



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

**Copperworks Infant & Nursery School
Nevill Street
Llanelli
Carmarthenshire
SA15 2RS**

Date of inspection: May 2013

by

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



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

Copperworks Infant and Nursery School is in the town of Llanelli in the Carmarthenshire local authority. There are 141 pupils on roll between the ages of three and seven, including 45 pupils who attend nursery classes. The school has five classes. It employs seven full-time teachers including the headteacher.

Currently, 40% of pupils are entitled to free school meals, which is well above the average for the local authority and Wales. The school states that the area it serves is socially and economically disadvantaged. Around 75% of pupils are of white British ethnic origin and about 22% of pupils have English as an additional language. A very few pupils speak Welsh as their first language.

The school has identified around 27% of pupils as have additional learning needs. A very few pupils have a statement of special educational need.

The headteacher was appointed in 2000 and the school was last inspected in May 2007.

The individual school budget per pupil for Copperworks Infant & Nursery School in 2012-2013 means that the budget is £3,856 per pupil. The maximum per pupil in the primary schools in Carmarthenshire is £25,997 and the minimum is £2,878. Copperworks Infant & Nursery School is 40th out of the 108 primary schools in Carmarthenshire in terms of its school budget per pupil.

Summary

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

Current performance

The current performance of the school is good because:

- most pupils make good progress from their starting points;
- many pupils achieve good standards across the curriculum;
- pupils with additional learning needs and those with English as an additional language receive very good support and make significant progress;
- pupils settle to work quickly and are enthusiastic learners;
- nearly all pupils behave well in classes and around the school; and
- pupils have a strong voice through the school council.

Prospects for improvement

The school's prospects for improvement are judged adequate because:

- the headteacher has a clear vision for the school and provides effective leadership;
- staff work well as a team to implement new initiatives and have raised standards of achievement successfully;
- the governing body is developing its role as a critical friend; and
- self-evaluation draws on an appropriate range of first-hand evidence.

However:

- the outcomes of self-evaluation do not always provide an accurate assessment of the school's strengths and areas for development;
- the school responds too slowly when aspects of its provision require improvement; and
- the school has not acted to address health and safety issues.

Recommendations

- R1 Address the safeguarding and health and safety issues identified during the inspection
- R2 Improve attendance
- R3 Refine self-evaluation procedures to focus more robustly on improving standards of wellbeing
- R4 Ensure that all teachers use effective marking and assessment for learning and set pupils appropriate individual targets
- R5 Improve the provision for pupils' writing for a range of purposes across the curriculum

What happens next?

The school will draw up an action plan which shows how it is going to address the recommendations. Estyn will monitor the school's progress.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Many pupils enter the school with knowledge, understanding and skills that are below the expected level for their age. During their time in school, most pupils make good progress.

Throughout the school, pupils generally listen well to one another and to adults. Most pupils are keen to talk about their work and many express their opinions confidently using a well-developed vocabulary. Most pupils concentrate well when working on their own or with the teacher.

Pupils in nursery and reception classes develop their early reading skills successfully. In nursery, many pupils handle books as readers and discuss what is happening in the pictures well. In reception, many pupils recognise initial letter sounds and know that sounds go together to make words. A majority are able to use their knowledge of phonics to build and to decode new words. Many older pupils read fluently and with expression. They pay good attention to punctuation, discuss the main themes in a story and offer opinions about events and characters. They identify the features of fiction and non-fiction texts and use a contents page and index to help them find information quickly.

Standards of spelling are generally good across the school with many pupils making successful attempts to spell new words by applying their knowledge and understanding of phonics. By the end of the Foundation Phase, most pupils write short pieces with appropriate punctuation. More able pupils structure their recounts chronologically and use a varied and lively vocabulary to sustain the interest of the reader. However, pupils do not write at a similar standard outside of their English lessons.

Overall, standards in mathematics and information and communication technology (ICT) are good. Pupils apply their numeracy and ICT skills at an appropriate level across the curriculum.

Pupils generally achieve appropriate standards in Welsh. They respond well to simple questions and instructions and a few pupils use short phrases independently around the school.

A majority of older pupils apply thinking and problem-solving skills to new situations and co-operate well with one another during group activities. They generally pay suitable attention to the suggestions of their peers and build on each other's ideas appropriately.

Pupils with additional learning needs and those with English as an additional language make good progress as a result of effective intervention programmes.

