



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

A report on

Clwyd Community Primary School

**Eppynt Road
Penlan
Swansea
SA5 7AZ**

Date of inspection: February 2022

by

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

This report is also available in Welsh.

About Clwyd Community Primary School

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| Name of provider | CLWYD PRIMARY SCHOOL |
| Local authority | Swansea |
| Language of the provider | English Medium |
| Type of school | Primary |
| Religious character | |
| Number of pupils on roll | 365 |
| Pupils of statutory school age | 264 |
| Number in nursery classes (if applicable) | 62 |
| Percentage of statutory school age pupils eligible for free school meals over a three-year average <i>(The national percentage of pupils eligible for free school meals over a three-year average in the primary sector is 21.3%)</i> | 55.4% |
| Percentage of statutory school age pupils identified as having additional learning needs (a) <i>(The national percentage of pupils identified as having an additional learning need in the primary sector is 20.6%)</i> | 64% |
| Percentage of statutory school age pupils who speak Welsh at home | * |
| Percentage of statutory school age pupils with English as an additional language | 14.8% |
| Date of headteacher appointment | |
| Date of previous Estyn inspection (if applicable) | 13-11-2012 |
| Start date of inspection | |
| Additional information | |

Data reported is sourced from the latest available Pupil Level Annual School Census. These figures may be slightly different to those observed during the inspection.

Further information is available from the Welsh Government My Local School website: mylocalschool.gov.wales

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

Overview

Nearly all pupils enjoy being at Clwyd Community Primary School and develop positive attitudes to learning. From relatively low starting points when they first join the school, they build a range of skills and strategies that supports them to make very good progress in most areas of learning and in their overall development as confident and ambitious young people. Pupils are proud to belong to the school and play a prominent role in influencing and shaping its life and work. Against the backdrop of the recent pandemic and the challenges that pupils and the community have faced, pupils' progress and attitudes to learning are noteworthy.

The school provides a rich, broad and balanced range of learning experiences and additional provision. This meets the educational and wider needs and interests of pupils very well. Teachers ensure that nearly all learning is purposeful and that, whenever possible, it enables pupils to use existing or newly learnt skills in real life contexts. This means that, as pupils move through the school, they develop a secure understanding of the relevance and importance of their learning. Teachers and support staff have very strong professional skills and knowledge. This includes specialist skills, for example in the school's specialist teaching facilities that enable them to tailor provision to individual needs. Generally, teachers plan learning activities that challenge pupils at the right level. In a few instances, staff miss opportunities for younger pupils to learn through play and to develop their independence. The care, support and guidance provided for pupils are outstanding and support them to flourish at school.

School leaders set a positive and ambitious tone for the school's work. They place a high priority on supporting pupils and families to thrive. Partnerships with parents and specialist agencies are highly effective and make a profoundly positive difference to the school community. Leaders ensure that the school is inclusive, treating all pupils and all families with care, courtesy and respect through its actions and the opportunities it provides. School leaders promote collaboration and teamwork very well. This supports the school to plan and implement improvement strategy effectively. The school keeps its progress towards improvement goals under regular review although monitoring activity does not always focus sharply enough on the difference that this improvement work makes to pupils. Consequently, a few opportunities to drive further improvement in pupils' skills, knowledge and understanding are occasionally missed.

Recommendations

- R1 Ensure that leaders evaluate the difference that improvement initiatives and day-to-day provision make to pupil progress
- R2 Ensure that learning experiences and the learning environment promote free play, creativity and independence for younger pupils
- R3 Address the site safety issue identified during the inspection

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 case studies on its work in relation to inclusion and the purpose driven development of pupils' skills for dissemination on Estyn's website.

Main evaluation

Learning

During their time at Clwyd Primary School nearly all pupils thrive and make good progress from their individual starting points. This includes pupils with additional learning needs in mainstream classes and pupils in the school's specialist teaching facilities. Overall, in the context of the recent pandemic, pupils' progress in developing and applying their skills, knowledge and understanding is impressive.

When pupils first join the school's nursery class, many have relatively poor speech, communication and personal and social skills. However, they make rapid progress, settle into school life quickly and develop positive relationships with staff and their peers. They respond well to routines and engage positively with learning experiences.

