

**Inspection under Section 10 of the
Schools Inspections Act 1996**

**St John Lloyd RC Primary School
Brynbala Way
Trowbridge
Cardiff
CF3 1SY**

School Number: 681/3353

Date of Inspection: 26th - 29th September 2005

by

**Mr A Clark
Registered Inspector: 78725**

Date: 23rd November 2005

Under Estyn contract number: T/089/05P

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St John Lloyd RC Primary School was inspected as part of a national programme of school inspection. The purpose 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 more information about their child's 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.

The inspection of **St John Lloyd RC Primary School** took place between **26th - 29th September 2005**. An independent team of inspectors, led by **Mr A Clark** 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. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

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

Grade 1	good with outstanding features
Grade 2	good features and no important shortcomings
Grade 3	good features outweigh shortcomings
Grade 4	some good features, but shortcomings in important areas
Grade 5	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 sections.

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

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

Estyn decides the kind of inspection that a school receives, mainly on the basis of past performance. Most schools receive a standard inspection and any new or amalgamated schools receive a full inspection.

This school received a **standard** inspection.

Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years 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 attain the age of 5 during the academic year. Year 1 refers to the year group of pupils who attain the age of 6 during the academic year and so on. Year 13 is the year group of students who attain the age of 18 during the academic year.

Primary phase:

Year	R	Y 1	Y 2	Y 3	Y 4	Y 5	Y 6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y 7	Y 8	Y 9	Y 10	Y 11	Y 12	Y 13
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. The school serves the Roman Catholic community of St John Lloyd and Blessed Sacrament Church Parish in Cardiff. Its catchment area includes Rumney, Trowbridge and St Mellons. It is a voluntary aided school. The area is one of significant social and economic disadvantage. Almost 50 per cent of the pupils are eligible for free school meals, which is well above average. There are 227 pupils on roll aged between 4 and 11, and there is a balance of girls and boys.
2. The first language of the majority of pupils is English and most pupils are from white British backgrounds. A very small number of pupils are from other ethnic backgrounds, including Portuguese and Tamil; all speak English fluently. A significant proportion of pupils, 20 per cent, are from the families of travellers. There is a high percentage of mobility within the school community. Many pupils do not start their education in the reception class at the school and leave before Y6. A small number of pupils start their education at KS2 with very little previous schooling. There is 1 pupil in the care of the local authority.
3. Thirty per cent of the pupils are identified with special educational needs, which is high. This includes 2 per cent with a statement of special educational needs (SEN). Pupils' special needs include social, emotional and behavioural difficulties, moderate and specific learning and speech and communication difficulties.
4. The school has had a falling roll over the last three years, in common with other schools in the locality, due to geographical and demographic reasons. There is now one class intake per year whereas previously it was a two class intake. Attainment on entry is well below typically expected levels.
5. The school has achieved Investors in People and the Basic Skills Quality Mark

The school's priorities and targets

6. The school's mission statement is:
7. 'To be the best we can be in all that we are and in all that we do.'
8. The aims of the school include:
 - Supporting the mission of the church and all children to get to know God through instruction, example and daily life;
 - To provide the very best learning and teaching experiences in all subjects;
 - To understand how children learn;
 - To achieve high standards in literacy and numeracy;

- To achieve high standards in all subject areas and the Curriculum Cymraeg;
- To develop and foster a good working relationship with all stakeholders;
- Provide a safe and healthy environment for children's personal development.

9. The school's current priorities for improvement include:

- to raise levels of attendance;
- to raise the standards of learning and teaching of reading throughout the school;
- to raise the standards of literacy, in particular, extended writing;
- to review and implement ARR procedures and practice in the light of WAG policy;
- to raise standards of achievement of mathematics;
- to develop a topic approach to planning to explore opportunities to develop the key skills.

Summary

10. St John Lloyd RC Primary is a good school. There are outstanding features in the quality of teaching and in the leadership. The school is led and managed well and standards are good. It gives good value for money. The inspection team largely agrees with the school's self-evaluation. However, the poor attendance of a significant minority and high mobility between schools of some pupils means the high quality of teaching does not always lead to high standards.

Table of grades awarded

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

Standards

11. The standards of achievement seen in lessons were as follows:

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Pupils' standards of achievement	30%	65%	5%	0%	0%

12. Pupils' standards of achievement in lessons are above the Welsh Assembly Government's (WAG) targets, which are for 95 per cent of pupils to attain grade 3 and above, and of those, 50 per cent to achieve grade 2.

13. The overall quality of the educational provision for children aged under-five is appropriate to their needs and they make good progress towards the Desirable Outcomes for Children's Learning. There are outstanding features to the children's personal and social development.