In 2012, teacher assessments at the end of the Foundation Phase show that the proportion of pupils who achieved the expected outcome was well above the average for the family of schools in language, literacy and communication and in mathematical development. Those achieving the expected level for personal and social development were in line with the family average. The proportion of pupils gaining the higher-than-expected outcome was in line with the family average for language skills, above for mathematical development and well below for personal skill development.

Compared with schools with similar proportions of pupils entitled to free school meals, the performance of pupils at the end of the Foundation Phase placed the school in the highest 25% for language skills and mathematical development and in the upper 50% for personal skills development. Pupils entitled to free school meals generally attain as well as other groups of pupils.

Wellbeing: Adequate

Pupils feel safe in school and know how to seek help with any problems. Nearly all pupils have an appropriate knowledge of what they need to do in order to lead healthy lives.

Pupils' behaviour and attitudes towards each other are good with older pupils keen to support younger members of the school community. Most pupils co-operate well with each other and group work is generally productive. Many pupils contribute actively to whole school priorities. For example, they prepare an activity to raise parents' awareness of the children's rights initiative. Many older pupils take on additional responsibilities, such as playground buddies and membership of the eco committee. They take their roles and responsibilities seriously and provide good support for other pupils.

Pupils have a strong voice through the school council. They express their views clearly and take an active lead in health-promoting projects, such as contacting a local food company to support a healthy food activity. Pupils are involved with raising funds for local charities and make decisions about which charities to support.

Attendance rates have shown little sign of improvement over the last three years and continue to be in the lowest 25% when compared with those of similar schools. The majority of pupils are punctual, but too many are not.

Key Question 2: How good is provision?	Adequate
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Learning experiences: Good

The school provides a broad and well-balanced range of learning experiences that meet the needs of all pupils. It makes good use of local visits and visitors to enrich pupils' learning experiences. For example, a past pupil who participated in the Commonwealth Games visited the school during a focus on achievement, aspiration and endeavour linked to the Olympic Games.

Teachers plan flexible and responsive programmes which build effectively on pupils' prior learning to develop their skills in literacy, numeracy and ICT successfully. However, pupils do not have enough opportunities to write at length for a range of different purposes across the curriculum.

Provision for Welsh is good. All teachers promote the use of incidental Welsh very successfully. Welsh is used widely on signs and wall displays and the school promotes Welsh culture well, for example through an annual eisteddfod, a study of Welsh artists, authors and musicians and the history of the locality.

There is effective provision for pupils to learn about sustainable development, with pupils showing good awareness of the need to recycle and to conserve water and energy. However, global citizenship and pupils' awareness of the wider world are not as well developed. The school has recently formed links with a school in Canada and pupils are beginning to compare and contrast different experiences of school life to extend their knowledge and understanding beyond Wales.

Teaching: Adequate

Most teachers plan effectively and deliver stimulating and imaginative lessons which engage the interest of the pupils well and ensure that they make good progress. Most lessons proceed at a suitable pace and teachers use a wide range of methods and a good variety of questioning techniques to extend pupils' understanding. Teachers deploy support staff effectively to meet pupils' individual needs and to provide an appropriate level of challenge for different groups of pupils within the class. Staff know pupils well and positive, supportive relationships foster learning successfully.

The school has a comprehensive tracking system which it uses to monitor pupils' performance effectively. Teachers make good use of assessment results to ensure that they match work appropriately to children's abilities. They mark pupils' work regularly and in many instances provide positive oral feedback to pupils. However, marking does not focus clearly enough on the lesson objective or the intended success criteria, and it does not identify the next steps pupils need to take to improve their work. Teachers set targets for pupils, but these tend to be group targets and, particularly for older pupils, do not take enough account of the different abilities or stages of development of pupils within the class. Opportunities for pupils to assess their own work and that of their peers are limited. Reports to parents are clear and informative.

Care, support and guidance: Adequate

There are effective arrangements to promote pupils' healthy living and their spiritual, moral, social and cultural development. The monitoring of attendance and punctuality is not rigorous enough. There is not enough regular emphasis on the importance and value of good attendance and prompt arrival in school each day. This has a negative impact on pupils' wellbeing.

The school has an appropriate policy for safeguarding, but a few procedures for dealing with safeguarding issues give minor cause for concern.

There are effective relationships with a wide range of specialist services, which result in support of high quality for pupils and parents. Many pupils benefit from this, particularly those that are more vulnerable or have English as an additional language.

The school has good arrangements for identifying, supporting and monitoring pupils with additional learning needs. Pupils' needs are assessed appropriately on entry and successful early intervention strategies, such as speech and language programmes, ensure that pupils make good progress in developing oracy skills. The effective targeting of appropriate support helps pupils to access the curriculum fully and to make good progress.

