

**Inspection under Section 163 of the
Education Act 2002**

**Craig-y-Nos School
Clyne Common, SA3 3JB**

School Number: 6706008

Date of Inspection: January 2006

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

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**BUDDSODDWR MEWN POBL.
INVESTOR IN PEOPLE**

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- ▲ primary schools;
- ▲ secondary schools;
- ▲ special schools;
- ▲ pupil referral units;
- ▲ independent schools;
- ▲ further education;
- ▲ adult community-based learning;
- ▲ youth support services;
- ▲ LEAs;
- ▲ teacher education and training;
- ▲ work-based learning;
- ▲ careers companies; and
- ▲ the education, guidance and training elements of Jobcentre plus.

Estyn also:

- ▲ provides advice on quality and standards in education and training in Wales to the National Assembly for Wales and others; and
- ▲ makes public good practice based on inspection evidence.

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Introduction

Craig-y-Nos School was inspected as part of a national programme for the inspection of independent schools under section 163 of the Education Act 2002. The main purpose of inspection under this section is to report on compliance with the Independent Schools Standards Regulations 2003. In schools that provide non-maintained nursery education, this report also satisfies the requirements of Schedule 26 of the School Standards and Framework Act 1998.

In addition, inspection reports identify good features and shortcomings, so that a school may improve the quality of education it offers and raise the standards its pupils achieve. The inspection of all independent schools within a six-year cycle is also designed to give parents information about the performance of their child's school.

The inspection of Craig-y-Nos School took place between 16 January 2006 and 18 January 2006. A team of inspectors from Estyn, Her Majesty's Inspectorate for Training and Education in Wales, undertook the inspection. Estyn is a statutory body independent of, but funded by, the National Assembly for Wales.

The team made its judgements having considered 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. The report is written in accordance with Estyn's Common Inspection Framework (which is available at www.estyn.gov.uk).

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

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

Year groups and key stages

Independent schools use a variety of systems for numbering year groups. This report, however, uses 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 and parents.

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 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	Y 1	Y 2	Y 3	Y 4	Y 5	Y 6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y 7	Y 8	Y 9	Y 10	Y 11	Y 12	Y 13
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

Although independent schools are not required to follow the National Curriculum, we use these terms for convenience.

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Context

The nature of the provider

- 1 Craig-y-Nos School is a well-established school that was founded in 1920 near the centre of Swansea. The school moved to its present rural site on Clyne Common in 1983. The proprietor joined the teaching staff in 1976 and became headteacher in 1984. The school became a limited company and ceased to be a charitable trust in 1992.
- 2 The main school building is a late Victorian country house set in two acres of grounds. The accommodation has been extended in recent years with the addition of a separate playgroup building and the new, well-equipped sports hall.
- 3 The school is co-educational, with a few more boys than girls. The playgroup takes children on a flexible part-time basis from the age of two years. Children may join the nursery class at the start of the year of their fourth birthday, attending as many days as is desired. Some parents prefer their children to continue to attend the playgroup part-time. There are 93 pupils on roll, excluding the playgroup, 16 of whom are in the nursery and reception classes. There are separate classes for each year group throughout the school. Class size varies from seven to 16 pupils.
- 4 Most pupils live in Swansea or on the Gower peninsular. The school operates a minibus service to provide transport within the city boundaries.
- 5 Most pupils transfer at the age of 11 years to independent secondary schools in Swansea or Llanelli or to the local comprehensive school. The school has strong links with these schools and a good record of pupils going on to the secondary schools of their first choice.
- 6 The school is inclusive and welcomes children from all backgrounds and abilities. Siblings are given priority for places. The school invites prospective pupils to attend an informal interview with the headteacher.
- 7 Approximately 5% of pupils are from minority ethnic groups. All pupils speak English as a first language and only a small number speak some Welsh. The school offers additional support for pupils who may have language or special educational needs and about 7% of pupils currently receive some extra help. The school reports that none of the pupils are socially disadvantaged. No pupils are supported by any state funding.
- 8 The school's aims are to:
 - provide an ordered, caring environment in which every pupil can feel safe and secure and be able to enjoy school life and be happy in school;
 - provide a broad, deep education that enables every pupil to develop their talents and achieve their potential;

- encourage responsibility; and
 - provide and promote a full range of cultural, social and sporting opportunities.
- 9 The school has no religious affiliation but holds a weekly assembly that is broadly based on Christianity. Lessons are in English and the school encourages pupils to learn and use some Welsh.
- 10 Estyn monitored the school in 1997 as part of the arrangements for registration required by the Welsh Assembly Government.

The school's priorities and targets
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- 11 The staff have carried out an initial self-evaluation procedure for each subject of the curriculum and identified some areas for improvement. The school development plan for 2005-2006 includes improving:
- the quality of self-evaluation and action-planning;
 - the quality of pupils' written work;
 - opportunities for Cwricwlwm Cymraeg in a few subjects;
 - the school building by, for example, adding a science laboratory; and
 - pupils' lunch arrangements.