Subjects and Areas of Learning – Early Years

Language, literacy and communication	2
Personal and social development	1
Mathematical development	2
Knowledge and understanding of the world	2
Creative development	2
Physical development	2

14. The standards seen in the other subjects inspected were as follows:

Subject	Key Stage 1	Key Stage 2
Mathematics	2	2
Science	2	2
Information Technology (IT)	2	2
Design technology	2	2
Geography	2	2

15. The school sets challenging targets for pupils' achievement based on a good range of reliable and nationally accepted assessments. In 2005, the majority of Y2 and Y6 pupils met the challenging targets set for them, and significant proportion of pupils exceeded these. In the case of the few pupils who did not meet expected levels this was almost entirely due to poor attendance. The good trend in achievement is not always reflected in the outcomes of NC tests because of the high proportion of pupils of pupils who do not start school in Reception and leave before completing their education and the above average percentage of pupils with special educational needs. In 2005, the core subject indicator (CSI) for teacher assessment at Y2 was 63 compared to a national average of 80 (2004). For Y6 the CSI was 66 compared to a national average of 70.

16. Pupils' standards of achievement in the key skills are good. The pupils' listening skills are outstanding. Speaking and reading are good and the school provides many good opportunities too improve these. Pupils' progress in writing for different purposes is limited. The school has identified this as a priority for improvement. The pupils' numerical skills are developed well through several subjects such as science and information technology (IT). Pupils make good progress in information and communication technology (ICT) skills. They make good progress in their bilingual skills in both KS because of regular use of Welsh in many subjects.
17. Both boys and girls achieve well during their time in school although boys attain lower levels in national assessments because of their lower attainment on starting school.
18. Pupils with SEN make good progress towards the appropriate targets set for them. The very inclusive nature of the school helps pupils progress well regardless of their social, ethnic or linguistic backgrounds.
19. The pupils' behaviour is very good. Pupils are very attentive to the teachers because of the calm and positive management of behaviour and outstanding relationships. Staff take positive action to manage misbehaviour. There were 16 temporary exclusions last year. Most of these were for lunchtimes only. The pupils' attitudes to their work are very good. They take a pride in their work and aim high. Pupils understand their work well but are not always sure about the best ways to improve it.
20. The levels of attendance are too low. Although the majority of pupils are punctual and attend well a significant minority of pupils from all backgrounds do not attend regularly and parents do not always give a reason for their absence. The overall level of attendance for the last reporting year was 86.9%. The school has identified this as a priority for improvement.
21. The pupils' personal development, including their spiritual, moral, social and cultural development, is good with outstanding features. The pupils' spiritual development is particularly good through acts of collective worship and the many opportunities for quiet reflection and prayer. There are also outstanding features to the way in which pupils collaborate with each other and with adults.

The quality of education and training

22. In the 37 lessons observed the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
43%	52%	5%	0%	0%

23. The overall quality of teaching exceeds the WAG's targets. The teaching has a very significant impact on the pupil's achievements and positive attitudes. However, achievement does not yet meet the very high standard of teaching for several reasons: the poor attendance of some pupils and high mobility

between schools of some pupils; newly introduced schemes of work for several subjects which have not had chance to work through the school and a significant proportion of staff who are new to the age groups they are teaching.

24. The quality of teaching is good with outstanding features for children under-five, and pupils in KS1 and KS2.
25. Teaching methods are often imaginative and challenge pupils to think for themselves in order to solve problems. This is particularly evident in science and mathematics. Pupils are given good opportunities to work individually, in pairs or in larger groups.
26. Very good teamwork ensures that lessons are planned well and teachers have high expectations. Relationships are very good reflecting the ethos established by the headteacher, senior staff and governors. The teachers' subject knowledge is good and effective use is made of ICT.
27. Pupils with SEN are taught well. The individual education plans (IEPs) provide clear targets and teaching strategies and these are used well by staff. Teaching assistants make a very good contribution to learning through their good knowledge of the pupils and high levels of skill.
28. Teachers make good use of a wide range of effective assessment procedures to set targets for pupils and to plan work to meet their needs. Work is regularly marked, although the pupils' involvement in planning for their own progress is not yet fully developed.
29. The school provides a broad and balanced curriculum which motivates and engages pupils of all abilities. There is an outstanding range of extra-curricular activities and many enriching visits and visitors available to all pupils.
30. Y Cwricwlwm Cymreig makes a very good contribution to pupils' cultural development. The school provides a rich programme of extra-curricular activities including visits to the Museum of Welsh Life at St Fagan's and all pupils are involved in the school Eisteddfod in March. Work developed across the curriculum enhances pupils' awareness of their own locality and effectively develops a good understanding of the heritage and culture of Wales.
31. Care arrangements are well managed including for those with specific social and emotional or health needs. The school works closely and generally effectively with many agencies, for example the nurse, in Cardiff. The needs of those in public care are closely overseen and monitored by well-trained staff who follow good working practices. There is well-established support services for travellers who have regular contact with families as well as working in the school fulltime on reading recovery programmes and communication.
32. The school is robust in addressing racial issues, which are rare and in ensuring high standards of behaviour. The inclusive nature of the school is

promoted through very good induction procedures and there are strong links with other local schools.

33. There is a good partnership with parents. Parents are firmly reminded of their responsibilities to send their children to school and the importance of good attendance.
34. The school ensures that all pupils, whatever their ability, background or gender, have equal access and opportunity to participate in all school activities.

