjacks and 'HocoChoco: cuddles in a cup' drinks. As a result, pupils benefit from first-hand opportunities to interact with members of the public when they sell their products, including meeting visitors from Texas.

Staff in the foundation phase have a secure understanding of how young pupils learn and develop. They provide a suitable balance of opportunities for pupils to work independently and with others. These learning experiences include many first-hand, playful and practical tasks, which are engaging and interesting for pupils. For example, pupils have the opportunity to explore how to protect Discovery Dog's ears from noisy fireworks, and, just like the Big Bad Wolf, use their 'huff and puff' to blow objects across the table.

Teachers plan extensively for creative development. For example, pupils use printing, etching, sketching and painting to create poppies in their 'Remember Remember' topic. They provide regular opportunities for pupils to develop and apply creative thinking skills in an enterprising and ambitious way. For example, pupils develop and produce different 'mocktail' drinks, such as 'Tropical Treats' and 'Pineapple Obelisk', ready to share with their parents.

Staff use the outdoor provision regularly with pupils of all ages. Teachers in the foundation phase model a rich range of language and provide opportunities for pupils to learn across the curriculum during the weekly 'Welly Wednesday'. Older pupils develop effective team work and take responsible risks when building a bridge across a muddy patch in the forest. Pupils learn about the importance of compassion, caring for others and about taking responsibility through opportunities to interact with Bert and Ernie, the guinea-pigs, and from feeding, cleaning out and collecting eggs from the school's chickens.

Teachers plan well for the development of pupils' literacy and numeracy skills across the curriculum throughout the school. For example, pupils in the foundation phase learn about fairy tales and enjoy sharing their favourite stories at a 'midnight' feast, while the school bank encourages financial literacy among older pupils.

The school ensures that pupils have suitable opportunities to learn about the culture and heritage of Wales. For instance, the work of the artist Josef Herman provides a stimulating focus for an intergenerational project based on local mining communities. The older pupils in the 'Criw Cymraeg' contribute actively and enthusiastically to the development of younger pupils' Welsh skills. For example, they help them practise counting to ten in Welsh, make interactive quizzes and monitor Welsh on displays around the school. However, staff do not model and extend pupils' Welsh language skills consistently around the school.

Teachers plan opportunities for pupils to use ICT skills purposefully across the curriculum. For example, pupils in Years 1 and 2 use social media inventively to contact a local professor of enterprise to gain advice about their start-up business. As a result, they learn about the importance of market research and advertising.

Care, support and guidance: Excellent

The school is an extremely caring and inclusive community. Its relationship with its families is very strong. Staff communicate well with parents and carers through a wide range of methods, such as social media, termly newsletters, the school app and the school website. There are extensive opportunities for families to take part in the life and work of the school. For example, parents, grandparents, and other family members regularly help with after-school clubs and the pupil voice groups. Parents also volunteer to help run the school bank and community café. There is a very wide range of opportunities for parents to learn how to support their children, for example in 'express events' where the pupils share the work they have learnt in their topic.

An outstanding feature of the school is the extensive variety of opportunities that it provides for pupils to show and develop their leadership skills by having clear roles and responsibilities. The school provides pupils with well-planned opportunities to shape and lead the strategic work of the school. Pupils' suggestions are gathered in a variety of ways and taken forward by the relevant group across the school. For example, the 'Digi Squad' lead work on coding across the school and the Eco group work with parents to develop the school's garden. The school council is very well established and ensures that pupils develop leadership skills of high quality. Pupils have a positive impact on school life, for example through the 'Pupil Power Plan', which has improved standards in handwriting. Pupil voice within the school is outstanding in developing pupils' self-confidence, their pride in themselves and their ability to work with others.

The school offers exceptional opportunities for pupils to engage in the creative arts through their studies. Leaders and teachers ensure that all pupils benefit from opportunities to develop their creative abilities. For example, the pupils and parents of the school worked closely with an arts educator to explore the properties and creative process that art can provide. This artwork is featured around the school and within the grounds; it is of a high standard and is often the result of both individual and collaborative efforts of pupils and parents. A wider range of effective cultural opportunities is provided for pupils, for example the 'sign to sing' group perform to the local community.

Teachers arrange a wide range of educational visits and invite interesting visitors to the school. For example, the pupils work with a range of specialist musicians, artists, business and entrepreneurial community members. As a result, pupils produce outstanding art work and musical performances, and develop as confident entrepreneurs.

The school has a comprehensive system for identifying and tracking pupil progress. The additional learning needs co-ordinator uses this information well to identify pupils who need support in literacy, numeracy or with their emotional development. All pupils with additional learning needs have a worthwhile individual educational plan, which includes achievable targets that pupils and parents review regularly. This ensures that most targeted pupils make good progress. Teaching assistants provide effective in-class support to improve pupils' literacy and numeracy skills successfully.

The school has a variety of intervention programmes that meet the needs of individuals and specific groups successfully. Staff know their pupils' needs very well.

There is effective provision for vulnerable pupils. For example, pupils receive effective provision to develop their social and emotional skills through 'The Cwtch'. This helps them to deal with a range of life changing situations and ensures continuity in their learning.

