



Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on

**Alderman Davies C.I.W School
St David's Street
Neath
SA11 3AA**

Date of inspection: January 2011

by

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



**INVESTORS | BUDDSODDWYR
IN PEOPLE | MEWN POBL**

During each inspection, inspectors aim to answer three key questions:

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

Judgement	What the judgement means
Excellent	Many strengths, including significant examples of sector-leading practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh areas for improvement
Unsatisfactory	Important areas for improvement outweigh strengths

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

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Context

Alderman Davies Church in Wales Primary School is located in the town centre in Neath, although it draws its learners from a wide area in the Neath district. There are currently 394 learners (355 full-time equivalent) at the school. There are 15 classes, including four nursery classes. Hardly any learners come from homes where Welsh is spoken. Nine per cent of learners are from a minority ethnic background.

Sixteen per cent of learners are registered to receive a free school meal, which is slightly lower than the local authority (LA) and national average.

Twenty-two per cent of learners are identified as having additional learning needs (ALN) and just over 4% are either on the School Action Plus register or have statements of special educational needs (SEN).

The 2010-2011 individual school budget per pupil for Alderman Davies C.I.W. School is £2,878, which compares with a maximum of £7,911 and a minimum of £2,843 for primary schools in Neath Port Talbot. The school has the 70th highest budget per pupil out of the 71 primary schools in Neath Port Talbot.

The headteacher has been in post since 1995.

Summary

The school's current performance	Good
The school's prospects for improvement	Good

Current performance

Alderman Davies Church in Wales School is a very good school and its overall performance is good because:

- nearly all learners, including those with ALN, make at least good progress in their learning in most areas during their time at the school;
- pupils' attainment is consistently above family of schools, LA and national averages;
- the school provides a rich and varied range of learning experiences through a broad and varied curriculum; and
- teaching has many strengths.

Prospects for improvement

The prospects for improvement are good because:

- there is very good leadership from the headteacher, senior management team and the governing body;
- there are well-developed plans for further development and improvement;
- the school has effectively addressed the recommendations from the previous inspection; and
- there is a strong sense of team working around a culture of working together to secure improvement.

Recommendations

The school needs to:

- R1 maintain and further strengthen high standards of achievement and provision;
and
- R2 further develop the potentially enriching work in the professional learning communities the school has formed with neighbouring primary schools.

What happens next?

The school will draw up an action plan which shows how the school is going to address the recommendations.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Baseline assessments show that the majority of learners enter the school with at least the skills expected for children of their age. Many make significant progress from Nursery to Reception. Nearly all learners, including those with ALN, make at least good progress in their learning in most areas during their time at the school.

Over the last three years, the attainment of learners in key stage 1 has been very good. In each of these years their performance in the core subject indicator (CSI), the nationally expected level (level 2) in English, mathematics and science combined, was above the average for its family of schools and the national average, and well above these in 2010. This is also the case for the individual core subjects of English, mathematics and science.

In key stage 2 in 2010, a much higher proportion of boys attained the nationally expected level (level 4) than average. There is little difference in the performance of boys and girls at this key stage.

Over the same period of time, the proportion of key stage 2 learners attaining the nationally expected level 4 in all core subjects and the CSI is also higher than the average for schools in its family of schools, schools in the local authority and schools in Wales.

Other than in 2010, girls generally attain better than boys at the end of key stage 2. However, even in 2010, a considerably higher proportion of girls attained the higher level 5) in the core subjects. In English, over a third of girls attained this higher level.

Over the last three years, when compared to schools where a similar percentage of learners are entitled to free school meals (FSM), the results for key stages 1 and 2 place the school, for most of the time, in the second quartile. Furthermore, the FSM figures place the school in a benchmarking category where many schools have lower FSM figures. This is a further indication of good and sometimes very good attainment of learners.

The attainment of those learners entitled to FSM compares very favourably with the family of schools, LA and Wales. Learners have made significant improvements over the past three year period, particularly at key stage 2. During this period, 75% attained the CSI in key stage 1 and 100% in key stage 2. During this time also, in both key stages, 100% of learners who have English as an additional language (EAL) attained the CSI.

In 2010 at the end of key stage 2, for the first time, learners were assessed in Welsh second language. They achieved outstanding results, 75% gaining at least the expected level (level 4). This percentage is over twice the national average and very much above the average for the family of schools.

When taking into account the linguistic background of the school, learners make good progress in Welsh. Many younger learners use simple everyday Welsh phrases in context and there is good progression in the range of language patterns and vocabulary used by the learners as they move through the school.

In relation to age and ability, most learners read and write well. By the end of key stage 2 many read fluently and confidently while the more able are developing high order reading skills such as scanning and inference. Learners write for different purposes and in different styles. More able infant learners and most junior learners can write at length, using a wide vocabulary.

Most learners listen well and speak clearly, conveying thoughts and feelings confidently.

