

**Inspection under Section 28 of the  
Education Act 2005**

**A Report on the Quality of Education in**

**Cilâ Primary School  
577 Gower Road,  
Upper Killay,  
Swansea.  
SA2 7DR**

**School Number: 6702109**

**Date of Inspection: 26/03/07**

**by**

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Cilâ Primary School was inspected as part of a national programme of school inspection. The purpose of inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents information about the performance of their child's school.

The inspection of Cilâ Primary School took place between 26/03/07 and 27/03/07. An independent team of inspectors, led by Michael T. Ridout undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

There are three types of inspection.

For **all** inspections, there is a written report on seven key questions.

For **short** inspections, there are no subject reports.

For **standard** inspections, there are also reports on six subjects.

For **full** inspections, there are also reports on all subjects.

**Estyn decides the kind of inspection that a school receives, mainly on the basis of its past performance. Most schools receive a standard inspection. All nursery schools, special schools, pupil referral units and any new or amalgamated schools receive a full inspection.**

This school received a **short** inspection.

## 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 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	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 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

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## Context

### The nature of the provider

- 1 Cilâ School is a community primary school for boys and girls aged from three to eleven years. There are five classes, including a nursery providing for the under-fives each morning. Children under five attending full-time are taught in a mixed-age class, with pupils in Key stage 1 (KS1), for afternoon sessions. The average class size is 23.5 (not including the nursery). There are 5.9 (fte) teachers, including the head teacher and three part-time teachers. There are six part-time learning support assistants (LSAs).
- 2 The school is situated in the village of Upper Killay, on the outskirts of the City of Swansea. The majority of pupils live in the local area. It is a popular school and a number of pupils are preferred placements from outside the school's designated catchment area. Most homes in the village are privately owned; a minority is rented. The school states that pupils come from backgrounds that vary from advantaged to relatively disadvantaged. Six per cent of pupils are entitled to free school meals; this is well below the local and national average. There are a few pupils from ethnic minorities. No pupils come from homes where Welsh is the first language. English is the predominant language spoken and the school teaches Welsh as a second language.
- 3 Assessment data confirms that the school receives pupils from the full range of abilities. Baseline assessments are above local averages. Subsequent assessments confirm that a good proportion of pupils is relatively able. Around 21 per cent of pupils are identified as having special educational needs (SEN). Four pupils have a statement of SEN.
- 4 The school was previously inspected in March 2001. Since that time, the number on roll has fluctuated. The number of classes remains the same but the organisation and age-range of individual classes has changed. There have been significant staff changes, particularly over the last year, and considerable improvements have been made to the indoor and outdoor learning environments. The school has achieved the Basic Skills Quality Mark.

### The school's priorities and targets

- 5 The school's mission statement is: *To be a primary school where all children are valued and have an opportunity to develop their full potential in a secure and happy environment.* The school's work is based on a clear statement of key aims and core values and priorities for improvement are identified in the school development plan (SDP). Currently there are five major priorities:
  - to promote pupils' investigative skills across the curriculum through participation in the small schools project;
  - to develop a joint transition plan in collaboration with partner schools;
  - to enhance learning, teaching and provision in information and communications technology (ICT);
  - to develop a school website;
  - to establish link governors with new members of staff.

## Summary

- 6 Cilâ School provides a very good quality of education that reflects well its stated mission, aims and values. The school is very well led. The skilful management of recent changes in staff and improvements in provision is clearly evident in the many good and outstanding features that permeate the school and enable pupils to achieve high standards.

### Table of grades awarded

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

- 7 The inspection endorses the school's self-evaluation in six of the key questions and awards a lower grade for key question two.

### Standards

- 8 The overall quality of the educational provision for children under five is appropriate to their needs and the children are making good progress towards the Desirable Outcomes for Children's Learning.
- 9 Learners of all ages achieve good standards in knowledge, understanding and skills. Overall, standards are good with outstanding features. This is especially evident in the basic skills of literacy and numeracy.
- 10 Learners' achievements in key skills and bilingual competence are outstanding features.
- 11 The 2006 National Curriculum (NC) results at the end of Key stage 1 (KS1) and Key stage 2 (KS2), based on teacher assessments, indicate standards in English, mathematics and science were well above national figures. In comparison with similar schools having up to eight per cent free school meals standards were broadly average.

- 12 The school's NC results show the maintenance of high standards over the last six years. Analysis of the results reveals an overall upward trend.
- 13 The majority of pupils, of average and above average ability make good progress and increase their understanding well. The current emphasis on developing pupils' investigative skills is steadily enabling more-able pupils in particular, to improve progress further.
- 14 Pupils with special educational needs (SEN) make good and sometimes very good progress towards the targets set for them in individual education plans (IEPs).
- 15 Pupils make good progress towards fulfilling their potential and they are well prepared for the next stage of their education.
- 16 The high standards of behaviour and the very good levels of courtesy and respect pupils demonstrate are exemplary.
- 17 Levels of attendance (excluding the under-fives) averaged 92.9 percent over the last three terms. This is below the average in 2004/5 for similar schools having up to eight per cent free school meals. Overall attendance levels were reduced during the Spring Term of 2006, as the school remained open during a period of inclement weather.
- 18 Pupils demonstrate a good capacity to study independently, including the skills necessary to maintain lifelong learning.
- 19 Pupils show exemplary development in their personal, social, moral and wider development.
- 20 Learners develop a clear understanding of equal opportunities and a sound understanding of the diversity of cultures within society.
- 21 The pupils are well prepared for effective participation in the community but opportunities to raise pupils' awareness of the workplace are less well developed.

