



Report summary for parents and carers on Cadle Primary School

Date of inspection: February 2023

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

Overview

The school is a happy, caring and homely community. Within the 'Cadle School Family', staff work very effectively to provide an inclusive and friendly ethos where pupils are polite and behave respectfully. Pupils' emotional well-being is the root of all success at the school. The colourful 'rainbow' environment promotes positivity successfully, which is reflected in pupils' attitudes to learning through the school.

During their time in school, most pupils make good progress. Pupils with additional learning needs (ALN) and those who attend the specialist teaching facility (STF) make good use of the effective range of learning experiences on offer and make good progress in most areas of learning from their individual starting points.

Teachers and learning assistants support all learners in terms of their achievement to develop their literacy and numeracy skills successfully. However, opportunities to develop pupils' information and communication technology (ICT) skills are not developed well enough. Teachers set clear learning objectives and use a range of original experiences to engage pupils' interest and enthusiasm well.

The school's curriculum provides a wide range of stimulating activities through all areas of learning and experience. Although teachers use an effective range of teaching methods in their classes, the tendency to over-direct activities, particularly from Reception to Year 2, hinders pupils' ability to work on tasks independently. In addition, learning and play experiences in the outdoor area to challenge pupils are less well developed.

The acting headteacher has shared her vision successfully with stakeholders. She contributes well to ensuring an inclusive and caring environment for all. As a result, she has developed a strong team and there is a clear sense of trust between pupils and staff. The acting headteacher has a sound understanding of the school's strengths and areas for improvement. Members of the governing body are very supportive and well informed. Although the school uses the pupil development grant to support all vulnerable pupils in their emotional well-being, there are inconsistencies in the way it used to support all vulnerable learners in developing their skills, particularly those who are more able.

Recommendations

- R1 Provide opportunities for pupils from Reception to Year 2 to take responsibility for their own learning and become independent learners, especially in the outdoor area
- R2 Ensure that the pupil development grant is used consistently to support the literacy and numeracy skills of all vulnerable pupils, particularly those who are more able
- R3 Improve pupils' ICT skills, from Year 3 to Year 6

What happens next

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



School context

Name of provider	Cadle Primary School
Local authority	City and County of Swansea
Language of the provider	English
Type of school	Primary
Number of pupils on roll	336
Pupils of statutory school age	249
Number in nursery classes	48
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 23.0%)	48.4%
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 16.1%)	21.7%
Percentage of pupils who speak Welsh at home	2.0%
Percentage of pupils with English as an additional language	12.4%
Date of headteacher appointment	01/09/2021
Date of previous Estyn inspection (if applicable)	09/06/2014
Start date of inspection	06/02/2023

© Crown Copyright 2023: This report may be re used free of charge in any format or medium provided that it is re used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.

Publication date: 12/04/2023

Please note that the photographs displayed may not be of the school that is the subject of this report.