Learning environment: Adequate

The school has a positive ethos, which encourages all pupils and adults to treat each other with respect. It is an inclusive community, where pupils enjoy equal access to all opportunities. Adults provide positive role models for pupils by promoting respect for individuality and diversity and celebrating pupils' achievements regularly.

The external buildings and grounds are secure and generally well maintained. The school benefits from an attractive, well cared for garden and adventure style playing area that pupils use well to develop their physical skills. However, there is no direct access to the outdoors from any classroom and generally the outdoor area is not interesting or stimulating enough. This has a negative impact on the ability of staff to deliver all aspects of the Foundation Phase curriculum appropriately. Internally, many areas are in a poor state of repair and a number of toilets do not have a toilet door, which is inappropriate. Resources generally are adequate and classrooms are of a suitable size for the number of pupils on roll.

A number of health and safety issues were brought to the attention of the school during the inspection.

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

The headteacher provides clear and purposeful leadership that has a positive effect on the school's development. The senior management team support her effectively, and together they communicate high expectations for securing improvement and challenge staff to good effect. The senior management team and governors use relevant information about pupils' performance to identify the school's strengths and areas for improvement.

Job descriptions are appropriate and well defined. All members of staff work closely together to create a whole-school ethos that encourages and values team work. They use regular meetings and an effective performance management system to support their professional development and to move the school forward. This is having a positive impact on pupils' standards and learning experiences.

Governors support the school well, and are beginning to develop their role as critical friends. The governing body has a detailed understanding of the performance data of pupils and of how this compares with that of other similar schools. Each governor links to a subject area and this is helping them to develop a better understanding of pupils' standards and the effectiveness of school initiatives.

The school's policies meet statutory requirements and the governing body reviews them regularly. The school is making good progress in introducing initiatives that meet local and national priorities, such as developing strategies to raise standards in literacy, numeracy and Welsh. These are having a positive impact on pupils' standards of achievement.

Improving quality: Adequate

The school is developing appropriate self-evaluation procedures, which focus on raising standards and improving attainment. However, the outcomes of self-evaluation do not always provide an accurate assessment of the school's strengths and areas for development. A few important issues with regard to pupils' wellbeing have not been given due consideration.

There is a suitable link between the school's self-evaluation procedures and planning for improvement. The school considers the viewpoints of staff, pupils, parents and governors appropriately. Self-evaluation procedures draw on a range of first-hand evidence well, such as classroom observations and scrutiny of pupils' work.

The school is an active learning community, which has initiated and is involved in a range of networks of professional practice. These provide a wide range of opportunities for staff to improve their professional skills and knowledge and this has a positive impact on pupils' standards of work and enhances the school's capacity for making improvements.

Partnership working: Good

The school works effectively with a wide range of partners and this has a beneficial effect on pupils' wellbeing and attainment. Partnerships with parents are strong. They feel well supported and able to approach leaders and staff with confidence.

There is an effective partnership with the nearby primary school. This ensures successful transition for pupils and provides useful opportunities for teachers to work together to develop programmes for literacy and numeracy and to share examples of good practice. The school has forged strong links with the local pre-school group to ensure that pupils settle quickly on transfer.

The school has strong strategic partnerships that have a significant impact on pupils' standards. There are effective links with the local cluster of schools through the involvement of the headteacher as a leader of continuous professional development. This joint working has resulted in improved opportunities to share expertise, such as a whole school training day to improve the moderation of work in the core subjects. This has ensured greater consistency in the school's assessment procedures.

Resource management: Adequate

The school has effective systems in place to monitor its budget. There are a sufficient number of suitably qualified teachers and support staff, which the school deploys effectively. Teachers make good use of planning, preparation and assessment time, and leaders organise and manage this well.

Performance management procedures are robust and identify the training needs of all staff appropriately. The school plans and provides training in relation to school priorities effectively.

There is a sufficient range of learning resources, which staff use well to support pupils' learning. However, the accommodation and condition of some of the furniture and resources are poor. There is a lack of rigour in the day-to-day upkeep of the building, which is having a negative effect on the quality of the learning environment for pupils and staff. The school has recently improved its outdoor learning area, but it is not a sufficiently stimulating environment to sustain the interest of pupils.

In view of the standards that pupils achieve and the quality of provision, the school provides adequate value for money.

Appendix 1

Commentary on performance data

Around 88% of pupils achieved the expected level in relation to their language, literacy and communication skills, mathematical development and personal and social skills in 2012. This was above both the average for the family and the average for schools in Wales. All pupils achieved the expected level in mathematical development.