### **The quality of education and training**

- 22 The school has a talented team of teachers. Most are new to the school this academic year<sup>1</sup>. They work very well as a team and provide good and sometimes very good teaching that meets learners' needs well.
- 23 In fourteen lessons or parts of lessons the quality of teaching was judged as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
14%	86%	-	-	-

- 24 In all the lessons observed, teaching was good or better. This compares well with the national picture reported by Her Majesty's Chief Inspector (HMCI) in her annual

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<sup>1</sup> At the time of the inspection four of the five class teachers were employed on a temporary basis.

report 2005 – 2006. Nationally, the quality of teaching is good in 84 per cent of lessons, with 17 per cent of lessons having outstanding features.

- 25 Teaching sets high expectations and provides a very good range of stimulating learning experiences. Members of staff maintain very good working relationships with pupils.
- 26 Teachers have good subject knowledge and use a good variety of teaching and organisational strategies.
- 27 Lesson planning provides clear objectives for lessons and is being developed to build upon day-to-day evaluations of learning to ensure that the teaching is matched well to the differing needs and abilities of pupils. This aspect requires further refinement.
- 28 There is strong and consistent emphasis on promoting the language skills of pupils in both English and Welsh.
- 29 The rigour of assessment and the use of data to improve standards in English, mathematics and science are good. The arrangements in other subjects are less well developed although collections of work provide a good basis for further development.
- 30 There are good arrangements to keep parents and carers well informed about their children's progress. The quality of the end of year reports about pupils' achievements and progress is good.
- 31 The school provides a very good range of learning experiences that meets learners' needs and aspirations well. The provision to develop learners' basic and key skills in literacy, numeracy and information and communications technology (ICT) is very good.
- 32 The extent to which the school broadens and enriches pupils' learning experiences is outstanding. There is a wide range of extra-curricular opportunities including visits and the contribution of visitors whose specialist knowledge and expertise impacts well on pupils' achievements.
- 33 A further outstanding feature is the wide range of opportunities for pupils' personal development, including their spiritual, moral, social and cultural development.
- 34 The very good provision to promote pupils' bilingual skills is a credit to the school. Pupils acquire a good understanding of the culture and heritage of Wales.
- 35 Pupils' awareness of the need of sustainable development is very well promoted.
- 36 Pupils are cared for in a very supportive community, the quality of care, support and guidance that pupils receive is an outstanding feature. This is especially evident in the high quality of the relationships between pupils and with the adults working in the school.

- 37 The quality of the school's partnership with parents, carers, the community and other educational providers is very good.
- 38 The quality of provision for pupils with additional learning needs, including those with SEN, is good with some outstanding features. The provision to promote equal access and inclusion is effective. Pupils with disabilities have equal access and opportunity to participate in school life.
- 39 The school has an established positive behaviour policy, including strategies to combat bullying, and its implementation is an outstanding feature.
- 40 The school actively promotes equal opportunity and stresses the importance of treating pupils fairly and consistently, regardless of background or any challenges they may present.
- 41 The school promotes awareness of diversity well. Its positive ethos promotes effective opportunities for pupils to value the contribution of others.

### **Leadership and management**

- 42 The impact of the head teachers' skilful leadership in promoting high standards and of his sensitive and well-considered strategic management in taking the school forward, during a period of significant staff changes this academic year, are outstanding features.
- 43 The school's vision statement, core values and aims are very well reflected in its life and work. There is ample evidence, particularly in recent years, of tangible improvements in the quality of education. This results from the setting of suitably challenging and achievable goals for improvement and effective strategic planning.
- 44 The governing body (GB) is well informed and plays a key role in shaping the school's strategic direction. The link role of governors is a current focus for development. The GB meets fully its statutory obligations.
- 45 The school's self-evaluation processes promote a clear sense of purpose and strategic direction and good account is taken of the views of all stakeholders. The overall quality of the school's self-evaluation report is good.
- 46 Subject leaders are developing a good knowledge of their areas of responsibility but currently lack sufficient first-hand evidence of quality and standards. In this respect, their role is at an early stage of development.
- 47 The school is well staffed and resourced. The learning support assistants (LSA) make an outstanding contribution in supporting pupils, including those with SEN. Opportunities to promote teachers' professional development are very well managed and linked to need.
- 48 Pupils have access to a good range of learning resources. The teaching resources designed by the teachers are an outstanding feature of the way the school meets the various needs of its pupils.

- 49 The school building and site is very well maintained. The outdoor provision for learning and play is an outstanding feature.
- 50 The key resources of staff, time and finance are very well matched to the school's priorities for improvement.
- 51 Taking into account the maintenance of high standards since the last inspection in March 2001, the good progress in resolving the key issues identified at the time and the school's success in continuing to improve the quality of its provision, it continues to provide good value for money.

## Recommendations

- 52 In order to raise standards and improve the quality of education further, the school should build on the findings of its self-evaluation report to develop a further three-year school development plan placing particular emphasis on:
- R1 ensuring the effective use of recently revised lesson-planning frameworks;
  - R2 improving assessment procedures;
  - R3 developing the role of subject leaders.

The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

**A copy of this summary is sent to every family with a child at the school. The full report can be obtained from the school.**