There are highly effective arrangements to promote healthy eating and drinking. Fresh fruit is available in the school's tuck shop, which pupils run. Regular physical education and an extensive range of extra-curricular events promote pupils' fitness successfully. For example, all pupils across the school access outdoor learning sessions, such as 'Welly Wednesday'. They participate in weekly dance lessons and all pupils from Year 2 upwards access regular swimming lessons. They have positive attitudes and engage fully with all physical activity across the school. As a result, nearly all pupils develop as healthy and confident individuals.

The school places a very strong emphasis on developing its pupils' personal, social, moral and spiritual education and promotes the seven core values of the school very well. Assemblies provide worthwhile opportunities for them to reflect on how they can use the core values in their everyday life. The 'sign to sing' element of assemblies provides pupils with an excellent understanding about the many ways in which people communicate. Many pupils develop their understanding of the importance of ethical business practice, by sharing the profits they make through their entrepreneurial activities such as Graigos Café, with local charities. As a result, pupils are extremely kind and considerate, and develop well as ethical and informed citizens. This is an excellent feature of the school's life and contributes significantly to a highly effective learning environment. The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

Leadership and management: Excellent

The headteacher provides highly effective leadership. She has established and communicated a strong, clear vision for the school that informs its life and work. As a result, the whole team is committed to ensuring that every individual has the best possible start at Craigfelen. She has developed an effective team of staff, who undertake their roles and responsibilities very well.

Governors have clear expectations of themselves and of the staff, pupils and wider community. Their committee structure allows them to identify their own personal strengths and match these appropriately to the needs of the school. Governors work with staff and pupils to ensure they have a good understanding of the strengths of the school and they have developed a useful strategic plan for the governing body. They work with the 'Pupil Power' team and staff very effectively to plan and evaluate the work relating to the school's priorities. For example, they have been successful in helping to improve areas of literacy, such as handwriting and reading. Governors manage resources effectively.

The school makes effective use of all available resources including the pupil development grant. For example, pupils have highly effective and regular creative experiences in music and art. This results in most pupils achieving high standards in their artwork, which is highly visible in classrooms and around the school. The school provides high quality, targeted pastoral support for vulnerable pupils to ensure that their learning is not affected adversely when facing challenging situations.

The headteacher has managed the changing leadership structure within the school effectively. She has developed a sustainable and responsive staffing structure to ensure that leaders maintain strategic direction despite changes in staffing. This provides staff with worthwhile opportunities to develop their own leadership skills further.

The whole school community uses a wide range of first-hand evidence to evaluate its current performance and to identify strengths and areas for improvement. Leaders, including pupils, develop purposeful school development plans that focus appropriately on key priorities. The plans include clear priorities and actions, with appropriate timescales and allocation of resources. Leaders monitor the implementation of these plans well and assess how effective they are in securing improvements, such as in reading, teaching and developing pupil voice.

The leadership team have a clear rationale for the emphasis placed on strong pupil voice and developing exciting curriculum opportunities within and beyond their school. They ensure that staff develop real-life, authentic opportunities for pupils to develop creativity and entrepreneurial skills, such as developing the branding of a product 'Soap Tastic' that is sold in Swansea Market. Leaders are highly committed to providing significant real-life opportunities for pupils, such as leading health and safety checks across the school, and running their local community café and school bank. Leaders describe clearly how these real-life opportunities give pupils confidence to play a full part in society.

Leaders have focused well on implementing a range of national and local priorities. They have begun to improve opportunities to develop pupils' Welsh language skills. Most recently, the school has shared how it develops pupils' mathematical and numerical skills in real life situations, for example in the development of Graigo's Café and running the school's 'Money Spiders' bank.

The school has outstanding links with a range of partners within and beyond Swansea. Leaders are committed to sharing their good practice with a significant number of schools, a local university and the wider educational system. During these regular events, the school has shared its effective practice in creativity and entrepreneurship. As a result, nearly 30 schools are now involved in an entrepreneurial project in partnership with Swansea Market, where pupils learn how to run a business. The staff also make a strong contribution to improving provision beyond the school and local authority through visits to other schools, hosting visits to their own setting, and leading local and regional events.

Leaders have created highly effective opportunities to support the professional learning of all staff. All staff have purposeful experiences that allow them to develop their own skills and knowledge. All staff, including teaching assistants, can observe and learn from each other's practice. As a result, teaching assistants have improved their support for the teaching of reading. Where staff have developed expert knowledge in an area, they share this with staff in and beyond their own school. For example, the school currently works with a local university to provide opportunities for other schools to develop their provision for entrepreneurship. Staff from the school have shared this expertise both regionally and internationally. For example, they have worked with staff from the international institute for creative entrepreneurial development to share the impact that their work has had on improved pupils' outcomes and understanding of their role within society.

Copies of the report

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

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

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

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

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

Publication Section

Estyn

Anchor Court, Keen Road

Cardiff

CF24 5JW or by email to publications@estyn.gov.wales

This and other Estyn publications are available on our website: www.estyn.gov.wales

© Crown Copyright 2018: This report may be re used free of charge in any format or medium provided that it is re used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.

Publication date: 10/05/2018