



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

A report on

Cila Primary School

**577 Gower Road
Upper Killay
SA2 7DR**

Date of inspection: June 2022

by

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

This report is also available in Welsh.

About Cila Primary School

Name of provider	Cila Primary School
Local authority	City and County of Swansea
Language of the provider	English
Type of school	Primary
Religious character	
Number of pupils on roll	126
Pupils of statutory school age	94
Number in nursery classes	17
Percentage of pupils eligible for free school meals over a three-year average (The national percentage of pupils eligible for free school meals over a three-year average in Primary is 21.3%)	8%
Percentage of pupils identified as having additional learning needs (a) (The national percentage of pupils identified as having an additional learning need in Primary is 22.2%)	13.8%
Percentage of pupils who speak Welsh at home	
Percentage of pupils with English as an additional language	
Date of headteacher appointment	01/09/2002
Date of previous Estyn inspection (if applicable)	26/02/2013
Start date of inspection	27/06/2022

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

Cilâ Primary School is a highly supportive and happy learning environment where pupils thrive and progress well. In their time at the school, pupils develop positive attitudes to learning and an understanding of the importance of respecting others. They demonstrate effective skills in many areas, such as their digital and physical skills.

Staff work together creatively. They make beneficial use of the school's stimulating environment to develop interesting learning activities that engage pupils' imaginations. Leaders and staff know pupils well and use this information effectively to ensure that all pupils are cared for individually. They recognise the importance of maintaining close links with parents and carers, and this helps to create a harmonious and supportive community feel at the school.

The headteacher builds and sustains an inclusive and caring school community. He encourages and empowers teachers and support staff to work and learn together. This means that staff with responsibility for areas within the school, such as additional learning needs, make positive changes and help staff to understand new systems and practices usefully. The strong team ethos means that the school is moving positively towards creating a curriculum that fits well with the principles of the Curriculum for Wales.

Recommendations

- R1 Address the issue related to the school site, identified at the time of inspection
- R2 Focus monitoring, evaluation and improvement strategies more sharply on pupils' learning
- R3 Improve pupils' Welsh speaking skills
- R4 Ensure that teachers plan learning that supports and challenges pupils at the correct level more consistently

What happens next

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

Main evaluation

Learning

Most pupils join the nursery with skills and understanding at a level expected for their age and stage of development. Many pupils, including those with additional learning needs, make strong progress during their time in Cilâ Primary School.

In the nursery, many pupils speak clearly and well. For example, in the class shop they explain that their shopping bag is full and they need more money to pay. As they progress through reception and Year 1, most pupils continue to speak confidently. For example, they share their views clearly on a book about sea creatures. Many work in small groups to adopt a role using appropriate language. For example, they use the model of Little Red Riding Hood to develop their own story where the wolf breaks into grandma's house and hides her food under the table. Most pupils from Year 3 to Year 6 have good communication skills. Many older pupils speak maturely for a range of purposes, including providing clear explanations of their work. By Year 6, most pupils are articulate and speak well on a range of subjects. They express their views maturely when talking to visitors and talk thoughtfully about what helps them to learn.

Many younger pupils make suitable progress in developing their understanding of a few simple Welsh phrases, for example following adults' instructions and responding to basic questions appropriately. Pupils in reception enjoy listening to Welsh language stories. By Year 2, a minority answer questions about simple Welsh stories confidently, for example using words for different foods. By Year 4 pupils write about their holidays using basic sentence patterns suitably. However, throughout the school pupils do not speak Welsh confidently enough and do not have a strong enough understanding of basic language patterns, for instance to ask or respond well to common questions.

In the nursery class, many pupils recognise a suitable range of letters and their associated sounds. They listen to and retell simple stories, such as Jack and the Beanstalk, appropriately. By Year 2, a majority of pupils read with appropriate accuracy and fluency. Most have a useful understanding of phonic sounds and blends. However, when encountering words that they do not know, a minority do not apply these, or use other strategies well, to read unfamiliar words. From Year 3 onwards, many pupils read with suitable fluency and for sustained periods. Most older pupils use their reading skills effectively to access learning in all areas of the curriculum, for example to research information on rocks. Many pupils talk about their favourite texts and authors confidently. However, a minority of pupils do not recognise when they read words incorrectly. As a result, they do not always understand fully what they have read.