## Standards

### Key Question 1: How well do learners achieve?

#### Grade 1: Good with outstanding features

- 53 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 54 The overall quality of the educational provision for children under five is appropriate to their needs and the children are making good progress towards the Desirable Outcomes for Children's Learning.
- 55 Across the school learners of all ages achieve good standards in knowledge, understanding and skills. Overall, standards are good with outstanding features. This is especially evident in the basic skills of literacy and numeracy. The school is currently placing strong emphasis on developing further pupils' investigative and study skills.
- 56 A large proportion of pupils achieve high standards in sport and music. Furthermore, the creative achievements of pupils are very well reflected in the high standard of artwork seen in displays around the school.
- 57 The school is successful in enabling learners to meet and in many cases exceed the targets set for pupil attainment at the end of both key stages. There is a consistent pattern of high attainment over the last six years since the previous inspection.
- 58 Learners' achievements in key skills and bilingual competence are outstanding features. Children under-five achieve good levels of competence in the key skills of literacy, numeracy and ICT. Across both key stages pupils are enabled to develop high levels of competence in using key skills within their studies. The standard of bilingual competence is high throughout the school.
- 59 Regardless of gender, social, ethnic or linguistic background learners achieve similarly high levels of success in learning.
- 60 The 2006 NC results at the end of KS1 and KS2, based on teacher assessments, indicate standards in English, mathematics and science were well above national figures. The proportion of pupils attaining at least expected levels in all three subjects was also above national figures. In comparison with similar schools having up to eight per cent free school meals standards were broadly average.
- 61 The school's NC results show the maintenance of high standards over the last six years. This is an outstanding achievement and fluctuations in the results from year to year reflect both the small size of cohorts and the proportion of pupils with SEN. Analysis of the results reveals a steady upward trend in most areas over time and relatively little difference between the performance of boys and girls.
- 62 Baseline assessments compare well with local averages and indicate good standards. Scrutiny of the school's records that track pupils' progress and of pupils'

recent work confirms the majority make good progress in the acquisition of knowledge, understanding and skills.

- 63 Pupils with SEN make good and sometimes very good progress towards the targets set for them in IEPs. The majority of pupils, of average and above average ability make good progress and increase their understanding well.
- 64 The school identifies a significant proportion of more-able pupils and through initiatives, such as to promote pupils' investigative skills, is steadily enabling these pupils to improve their progress and levels of understanding further.
- 65 Across the school pupils listen well and generally show a good understanding of what they are doing. The setting of learning targets and goals with individual pupils in English and mathematics guides them towards an appropriate understanding of what they need to do to improve their work.
- 66 During their time in the school pupils make good progress towards fulfilling their potential, they attain agreed learning goals and are well prepared for the next stage of their education.
- 67 The development of pupils' personal, social and learning skills is good with outstanding features. The high standards of behaviour and the very good levels of courtesy and respect pupils demonstrate are exemplary.
- 68 Pupils are very well motivated, eager to learn and have very positive attitudes to learning. They work with enthusiasm, make good use of lesson time and maintain both effort and concentration well. This contributes significantly to the pupils' good standards of work.
- 69 Throughout the school pupils behave responsibly and show respect. This is reflected well in every aspect of school life. The high quality of relationships between staff and pupils is a consistent feature. Furthermore, the quality of relationships between pupils of all ages is a particular feature.
- 70 Discussion with pupils confirms that they understand, value and make good use of the *Friendship Point* established in the playground. This helps to ensure no one need feel left out at playtime. Older pupils readily offer support to younger pupils through undertaking roles as *break time* and *reading buddies* for instance.
- 71 Levels of attendance (excluding the under-fives) averaged 92.9 percent over the last three terms. This is below the average in 2004/5 for similar schools having up to eight per cent free school meals. In 2000 levels of attendance averaged 93.2 percent. Overall attendance levels were reduced during the Spring Term of 2006, as the school remained open during a period of inclement weather.
- 72 In autumn 2005 the school recorded its highest attendance level for five years. However, attendance is reduced during the spring and summer terms due to family holidays taken in term time. Pupils generally arrive punctually at the start of the school day.

- 73 Pupils demonstrate a good capacity to study independently, including the skills necessary to maintain lifelong learning. Pupils work extremely well together and collaborate well. The older pupils have a good knowledge of learning skills and increasingly deploy their skills to good effect.
- 74 Pupils show exemplary development in their personal, social, moral and wider development. From an early age pupils undertake appropriate responsibilities and throughout the school pupils demonstrate good self-discipline. The school council is particularly effective in promoting a strong sense of community and developing the skills of citizenship.
- 75 Learners develop a clear understanding of equal opportunities issues and develop both respect for and a sound understanding of the diversity of cultures within society.
- 76 The pupils have many opportunities to participate in a variety of ways within the local community. These include performances of drama and music, visiting groups and organisations and participating in practical activities such as gardening. However, opportunities to raise pupils' awareness of the workplace are less well developed.

## The quality of education and training

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

#### Grade 2: Good features and no important shortcomings

- 77 The findings of the inspection team differ from the school's self-evaluation in that the school graded this key question grade 1. Inspectors did not identify sufficient outstanding features but found a consistently good standard of teaching.
- 78 The school has a talented team of teachers. Most are new to the school this academic year<sup>2</sup>. They work very well as a team and provide good and sometimes very good teaching that meets learners' needs well.
- 79 In fourteen lessons or parts of lessons the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
14%	86%	-	-	-

- 80 In all the lessons observed, teaching was good or better. This compares well with the national picture reported by Her Majesty's Chief Inspector (HMCI) in her annual report 2005 – 2006. Nationally, the quality of teaching is good in 84 per cent of lessons, with 17 per cent of lessons having outstanding features.
- 81 Teaching sets high expectations and provides a very good range of stimulating learning experiences that enable pupils to achieve high standards in all aspects of learning.
- 82 Teaching and support staff are particularly skilful in establishing and maintaining very good working relationships with pupils. This is a consistent feature throughout the school and has a significant impact on the quality and effectiveness of learning.
- 83 Teachers have good subject knowledge. Through their ready engagement in appropriate further professional development and training opportunities members of staff have good knowledge of best practice and current developments in primary practice. The teaching team collaborates well to share ideas and improve aspects of their practice. For example, this is evident in the recent changes made to the presentation and focus of lesson planning.
- 84 Lesson planning is generally effective and sets clear objectives for lessons. Teachers develop suitably detailed medium-term planning that reflects well the programmes of study in subject schemes of work and often identifies cross-curricular links within broad topics or themes. This is a good feature. Furthermore, opportunities to promote basic and key skills are clearly denoted in lesson planning.
- 85 A good range of teaching strategies and organisational arrangements are used well to promote learning. The most effective lessons promote the active engagement of learners through questioning, explanations, discussion and group or partnered

<sup>2</sup> At the time of the inspection four of the five class teachers were employed on a temporary basis.

activities that ensure collaboration among pupils in solving questions or planning work.