Learners' numeracy skills throughout the school and across the curriculum are consistently good. Most acquire knowledge of shape and an appropriate level of skill in measurement, and are able to solve problems. Most learners develop good number skills. Standards are good in information and communication technology (ICT), and learners apply these skills successfully across many areas of the curriculum.

Wellbeing: Good

Learners' attitudes to healthy living, including healthy eating and physical exercise are very good. Many take responsibility for a pupil-run water shop and a fruit tuck shop. Most learners enjoy physical activity, especially visits to the gymnasium and the swimming pool. Nearly all learners report that they feel safe and secure in school and they know whom to speak to when they have concerns.

Most pupils are very well motivated and have positive attitudes to learning. They enjoy lessons and generally show good levels of motivation. They enjoy the wide range of activities on offer and are proud of their work and the school. They act responsibly and sensibly, showing respect, care and concern for others.

Attendance at 93% is satisfactory and most learners arrive punctually for school. The behaviour of nearly all learners is very good in lessons and at break and lunch times. All learners are polite, courteous and respectful to each other and to adults. They are involved in making school rules, so they all understand the boundaries set by the 'Golden Rules' initiative.

Learners' understanding of how well they are doing and what they must do to improve is very good. Most learners contribute well to decision-making in the school through the School Council and the Eco Committee. The Spiritual, Social, Emotional Aspects of Learning (SSEAL) group is highly effective as a pupil voice.

Key Question 2: How good is provision?

Good

Learning experiences: Good

The school provides a rich and varied range of learning experiences through a broad and varied curriculum. The provision for the Early Years and Year 1 is well organised and ensures high-quality delivery of the Foundation Phase. There are innovative features throughout the curriculum, such as all Year 2 pupils learning the violin and pupils studying drama and French.

The school provides a very interesting programme of educational visits and extra-curricular activities. There is very well thought out use of the locality and visitors, such as artists in residence. These activities reinforce learning successfully.

There is very good planning and provision for skills. A well-designed policy, Subject Specific Skills (SSS), underpins planning in subjects and areas of learning. A thorough focus on the National Skills Framework promotes continuity and progression in communication, numeracy and ICT. Pupils are given clearly defined support in developing their ability in areas such as writing stories, examining data, undertaking enquiries and recording results of investigations. Learners have many interesting opportunities to learn about their locality and also about Wales, its history and culture.

The school actively promotes sustainable development in both the curriculum and its daily routines. It has just secured its third Eco Green Flag. The school also fosters a strong sense of global citizenship through its wide-ranging international links and celebration of the diversity in its own community.

Teaching: Good

Through skilful and detailed planning, teachers provide consistently stimulating learning experiences that learners enjoy and gain from. Teachers have very good relationships and high expectations of learners. Lessons have varied formats that allow learners to learn in different ways and this enables teachers to offer support to some and further extend the learning of others. This is one of a number of means by which teachers successfully meet the varying needs of learners of different ages and abilities in their classes. Teachers use a range of methods and successfully promote pupils' thinking skills, and they offer good language models for their learners.

Teachers' marking always provides learners with information about what they have done well. There is also consistent attention to what they need to improve. The resulting targets for learners are well thought out. There is consistent and effective use of learners and their peers assessing what they have done and comparing this to the teachers' judgements.

Teachers provide a suitable range and variety of homework tasks, including increasing the use of ICT as part of study support for this. Learners value this development very much.

Thorough assessment procedures lead to the effective tracking of learners' progress and wellbeing. Assessment data is used effectively both to analyse performance trends and to target additional support for learners. Each learner has a regularly updated assessment profile.

Annual reports are clearly written; parents and carers feel well informed about their children's progress and what they need to do to improve further.

Care, support and guidance: Good

The school is a very caring community where staff place a high priority on learners' wellbeing.

The school ethos and curriculum promote the benefits of healthy living very effectively. After-school clubs and extra-curricular activities for pupils also promote active lifestyles well. The school has achieved phase five of the Healthy Schools Award.

School policies and procedures promote good behaviour and enable the school to deal well with any instances of bullying.

Very good learning experiences foster learners' personal development well, including their, moral, social and cultural development. The school makes outstanding provision for spiritual development.

The school provides very good support for learners who have ALN, including those who are considered to be more able and talented and those for whom English is not their first language. A nurture class gives very good care and guidance for learners and individual education plans are of good quality. The school makes very effective use of learning support assistants and liaises efficiently with external agencies.

The school has an appropriate policy and procedures for safeguarding

Learning environment: Good

The school is a fully inclusive community where learners have equal access to everything it provides. Arrangements for those with physical disabilities are particularly impressive. The school is also successful in identifying and celebrating the diversity of learners' backgrounds

Much is being done to challenge stereotypical behaviour and raise the aspirations of learners towards lifelong learning. The school strongly emphasises tolerance and this contributes to an atmosphere virtually free of harassment and oppressive behaviour.

The building and grounds are of good quality and well maintained, with the recent refurbishment making a considerable improvement to the learning environment. This is further enhanced by the high standard of corridor and classroom displays.