Summary

Tables of grades awarded

12 The inspection team judged the school's work as follows:

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

Standards of achievement

Standards for the under-fives are as follows:

Language, literacy and communication	1
Personal and social development	1
Mathematical development	1
Knowledge and understanding of the world	2
Creative development	2
Physical development	2

The grades awarded in the subjects inspected are as follows:

Subject	Key Stage 1	Key Stage 2
English	2	2
Welsh 2 nd language	n/a	2
Mathematics	2	2
Science	2	2
History	3	1
Geography	2	2
Art/Design Technology	3	3
Music	2	1
Physical Education	n/a	2
Religious Education	3	3
French	2	2

- 13 Overall, standards of achievement are good and pupils make good progress in their learning. Children under-five achieve outstanding standards in the areas of language, literacy and communication, in mathematical development and in personal and social skills. In these areas, these children achieve more than would usually be expected of children of their age, ability and background.
- 14 Pupils in key stages 1 and 2 achieve good standards in most subjects. In key stage 2, pupils achieve outstanding standards in history and music. Standards are lower in a few subjects where there are some shortcomings and these include history in key stage 1 and in religious education (RE), art and design technology (DT) in both key stages.
- 15 Pupils take National Curriculum Standard Attainment Tests (SATs) at the end of key stage 2. In 2005, almost all pupils attained at least level 4, with 60% of pupils attaining level 5 in both English and maths, and 40% attaining level 5 in science. These attainments reflect good achievements for these pupils.
- 16 Most pupils make good progress in developing numeracy and communication skills. These pupils speak clearly and listen well. They are competent in using information communication technology (ICT) to research, to experiment as when using keyboards in music, and to present work.
- 17 Most pupils start to read at a young age and most are fluent readers by key stage 2.
- 18 All pupils write well for a range of different audiences and purposes. In key stage 2, pupils know how to redraft to improve their work. Most of them can use vocabulary very well in their writing and know how to adapt it for different situations, such as an advert or a playscript. However, pupils do not always present their work well enough and their handwriting can be careless.
- 19 Pupils are polite and well-behaved. They develop very good personal, social and learning skills.
- 20 Attendance rates are very good and pupils are generally punctual.

The quality of education and training

- 21 Most teaching is at least good and teachers have good knowledge of their subjects or areas. Relationships are very good.
- 22 The main good features of the teaching are that teachers:
 - plan learning activities in lessons well, so that the pace is appropriate and pupils are clear about what is expected;
 - engage pupils very well and deepen their interest;
 - challenge pupils;
 - encourage self-esteem in pupils and give them confidence to try new things;

- take good account of the needs of individual pupils; and
 - offer variety in the organisation of the lesson so that pupils have opportunities to work in pairs or groups.
- 23 In the small number of lessons where teaching has shortcomings, it is usually because work is not planned well enough to meet the learning needs of all pupils in the class or group.
- 24 The school uses a range of appropriate assessment tests to measure pupils' progress and compare their performance with those in other schools. Most teachers mark pupils' work appropriately.
- 25 The school screens all pupils in key stage 1 in order to identify and arrange appropriate support for any specific learning difficulties. A few pupils have appropriate additional help from a visiting specialist teacher. Some others receive support within the school and teachers need to plan for this work more carefully. Teachers liaise informally but do not plan well enough together to meet the needs of these pupils. Some pupils with additional learning needs do not have individual education plans or targets.
- 26 The broad and balanced curriculum is based on the National Curriculum. Pupils learn Welsh as a second language and some French. There are no discrete lessons in Information Technology (IT) but pupils have plenty of opportunity to develop their skills during lessons in other subjects.
- 27 The school offers a range of extra curricular activities that includes an orchestra, choir, ballet and sports. The sports programme is a strength of the school.
- 28 The school effectively promotes pupils' spiritual, moral, social and cultural development.
- 29 Staff support and care for pupils well. There are appropriate procedures to ensure fire safety and for first aid. The school has adequate arrangements for the care of pupils who are ill.

Leadership and management

- 30 The headteacher is very committed to the work of the school. He provides good leadership and ensures that the day-to-day running of the school is efficient and effective. The school has clear aims and values.
- 31 The good features of leadership and management in the school are:
- the promotion of very good relationships so that everyone in the school feels valued;
 - the positive outlook towards new initiatives;

- the involvement of staff in developing better strategies and policies for the school;
- the awareness and enthusiastic promotion of some national priorities such as sustainability and the Cwricwlwm Cymraeg; and
- the strong development of community links that include partnerships with secondary schools and the local education authority.

32 The shortcomings in leadership and management are:

- the limited time that the headteacher has for monitoring the work of the school; and
- the lack of a formal appraisal system to inform staff about the quality of their performance and identify training needs.

33 The school meets most of the requirements for registration by the National Assembly for Wales but there are some areas that need attention. These are shortcomings.

34 The school has started to develop a process of self-evaluation to identify areas where the school could improve. It produced a self evaluation report that gives details of the work in different classes but does not give an overall picture of the work of the whole school. The report does not link well enough to the school development plan.

35 Individual teachers have evaluated their own practice and work in areas or subjects for which they are responsible and have shared their findings. However, the evaluation is not rigorous enough. For example, teachers do not monitor each other's teaching or look at a range of pupils' work to evaluate standards across the school.

36 The school has enough appropriately qualified and experienced staff, who are effectively deployed.

37 The accommodation and learning resources are generally of very good quality. Some of them are outstanding and these are:

- the large, new very well-equipped modern sports hall that provides space for a wide range of activities;
- the range of new books of very good quality in most classes; and
- the wide range of musical instruments of good quality, including orchestral instruments that pupils can borrow.