- 86 Teaching is particularly effective where the focus of teaching is clearly defined and matched to the differing needs of groups of pupils throughout the lesson. This was clearly evident in lively and very well focused lessons in mathematics in Year 4 and science in KS1, for example.
- 87 Teaching actively promotes equality of opportunity and is proactive in addressing issues of gender, race and disability equality. Teaching and supporting members of staff promote inclusion well for pupils with SEN and teaching skilfully ensures stereotypical choices are questioned and that both boys and girls contribute to lessons in equal measure.
- 88 There is good emphasis on promoting the language skills of pupils in both English and Welsh. The use of *chatterboxes* as a means of promoting dialogue between pupils is one example of the positive impact of the current whole-school initiative to promote oracy skills systematically across the school. The standard of bilingual teaching is good.
- 89 The lesson-planning frameworks used for day-to-day planning provide a good focus to build upon day-to-day evaluations of learning to ensure that the teaching is matched well to the differing needs and abilities of pupils. The school is keeping the recent changes to its planning formats under review to ensure the content recorded has maximum impact on moving learning forward. However, the scrutiny of lesson planning indicates some variations in the extent to which focused evaluations of learning, linked to key learning objectives, are used to evaluate progress and adapt the learning activities in line with pupils' achievements.
- 90 The rigour of assessment systems based on standardised tests and the use of data to improve learning and focus teaching is good. The data from tests, including baseline assessments, is used well to track pupils' achievement and progress and to set appropriately challenging targets for end of key stage attainment in English, mathematics and science. The arrangements for end of key stage assessment meet statutory requirements.
- 91 The arrangements in other subjects are less well developed. Collections of work in all subjects and areas of learning reflect a wide range of achievement but their use in exemplifying standards is limited as the assessment of standards using NC criteria is not recorded.
- 92 Learners are guided well in developing an appropriate understanding of strengths and areas for improvement in their work. Strategies include regularly setting targets in English and mathematics, encouraging self-assessments appropriate to age and discussing work with individual pupils. Furthermore, the marking of pupils' work is being developed to provide clearer guidance and help involve pupils more effectively in planning their own progress and improvement.
- 93 There are good arrangements to keep parents and carers well informed about their children's progress. At the pre-inspection meeting parents confirmed their clear

understanding of the school's target setting arrangements and indicated satisfaction with the formal and informal arrangements to enable them to discuss their children's progress with class teachers. The quality of the end of year reports about pupils' achievements and progress is good; these comply with statutory requirements.

**Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?**

Grade 1: Good with outstanding features
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- 94 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 95 The school provides a very good range of learning experiences that meets learners' needs and aspirations well. The curriculum is equally accessible and provides appropriate challenge and interest for pupils of all ages and abilities, including effective provision for pupils with SEN, the more-able and those with particular talents.
- 96 The ethos of the school identifies a strong commitment to excellence across all aspects of learning. The content and context of the curriculum are directed to support pupils to achieve high standards and encourage them to be involved in all aspects of school life.
- 97 Schemes of work in all subjects and areas of learning provide a secure framework of long-term planning that ensures the provision is broad and balanced as pupils move through the school. Short-term planning ensures appropriate continuity and progression so that new concepts are introduced and well understood. The provision meets statutory requirements.
- 98 Across the curriculum, the provision to develop learners' basic and key skills in literacy, numeracy and ICT is very good. These opportunities are very well planned.
- 99 The extent to which the school broadens and enriches pupils' learning experiences is outstanding. There is a wide range of extra-curricular opportunities, such as arts projects and the school makes effective use of residential centres such as Margam Park and Llangrannog to promote environmental awareness and provide bilingual opportunities. Links, including those with Gower Heritage, Upper Killay Gardening Club and the Forest School Project provide relevant and stimulating learning experiences outside the classroom.
- 100 A good range of visitors contribute specialist expertise so that pupils benefit from first-hand experiences gained through working with sports instructors, poets and artists, for instance. A significant proportion of pupils receive instrumental tuition and good opportunities are provided for team sports and competitive games.
- 101 A further outstanding feature is the wide range of opportunities for pupils' personal development, including their spiritual, moral, social and cultural development. Collective worship during assembly meets statutory requirements and is a special

and spiritual occasion with time for careful reflection that highlights the caring nature of the school. The provision of personal and social education (PSE) is planned in line with requirements and provides good opportunities for pupils to empathise with and value the opinions of others.

- 102 The school positively promotes the understanding of cultural diversity; for example, pupils e-mail Madungu Primary School in Kenya and have opportunities during physical education to explore the movement patterns of African animals. Furthermore, a display of masks and pictures of a dragon in the school hall celebrates the Chinese culture.
- 103 The curriculum is enriched significantly through very strong and mutually beneficial partnerships with other schools and colleges, and interested partners such as community organisations and the local authority. Very good links have been established with Olchfa Comprehensive School where all the pupils transfer at the end of KS2. Transition arrangements are well planned and co-ordinated effectively.
- 104 The school provides work experience and training opportunities for students following a range of courses. The school has a very effective partnership with an initial teacher training university and regularly provides training opportunities for student teachers. Links with the community are also very strong and the school welcomes many visitors who present a wide range of topics that enrich the pupils' learning experiences.
- 105 The wide range of learning experiences provided responds very well to the needs and aspirations of the wider community. However, although there are some sound curricular links with business, the provision to promote pupils' awareness of the workplace is less well developed.
- 106 The very good provision to promote pupils' bilingual skills is a credit to the school. Some recently appointed members of staff have been well supported in building up their skills and as a result pupils experience a consistent approach to the promotion of their oracy skills in English and Welsh. *Y Cwricwlwm Cymreig* is well promoted throughout the life and work of the school. Pupils acquire a good understanding of the culture and heritage of Wales. They study the work of past and present day Welsh achievers including musicians and artists, one example being the artwork of Ceri Richards.
- 107 The school is pro-active in combating social disadvantage and stereotyping and successfully presents pupils with equality of access and opportunity across the full range of its provision.
- 108 Pupils' awareness of the need of sustainable development is very well promoted, such as through recycling initiatives. The pupils have earned a Local Authority Gold Award for their recycling activities. Furthermore, the school has formed an Eco Committee. This meets regularly and the pupils are fully involved in working towards the Eco Schools Award.
- 109 The school provides an appropriate range of opportunities to enable pupils to develop the skills needed to support economic development. Opportunities include

fundraising projects and the role of pupils in running the Healthy Eating Tuck Shop that includes the handling of money. However, opportunities to develop pupils' entrepreneurial skills within their studies have yet to be formalised.