Leadership and management

35. Leadership and management are good with outstanding features. The headteacher, senior staff and governors establish a very good vision for the school which is understood and shared by all, ensuring a sense of purpose and direction. This is an outstanding feature of the school. There is a very good ethos for learning and the aims of the school are met well. This is particularly evident in the inclusive nature of the school and strong drive to raise achievement for all pupils, including those with SEN and traveller children.
36. The self-evaluation process is thorough and is becoming increasingly sharply focused. It ensures good standards and continuous improvement. The school has good systems to gather the views of staff, parents, governors and pupils and incorporate those into the process. The school development plan (SDP) is a clear and generally concise document. Priorities for development are appropriate. The school has made good progress since the last inspection and has met all the previous key issues. In recent years, the school has introduced many initiatives for teaching and learning, including several new schemes of work. There is some duplication of activities and some of the established monitoring processes are very demanding on staff time and effort. The development of this, through the curriculum coordinators' role, is a priority of the school.
37. The governing body is very committed to the school and makes a good contribution to learning and the school's very good ethos. The governors successfully fulfil their statutory requirements.
38. There are sufficient well-qualified teachers and support staff to meet the pupils' needs. The professional development of staff is outstanding and makes a significant contribution to the quality of teaching and learning. All staff are valued and respected. The school runs smoothly and financial management is good.
39. The school makes good use of its resources for learning. It is well maintained and very good displays of pupils' work significantly enrich the pupils' learning. The ICT suite is a useful resource but is cramped and this limits its effectiveness. Overall, the accommodation is good and provides good opportunities for specialist teaching.

Recommendations

The school should maintain the good and outstanding features present and:

R1 Improve pupils' attendance.*

R2 Raise the standard of writing through all subjects.*

R3 Involve pupils further in planning for their own progress and improvement.

R4 Continue to develop the curriculum coordinators' role to ensure that all procedures for planning, assessment and monitoring are efficient and manageable *

*The school has already identified these recommendations in its school development planning.

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.

Standards

Key question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings.

40. Inspection findings match those of the school's self-evaluation. Pupils of all abilities, ethnicity and gender achieve good standards in relation to their attainment on starting school .

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Pupils' standards of achievement	30%	65%	5%	0%	0%

41. Pupils' standards of achievement in lessons are above the Welsh Assembly Government's (WAG) targets, which are for 95 per cent of pupils to attain grade 3 and above, and of those, 50 per cent to achieve grade 2.

42. The overall quality of the educational provision for children aged under-five is appropriate to their needs and they make good progress towards the Desirable Outcomes for Children's Learning. Baseline assessments indicate that, for many children, attainment on entry is well below average. Generally, children aged under-five, make good progress in acquiring key skills. Children's bilingual skills are developing appropriately and they are given very good opportunities to improve their level of achievement. Despite the good

achievement during YR the majority of children are working at levels below the desirable learning outcomes by the end of the year.

Areas of Learning

Language, literacy and communication	2
Personal and social development	1
Mathematical development	2
Knowledge and understanding of the world	2
Creative development	2
Physical development	2

43. Standards of achievement are good in KS1 and KS2. In all the subjects inspected, standards are good with no important shortcomings.

Subject	Key Stage 1	Key Stage 2
Mathematics	2	2
Science	2	2
Information Technology	2	2
Design technology	2	2
Geography	2	2

44. The school sets challenging targets for pupils' achievement based on a good range of reliable and nationally accepted assessments. These targets are very well met and often exceeded in NC assessment. A significant proportion of pupils exceeded the targets set for them. In the case of the few pupils who did not meet expected levels, this was almost entirely due to poor attendance.
45. The trend of improvement in achievement at KS1 is good. There has been a strong improvement in results, particularly in reading and mathematics, over time. The children's attainment on starting school is often very well below normally expected levels. As a result, the NC assessments for 2005 were in the lower quartile in comparison with national data and that for schools with similar free school meal levels but this still indicated good progress through school.
46. In KS2, the results for 2005 were in line with the 2004 national averages for science and mathematics, and above those of similar schools. The English was below the 2004 national average but in line with similar schools. As in KS1, the trend in NC assessments is erratic because of the mobility of a significant minority of pupils. It is also affected by the poor attendance of a small number of pupils and a few pupils who have not attended any school for a considerable period of time. Again, a high proportion of pupils exceed the expected attainment predicted by the assessment procedures as a direct result of the high quality of teaching and outstanding ethos of the school.
47. Boys do not attain as high standards as the girls in NC assessments, particularly in English. This often relates to very low levels of language and

communication skills on starting school. However, the school has focused resources and training on addressing this need and there are indications that this is improving. There is very clear evidence that boys' achievement during their time in school is good overall. In 2005, girls exceeded the national average for teacher assessment in English, mathematics and science combined (CSI) at Y6.