38 The school manages its finances well and provides very good value for money.

Compliance with the regulations for registration

The quality of education provided by the school

39 The school meets the regulatory requirements for this standard.

The spiritual, moral, social and cultural development of pupils

40 The school meets the regulatory requirements for this standard.

Welfare, health and safety of pupils

41 The school does not meet the regulatory requirements for this standard.

42 Although the school meets almost all of the regulatory requirements for this standard, in order to comply fully with the Independent Schools Standards Regulations 2003, the school should:

- have more regard to its health and safety responsibilities (by completing registration with Care Standards in Wales); and
- improve its child protection policy by making it more detailed and up-to-date and by arranging suitable training for staff [3(2b)].

The suitability of proprietors and staff

43 The school meets the regulatory requirements for this standard.

Premises of and boarding accommodation at schools

44 The school does not meet the regulatory requirements for this standard.

45 Although the school meets almost all of the regulatory requirements for this standard, in order to comply fully with the Independent Schools Standards Regulations 2003, the school should:

- produce a plan to improve future access for disabled children and their parents [5(v)].

The provision of information

46 The school meets the regulatory requirements for this standard.

The manner in which complaints are to be handled

47 The school meets the regulatory requirements for this standard.

Recommendations

- 48 The school should:
- R1 take steps to comply fully with the regulations for registration;
 - R2 strengthen the role of subject leader to include a greater emphasis on monitoring and evaluating teaching and learning as part of the self evaluation process;
 - R3 plan more effectively to ensure that learning activities match pupils' ages and abilities, and provide for continuity and progression in their learning;
 - R4 improve the provision for pupils with learning difficulties, especially in respect of planning, target setting and the liaison between class teachers, specialist staff and parents; and
 - R5 identify and support the professional development needs of staff more effectively and, in particular, introduce systems of staff appraisal and formal induction for newly qualified teachers.
- 49 Since the inspection report notes that the school does not meet one or more of the standards required for registration, the National Assembly for Wales will require the proprietor to submit an action plan within a specified period of time. This plan must set out the steps that the school will take to meet the standards, and the timescale within which it will complete each step.
- 50 Estyn advises the proprietor to amend the current development plan to show what action the school intends to take in response to the recommendations. It is also advisable to circulate this plan, or a summary of it, to all parents at the school.

Standards

Key question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

51 In its self-evaluation report, the school judged this key question as Grade 3. The inspection team awarded a higher grade because there are many good features and few shortcomings in the standards pupils achieve.

52 Pupils' standards of achievement in the lessons inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
13%	64%	21%	2%	0%

53 Overall, in relation to other schools and pupils with similar backgrounds, pupils achieve well. Some pupils with identified specific learning needs make good progress but a few do less well.

54 Children aged under-five make very good progress particularly in developing good personal and social skills. These children also achieve very good standards in mathematical development and the areas of language, literacy and communication in nursery and reception classes.

55 Most pupils make good progress in developing their key skills. Generally, pupils:

- listen well to teachers and each other;
- are confident speakers who contribute well in class, expressing their opinions and arguments clearly; and
- read competently using appropriate expression and intonation.

56 Most pupils usually write well using a wide range of vocabulary for a range of purposes in all subjects. However, pupils do not always present their written work well enough.

57 Standards in numeracy are good. Pupils:

- apply numerical skills well in various subjects;
- use and interpret a variety of graph styles to illustrate data and assist their analysis; and
- understand how to measure accurately and use measurement appropriately, when required.

- 58 Standards in information and communication technologies (ICT) are good. Pupils are able to apply the skills they learn in one subject, such as maths, in other areas of the curriculum.
- 59 By the end of key stage 2, most pupils can:
- use computers effectively as important tools for learning;
 - produce good word processing and desk-top publishing;
 - record and save information;
 - create and use spreadsheets;
 - analyse data using a range of graphs; and
 - carry out effective research using programs and the internet.
- 60 Most pupils develop their personal, social and learning skills very well. These pupils:
- have good attitudes to work and are generally well motivated;
 - work together well in pairs or groups;
 - have good problem-solving skills;
 - are polite and well behaved; and
 - have very good levels of attendance and punctuality.
- 61 The majority of pupils work well independently.
- 62 Pupils are not always aware of their own progress or of how they can improve their information communication technology (ICT) skills.
- 63 Most pupils make good progress in understanding and responding to the needs of different people in school, in the local community and in the wider world. These pupils are supportive and caring towards younger children and have a good understanding of the importance of conservation, sustainable development and global citizenship.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

64 In its self-evaluation report, the school judged this key question as Grade 3. The inspection team awarded a higher grade because most teaching is good.

65 The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
13%	64%	17%	6%	0%

66 In the most effective lessons, teachers:

- plan learning activities well so that the pace is appropriate and pupils are clear about what is expected;
- engage pupils very well and deepen their interest;
- challenge pupils; and
- encourage self-esteem in pupils and give them the confidence to try new things.

67 Many other lessons are also good because teachers:

- explain lesson objectives clearly to pupils;
- know their subject well and convey their own enthusiasm;
- know the needs of individual pupils well;
- ask questions skilfully and develop pupils' confidence by praising their responses;
- offer variety in the organisation of the lesson so that pupils have opportunities to work in pairs or groups;
- have a very good relationship with pupils; and
- give pupils the opportunity to evaluate what they have learned in the lesson.