During their early years at school many pupils begin to develop their confidence as speakers. They talk enthusiastically about their work and, over time, learn to give extended answers to teachers' questions. As pupils move through the school their speaking skills improve progressively and considerably. Nearly all express themselves confidently, and speak clearly to articulate their thoughts, for instance in a series of podcasts, titled 'ClwydCast', that share views and information about school life and important current issues. Pupils in the specialist teaching facility use a range of strategies successfully to develop their communication skills. For example, younger pupils use symbols to form sentences to respond to questions or to make choices.

Most pupils make good progress in developing their Welsh language skills and become confident to speak Welsh in a range of situations. Younger pupils use familiar words, phrases and sentences to talk about themselves and their feelings. As they move through the school they become proficient in using more complex sentences and a wider range of vocabulary, for example to discuss where they live and the characteristics of their families.

Overall, pupils' reading skills develop well. Younger readers develop an understanding of the relationship between letters and sounds and how sounds combine to form words. They begin to read with increasing fluency and understanding. They show an enjoyment of stories and traditional tales. As pupils move through the school, they build on this progress and, over time, they develop a good range of strategies to become fluent readers. For example, they use contextual clues to work out the meaning of challenging words. Most pupils identify favourite texts and authors although the range of books that they read is fairly narrow.

From a young age, most pupils show enthusiasm for writing when experimenting with mark making. They go on to write with increasing freedom and independence when expressing their ideas or retelling traditional tales. Older pupils develop a good understanding of the characteristics of different genres. They apply their writing skills purposefully in many contexts, for example to apply for jobs following a job fair, to apply for positions on pupil voice groups or to write persuasive letters to teachers to encourage them to organise school trips for younger pupils. However, a minority of

pupils do not spell or use basic punctuation and grammar accurately. The standard of pupils' presentation of work is too variable.

Most pupils make good progress in developing their mathematical skills and understanding. Younger pupils use resources such as cubes and dice well to develop their early understanding of number. They measure length accurately using standard units, for instance to work out the length of Rapunzel's hair. Pupils in the specialist teaching facility work well to gather and interpret data and to develop their understanding of the properties of 2D shapes. Most older pupils work well with the four rules of number, shape, measure and develop good data handling skills. They regularly apply their numerical skills in real life contexts for example to calculate profit and loss in the context of a party.

Most pupils develop and use an appropriate range of digital skills. For example, older pupils write simple codes for games, they create graphs, data bases and green screen presentations. They use skills appropriately to support learning across the curriculum. Across the school, most pupils regularly apply their literacy, numeracy and digital skills well in combination. For example, younger pupils use their speaking, number and digital skills to programme a floor robot.

Pupils develop appropriate levels of independence as they move through school. From a young age, most engage with tasks independently, for example to complete challenges that have been set. However, younger pupils' play and creative skills do not always develop as well as they could. In most instances, this is because tasks are overly structured by adults and opportunities for free play as a part of planned learning are fairly limited. Older pupils engage with challenges independently, for example to evaluate and explain the potential impact that online posts may have on the feelings of readers. Pupils engage enthusiastically with creative and problem solving opportunities related to real life contexts, for example to create homes for meerkats at the local zoo.

Well-being and attitudes to learning

Nearly all pupils have readjusted to school life remarkably well since September 2021 following an incredibly challenging period. Their resilience and positive attitudes to learning are outstanding and have supported them to make up for lost time particularly well. Almost without exception, pupils show great pride in themselves, their school and their work. They value and respect the learning opportunities they receive and make the most of lessons and the many clubs and additional activities that they attend regularly and in good numbers.

Nearly all pupils progressively develop many of the attributes they need to succeed as learners as they move through school. They are ready and eager to work at all times and focus well to complete tasks. They are keen to take on new challenges and show resilience when doing so by using a range of techniques to keep going when things get tough. For example, they try to solve problem themselves by drawing on their skills or what they already know before asking a friend, a teacher or other adult. Nearly all pupils develop confidence by sharing their work with others in the school and beyond, for instance through podcasts. They develop well as ethical, informed citizens, especially through their work about local and world current affairs,

such as recent conflicts or health issues. They engage positively with the many thoughtful opportunities that the school provides, to try new things.