The percentage of pupils who achieved the higher-than-expected level for their mathematical development was above the average for the family, but in line with the average for Wales. For language, literacy and communication, the school's performance is in line with the averages for the family and Wales. However, the percentage of pupils achieving the higher-than-expected level in personal and social development is well below both the family and Wales averages.

When compared with schools in Wales with similar proportions of pupils entitled to free school meals, the school's outcomes place it in the highest 25% for the development of pupils' language, literacy and communication skills and their mathematical development, and in the higher 50% for personal and social development.

In 2012, boys performed better than girls at the expected level in language, literacy and communication and personal and social development. However, at the higher-than-expected level, girls outperformed boys in both of these areas. In mathematical development, the performance of boys and girls is about the same at the expected level, but boys outperform girls at the higher-than-expected level.

Pupils entitled to free school meals generally attain as well as other groups of pupils.

Appendix 2

Stakeholder satisfaction report

Learner questionnaires

Due to the age of the children at the school, no Estyn learner questionnaires were completed.

Parent questionnaires

Forty-four parents or carers completed the questionnaire.

Nearly all parents or carers say that:

- they are generally satisfied with the school and it is well run;
- their child likes school and is making good progress;
- their child was helped to settle in well when he or she started at the school;
- pupils behave well;
- teaching is good;
- staff expect their child to work hard and do his or her best;
- staff treat all children fairly and with respect;
- their child is safe at school;
- their child is encouraged to be healthy and take regular exercise;
- they are comfortable about approaching the school; and
- the school helps their child to become more mature and take on responsibilities.

Most parents or carers say that:

- their child receives appropriate additional support in relation to their needs;
- they are kept well informed about their child's progress;
- the school provides a good range of activities including trips or visits;
- they understand the school's complaints procedures; and
- their child is well prepared for moving to the next school.

Many parents feel that:

- the homework that is given builds well on what their child learns.

The views of these parents and carers are generally in line with or slightly more positive than the benchmarks for responses from all primary schools inspected in Wales.

Appendix 3

The inspection team

Jane Rees	Reporting Inspector
Hazel Hughes	Team Inspector
Justine Barlow	Lay Inspector
Ruth Davies	Peer Inspector
Kim Sherlock	School Nominee

Copies of the report

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

Year groups, the Foundation Phase 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 local authorities.

The following table sets out the age ranges relevant to each year group. For example, Year 1 refers to the group of pupils who reach the age of six and Year 13 is the year group who reach the age of 18 during the academic year.

Primary phase:

Year	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	3-4	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 Foundation Phase and key stages cover the following year groups:

Foundation Phase	Nursery, Reception, 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

Glossary of terms – Primary

Foundation Phase indicator (FPI)

Progress in learning through the Foundation Phase is indicated by outcomes (from outcome 1 to outcome 6).

The Foundation Phase indicator (FPI) relates to the expected performance in three areas of learning in the Foundation Phase:

- literacy, language and communication in English or Welsh first language;
- mathematical development; and
- personal and social development, wellbeing and cultural diversity.

By the end of the Foundation Phase, at the age of seven, pupils are expected to reach outcome 5 and the more able to reach outcome 6.

Pupils must achieve the expected outcome (outcome 5) in the three areas above to gain the Foundation Phase indicator.

The core subject indicator (CSI)

Progress in learning through key stage 2 is indicated by levels (level 1 to level 5).

The core subject indicator in key stage 2 relates to the expected performance in the core subjects of the National Curriculum:

- English or Welsh first language;
- mathematics; and
- science.

By the end of the key stage 2, at the age of 11, pupils are expected to reach level 4 and more able pupils to reach level 5.

Pupils must gain at least the expected level (level 4) in the three core subjects to gain the core subject indicator.

All-Wales Core Data sets

Inspection reports may refer to a school's performance relative to a family of schools or to schools with a broadly similar proportion of pupils entitled to free school meals.

In relation to free school meals, schools are placed into one of five bands according to the three-year trend in the proportion of pupils entitled to free school meals in the school. The school's performance is then placed into quartiles (from the top 25% to the bottom 25%) in relation to how well it is doing compared with other schools in the same free school meal band.

The Welsh Government created the families of schools (typically a group of 11 schools) to enable schools to compare their performance with that of similar schools across Wales. The composition of the families draws on a number of factors. These include the proportion of pupils entitled to free school meals and the proportion living in the 20% most deprived areas of Wales. They also draw on the proportion of pupils with special education needs at school action plus or with a statement of special educational needs, and pupils with English as an additional language.