68 In subjects such as maths and science, teachers plan good opportunities for pupils to develop their information technology (IT) skills.

- 69 The most common shortcomings in lessons are that teachers do not always:
- use time well; and
 - plan well enough to meet the learning needs of all pupils in the class or group.
- 70 The schemes of work do not give teachers enough information and detail to help them plan work.
- 71 The good features in the assessment are:
- the appropriate baseline assessment tests at the beginning of the reception year that track children's progress towards meeting the school's early learning goals;
 - the screening of all pupils on entry to key stage 1 to identify any specific learning needs;
 - the use of National Curriculum tests to help to evaluate progress and compare it with that of pupils in other schools;
 - the use of various standardised tests to check pupils' progress, for example in reading and spelling;
 - marking that clearly tells pupils what they must do to improve their work; and
 - the sharing of information with parents in appropriate written reports and at formal meetings.
- 72 However, some teachers:
- discuss pupils' progress too informally and do not use the information to plan lessons;
 - do not plan targets for improvement and share them with the pupils; and
 - do not comment on poorly presented work to make pupils aware of the need to improve.

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

- 73 In its self-evaluation report, the school judged this key question as Grade 3. The inspection team awarded a higher grade because there are more good features in the school's provision than shortcomings.

74 The good features are:

- a curriculum and range of activities that promote the ethos and values of the school;
- a broad and balanced curriculum that includes planning for the Cwricwlwm Cymraeg;
- a good range of extra curricular activity that includes choir, orchestra and sports teams that play matches against other schools;
- encouragement for pupils to gain awards for sport and other activities, either within or outside school;
- a weekly assembly that builds community spirit, provides effectively for pupils' spiritual and moral development and encourages pupils to celebrate each other's success;
- opportunities for pupils to develop personal and social skills through a personal and social education programme linked with religious education;
- opportunities for developing pupils' basic and key skills across the range of curriculum subjects and through extra curricular activities;
- effective links with the community that offer insights to the working world;
- good partnerships with parents;
- good use of the local area for fieldwork and developing wider knowledge through, for example, an annual trip to France for Years 5 and 6;
- positive promotion of the national identity of the school within Wales;
- the good contribution that sustainable development and global citizenship make to pupils' understanding of the world in which we live; and
- the appropriate range of opportunities, such as raising funds and running a tuck shop, that pupils have for developing entrepreneurial skills.

Key question 4: How well are learners cared for, guided and supported?

Grade 3: Good features outweigh shortcomings

75 In its self-evaluation report, the school judged this key question as Grade 3. The findings of the inspection team match the judgement made by the school.

76 The consistently good features of the school's provision for care, support and guidance are:

- the small classes where teachers know pupils well and give good support;
- the effective diagnosis of individual learning needs;
- a good level of support for pupils with additional learning needs, including specialist teaching for some;
- the effective links with external agencies, for example for secondary school transfer or if pupils need further diagnosis of their learning needs;
- the good monitoring procedures that help to ensure punctuality;
- a policy that results in a high level of attendance and appropriately discourages parents from taking holidays in term-time;
- the effective emphasis on encouraging good health and well-being such as the provision of healthy lunches;
- appropriate strategies for first aid that include a good level of staff training;
- suitable arrangements to ensure fire safety that include regular fire drills and a risk assessment;
- good arrangements for the induction of new pupils and for the transfer of pupils to secondary schools;
- effective policies to reward and encourage good behaviour;
- good measures to eliminate bullying that ensure that pupils know what they should do and that the school is effective in dealing with any incidents;
- the creation of a harmonious community where everyone is valued equally regardless of gender, ability, race or culture;
- the celebration of different world festivals and customs that promotes equality for all; and
- the full records checks that have been carried out on all recently appointed staff.

77 However, there are some important shortcomings in the provision because:

- the policy for child protection does not provide sufficient detail and staff are not aware enough of their responsibilities;

- the school considers the needs of individuals as they arise rather than on the basis of a formal written plan to improve access to the curriculum and buildings for people with disabilities, as required by the Disability Discrimination Act 2005;
- liaison between staff is informal and they do not plan well enough together to meet the needs of pupils with additional learning needs; and
- pupils who receive support from the specialist teacher have individual education plans and targets but other pupils with additional learning needs do not, and this affects their progress.

Leadership and management

Key question 5: How effective are leadership and strategic management?

Grade 3: Good features outweigh shortcomings

- 78 In its self-evaluation report, the school judged this key question as Grade 3. The findings of the inspection team match the judgment made by the school.
- 79 The headteacher is very committed to the work of the school. He provides good leadership and ensures that the day-to-day running of the school is efficient and effective. There is no other senior teacher or deputy but each teacher is responsible for leading an area of the curriculum. The school has clear aims and values. It offers pupils a very broad range of appropriate activities that extend beyond the classroom.
- 80 The good features of leadership and management are:
- the promotion of very good relationships so that everyone in the school feels valued;
 - the way that staff work as a team because of regular meetings to discuss curriculum matters;
 - a positive outlook towards new initiatives and a genuine concern to promote school improvement;
 - involving staff in developing better strategies and policies for the school;
 - the provision of good resources;
 - the development of an informative website to promote the school and provide useful details for parents and others;
 - the awareness and enthusiastic promotion of some national priorities such as sustainability and the Cwricwlwm Cymraeg; and
 - the development of strong community links that include partnerships with secondary schools and the local education authority.
- 81 The school meets almost all of the registration standards required by the National Assembly for Wales.
- 82 The main shortcomings in leadership and management are the lack of:
- monitoring of the school's work by the headteacher, because of his heavy teaching and administration workload;

- a formal appraisal system to inform staff about the quality of their performance and identify training needs;
- targets for improvement for individual members of staff; and
- arrangements for subject leaders to carry out classroom observations to monitor the quality of teaching.