Overall, pupils' behaviour is exemplary. Nearly all show high levels of respect for each other and adults at all times. They take an active role in promoting a positive ethos at the school, for example by visiting classes after break times to award points for positive behaviour. During lessons nearly all pupils allow others to share ideas and they show respect when others have a different opinion.

Most pupils feel that staff listen to their views and encourage them to make decisions about matters that concern them or affect their education, happiness and well-being. Pupils take full advantage of opportunities to be influential, for example through their work in a considerable number of pupil voice groups. These groups include a Safety Squad, and a Rights Respecting group that helps pupils to recognise and promote the children's rights in accordance with the principles of the United Nations Convention on the Rights of the Child (UNCRC). Over time, nearly all pupils develop a secure understanding of their rights, for example by creating class charters that set out agreed expectations for pupils.

Nearly all pupils feel safe and secure at school. They are confident that the school is committed to their well-being and to supporting them to develop and grow as individuals and as members of the school and wider community. They show great enthusiasm when talking about the extensive range of well-being opportunities available, such as emotional literacy support or small group sessions to learn about positive relationships.

Most pupils respond really well to effective questioning and verbal feedback during lessons. As a result, they know how to make improvements to their work during lessons and this supports them to make consistently good progress. However, pupils' responses to teachers' written feedback are more variable. Most pupils reflect well on their learning, for example to check whether their work meets the expectations set out prior to the task. Pupils' ability to provide and respond to feedback from peers is at an earlier stage of development.

Owing to the coronavirus pandemic, inspectors will not report pupils' rates of attendance during the academic years 2020-2021 and 2021-2022. Inspectors will, however, consider the school's provision for monitoring and improving attendance as part of inspection area 4.

Teaching and learning experiences

Leaders and staff have worked strategically to design and implement a curriculum that matches the principles and ethos of the Curriculum for Wales. This work was well underway prior to the onset of the pandemic and has clearly had a positive influence on pupils' progress and attitudes to learning. Since their return to full time school in September 2021, pupils have shown a good capacity to draw upon prior learning experiences and this has helped them to move forward rapidly in recent months.

Staff have collaborated to develop a bespoke and purpose driven curriculum that responds specifically to the school's unique context. It meets the needs and interests

of its pupils very well. Overall, teaching is successful in supporting the implementation of the school's curriculum. In particular, the school's 'everything with a purpose' mantra sets out the clear expectation that staff maintain a sharp focus on what they are aiming to achieve in lessons and over time. As a result, most teaching is effective and leads to positive progress and outcomes for pupils.

The development of the key skills of literacy, numeracy and digital competence is the spine of the school's curriculum. Teachers plan effectively for the progressive development of these skills either explicitly, for example when teaching pupils to develop early reading skills, or as part of cross curricular learning. Teachers plan a range of engaging topics such as 'Masterpiece', which has an emphasis on expressive arts and 'Roots and Routes' with a humanities focus. Additional innovative strategies, such as a Pop-up Shop where pupils sell products they have made, support the development of pupils' skills particularly well. Older pupils use these opportunities well to develop their entrepreneurial and financial skills and to build an understanding of the rewards of hard work. They see tangible results for their efforts. For example, the school put the profits towards buying a minibus that now provides access to new experiences.

Provision to develop pupils' Welsh language skills is effective. As they move through school, pupils make notable progress in the range of vocabulary and sentence patterns that they use. Their confidence and capacity to use Welsh, particularly after the recent pandemic, are a credit to the school's commitment and approach to teaching the language.

Teams of staff collaborate effectively to plan learning experiences each week. This ensures consistency in the range of learning experiences offered to pupils in the different age groups across the school. It also enables staff to share strategies for delivering these experiences and to reflect on what has worked well for pupils and what has been less successful. Nearly all teachers use assessment to inform next steps for learning. They use a range of strategies and usually support and challenge pupils at the right level. This includes the effective deployment of support staff who often provide extra help for pupils who need additional support. Nearly all staff have high expectations for pupil progress and ensure that learning moves forward at a good pace. Effective questioning techniques and verbal feedback support pupil progress well. The impact of teachers' written feedback is more variable.