Nearly all pupils in the nursery class use equipment to make marks confidently. In reception and Year 1, pupils carry out independent writing tasks confidently, such as writing and posting get-well letters to Grandma. By Year 2 and Year 3, many pupils write suitably for different purposes in their literacy work. However, many pupils do not use basic punctuation, such as capital letters and full-stops, consistently accurately. By Year 4 most pupils develop their writing skills successfully. They

organise their work into paragraphs well. They write for a range of genre and purposes, for example writing a letter to persuade the headteacher not to reduce the amount of breaktime. By Year 6 most pupils write to a high standard using increasingly complex sentences and a rich, varied vocabulary to enhance their stories and poetry. However, across the school pupils do not always present their work tidily enough.

Most pupils develop their mathematical skills well. Younger pupils sort items by simple characteristics, for example sorting different vegetables. They compare the length of everyday items, such as carrots, and identify that when cut, the cross-section is a circle shape. By Year 2 and Year 3 many continue to use their maths skills well, for example drawing and plotting coordinates on a grid correctly, and use these skills to design treasure maps as part of their Pirates topic. By Year 6 many pupils use and develop their mathematical skills purposefully. For example, they identify and measure circumference and diameter accurately when designing and making hats for their Mad Hatter's tea party. They apply their numerical skills well in real life contexts, for example to calculate profit and loss in the context of their work during Entrepreneur Week. However, opportunities for this cross-curricular work are limited. In most year groups, a minority of pupils' presentation of their mathematical work is often untidy.

Nearly all pupils develop effective digital skills. Younger pupils log onto laptops independently and access a range of apps, such as spelling and maths games to help them learn. Throughout the school, they use word processing and presentation programmes usefully to record and share their learning. For example, in Year 6, pupils import images, use slide transitions and overlay music onto presentations to share what they have learned about important places in Wales. By Year 6, pupils use simple coding programmes to create games and use online resources to create interesting quizzes for their peers. This helps them to consolidate their own learning and test others about what they have learned about school topics.

Most pupils develop highly effective physical skills. In the nursery they learn to throw and catch very well for their age. They balance carefully and make good attempts to hop, prowl and stomp like an animal. By Year 2, many pupils skip skilfully and demonstrate strong coordination skills, for example, running with hula-hoops around one foot dexterously. Older pupils continue to develop their physical skills beneficially. They apply these skills to their games and different sports well. For example, they bounce balls competently and have good body control.

Well-being and attitudes to learning

Nearly all pupils' behaviour is exemplary. They take pride in their school and actively promote its values, such as respect and kindness, both in class and when playing at break and at lunchtimes. Nearly all pupils are confident that staff listen to their views and as a result they feel understood and cared for.

Most pupils settle quickly and well into daily routines, and start tasks without delay. Nearly all demonstrate high levels of respect for each other and for adults at all times. During lessons they listen to teachers and to their peers, sharing ideas helpfully. They respect that others may have different opinions, for example when considering the advantages and disadvantages of using fossil fuels.

Many pupils have a strong understanding of how to be healthy. Older pupils explain in detail the importance of eating a balanced diet, including fruits and vegetables, with only the occasional 'sweet treat'. Many pupils identify the importance of exercising and staying fit. Most pupils demonstrate a good understanding of how to stay safe online and how to use devices, such as mobile phones, sensibly. Older pupils understand the importance of not sharing personal information with others and of keeping passwords safe. They recognise that cyber-bullying can be a problem and know what to do if they feel they are being bullied online.

As they move through the school, nearly all pupils develop the attitudes they need to be successful learners. They are engaged and motivated to learn and, in most cases, focus well to complete tasks. Many older pupils describe what it means to them to be ambitious or to be an ethically informed citizen. Whilst pupils do have opportunities to take part in pupil groups, such as being part of the eco-council or the group that promotes an understanding of children's rights, these remain limited to class groups and so their opportunities to be influential across the school are not yet developed strongly. For example, pupils in Year 4 and Year 5 are knowledgeable about the articles of the United Nations Rights of the Child (UNCRC), but other pupils do not have the same depth of understanding.

Nearly all pupils are keen to take on new challenges, using a range of learning techniques to become independent learners. For example, in Year 6, pupils explain how they draw on their prior knowledge or ask a friend, before an adult and how this helps them to persevere and find solutions when facing difficulties. Most pupils engage well with tasks and work effectively in small groups, pairs and independently. When they find learning interesting and stimulating, they engage well and make good progress with the development of their understanding and skills. Most pupils respond well to verbal and written feedback. In nearly all classes, pupils have a good understanding of the role they can play in evaluating their own or their peers learning. As a result, they know how to make improvements to their work, and this supports them to make progress. For example, in the reception and Year 1 class, pupils use a simple 'I say', 'my friend says' checklist to assess how well they have written a set of instructions.