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

Grade 3: Good features outweigh shortcomings

- 83 In its self-evaluation report, the school judged this key question as Grade 3. The findings of the inspection team match the judgement made by the school.
- 84 The inspection team agrees with the judgements made by the school on four of the key questions. However the inspection team awarded a higher grade for three key questions relating to the standards pupils achieve, the quality of teaching and the efficient use of resources.
- 85 The good features of self-evaluation and planning for improvement are that the school has:
- started to develop a thoughtful process of self-evaluation with teachers making an assessment of the quality of provision within their own classes;
 - written a detailed report of the work in subjects and classes and graded its provision;
 - consulted parents and the wider community as part of its self-evaluation process;
 - used information from internal and external assessments well to evaluate the progress pupils are making and to make comparisons with classes in previous years;
 - provided formal meetings and informal opportunities for staff and pupils to say what needs to improve; and
 - used the information to plan for future development in many aspects of school life.
- 86 The shortcomings are that:
- self-evaluation is not yet rigorous enough;

- the school is uncertain about how to make judgements about its provision and so has underestimated the grades it awarded for three key questions;
- teachers do not observe each other's lessons or have an overview of the standards of work of pupils who are not in their classes.
- the school does not use the outcomes of self-evaluation to identify priorities for school improvement and staff training; and
- the self-evaluation report does not give an overall picture of the work of the whole school and is not linked well enough to the school development plan.

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

Grade 1: Good with outstanding features
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- 87 In its self-evaluation report, the school judged this key question as Grade 3. The inspection team awarded a higher grade because there are some outstanding features that the school has not recognised.
- 88 Learning resources are generally of very good quality. The outstanding features are:
- the large, very well-equipped new modern sports hall that provides space for a wide range of activities;
 - the range new books of very good quality in most classes; and
 - the very wide range of musical instruments, of good quality including orchestral instruments that pupils can borrow.
- 89 The good features of staffing are that the school has:
- enough staff with appropriate qualifications and experience who are deployed appropriately and effectively to provide effective support for pupils;
 - specialist teachers in upper key stage 2 classes with good subject knowledge;
 - learning support assistants in some classes;
 - staff with appropriate sports' coaching qualifications who contribute well to the games programme; and
 - additional specialist support teaching for a few pupils with special educational needs, including dyslexia.
- 90 The shortcoming in staffing is that teachers and support staff have limited opportunities to attend training courses and there is no formal induction procedure for newly qualified teachers to gain qualified teacher status.

- 91 There are many good features of accommodation and resources throughout the school including:
- the well-maintained, attractive premises;
 - the extensive site and playing fields;
 - a very well-resourced art studio;
 - the good quality display of pupils' work around the school;
 - plenty of equipment for sports and games;
 - a good range of reference books, audio-visual materials and computer software; and
 - the large number of computers, distributed appropriately.
- 92 The school manages its finances very well.
- 93 The good features of the school's financial management are that:
- the headteacher manages all aspects of the school's business very effectively, setting realistic and prudent budgets;
 - the school has invested a significant sum of money, in recent years, to improve the quality of accommodation and resources; and
 - the school allocates resources appropriately.
- 94 The school provides very good value for money.

Standards achieved in subjects and areas of learning

Under 5s

Grade 2: Good features and no important shortcomings

Personal and social development

Grade 1: Good with outstanding features

Outstanding features

95 The high standard in children's personal and social skills is outstanding for their age and ability. Most children under-five:

- are developing confidence and independence;
- have a good awareness of their own needs and those of others;
- are polite, behave very well, and co-operate with adults and each other;
- show a sensitive and caring attitude to others;
- are able to talk about their feelings, their likes and dislikes with each other and with adults; and
- concentrate and remain motivated for long periods of time, particularly in the nursery class.

Good features

96 Most children under-five:

- are able to follow hygiene routines independently but seek help if needed;
- listen carefully and demonstrate good attitudes towards their play and work; and
- co-operate well with each other and take turns.

Language, literacy and communication skills

Grade 1: Good with outstanding features

Outstanding features

- 97 Some children enter the playgroup with low levels of speaking and listening skills but they quickly improve and the standards reached by the time children are five are outstanding for children of this age.
- 98 They are outstanding because almost all children:
- listen and speak very well;
 - take turns to speak and sometimes use complex sentences;
 - talk to each other and discuss their play and work;
 - seek information and comment from adults; and
 - can name characters from a story and can describe the characters and identify their role in the story well.
- 99 Some children, for example the early readers, are confident in their writing and write full sentences.

Good features

- 100 Most children are able to:
- listen well to stories, understand sequence and can retell stories;
 - can recount events and can make up stories;
 - choose books and handle them correctly while they pretend to read by interpreting the pictures;
 - enjoy sharing rhymes and playing language games;
 - know some sounds and can recognise a few letters and words; and
 - make progress in developing writing and drawing skills.
- 101 Reception children are confidently progressing on the first stages of reading.