Where appropriate, teachers and support staff use specialist strategies to meet the needs of individual pupils. For example, staff in the specialist teaching facility use techniques to support pupils' physical development and to enable them to communicate their needs and make choices. Systems for tracking learning over time focus successfully on pupils' well-being and the progress they make. This information supports staff to identify all pupils who may need extra support with their learning.

Teachers work in accordance with many of the principles of early childhood development. They provide many opportunities for active learning and hands-on experiences. However, the learning environment for younger children does not always enable pupils to access or select their own resources and develop their independence. Open ended provision, such as role-play and block play, support children's learning well. However, learning experiences are generally directed by adults and there are not enough opportunities for free play as a part of the learning

process. This limits opportunities for children to explore, try things out and develop their own ideas. Support staff play a key role in supporting the progress of young pupils. However, in a few instances they provide too much support for pupils, which limits opportunities for pupils to overcome challenges themselves and develop independence.

Since September, the school has made good progress in reintroducing many aspects of its provision, including a variety of purposeful educational visits. For example, younger pupils visited Penlan library during their 'Once Upon a Time' topic. Visits to places such as Tawe Copperopolis, in connection with their studies, extend pupils' knowledge of the local environment, Welsh history and culture effectively.

Care, support and guidance

The quality of care, support and guidance provided for pupils and their families is outstanding. The school maintains a constant focus on inclusion and improving all pupils' well-being. A powerful example of this commitment is the 'Super Teams League', initiated and organised by staff at the school. This innovative provision enables pupils from the specialist teaching facility to represent their school in football. This venture has been highly successful, and the school collaborates effectively with other schools with specialist teaching facilities successfully to widen its reach and impact.

The school treats pupil voice groups with considerable respect and gives them a mandate to lead change. A variety of pupil groups and representatives work together to write their own pupil development plan with a focus on how they feel the school should improve its provision for literacy, numeracy and teaching and learning. The school provides opportunities for pupils to learn about democracy and the role of government. For example, a group of pupils recently met with the Prime Minister at 10 Downing Street to discuss climate change.

The school curriculum supports pupils' health and well-being successfully. For example, staff implement a whole school approach to well-being, which is tailored to the different needs of each class. There are valuable opportunities for pupils to develop their understanding of equality and diversity. For instance, Year 6 pupils learn to challenge any preconceptions they may have about gender and race.

Across the school, familiar routines support pupils successfully. For example, the check-in system at the start of the school day helps to settle pupils for learning while the 'check-out' at the end of the day ensures that issues arising during the day are dealt with before pupils go home. All pupils and adults have a 'one page profile' that outlines their interests, how they like be supported to learn and the things they are working to improve. These profiles show the detailed knowledge that school staff have of the individual qualities of each pupil and help to support learning and wellbeing.

The school has effective strategies to identify and meet pupils' additional learning needs. Regular review meetings focus on pupils' individual plans and place the child at the heart of the process. These meetings focus on what is working well and what could be better to support pupils to make progress. The school has a well thought out plan for a smooth transition to the new additional learning needs system. Provision to

support pupils with additional needs is strong and effective across all classes. Staff in the specialist teaching facility know their pupils well and provide bespoke support to match individual needs.

Pupils in all classes have access to an extensive range of extra-curricular activities that they request. This includes trampolining, homework support, weeding and authors club. These clubs enhance pupils' well-being and enable them to broaden their horizons and develop new interests. The school has a strong track record of providing pupils with valuable opportunities to develop their awareness of local, national and international cultures. For example, teachers take full advantage of opportunities to develop pupils' understanding of other cultures when children join the school from other parts of the world. Provision to support pupils' spiritual development is effective. The school has a strong relationship with the local church and ensures that acts of collective worship provide appropriate opportunities for pupils to reflect on important issues and values.

The school has a comprehensive range of strategies and process to promote and support positive rates of attendance. It shows a high level of commitment to keeping learners safe through its culture, ethos and the learning experiences it provides. Generally, arrangements to safeguard pupils meet requirements. However, an issue related to site safety was brought to the attention of school leaders during the inspection.