- 110 The school's provision reflects well national priorities to promote life-long learning skills and suitably raises pupils' awareness of community regeneration and the impact of social and economic changes in society.

#### **Key Question 4: How well are learners cared for, guided and supported?**

Grade 1: Good with outstanding features
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- 111 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 112 A warm and caring ethos pervades all aspects of school life. This is especially apparent in the high quality of the relationships between pupils and with the adults working in the school. Pupils are cared for in a very supportive community, the quality of care, support and guidance that pupils receive is outstanding.
- 113 The school works very closely with a wide range of partner agencies. It manages care and support arrangements effectively. The school has been awarded phases one to four of the Healthy Schools Initiative and is currently working towards phase five. Pupils' health and well-being are given a high priority. The provision succeeds in raising pupils' confidence and self-esteem, such as through celebrating their successes in a variety of ways.
- 114 The quality of the school's partnership with parents and carers is very good. The extent to which the school engages parents and takes account of their views is a particularly good feature. The school's partnership with employers is less well developed.
- 115 Many parents attend the weekly celebration assembly and some assist the school in a voluntary capacity. At the pre-inspection meeting and through their responses to a questionnaire parents express a high level of satisfaction with the school.
- 116 An appropriate home-school agreement has been implemented and parents are kept up to date and well informed through regular newsletters and publications including an informative governors' annual report and detailed prospectus.
- 117 The school is also proactive in taking account of the views of pupils. The school council is well established and successfully enables pupils to feel they have a voice in school affairs. It promotes well their involvement in the school community. This is clearly reflected in the pride pupils express in the school. The school council also has a positive impact in raising pupils' awareness of the wider community and of aspects of good citizenship.
- 118 The induction programme for children under five is carefully planned and implemented to ease transition between home and school. Parents value the

- flexibility of the programme and each child has individual attention. The 'Buddy' system also helps pupils settle quickly into the life and routines of their new school.
- 119 Transition arrangements with Olchfa Comprehensive School are very good. Pupils are well prepared for the next stage of their education such as through undertaking cross-phase studies and visits to the comprehensive school.
- 120 There is outstanding personal support and guidance provided for all pupils, that reflects well the school's strong ethos of mutual respect, trust and understanding. Pupils feel valued and indicate they have no hesitation in approaching staff to discuss matters that worry them. They feel confident in expressing their views, feelings and concerns in *circle time* sessions and demonstrate respect for the views of others.
- 121 Pupils are actively encouraged to develop their level of independence. The school council is developing effectively as a forum for gathering pupils' views and involving them in school improvement. A well-structured programme for PSE, that takes appropriate account of the national framework, is being embedded into the curriculum. The school liaises effectively with outside agencies and draws on their expertise to enhance the PSE programme.
- 122 Attendance and punctuality are systematically monitored. The school clerk collates the information on a weekly basis and enters data into a computer system. The school receives regular support in monitoring patterns of attendance and punctuality by the Education Welfare Officer (EWO). Appropriate action is taken when necessary.
- 123 The school has set a target of 94.3% attendance for 2006/2007. It seeks to maintain parental awareness of their responsibilities in helping to ensure good attendance and provides incentives for pupils such as an award for one hundred per cent attendance.
- 124 Pupils' behaviour and performance are appropriately monitored. Good achievement, behaviour and examples of courtesy and kindness to others are recognised and rewarded every week in a whole-school celebration assembly attended by many parents.
- 125 The school is diligent in assuring the healthy development, safety and well-being of pupils. Appropriate risk assessment procedures are implemented to help ensure a healthy and safe environment, all members of staff have received training in first aid and healthy development is promoted through PSE, activities during playtime, the fruit tuck shop, breakfast club and healthy options for the midday meal.
- 126 The school has effective procedures to ensure the protection of children. Governors have adopted local education authority (LEA) procedures and the head teacher and deputy head teacher have received appropriate training. This information is disseminated fully and effectively to all staff to help ensure a clear understanding of their responsibilities in this area.
- 127 The quality of provision for pupils with additional learning needs is good with some outstanding features. The success of the school's provision is linked to the effective diagnoses of individual learning needs. Initially class teachers monitor pupils'

progress and development and where concerns are noted suitable diagnostic tests are implemented. The school's policy of early intervention is successful in building up pupils' basic literacy skills, in particular.