48. The school is particularly successful at overcoming barriers to learning so that pupils succeed very well regardless of their social, ethnic or language background. For example, older pupils who have had very little schooling settle very quickly into the classroom routines and their particular learning needs are promptly identified and supported. The very good quality of teaching and the pupils' very good attitudes contribute significantly to their achievement.
49. The pupils' progress in their learning is good. Most have a good understanding of what they are expected to achieve. Although the marking of their work is usually supportive and regular, it does not consistently inform pupils how they can improve. For example, in both key stages, pupils' ability to take responsibility to develop evaluative skills for their own learning and performance is underdeveloped.
50. At all stages, pupils are prepared well for the next stage of their education and achieve their potential very well. Pupils with SEN make good progress and achieve well. The targets set for them are challenging and realistic and based on a good knowledge of pupils' needs and abilities. The teaching assistants are very well deployed and trained to provide maximum support so that pupils make good progress towards their targets.
51. The few pupils who speak English as an additional language achieve well and their needs are effectively met. The pupils from traveller families also achieve well overall. The school makes good provision for pupils in the care of the local authority and, as a result, they achieve well.
52. The pupils' achievement in key skills is good. The development of listening skills is outstanding. Pupils of all abilities are very attentive to their teachers and to each other. They follow instructions closely and this creates a very good ethos for learning. Pupils progress well in their reading skills. They read a wide range of different texts in all subjects and enjoy reading fiction in the many opportunities provided.
53. In the development of pupils' writing skills, good features outweigh shortcomings. Most pupils make good progress in spelling and punctuation. The pupils' handwriting is not consistently neat enough and they do not write for a wide enough range of different purposes in subjects other than English. This is a priority for improvement amongst the staff and is reflected in their targets for professional development.
54. Pupils' numeracy skills are well developed. They undertake work on measurement and scale in geography, and a wide range of handling data and drawing graphs in science. Pupils make good progress in information and

communication technology (ICT) through most subjects. Pupils use word processing regularly in Y1 and 2. They make multi-media presentations in several subjects in Y5 and Y6. Pupils bilingual skills in Welsh are developing well and they can hold simple, sustained conversations and read appropriate text with fluency through the school. Pupils will often greet each other in Welsh whilst in the playground.

55. Attendance and punctuality are issues identified by the school even though many pupils have consistently good levels of attendance. Staff are meticulous in distinguishing reasons for absence when they know them. Overall, the school records much higher than expected levels of unauthorised absence at around 6% each term because parents are not always informing the school of the reasons their children are absent. Whole school figures last year were only 86.9%, which is a cause for concern. The absences of Traveller children do account for some of these figures but even if their rates of attendance are taken out of the picture the whole school figure is still below national averages at 91.6% and levels of unauthorised absence also high at 2.4%. Significant numbers of pupils arrive late every day despite reminders to be punctual.
56. Behaviour is very good. The youngest pupils settle well into school routines and try very hard to do what is expected. They are beginning to listen well and with growing awareness of each other. Older pupils behaved very well during the inspection and enjoyed their lessons. Relationships are generally outstanding. The school has reviewed its behaviour policy, taking the views of children on board when implementing sanctions and rewards. Levels of exclusion are higher than found in similar schools. When challenging pupils misbehave, staff follow procedures carefully to minimise disruption to learning or play for the majority. Of the 16 pupils excluded last year, 10 were temporarily excluded during the dinner hour with 6 pupils excluded temporarily for taught sessions.
57. Pupils settle to their tasks quickly and become very involved in their work. The strong emphasis on problem-solving and thinking skills generates high levels of curiosity and interest amongst all abilities. They are eager to undertake research using the Internet and reference books. Pupils of all abilities and backgrounds develop good study skills for the next stage of education
58. The development of personal and social skills is good with outstanding features and generates a strong ethos of consideration and reflection. The pupils respond very well to the motivating and thought provoking acts of collective worship. The very good displays of work around school promote opportunities for prayers and silence in their lessons. The pupils have a keen sense of equality and a high standard of spiritual well being. Pupils are reflective and thoughtful, and openly discuss issues of fairness in their personal and social education (PSE) lessons.

The quality of education and training

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

Grade 1: Good with outstanding features

59. Inspection findings match those of the school's self-evaluation.
60. In the 37 lessons observed the judgements on the quality of teaching were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
43%	52%	5%	0%	0%

61. The overall quality of teaching exceeds the WAG's targets. The teaching has a very significant impact on the pupil's achievements and positive attitudes. However, pupils' standards of achievement do not yet meet the very high standard of teaching for several reasons. These include the poor attendance of a small but significant number of pupils and high mobility between schools of some pupils; newly introduced schemes of work for several subjects which have not had chance to work through the school, and a significant proportion of staff who are new to the age groups they are teaching.
62. Teaching is good with outstanding features for children under-five in the reception class, at KS1 and KS2. There are outstanding features to the work of almost all teachers observed during the inspection. This is also reflected in the pupils' work analysed. There is a particularly high consistency in the teaching at Y6.
63. A major strength of the teaching is the very good teamwork between all staff which leads to effective planning. Relationships between staff and pupils are an outstanding feature and pupils are motivated and hard working as a result. A very effective policy to promote good behaviour through assertive discipline contributes to these positive relationships, and helps the pupils to take responsibility for their own and other pupils' conduct. The strength of relationships is an important factor in the effectiveness of the support given to vulnerable pupils, such as those with special educational needs or those who have missed long periods of schooling.
64. There are outstanding features to the imaginative methods teachers use. There is a very strong commitment to encouraging pupils to think for themselves and solve problems. This motivates and challenges pupils of all abilities. For example, in a Y3 mathematics lesson, the pupils made very good progress in understanding multiples of three because they had to deduce the numbers for themselves using a range of number lines, squares and other resources. The lesson was taken at a very good pace yet in a calm and supportive atmosphere. In a Y6 science lesson, the teacher prepared challenging jigsaw puzzles which led the pupils to discover how series and parallel circuits work. Although there were some problems with the ICT resources at the time of the inspection, teachers are making good use of

power point presentations and the interactive white boards to stimulate pupils and promote learning.