Key Question 3: How good are leadership and management?
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Good

Leadership: Good

The headteacher gives strong, clear strategic leadership and management to the life and work of the school. She successfully imparts high expectations amongst the staff and promotes an ethos where learners and staff feel valued. She also succeeds in cultivating a very strong sense of teamwork in which roles and responsibilities are well defined

The headteacher and the senior management team make very effective use of a range of data to measure and evaluate the school's performance. This information forms an integral part of the self-evaluation process and helps shape the school improvement plan (SIP).

Leaders effectively evaluate the performance of staff with targets for improvement agreed in line with the SIP.

The governing body is knowledgeable and enthusiastic in its support of the school. The governors play an active part in the self-evaluation process and they receive presentations and performance reports from the headteacher and members of staff regarding the school's strengths and areas for improvement. This enables the governors to fulfil their role as critical friends of the school.

The headteacher and staff successfully ensure that policies and initiatives that meet local and national priorities are implemented effectively. These include raising standards in bilingualism, improving boys' performance, successfully implementing the Foundation Phase, promoting sustainable development and global citizenship and very successfully working to the principles embedded in the School Effectiveness Framework.

Improving quality: Good

The school has a clear focus on raising standards and improving the quality of teaching. The self-evaluation report provides clear direction and identifies appropriate targets in the SIP.

Performance management arrangements for both teaching and support staff successfully identify training needs and these needs are effectively met. The school works well as a community, and professional skills and knowledge are successfully shared. Co-ordinators manage their designated areas well and work closely as a team around clearly shared aims and objectives. Learners are actively encouraged to share their views and raise issues, as are parents and carers. This information is effectively included in the self-evaluation process.

The school has a strong track-record in relation to involvement with networks of professional practice. This includes internal developments linked to the Foundation Phase, raising the achievement of boys, behaviour management strategies and working with more able and talented learners. In each case these developments have had a positive impact on standards. There are also good links with a number of

primary schools, some of which have been made in order to share innovative practice in delivering religious education lessons.

Partnership working: Good

Partnership working is very well established and extremely successful. The school has many very effective links with schools in the area, including a number of secondary schools, church schools across Wales and LA services. Teachers share best practice, which strengthens the school's capacity for continuous improvement.

The partnerships the school has with parents/carers and the community are very strong and effective, as are those with schools in a considerable number of other countries including Iceland, Norway and the USA.

The school offers placements for students in further education and trainees in initial teacher training and its role in supporting these students and trainees is highly valued by the institutions concerned.

The school has formed very strong and successful partnerships with the local primary and secondary schools. Good arrangements for the moderation of teacher assessments and planning a successful transition to secondary education for learners are two clear outcomes of this collaborative working.

The school has contributed strongly to LA initiatives, the most recent being its ongoing involvement in a literacy strategy.

Resource management: Good

The school has a large quantity of very good quality resources for learning and teaching, and these resources are managed and used effectively. Expenditure is closely linked with the priorities in the school improvement plan. The school is very well staffed with appropriately qualified teachers and support staff. Their knowledge and expertise covers all aspects of the school's curriculum. The school has very effective workload strategies including well-planned organisation of planning, preparation and assessment administration (PPA) time. Support staff are well deployed and make a very valuable contribution to the work of the school. This is also the case with administrative and caretaking staff.

Pupils achieve good standards and there is very good leadership and management. As a result, the school provides good value for money.

Appendix 1

Stakeholder satisfaction report

Responses to parent questionnaires

A very small number of parents completed the questionnaire. Their comments are generally very positive about the school. Almost all are satisfied with the school and say that their children are safe and are making good progress. There is almost complete agreement that teaching is good. Most parents think that the school is well run and find staff approachable if they have any questions or concerns, and many know of the school's procedures for dealing with complaints. Most parents consider that learners behave well.

Three quarters of respondents feel that they are kept well informed about their children's progress.

Responses to learner questionnaires

All learners in key stage 2 completed the questionnaire and, overall, they were very positive about their school. Almost all feel that the teaching is good, that they are well supported in school and that they are doing well. Many learners think that there are enough resources to enable them to learn well. Almost a quarter of boys consider that the school does not deal well with incidents of bullying and a very small number of respondents (all boys) state that they do not feel safe in school.

Over a quarter of girls and a fifth of boys feel that there are occasions when other learners' behaviour stops them getting on with their work as they would like. There is almost complete agreement that the school helps learners to live healthy lifestyles.

Appendix 2

The inspection team

Alun Morgan HMI	Reporting Inspector
Mike Farrell HMI	Team Inspector
Edward Tipper	Lay Inspector
Clive Evans	Peer Inspector
Caryl Dobson	School Nominee

Copies of the report

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Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and LEAs.

The term 'Reception' (R) refers to the year group of pupils in a primary school who reach the age of five during the academic year. Year 1 refers to the year group of pupils who reach the age of six during the academic year and so on. Year 13 is the year group of students who reach the age of 18 during the academic year.

Primary phase:

Year	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The four key stages cover the following year groups:

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