Mathematical development

Grade 1: Good with outstanding features

Outstanding features

102 Most 3 and 4 year old children in the playgroup, nursery and reception classes have already achieved the standards in mathematical development expected of most children by the time they are five years-old.

103 Most children:

- use mathematical language in their everyday play to describe size, shape and to indicate more or less;
- recognise and count numbers to 10, many children counting beyond and using number bonds up to 20 well;
- can add on numbers or say how many more are needed to reach a total;
- understand the need to weigh ingredients in order for the recipe to work;
- can describe positions as over, under, behind or in front; and
- can recognise coins and, in the reception class, can give change for purchases in their play shop.

Good features

104 All children are able to:

- count as they play and enjoy singing a range of number rhymes; and
- accurately match and sort a range of objects for different purposes such as animals according to where they live or objects by colour and size.

105 Most children, also, can recognise and name shapes.

Knowledge and understanding of the world

Grade 2: Good with no important shortcomings

Good features

106 Children under-five:

- have a good understanding that they should treat living things with care and concern;

- know that plants need water and sunshine to grow and understand that this takes time;
- talk about their families and homes and can describe a range of jobs people do;
- operate the computer and manipulate the mouse well;
- in reception class, have an idea of the sequence of time and identify the days of the week and seasons;
- know that fruit and vegetables are healthy foods;
- respond well to visitors and ask them appropriate questions; and
- through topic work, the reception children know some features of the arctic and know about animals living in different places.

107 Some children can write using a word processor.

Physical development

Grade 2: Good with no important shortcomings

Good features

108 Children under-five have good physical skills. All children:

- have good awareness of others as they move around the classroom or playground;
- manoeuvre wheeled play vehicles with confidence;
- can identify parts of their body and know they breathe fast when they run; and
- develop good manipulative skills using tools, markers, cutters and scissors.

Creative development

Grade 2: Good with no important shortcomings

109 Most children are able to:

- understand that they can mix colours and nursery children know which colours to combine to make dark and light green;
- imagine that they are someone else or in a different situation as they play with materials and equipment available;

- initiate activities and share ideas, such as in the playgroup where they pretend to be monsters;
- sing, dance or move to music, changing their movements to match the music; and
- express their likes or dislikes about an activity, a picture or a piece of music.

Shortcomings

- 110 Children sometimes prefer to follow precise instructions from adults and to select from a small range of materials.

English

Key stage 1: Grade 2: Good features and no important shortcomings

Key stage 2: Grade 2: Good features and no important shortcomings

Good features

- 111 In key stage 1, most pupils:

- read fluently using very good expression;
- make good progress in recognising tenses;
- retell a story well orally, identifying the most important themes correctly;
- have good knowledge of books by a well-known author; and
- form letters correctly.

- 112 Most older pupils in key stage 2:

- read aloud with confidence and appropriate expression;
- discuss and debate very well;
- use extensive, well-developed vocabulary and accurate spelling in creative writing;
- know how to use a dictionary and thesaurus to extend their vocabulary;
- know how to redraft and edit their work to improve the quality; and
- write well for a range of purposes such as letter writing, advertisements and retelling stories.

Shortcomings

- 113 Many pupils do not take care to present their work tidily. Some pupils do not develop a good standard of handwriting.

Welsh second language

Key stage 1: There was not enough evidence to be able to award a grade.

Key stage 2: Grade 2: Good features and no important shortcomings

Good features

- 114 Most pupils in key stage 2:
- have secure knowledge of vocabulary they have learned in key stage 1;
 - use further vocabulary and develop sentence patterns;
 - can speak with confidence;
 - are developing a good understanding of Welsh culture and history;
 - answer questions about the weather and clothing well, with appropriate responses and good pronunciation; and
 - can take part in the word game activities.

Mathematics

Key stage 1: Grade 2: Good features and no important shortcomings

Key stage 2: Grade 2: Good features and no important shortcomings

Good features:

- 115 All pupils make good progress in work on number, shape and space, and data handling.
- 116 Most pupils:
- use numbers fluently, both in written and mental calculations;
 - make sensible estimates;
 - measure and weigh accurately using grams and kilograms;
 - recognise two and three dimensional shapes;

- measure and calculate angles carefully;
- use mathematical diagrams and graphs effectively to communicate findings and ideas to others;
- explain their work logically, almost always using appropriate mathematical language; and
- use calculators proficiently.

117 More able pupils:

- look confidently for patterns, see connections and apply their learning to unfamiliar situations; and
- calculate effectively with decimals and fractions.

118 Older pupils have a good understanding of the properties of triangles and quadrilaterals.

Shortcomings:

119 More able pupils are not always challenged enough. Some pupils do not use mathematics confidently to solve problems.

Science

Key stage 1: Grade 2: Good features and no important shortcomings

Key stage 2: Grade 2: Good features and no important shortcomings

Good features

120 In both key stages, most pupils:

- develop their ability well to use scientific terminology;
- understand scientific processes;
- make good progress in acquiring new knowledge and skills;
- retain knowledge from previous topics;
- successfully apply facts from their earlier work to solve problems and to help their understanding of new work; and
- link their observations, during practical work, accurately to the theoretical points of the lesson.

121 In key stage 2, most pupils:

- are able to use microscopes and record their observations well;
- plan investigations; and
- make good use of ICT to research for information and to record their results.