65. In Reception, the teacher and teaching assistant challenge the pupils to think for themselves and act independently, whilst providing support and structure where it is needed. In this way, the children settle into school very quickly and are well prepared for learning. At the time of the inspection, early in the year, children who had had little pre-school experience were making very good progress in undressing for physical development, folding their clothes and dressing again afterwards. Overall, the promotion of the personal and social development of children under-five has many outstanding features.
66. Very good questioning skills are often a feature of the best lessons. Teachers promote good speaking and very good listening skills by gently and skilfully challenging the pupils to think more deeply and clarify their ideas. They expect the pupils to use a precise and appropriate vocabulary for the subject. For example, in a Y2 mathematics lesson, the pupils answered mental mathematics questions quickly and accurately, using several different terms for addition, subtraction and place value.
67. Detailed schemes of work effectively support teachers' good subject knowledge. The teachers have a very good understanding of the different ways in which their pupils learn. They link physical and mental activities effectively to help pupils learn new facts and skills. In many lessons, there are interesting visual stimuli for pupils, such as displays based on their own work, or large and clear signs and labels which they refer to during the best lessons.
68. The key skills are well taught overall. In particular, teachers promote speaking and listening, and bilingual Welsh well through regular and challenging opportunities. Most teachers use incidental Welsh to establish routines and to ask questions. However, their expectations of some aspects of writing are inconsistent and there are not enough opportunities for pupils to extend their writing experiences.
69. Teaching assistants contribute significantly to the quality and effectiveness of teaching. They work very closely with the teachers to provide high quality general support and also specialist support for early reading and writing. They are well prepared and contribute to planning. They also offer specific support to pupils with special educational needs and show skill and sensitivity to pupils' learning needs. Sometimes, however, there are very significant numbers of pupils with special educational needs in one group or class, in lower mathematics sets for example with limited support for the teaching. However, because of the very good relationships and skilful management these lessons are effective.
70. The teaching of pupils with special educational needs is good and the assertive discipline policy supports pupils with social and behavioural difficulties well. Teachers are very aware of the targets these pupils are aiming to achieve and incorporate these into their teaching. For example,

mental mathematics questions are often tailored for those with special educational needs without losing the rigour and application expected of all pupils.

71. The few lessons in which there were any important shortcomings tended to lack the expectations for pupils to solve problems and show independence. For example, in a KS1 lesson on healthy eating, the pupils cut out pictures from magazines to classify them as healthy or unhealthy. The task was too simple for many pupils who were already secure in their knowledge, and not interesting or well structured enough for those who did not understand. In a KS2 science lesson, there was not enough rigour in expecting pupils to find out and record their understanding on conductors and non-conductors. Sometimes the visual displays and other resources were not very exciting or too small for pupils to see fully.
72. Teachers promote equal opportunities very well. They ensure that both boys and girls participate in all aspects of lessons and encourage their involvement in extra-curricular activities. The openness and thoroughness of the school in addressing equal opportunities for all is an outstanding feature.
73. The teachers make good use of a wide range of assessments to match work to pupils' needs and set targets for learning in English and mathematics. The baseline assessments made in Reception when the children start school provide the teachers with good information for planning in all areas of learning. Assessment procedures are effective for pupils with SEN. All these pupils have individual plans for their education and progress towards them is regularly and rigorously assessed.
74. The school meets all statutory requirements for recording, reporting and assessment in full. The teachers and teaching assistants ensure records are up to date and accurate.
75. In all classes, the effective use of marking and other daily assessment means the work is matched well to pupils' needs. However, the practice of involving and informing pupils about what they need to do to improve and their involvement in self-assessment is inconsistent. In the best lessons, the teachers review the pupils' achievement closely with them at the end and discuss where they are going next.
76. Parents are very well informed about their children's progress. Regular meetings are held with the parents of pupils with SEN when targets are set and reviewed. The end-of-year reports for all parents are good. They are evaluative and informative for all subjects, and clear guidance is given for improvement.