- 128 The school is well supported by agencies of the local authority that provide advice and support for individual pupils. The arrangements for determining pupils' needs are in line with the SEN Code of Practice. Parents are appropriately involved and all pupils with SEN are provided with suitably detailed learning programmes, including targets for attainment in IEPs. Parents, and where appropriate, pupils are involved in the regular review of IEPs.
- 129 The arrangements for the annual review of the provision for and progress of pupils with a statement of SEN are systematic and effective.
- 130 The school deploys a part-time teacher and the majority of pupils with SEN benefit from focused individual or small group teaching sessions. According to need, the school is allocated funding to deploy several LSAs who are systematically deployed to meet the individual needs of particular pupils. This helps to ensure the successful inclusion of pupils with a range of learning difficulties, sensory impairments or physical disabilities. The quality of the support provided is of a very high standard in particular cases.
- 131 At the time of the inspection no pupil in the school was in need of an individual behaviour plan (IBP). However, there is evidence of the school's success in managing the challenging behaviour of particular pupils in the past and furthermore, the high standards of behaviour expected helps to ensure pupils learn how to learn in an effective manner.
- 132 The school actively promotes equal opportunity for all ages and stresses the importance of treating pupils fairly and consistently, regardless of background or any challenges they may present.
- 133 Boys and girls are given the same opportunities to participate and succeed in all that the school offers. This is achieved through the systematic review of individual learning needs and the careful focus of teaching so that stereotypical choices and expectations are questioned.
- 134 The school's arrangements for eliminating racism are very good and it has clear policies for promoting equal opportunities. Multicultural awareness and positive attitudes towards ethnic minorities are very successfully developed and celebrated for example, in the displays of work on Kenya, the Chinese New Year and Judaism.
- 135 The school has an established positive behavior policy, including strategies to combat bullying, and its implementation is an outstanding feature. Parents indicate that they have high expectations and confirm that all members of staff take quick and effective action if behaviour is not of the expected standard.
- 136 The school complies with the requirements of the Special Educational Needs and Disability Act 2001. Disabled pupils have access to all areas of the school and adaptations to the building include the provision of a disabled toilet in the KS1

classroom. Following an audit of provision for the disabled, the school development plan (SDP) identifies the need for additional fencing and an extra disabled toilet in the main building of the school.

- 137 Pupils with disabilities have equal access and opportunity to participate in school life. Individual support is provided to help ensure disabled learners integrate fully whilst encouraging an appropriate level of independence.
- 138 The school has a good quality policy in place to promote awareness of diversity. A member of staff has produced an early years pack that provides support for teachers and identifies learning opportunities for pupils. This is implemented well. Pupils respect diversity very well and the positive ethos of the school promotes effective opportunities for pupils to value the contribution of others.

## Leadership and management

### Key Question 5: How effective are leadership and strategic management?

#### Grade 1: Good with outstanding features

- 139 The findings of the inspection team match the judgement made by the school in its self-evaluation report. The impact of the head teachers' skilful leadership in promoting high standards and of his sensitive and well-considered strategic management in taking the school forward, during a period of significant staff changes this academic year, are outstanding features.
- 140 Leadership successfully ensures clear direction through very well considered, values, aims, objectives and targets that are well understood by all members of staff. Managerial processes, such as staff meetings linked to implementing the SDP, help to ensure members of staff understand fully the direction of the school and enable their full involvement in developing practice.
- 141 The school's vision statement, values and aims are prominently displayed around the school. This expression of the school's corporate identity and its core values, including a strong commitment to the promotion of equality for all, is well reflected in its life and work.
- 142 Good account is taken of national and local priorities in improving education. Current initiatives include the school's involvement in developing a joint transition plan and its participation in the small school's project.
- 143 Through setting both challenging and achievable targets and goals for improvement there is ample evidence, particularly in recent years, of tangible improvements that have a positive impact on the quality of education. This is particularly evident in the improvements made to the outdoor environment and the enhancement of resources and expertise in ICT. Furthermore, the school's continued success in meeting or exceeding its targets for end of key stage attainment reflect well the educational leadership provided by the head and deputy head teacher.
- 144 There are systematic arrangements to manage and improve the professional skills of members of staff. The arrangements for performance management of all teachers, including the head teacher are in line with current requirements. Members of the teaching staff are set clear and manageable targets to meet their professional needs.
- 145 The approaches adopted, both formal and informal, to improve the quality of provision through the review of teaching and the promotion of teachers' professional development are sensitively implemented. The high priority and thoughtful attention given to this aspect of school management is an outstanding feature that results in the high quality of teamwork among all staff in the school.
- 146 The governing body (GB) is well informed and plays a key role in shaping the school's strategic direction. The head teacher very well supports governors, such as through the provision of detailed reports and the work undertaken in drafting the SDP.

- 147 The arrangements for committees, for individual governors to undertake particular responsibilities and for the dissemination of information before GB meetings are appropriate. Governors are currently developing their role as *critical partner* through specific links with aspects of the school's work. This is beginning to strengthen the GB's work in monitoring the quality of provision.
- 148 The GB meets fully its statutory obligations. For instance, the extent of detail provided for parents in documents such as the prospectus and governors' annual report is very good.

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

Grade 2: Good features and no important shortcomings
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- 149 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 150 The school's self-evaluation processes are good; these involve all members of staff, governors, parents and pupils appropriately. Information about the school's performance is gained from the analysis of assessment data and information from subject leaders contributes to the successful identification of the strengths and areas for further development in the school.
- 151 The inspection team agrees with the school's judgement in six out of the seven questions. The inspection team awarded a lower grade for key question two. The overall quality of the school's self-evaluation is good, as is the quality of the report.
- 152 Subject leaders, most of whom are recently appointed, are developing a good knowledge of their areas of responsibility. There is a four-year monitoring programme in place and subject leaders prepare evaluative reports annually for their areas of responsibility. Although there is a programme of lesson monitoring involving subject leaders the collections of work they have compiled are not used fully to exemplify standards. As a consequence, subject leaders lack sufficient first-hand evidence of standards in the subjects for which they are responsible. In this respect, the role of subject leaders and that of link governor for subjects is at an early stage of development. The link role of governors is a current focus for development.
- 153 The school is proactive in seeking the views of learners, staff and other interested parties. Parents' views have been sought and taken into account regarding a number of issues such as homework, standards and behaviour. Members of the school council feel that the school listens to their views on a variety of issues. The views of governors and members of staff help to inform and influence the school's direction through regular meetings. Friends of the school and members of the wider community also spontaneously offer their opinions of the school, giving a helpful broader perspective on aspects of its work.
- 154 There is a clear sense of purpose and strategic direction in the self-evaluation process. A clear focus to maintain and improve overall standards in line with pupils'

capabilities is evident in the school's detailed self-evaluation report. This identifies many strong features and some areas for continued improvement. This document provides a good basis to inform the next three-year SDP.