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 apart of inspection area 4 (care, support and guidance).

Teaching and learning experiences

The school provides a broad and stimulating curriculum, including a range of themed weeks and celebratory events that engage pupils' interests well, such as challenge week and language week. There are well planned opportunities for pupils to make choices about what and how they learn. For instance, at the start of each theme pupils discuss with the teacher what they would like to learn. They take part in this enthusiastically and enjoy choosing some of the activities they do. Teachers take good note of these discussions and often build them carefully into the work of the class, such as designing a garden linked with the Alice's Adventures in Wonderland book. As a result, pupils enjoy, and are invested in, their learning.

The school is making good progress towards implementing a curriculum that reflects the principles of the Curriculum for Wales. All teachers have a good awareness of curriculum reform and there is a clear understanding within the school of how the curriculum fits together as a coherent learning journey. As a result, leaders and teachers are developing learning experiences that align with the purposes of the curriculum and the areas of learning, and consider pupils' ideas well. There are effective opportunities throughout the curriculum that make use of the stimulating outdoor area to support pupils' developmental needs. For example, younger pupils use the engaging spaces and outdoor resources for mark-making and for creative activities well. Many pupils use the outdoor stage to act out their story ideas enthusiastically.

A broad range of experiences enable pupils to develop and apply their literacy and digital skills suitably across the curriculum. For example, older pupils use their digital skills to consolidate their learning in science creatively. However, there are not always sufficient opportunities for pupils to practise and develop their numeracy skills in other areas of the curriculum. In a few classes the overuse of worksheets means that pupils do not have sufficient opportunities to practise and develop skills in real-life contexts, such as measuring skills.

Provision to develop pupils' Welsh language skills is broadly suitable. There are appropriate opportunities for pupils to read simple texts with adults and to write in Welsh, with support. However, there are not enough opportunities for pupils to practise and use their Welsh oracy skills in class and beyond. As a result, many pupils, and particularly those above Year 3, do not recall and use basic phrases and sentences well and do not speak confidently enough.

Many teachers use technology creatively to support pupils' learning. For example, in science they use real-time, collaborative software that allows pupils to share their predictions with others helpfully. In many cases, teachers plan activities that develop younger pupils as independent learners appropriately, for instance to make-up and act out stories in the home corner. However, a majority of teachers do not plan enough learning activities that consider pupils' stage of development consistently enough. This means that tasks and activities do not always challenge or support learners at the right level.

All teachers provide pupils with clear and helpful feedback in lessons. They identify what pupils do well and where they can make improvements to their work. As they progress through the school, teachers develop pupils' skills in evaluating their own and their peers learning beneficially. Pupils use these opportunities thoughtfully to help identify where work is effective and often give others a 'wish' to show them where they could do even better. As a result, pupils often make helpful improvements to their work. However, teachers do not always have high enough expectations of the standard of how pupils present their work.

Care, support and guidance

The level of care, support and guidance provided for pupils and their families is highly effective. The school maintains a constant focus on inclusion and on improving all pupils' well-being. Parents speak highly of the emotional and personal support that the school provides for them as well as their children. Key staff are trained to identify

and support pupils with their well-being from a young age. For example, staff are trained in emotional coaching, and this helps younger pupils to understand their emotions and learn how to self-regulate their behaviours. Teachers and support staff have very good relationships with pupils and parents and share any concerns with parents promptly to ensure that issues are resolved speedily.

Provision for additional learning needs (ALN) is led and managed well. The ALN lead has a clear understanding of national reforms and has put arrangements in place to ensure a smooth transition to the new systems. The school has effective strategies to identify and meet pupils' additional learning needs. Regular pupil progress meetings consider well a broad range of helpful information and focus beneficially on pupils' individual learning needs. This ensures that the areas in which pupils need support are identified clearly and monitored successfully. As a result, nearly all pupils with ALN make good progress towards their individual learning goals. ALN pupils have a useful profile that outlines their interests, how they like to be supported to learn and the things they are working to improve. This helps to personalise the support for pupils.