Shortcomings

122 A few pupils:

- lack the skills to work independently on an experiment; and
- cannot explain the need for fair testing.

History

Key Stage 1: Grade 3: Good features outweigh shortcomings

Key Stage 2: Grade 1: Good with outstanding features

Outstanding features

123 In key stage 2, pupils can explain key factors in social history and can make reasoned debate about how these factors would influence the way people lived. For example, when learning about the Peasants' Revolt, pupils can debate the issues of war and how they might affect taxation and people's social rights. These pupils can relate these issues to those of other periods and events in history and to our modern world.

Good features

124 In key stage 1, most pupils:

- can study a photograph carefully and describe the features in it;
- make accurate judgements about whether things are new or old and can justify their viewpoint;
- have an idea of time in relation to past, present and future; and
- know that they have grown and changed in their lifetime and that adults and other family members have lived longer and had more experiences.

125 In key stage 2, most pupils:

- show good skill when examining evidence and making judgements on both primary and secondary sources;

- recall key events and key people from history very well;
- have very good chronological awareness;
- understand some influences on people's lives and that have caused change; and
- gain information, research and carry out investigations independently using a variety of sources including the internet.

Shortcomings

126 In key stage 1, pupils are not always:

- clear enough about chronological events and stages of progress; and
- able to distinguish between fact and fiction.

Geography

Key stage 1: Grade 2: Good features and no important shortcomings

Key stage 2: Grade 2: Good features and no important shortcomings

Good features

127 In key stage 1, pupils:

- show awareness of the locality and can describe features such as those they see on their journey to school;
- can use photographs and plans effectively to locate features;
- understand that map symbols represent features;
- understand the principles of map-making and make their own plans and simple maps; and
- know about protecting the environment and are becoming aware of issues through the school recycling programme.

128 In key stage 2, pupils:

- show a knowledge and understanding of geography in the local area and further afield;
- understand how landscapes evolve and change and the effect of humans on landscape;

- read a map well and can interpret what they see;
- use photographs, maps and other evidence to compare and contrast different localities, lifestyles and physical features, such as contour lines;
- use appropriate vocabulary to describe the features and stages of a river;
- use the Internet and geographical computer programs for research; and
- understand how to collect and use data base information to support their enquiry and record their findings well.

Art/Design Technology

Key Stage 1: Grade 3: Good features outweigh shortcomings

Key Stage 2: Grade 3: Good features outweigh shortcomings

Good features

129 In key stage 1, most pupils:

- use pastels effectively to draw;
- draw and paint details of musical instruments carefully from direct observation;
- use paint and glue appropriately to reproduce examples of pictures and models designed by the teacher; and
- use tools confidently.

130 In key stage 2, some pupils:

- develop knowledge of the work of different artists from books and the internet;
- choose from a range of materials with confidence;
- use colour effectively in painting;
- are imaginative in their designs; and
- apply careful use of line, shape and form, when copying images in pencil drawing.

Shortcomings

131 In both key stages, pupils do not:

- experiment enough with a wide range of resources to create work in three dimensions; or
- develop their knowledge of the work of different artists in a planned way.

132 In key stage 2:

- many pupils are not readily able to draw from observation; and
- some pupils are not confident in making choices of materials and resources and do not complete enough work in the lesson because of this.

Music

Key Stage 1: Grade 2: Good features with no important shortcomings

Key Stage 2: Grade 1: Good with outstanding features

Outstanding features

133 In Year 6, all pupils:

- create excellent group compositions, using a range of tuned and untuned instruments;
- show musical imagination in the choice of instruments to create an effective sound picture and can explain it to the class;
- perform their composition well, by listening to each other, keeping in time and using appropriate dynamics; and
- appraise each group's work perceptively and sympathetically.

Good features

134 In key stage 1, most pupils:

- suggest appropriate instruments to represent the sounds made in a story;
- know that they can use the voice as an instrument; and
- can choose, hold and play a range of percussion instruments well.

135 In key stage 2, most pupils:

- make good progress in performing on instruments and electronic keyboards;
- begin to identify rondo form;
- can discuss dynamics, pace, texture and timbre, when composing; and
- sing in tune and with confidence.

Physical education

Key stage 1: There was not enough evidence to be able to award a grade.

Key stage 2: Grade 2: Good features and no important shortcomings

Good features

136 In key stage 2, almost all pupils:

- make good progress in learning how to make precise controlled movements;
- extend their understanding and ability to evaluate their own and others' performances;
- have a good understanding of rules and conventions of play;
- make good progress in swimming; and
- understand and follow relevant health and safety procedures.

137 Most pupils understand:

- the key principles of effective warm-up and cool-down routines; and
- about the technical features of good swimming strokes.

138 In games activities, most key stage 2 pupils:

- display well-developed skills such as accurate footwork, good handling and effective contact skills;
- select and perform appropriate passes; and
- apply these skills well when taking part in games.

139 The most able pupils in key stage 2 swim with well-developed stroke technique.

Religious education

Key stage 1: Grade 3: Good features outweigh shortcomings

Key stage 2: Grade 3: Good features outweigh shortcomings

Good features

140 Pupils in key stage 1:

- know some stories and people from the Bible;
- can understand what the messages are from stories such as The Good Samaritan; and
- know about the main Christian festivals and some festivals and celebrations associated with other religions.