- 155 The head teacher, deputy head teacher and members of staff set clear priorities for improvement. The SDP is a detailed planning document that gives definite direction to the work and development of the school. It includes the appropriate steps for action together with timelines, training needs and success criteria for the issues identified. The self-evaluation process directly informs the SDP and as a result promotes improvement.
- 156 The head teacher and governing body allocate resources effectively to ensure that objectives in the SDP are met within defined timescales. The Friends of the School have supported the provision of ICT and grants from the General Teaching Council are used well to promote professional initiatives.
- 157 The school has made good improvements since the last inspection and has effectively addressed all the key issues identified in the last inspection report. The school has raised standards in ICT and maintained its good practices.

#### **Key Question 7: How efficient are leaders and managers in using resources?**

Grade 1: Good with outstanding features
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- 158 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 159 The school has a sufficient number of appropriately qualified and experienced teachers who provide a good range of relevant expertise to teach all aspects of the school's curriculum. The school makes good use of teachers' particular expertise, such as to enhance the provision for the early years, history, geography and art.
- 160 The provision of LSAs is good and they make an outstanding contribution in supporting pupils, including those with SEN. The LSAs have clear roles and responsibilities and work effectively with the teaching staff.
- 161 The school clerk supports the head teacher well in the efficient daily management of the school, while the caretaker ensures that the school building is kept in good order. Lunchtime assistants provide good support to staff and pupils during the dinner hours and all other ancillary workers contribute well to the welcoming and professional ethos of the school.
- 162 Pupils have access to a good range of learning resources. The quality of resources matches the requirements of the NC and the ages, needs and abilities of pupils well. Key resources are regularly updated especially within the areas of reading, research and study materials and there is ample material available for research and topic work. Each classroom has its own library area and is well equipped with a range of resources linked to the programmes of work. There is an interactive white board in

each classroom, including a smart board in the nursery, and all pupils have access to a good range of ICT resources.

- 163 The teaching resources designed by the teachers are an outstanding feature of the way the school meets the various needs of its pupils, while the reading materials help pupils to develop greater understanding of diversity and equal opportunities within society.
- 164 The school building and site is very well maintained. There is an outstanding collection of playground games and activities for pupils. The school has a garden that the pupils care for. The play area for the under fives is enclosed and includes a covered area which is used well as an outdoor classroom. There is also a grassed area with a large tree. This area is used to develop the forest school project.
- 165 Classrooms are bright and attractive and promote a good working environment. Pupils' work displayed around the school reflects the values of excellence and achievement promoted by the school and contributes to a pleasant visual environment. The school hall is kept in good order and used effectively for a range of activities including school assemblies, physical education and school dinner provision.
- 166 The school makes efficient and effective use of the full range of resources available. Furthermore, skilled financial management and strategic planning has a considerable impact on the value for money provided by the school. This is especially evident in the added value created through the arrangements to provide the required planning, preparation and assessment (PPA) time for class teachers. The school has bought in expertise, such as in physical education and ICT, so that pupils enhance their skills with the guidance of specialists. Furthermore, these arrangements are managed well to ensure continuity for learners.
- 167 The deployment of teaching and LSA, including visiting instrumental teachers, is well considered. Class teachers manage the work of LSAs well and the impact of several supporting adults, such as in the KS1 class, is kept under review. Furthermore, the school is proactive in ensuring that all members of staff have access to appropriate training.
- 168 The key resources of staff, time and finance are very well matched to the school's priorities for improvement. The imaginative use of curricular time, such as *Welsh Week*, enriches effectively pupils' learning experiences. Furthermore, the high quality of financial administration and control was confirmed by the most recent auditors' report.
- 169 There are appropriate systems in place to ensure the regular review of resources. Arrangements are suitably linked to the work of subject leaders and review of the SDP.
- 170 Taking into account the maintenance of high standards since the last inspection in March 2001, the good progress in resolving the key issues identified at the time and the school's success in continuing to improve the quality of its provision, it continues to provide good value for money.

## School's response to the inspection

- 171 The head teacher, staff and governors have carefully considered the outcomes of our inspection. The report provides an objective view on many aspects of the life and work of the school. It will be used as an essential evidence base for the next school self-evaluation report and related SDP. The inspection report reflects that the school's self-evaluation processes promote a clear sense of purpose and strategic direction and good account is taken of all stakeholders. The overall quality of the school's self-evaluation report is good.
- 172 We are pleased that the inspection report recognises that the school's work is based on a clear statement of key aims and core values, and that the extent to which the school broadens and enriches pupils' learning experiences is outstanding. The excellent grades received recognise the commitment, professionalism and hard work of all stakeholders in the school.
- 173 The inspection was thorough, wide-ranging, rigorous and characterised by a wholly professional approach by the team. Care was taken to arrive at very balanced and agreed views with time taken to seek and evaluate further evidence and corroborate judgements where necessary. The head teacher, in his role as nominee, felt that the process was open and transparent and he was given the opportunity to be involved in constructive and productive discussions with inspectors. We are therefore confident that the findings reflect the positive ethos of the school and the professional and robust nature of the inspection proves that they are well founded.
- 174 It is pleasing to note that the report recognises the place of the school within the wider community. We are also pleased that the report recognises that the school provides a very good range of learning experiences that meets learners' needs and aspirations well, and the extent to which the school broadens and enriches pupils' learning experiences is outstanding. A further outstanding feature noted in the report is the wide range of opportunities for pupils' personal development, including their spiritual, moral, social and cultural development. Pupils are cared for in a very supportive community. The quality of care, support and guidance that pupils receive is an outstanding feature.
- 175 The inspection team identified the good progress that the school has made since its last inspection and of the high standards, expectations and challenges it sets itself. It is pleasing to read that the school is well resourced and that the outdoor provision for learning and play is outstanding, with the school providing good value for money.
- 176 The report notes many strengths and outstanding features and also identifies some areas in need of further development. An action plan will be put in place to address the recommendations outlined in the report. The school will ensure that the new SDP reflects the recommendations of the inspection team. We feel confident that the procedures already established in the school will enable further development to take the school forward.
- 177 The school would like to thank Mr Michael Ridout and the inspection team for their positive contribution to future school improvement and for their courtesy and professionalism during the inspection.