The school has effective provision to develop pupils' spiritual and moral understanding. Acts of worship and a range of visitors enhance this provision appropriately. For example, visitors from a local church deliver drama sessions based on traditional bible stories. The school makes effective use of celebration days and half-termly focus weeks to reinforce their emphasis on the UNCRC and on school's own values. These values contribute materially to each of the school's themes. For instance, in the theme of 'Look how far we've Come!' pupils consider the values of respect, peace and freedom.

Throughout the curriculum there is a wide variety of activities to help pupils develop their understanding of the culture and heritage of Wales, and their place within it. For example, in Welsh week, children experience traditional Welsh music and dancing. They study the history of St David's Day and why it remains so important in Welsh culture. Through the whole school 'Hands around the World' theme, pupils explore their locality in relation to Wales. There are suitable opportunities for pupils to develop their understanding of equality and diversity. For example, pupils have opportunities to learn about the lives of inspirational people, such as Malala Yousafzai, as part of their diversity work.

Leaders and staff ensure that pupils can participate in sporting and cultural activities regularly. For example, the school organises and runs an annual cricket tournament. Pupils visit places, such as an art gallery, to take part in a seascape workshop linked to their expressive arts work. There are many opportunities for pupils to watch performance events. For example, they visit various local theatres to watch productions such as 'The Jungle Book'. The school has worked with a resident artist to create a Wishing Tree and other bespoke wood sculptures to enhance the outdoor learning environment.

Teachers identify opportunities for pupils to understand issues relating to equality and inclusion and to develop their respect for others. For instance, Year 6 pupils have created presentations about their own learning difficulties for the school website to promote a community wide understanding, and they write about inspirational role models, such as Ellie Simmonds, who took part in the Paralympics. Year 6 pupils have also written comics for younger pupils to help them understand about autism.

The school has a strong culture of safeguarding, and all staff understand well their roles in keeping pupils safe. In most respects, the school's arrangements to keep pupils safe meet requirements. However, the inspection team identified one issue around the school site that needs attention.

Leadership and management

The headteacher leads the school diligently and considerately. He creates a highly positive ethos where all pupils and staff work together as one team. As a result, staff are confident to share their thoughts and ideas, and they take forward new initiatives and strategies willingly. For example, working together, leaders and staff have made positive strides in developing an engaging curriculum in line with the expectations of the curriculum for Wales. Staff take part constructively in processes that help guide their work, such as performance management, and this helps support and develop their practice well.

The governing body is highly supportive of the work of the school. Governors work well with the headteacher to ensure that the school is an effective learning environment. They receive thoughtful updates from the headteacher on the work of the school and use this information considerately to question school leaders supportively about many of their actions. However, governors do not always have a strong enough understanding of the school's improvement priorities to challenge leaders in this area as critical friends.

Leaders monitor and use the school's finances thoughtfully. For example, they have used funds to create an exciting outdoor environment that provides stimulating learning experiences and provides engaging spaces where pupils can play. In general, they use grants, such as the pupil deprivation grant, suitably. For example, they focus this grant on strategies to improve pupils' literacy and numeracy skills appropriately.

Leaders have created a clear and detailed calendar that helps to guide the school's self-evaluation and improvement work. This includes an appropriately broad range of monitoring activities in which both leaders and teachers take part, such as the scrutiny of pupils' books and lesson drop-ins, where teachers visit classes to evaluate a particular aspect of the school's work. Leaders use the outcomes of these activities suitably to help identify improvement priorities. They set in place broadly suitable strategies and initiatives to help address these identified shortcomings. For example, the school has addressed effectively issues linked to pupils' well-being that came about through the pandemic and, as a result, pupils' well-being is now strong. However, monitoring and improvement initiatives do not always focus well enough on identifying strengths and areas for development in pupils' learning. As a result, leaders and teachers sometimes have too positive a view of a few areas of learning that need improvement.

Leaders support staff to engage in a suitable range of professional learning that often links helpfully to self-evaluation findings and improvement priorities. They ensure that professional learning focuses beneficially on helping staff improve areas, such as pupil well-being and supporting those with additional needs. For example, professional learning for the additional needs coordinator has led to highly effective systems to support identified pupils and to all staff having a strong understanding of

how to support learners in their classes. The school collaborates well with other providers, such as institutes that provide initial teacher education. This helps to support the development of new teachers and helps to develop their professional practice effectively.

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' well-being, 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 publication. Any enquiries or comments regarding this document/publication should be addressed to:

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