141 Pupils in key stage 2:

- recall key events, books and people from the Bible;
- know some of the history of Christianity and know about significant people who have played a role in it such as William Morgan;
- can explain the meaning and significance of festivals, symbols and worship of Christianity and some other major faiths; and
- express their own feelings and show some understanding and empathy towards others less fortunate.

Shortcomings

- pupils in key stage 1 sometimes study Bible stories during history lessons and do not understand the difference between the subjects and the significance of religious faith;
- pupils in key stage 2 are not able to express their understanding of religious ideas well enough in writing; and
- in both key stages, pupils' knowledge of religions other than Christianity is quite limited.

French

Key Stage 1: Grade 2: Good features and no important shortcomings

Key Stage 2: Grade 2: Good features and no important shortcomings

Good features

142 In key stage 1, most pupils:

- know some basic vocabulary, for example colours;
- can count to 10 with confidence; and
- understand the vocabulary in a song and perform the appropriate actions.

143 Most older pupils in key stage 2:

- speak with confidence and are keen to try new words;
- can tell the time in hours and half hours;
- can ask simple questions using familiar vocabulary;
- discuss differences between France and Wales; and
- record French vocabulary carefully and accurately.

School's response to the inspection

The head teacher, staff and pupils of Craig y Nos School are pleased that the inspectors have found the school to be very good value for money.

The school has been recognised as a happy and challenging environment in which children are encouraged to develop self esteem and confidence and in which overall standards of achievement and the quality of teaching are good, with Early Years and certain subject areas achieving outstanding standards.

The inspectors found that pupils were polite and well behaved and that they each develop very good personal, social and learning skills. There is a broad and balanced curriculum with the sports programme being a strength of the school.

The analysis of the parental questionnaire prior to the inspection, reveals that 96% of parents agree or strongly agree positively with all eleven statements and most importantly of all, 100% agree or strongly agree with the statement, 'my child likes school'.

A number of the recommendations made by the inspectors have already been undertaken. CSIW registration was in progress at the time of the inspection. Regarding CRB enhanced disclosure for staff members, as required by current legislation, all new members of staff have obtained enhanced disclosure. In addition, every existing member of staff has now also applied for enhanced disclosure.

Other recommendations form part of the school's on-going self evaluation and development plan and are already being discussed and new policies implemented where necessary.

The school would like to thank the inspectors for the very courteous manner in which they undertook the inspection and the help which they have been to the school in providing positive and useful criticism, thus enabling the school to look confidently and optimistically to the future.

Appendix 1

Basic information about the school

Name of school	Craig-y-Nos School
School type	Independent
Age-range of pupils	2 -11
Address of school	Clyne Common Swansea
Postcode	SA3 3JB
Telephone number	01792 234288

Headteacher	Mr G.W.Fursland
Date of appointment	1984
Proprietor/Chair of governors/Appropriate authority	Craig-y-Nos School Ltd.
Lead inspector	Mrs Rosemary Lait
Dates of inspection	16 – 18 January 2006

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	7	9	6	14	11	16	14	16	93

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	8	3	9

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	9:1
Pupil: adult (fte) ratio in nursery classes	3:1
Pupil: adult (fte) ratio in special classes	n/a
Average class size, excluding nursery and special classes	12
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Y1-Y6
Spring 2005	97	96	95
Summer 2005	98	98	96
Autumn 2005	98	96	94.5

Number of pupils excluded during 12 months prior to inspection	0
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Appendix 3

National Curriculum Assessment KS2 Results 2005

Number of pupils in Y6	12
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Percentage of pupils at each level											
		D	A	F	W	1	2	3	4	5	6
English Test/Task	School	0	0	0	0	0	0	0	40	60	0
	National	*	*	*	*	*	*	*	*	*	*
Mathematics Test/Task	School	0	0	0	0	0	0	10	30	60	0
	National	*	*	*	*	*	*	*	*	*	*
Science Test/Task	School	0	0	0	0	0	0	0	60	40	0
	National	*	*	*	*	*	*	*	*	*	*

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language) by Test
In the school: 98.8%
In Wales: *

- D Pupils who are excepted under statutory arrangements from part or all of the National Curriculum
 A Pupils who have failed to register a level because of absence
 F Pupils who have failed to register a level for reasons other than absence
 W Pupils who are working towards level 1

* Not yet available.

Appendix 4

Evidence base of the inspection

Three inspectors spent a total of nine inspector days in the school and met as a team before the inspection. The headteacher joined the team as the school nominee.

These inspectors visited:

- 47 lessons or part lessons;
- all classes;
- play sessions; and
- an act of collective worship.

Members of the inspection team had meetings with:

- the headteacher, staff, and parents before the inspection began; and
- the headteacher, teachers and groups of pupils during the inspection.

The team also considered:

- the school's self-evaluation report;
- 35 responses to a parents' questionnaire;
- documentation provided by the school before and during the inspection; and
- a wide range of pupils' past and current work.

The inspection team held a post inspection meeting with the headteacher and staff.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Rosemary Lait HMI Reporting Inspector	Key questions 2,4 and 5 English, art/DT, music and French
Brenda Meredith HMI Team Inspector	Key questions 1 and 3 under-5s, history, geography and religious education
Terry Williams AI Team Inspector	Key questions 6 and 7 Welsh, maths, science and physical education
Gareth Fursland Headteacher	School Nominee

Acknowledgement

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