## Appendix 1

### Basic information about the school

Name of school	Cilâ Primary School
School type	Nursery and Primary
Age-range of pupils	3 – 11 years
Address of school	577 Gower Road Upper Killay Swansea
Postcode	SA2 7DR
Telephone number	01792 202775

Head teacher	Mr Raymond B. Squires
Date of appointment	1 <sup>st</sup> September 2003
Chair of governors/ Appropriate authority	Mrs G Harper-Jones
Registered inspector	Mr Michael T. Ridout
Dates of inspection	26 <sup>th</sup> – 27 <sup>th</sup> February 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	11.5	7	13	10	20	20	9	15	105.5

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	5	3	5.9

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	1 : 17.3
Pupil: adult (fte) ratio in nursery classes	1: 15
Pupil: adult (fte) ratio in special classes	-
Average class size, excluding nursery and special classes	23.5
Teacher (fte): class ratio	1.18 : 1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Spring 2006	87.1	89.1	92.4
Summer 2006	93.5	89.5	92.6
Autumn 2006	97.5	88.7	93.7

Percentage of pupils entitled to free school meals	6
Number of pupils excluded during 12 months prior to inspection	0

## Appendix 3

### National Curriculum Assessment Results End of Key Stage 1:

National Curriculum Assessment KS1 Results 2006			Number of pupils in Y2:		20		
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher Assessment	School	0	5.0	5.0	60.0	30.0
		National	0.4	3.4	13.1	62.7	20.3
En: reading	Teacher Assessment	School	0	5.0	5.0	60.0	30.0
		National	0.4	3.8	13.9	54.9	26.8
En: writing	Teacher Assessment	School	0	5.0	5.0	70.0	20.0
		National	0.4	4.9	14.4	68.4	11.8
En: speaking and listening	Teacher Assessment	School	0	0	5.0	60.0	35.0
		National	0.4	2.4	9.8	63.4	23.9
Mathematics	Teacher Assessment	School	0	0	5.0	60.0	35.0
		National	0.3	2.0	10.4	63.9	23.2
Science	Teacher Assessment	School	0	0	5.0	80.0	15.0
		National	0.3	1.5	8.6	65.5	23.9

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment				
In the school	90.0		In Wales	80.6

D Pupils who have been disapplied from the statutory arrangements  
W Pupils who are working towards level 1

### National Curriculum Assessment Results End of Key Stage 2:

National Curriculum Assessment KS2 Results 2006			Number of pupils in Y6		13						
Percentage of pupils at each level											
			D	A	N	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	0	0	14.3	42.9	42.9
		National	0.3	-	0.1	0.5	0.6	4.0	15.9	48.2	30.4
Mathematics	Teacher assessment	School	0	0	0	0	0	0	7.1	64.3	28.6
		National	0.3	-	0.1	0.5	0.5	3.2	14.4	47.5	33.4
Science	Teacher assessment	School	0	0	0	0	0	0	7.1	42.9	50.0
		National	0.3	-	0.1	0.5	0.3	1.8	11.5	51.8	33.7

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)				
by Teacher Assessment				
In the school	85.7		In Wales	74.1

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  
N Pupils who have failed to register a level for reasons other than absence  
W Pupils who are working towards level 1

## Appendix 4

### Evidence base of the inspection

- The inspection team consisted of three inspectors who worked for five inspector days (over two days) gathering first-hand evidence. In total, 14 lessons or parts of lessons were observed and standards of teaching graded. Inspectors evaluated the pupils' work.
- The head teacher took the role of nominee, ensuring effective communication with the inspection team. The nominee attended meetings with inspectors and contributed fully to the discussion of inspection evidence.
- Inspectors observed registration sessions, school assemblies and break-times. All teachers present were observed teaching. Discussions were held with members of the teaching and non-teaching staff, representatives of the GB, parents and others, both during the initial inspection visit and during the inspection.
- All the available work and records of a representative sample of pupils from all year groups were scrutinised. Inspectors sought the views of a number of pupils in discussions with them.
- A large amount of documentation provided by the school was analysed both before and during the inspection.
- The registered inspector held a meeting attended by 11 parents before the inspection and considered 40 parents' responses to a questionnaire.
- At the end of the inspection, the main findings of the inspection were discussed with the head teacher in his role as the nominee. A short time after the inspection, meetings were held with the head teacher, the staff, and the governors, to report the findings of the inspection.

## Appendix 5

### Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr. Michael T. Ridout Registered Inspector	Context Summary Recommendations Key question 1: How well do learners achieve? Key question 2: How effective are teaching, training and assessment? Key question 5: How effective are leadership and strategic management? Key question 7: How efficient are leaders and managers in using resources?
Mrs. Barbara Thorne Team inspector	Key question 3: How well do the learning experiences meet the needs and interests of learners and the wider community? Key question 4: How well are learners cared for, guided and supported? Key question 6: How well do leaders and managers evaluate and improve quality and standards? Aspects of Key question 7.
Mr. P. John Foley Lay inspector	Aspects of Key questions: 1, 3, 4 and 7.

### Acknowledgement:

***The inspectors wish to thank the governing body, staff, parents and pupils of the school for their co-operation, assistance and courtesy before and during the inspection.***

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