Leadership and management

The headteacher provides highly effective leadership and sets an extremely positive tone for all aspects of the school's work. He has established a strong team ethos at the school. School leaders and staff have a strong understanding of the needs of the pupils and the local community. They work passionately and with commitment to meet these needs. As a result, the school is a vibrant learning community. At its heart, is a caring and inclusive culture that ensures that pupils feel a secure sense of belonging and develop the confidence and skills to engage positively with learning experiences. Senior leaders have high expectations of themselves and their staff as well as for the progress and well-being of pupils. They have high aspirations, are ambitious for pupils' futures and seek out opportunities to influence pupils' lives positively through the curriculum and wider experiences. Overall, leaders establish and maintain a strong safeguarding culture at the school.

The school's work in partnership with parents and support agencies is exemplary. There is considerable trust and a shared belief that the school is doing the right thing for pupils and always acting in their best interests. Parents have opportunities to attend workshops focusing on literacy, numeracy and family learning. They also attend sessions from guest speakers on a range of topics, including mental health and anxiety. Specialist agencies attend the school regularly to provide parents with direct support and advice. The pupil-run café enables parents to meet and develop relationships; this is particularly beneficial to those with children in the STF who often live outside the school's traditional catchment area. Staff at the school support parents sensitively, for example with behaviour management. Parents also have good opportunities to influence issues of interest through a range of parent groups.

Across the school, staff understand and carry out their roles effectively. Leaders have established a positive culture of collaboration and support amongst staff. Staff feel empowered, supported and trusted. They respond well to this team culture as exemplified in their work to plan lessons, sequences of lessons and themes to ensure consistency in the learning offer for pupils. Staff collaborate well with people beyond the school. For example, they work purposefully with other schools with specialist teaching facilities to improve aspects of pedagogy and to develop literacy and numeracy provision in the local cluster of schools.

The leadership structure and distribution of roles and responsibilities is effective and supports the school's drive for continuous improvement. Arrangements for the performance management and professional learning of staff support these aspirations well. School leaders are committed to staff development. They create opportunities for teachers to grow into leadership roles and for support staff to progress their careers, for instance by supporting teaching assistants to qualify as teachers.

Leaders work well to address national and local priorities. This includes the Curriculum for Wales, additional learning needs reform and recovery following the pandemic. Plans to address these priorities fit together and complement each other well. There is a strong sense of shared strategic direction and responsibility for delivering against school priorities amongst all staff. As a team, they turn these priorities into action successfully.

Leaders have embraced the opportunity to develop a purpose driven curriculum in accordance with the principles of the Curriculum for Wales. They ensure that there is shared understanding of the purpose of the curriculum in the context of Clwyd Primary school and the community it serves. Leaders have developed a unique approach that supports staff to plan and deliver lessons and experiences effectively to support pupils' progress and well-being.

The school has a good track record of implementing and sustaining improvement initiatives. This culture of continuous improvement and the embedded nature of effective strategies meant that the school had well-established foundations to build upon when it re-opened fully in September 2021. Leaders know their school well and select the most appropriate areas for improvement, ensuring that they address both local and national priorities successfully. Pupils have appropriate influence over school improvement work through the pupil improvement plan.

Arrangements to monitor the school's work involve leaders, governors, staff, pupils and parents appropriately. Leaders use monitoring activities well to ensure that improvement work is taking place. However, this work is not always focused sharply enough on evaluating the impact that the school's actions have on improving the progress pupils make and the standards they achieve.

The governing body understands and discharges its duties effectively. Governors have a secure understanding of the school's improvement priorities and the rationale behind these. They understand their role in supporting the school to implement its improvement strategy. The chair of governors is in charge of the adjoining children's centre and this promotes positive collaborative working with the pre-school setting. Governors contribute appropriately to monitoring activity and this helps them to keep

up to date with the school's progress in implementing improvement work. They ensure that the school has appropriate arrangements to promote healthy eating and drinking.

The school uses its pupil development grant funding effectively to ensure high levels of support for disadvantaged pupils and to provide experiences that they might not otherwise have. Experiences include team building activities, such as rock climbing, skateboarding, surfing and working with authors and artists. Such experiences raise pupils' awareness of what the world has to offer and support them to develop new skills and interests.

Evidence base of the report

Before an inspection, inspectors:

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

During an inspection, inspectors normally:

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

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

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

Copies of the report

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

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

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

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