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

Grade 2: Good features and no important shortcomings

77. The findings of the inspection team match the judgement made by the school in the self-evaluation report.
78. The school's response to pupils' learning needs is good with no important shortcomings. It reflects the aspirations and needs of pupils well by providing equal access to a broad and balanced curriculum. This curriculum is stimulating and there are outstanding features through enrichment and enhancement of relevant practical experiences.
79. The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Desirable Outcomes for Children's Learning. There are high quality learning experiences, both indoors and outdoors, in each area of learning which allow children to make rapid progress.
80. The support for learning in mainstream is good. The SEN policy reflects the requirements of the code of practice and the additional support provided for these pupils enables them to feel special and included. There is good support for pupils who are travellers and they make appropriate progress according to their individual needs. This inclusiveness is notable. More able pupils are identified and are given opportunities and challenge in their learning. The support for pupils with challenging behaviour is good and pupils are positively managed.
81. Curriculum planning builds systematically on existing knowledge, understanding and skills. The approach used by the school to planning is effective. Teachers' specific and detailed planning provides a clear structure and progression for all pupils. It ensures that pupils build systematically on what they already know and can do. Over the last two years the school has introduced new schemes of work and teaching guidance for mathematics and science. These have had a significant positive impact in improving the teaching of problem-solving and investigations. However, these developments have led to a decline in the opportunities pupils have to write for a range of different purposes. The school is focusing on improving writing standards through all subjects and this is beginning to show success.
82. The whole school planning and implementation of the development of the basic and key skills across the curriculum and within the subjects, is good. This process is monitored and reviewed. The use of the ICT suite and the developing provision of interactive white boards, contribute to the standards in key-skill development. These include very good personal and social skills, good problem-solving skills with pupils demonstrating outstanding creative and collaborative skills on a wide range of activities. Such activities include work on an animation film during Cardiff's centenary year and producing a DVD with Sinfonia Cymru. However, there are minor shortcomings in the planning and

monitoring of writing across the curriculum, with insufficient emphasis given to accuracy and formation in the presentation of work.

83. There is an outstandingly wide range of lunchtime and extra-curricular sporting activities, residential courses, dance, musical, gardening, and enrichment activities extending learning for all. These activities are popular and pupils gain valuable knowledge and skills for life-long learning and development.
84. The provision for pupils' spiritual, moral, social and cultural development is outstanding. The headteacher and staff are highly successful in creating a positive and supportive environment in which pupils are valued, confident, happy and secure. The values of caring and respect for others are encouraged by the school and are positively reflected in many aspects of the curriculum. Throughout the school, there is an atmosphere of calm endeavour.
85. Collective worship makes an outstanding contribution to pupils' spiritual development. An air of reverence is established and maintained during the assemblies in the hall and in the classroom worship; a strong sense of a caring family community is evident. The quality of relationships in the school is very good; all staff provide good role models for pupils and work hard to create a calm and caring working environment. Pupils' achievements are positively recognised, valued by staff and rewarded, and in turn, used effectively as a basis for developing positive attitudes.
86. There is a strong relationship with the parish that contributes significantly to the promotion of the schools' Catholic ethos and values. The school contributes significantly to raising pupils' awareness of the value of their church community. Individuals within the community visit from time to time to speak to pupils about relevant matters and enhance pupils' understanding of the part they play in that church community.
87. The provision for pupils' moral and social development is very good. Pupils have a very good understanding of right and wrong and these values are positively reinforced through the curriculum and extra-curricular activities. Every day events are thoughtfully used to illustrate and reinforce moral values in the majority of lessons. The personal and social development of the under-five children is outstanding. Pupils are sociable, polite and welcoming and are clearly familiar with the expectations set by the school. Older and more capable pupils play and take care of the younger ones, are courteous and helpful to visitors and are aware of their responsibilities to one another. They readily volunteer for and accept responsibility, consistently offering mutual help and support in work and play. In discussion, pupils are enthusiastically involved in decision-making, such as the school council.
88. Family Learning is exceptionally well established in the school with Literacy or Numeracy courses run every year for parents of younger age pupils. These are very well organised, much enjoyed and of huge benefit to parents and children. Partnerships with parents are not traditionally as strong as in many schools. Nonetheless, staff are always keen to communicate with parents who

visit the school and the headteacher is always available and accessible to parents. Information is well written and often detailed. Links with the church are good and pupils get involved in many community activities especially sport and music with the encouragement of staff. Statutory requirements are met in full. The school is also welcoming to students on placements and has well established and purposeful links with schools and colleges. On balance, this area of school is good with no important shortcomings.

89. The school's provision successfully reflects national priorities for lifelong learning and community regeneration. It successfully meets the statutory requirements of the National Curriculum and the locally agreed syllabus for religious education.
90. The school's work-related experiences contribute effectively to pupils' learning and staff development. Pupils experience work-related initiatives through transitional projects and work with Design and Technology students on a variety of projects. Pupils' social development is enhanced and promoted through working with a range of other visitors and this in turn successfully broadens pupils' experiences and knowledge of the world of work.
91. Entrepreneurial skills are being developed well in the school and pupils take part in projects and activities which increase their independence and their ability to solve problems. Two boys spoken to during inspection were enjoying selling fruit to their friends and undertook their responsibilities sensibly.
92. Y Cwricwlwm Cymreig makes a very good contribution to pupils' cultural development. The school provides a rich programme of extra-curricular activities including visits to the Museum of Welsh Life at St Fagan's and all pupils are involved in the school Eisteddfod in March. Work developed across the curriculum enhances pupils' awareness of their own locality and effectively develops a good understanding of the heritage and culture of Wales. Bilingualism is promoted consistently by staff and Welsh phrases and vocabulary appropriately displayed throughout the school. Pupils have very good opportunities to develop an understanding, respect and appreciate the cultures and faiths of other people. They study life-styles in Africa and India and have first-hand experiences from visitors to the school and many links within the local community.
93. The school's provision of equality of access and opportunity for all learners is good. Pupils benefit from equal opportunities to participate in decision-making; the school council is effective in bringing its concerns to the forefront. Gender differences and social disadvantage are effectively addressed and all pupils have the opportunity to achieve high standards in all areas of school life.
94. The school provides many opportunities for the development of pupils' entrepreneurial skills. From the early years on, children in role-play "buy and sell" items in the classroom shop and begin to understand coinage and value. Other pupils successfully help run the school fruit tuck shop and make a range of articles to sell at school fund-raising events. Through different charity events during the school year, pupils are actively involved and encouraged to

use their entrepreneurial skills to support people less fortunate than themselves.

95. The school is very successful in laying the foundations for lifelong learning and community regeneration by encouraging pupils to be responsible for their own actions and to be sympathetic and respect the needs of others. Qualities such as kindness, truthfulness and forgiveness are developed through circle time, pupil discussions and assemblies. Learning experiences and community activities are extremely effective in encouraging and developing pupils' understanding to take responsibility for their own learning and the need to be flexible and adaptable.

Key question 4: How well are learners cared for, guided and supported?

Grade 2 : Good features and no important shortcomings

96. The findings of the inspection team match the judgement made by the school in the self evaluation report.
97. The headteacher has created a very good ethos for learning and works hard to promote the school's mission statement. Very good relationships in the school with exceptionally friendly and very caring staff allow pupils to feel safe and happy where standards of care and wellbeing are consistently good.
98. Care arrangements are well managed including for those with specific social and emotional or health needs. The school works closely and effectively with many agencies, for example, the nursing service in Cardiff. The needs of those in public care are closely overseen and monitored by well-trained staff who follow good working practices.
99. There is well-established support from the Travellers' Support who have regular contact with families as well as working in the school full time on reading recovery and communication programmes. These are good features of this relationship. Good levels of support are put in place quickly once the need is identified for children under-five and higher up the school.
100. Parents are firmly reminded of their responsibilities to send their children to school. Attendance is promoted by outside agencies but there has not been significant involvement of Education Welfare services. However, this September a new post has been filled which aims to do just that but it is too soon to measure the impact. Information on the importance of good attendance is not overly prominent in the school prospectus or the Governors Annual report to parents.
101. Good links are established with the Behaviour Support Service and staff have received training in behaviour management who discipline pupils when necessary according to school policy. Exclusions are used for some pupils who do present challenge to the school but only as a last resort, and parents are always closely involved and informed.

102. Induction is good with some outstanding features for those who join Reception. Information is parent friendly and staff give plenty of opportunities for new pupils to settle in. The summer *Teddy Bears Picnic* is well organised as well as visits to pre-school settings by staff. The recent on-site nursery provision has also strengthened induction.
103. Staff and Governors are involved in assessing risks and awareness has been raised significantly in this area in recent years. Health and Safety policy and practice are reviewed very regularly and expertise well used. Security issues are identified and addressed promptly. Child protection procedures meet requirements and training levels are good. Senior members of staff are well trained and provide good support to others.
104. A good personal social education programme is followed which impacts positively on levels of emotional and general well being. This policy follows Diocesan guidelines and promotes the Catholic faith as well as Welsh Assembly Government recommendations. Classes allocate time every week to personal development and provision is overseen by the headteacher.
105. The provision for learners with special educational needs (SEN) is good. Early identification of pupils with SEN is good, ensuring purposeful support. The school's policy is comprehensive and complies with the code of practice and the framework for inclusive education. The newly appointed SENCO is efficient and works effectively with class teachers, support staff and the governor with responsibility for SEN. The relationships with, and support for, pupils is good.
106. Good, additional support helps meet the needs of different groups of pupils who require literacy enhancement programmes and multi-sensory teaching. This includes the traveller pupils who are assessed and supported appropriately. Individual pupils receive timely and effective help with these literacy programmes, which are monitored and assessed. The more able pupils are suitably identified and are given appropriate challenge in their learning. All pupils with additional learning needs make good progress considering their individual need and circumstance. Good use is made of outside agencies to support pupils requiring further assessment of need.
107. Teachers and support staff work as a team providing continuity of support and assessment of need. Targets, in individual educational programmes (IEPs) are stated in observable, measurable terms and can be clearly monitored and reviewed. The assessment of pupils' attainment and progress is sufficiently diagnostic. Some behavioural programmes (IBPs) are written for pupils exhibiting challenging behaviour and are sufficiently monitored. Parents are fully consulted regarding their child's progress although they do not always take up the invitation to attend review meetings. They can speak to the class teacher or SENCO regarding their child's progress at any time. The school's behaviour management programme for the minority of pupils with profound and challenging behaviour is positive and effective. Good provision is in place for pupils who are at risk of exclusion and the school liaises well with the relevant outside agencies for further support.

- 108 The quality of provision for equal opportunities is good. Policy guides practice and pupils told inspectors they are treated fairly, equally and kindly by all adults. Traveller children speak comfortably about what they like about the school. The way they are nurtured and supported is the same as for all pupils. Gender issues are dealt with explicitly and all given an equal chance to succeed. Boys and girls generally get along very well. The school has appropriate policies to ensure disabled pupils are not disadvantaged. The rare racist incidents are recorded and dealt with efficiently and sensitively. Resources in the school encourage the school's aims and values to treat people equally and to respect other cultures for example books from Cardiff Traveller Education Service. Measures to eliminate bullying are in place and have been reviewed taking the views of pupils very much on board.

Leadership and management

Key question 5: How effective are leadership and strategic management?

Grade 1: Good with outstanding features

- 109 The judgement of the inspection team exceeds the grade identified in the school's self evaluation. This is because the team judged that overall the leadership has a very significant impact on raising achievement and in establishing a very good ethos for learning, although some of the good practice has yet to take full effect.
- 110 The headteacher provides a very clear direction for the promotion of high standards. She is very well supported by senior staff in creating an excellent Catholic ethos for learning through a strong sense of purpose and clarity of guidance. This has a particular impact on the inclusive nature of the school and the equality of access for everyone regardless of social, ethnic and linguistic backgrounds. These are outstanding features.
- 111 The headteacher sets a very high standard through the quality of her own leadership, excellent relationships and strategic management. She has a training and support role for other headteachers, and uses this experience very well in developing effective self-evaluation procedures. She has created a hard working staff team who feel valued and respected and are increasingly effective. This includes teachers, teaching assistants and non-teaching staff. The ethos of the school is very inclusive and relationships with parents, outside agencies, other schools and the community are good as a result.
112. There are clear published aims and a mission statement that is effectively met in practice. The governing body is fully involved in promoting and supporting the school's aims. Respect for the individual in a Christian context is central to the school's vision for the future. Several parents identified this tangible ethos as a reason they send their children to the school. This is an outstanding feature.

113. The school takes good account of national priorities, local partnerships and cluster agreements. Staff are involved in a wide range of initiatives, healthy living projects, learning strategies and curriculum roles. These make a significant contribution to pupils' personal and educational development.
114. The school sets challenging targets for pupils and for whole school achievement, and is successful in meeting them. All staff have clear targets for their own professional development related to the priorities for school improvement. The targets are precise and challenging.
115. There are very good procedures for monitoring staff performance and the headteacher creates effective teams. She delegates well, ensuring that good quality training builds up the skills that staff require. She has high expectations of their contribution to the leadership and management of the school. The quality of teaching by the headteacher is of a high standard and sets a good example for other staff to follow. Systematic feedback to staff plays an important role in self-evaluation and improvement planning. This is an outstanding feature.
116. The performance management process has a positive impact of staff development. All staff, including non-teaching staff, have challenging targets set to common themes which are agreed together. The process is robustly managed by the headteacher and the governors are well informed about the outcomes. The process is conducted in an open and positive way and contributes to the very good relationships within the school.
117. The governing body is supportive of the school and has a good awareness of its responsibilities. It fulfils its legal requirements and pays due attention to Welsh Assembly Government guidelines.
118. Governors contribute well to setting the strategic targets and they monitor standards through analysis of NC and other assessments. There are clear structures to ensure policies are up to date and effective. They are very good at promoting equal opportunities and ensure pupils with SEN and pupils from travelling families receive a full curriculum. However, their monitoring of attendance is not consistently rigorous enough.
119. Governors are involved in school activities and are generally known to staff and pupils. The school prospectus and the governors' annual report to parents meet statutory requirements. The governors benefit from comprehensive and analytical reports from the headteacher. In these, the impacts of funding and staff changes are explained and possible solutions proposed.

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

Grade 2: Good features and no important shortcomings

120. The findings of the inspection team match the judgement made by the school in the self-evaluation report.
121. The process of self-evaluation is good and has continued to develop well since the last inspection. The views of governors, parents and pupils are gathered through regular questionnaires and meetings, and collated alongside those of the staff against the seven key questions of the ESTYN framework. The curriculum coordinators also evaluate their subjects to a common self-evaluation process. As a result of this process, all staff work towards agreed priorities such as improvements to writing skills and developing learning styles, with a good understanding of their role.
122. The staff are rigorous and objective in the self-analysis of their subjects. The curriculum coordinators' role has developed well since the last inspection, providing a greater understanding of standards throughout the school. Good use is made of the evaluation of prior assessment in setting challenging targets. Over the last few years a wide range of initiatives have been introduced and these are all monitored and evaluated. Although this is generally good practice, there is some duplication of activities and some of the established monitoring processes are very demanding on staff time and effort. The school is beginning to review planning, assessment and monitoring procedures to ensure they are concise, comprehensive and manageable.
123. School development planning is increasingly matched to the self-evaluation process, and provides clear and manageable priorities. The school development plan matches resources closely to the needs of priorities and contributes well to the good value for money the school provides. The targets set are appropriate.
124. The effectiveness of the school's self-evaluation and school development planning is evident in the pupils' achievement and very good attitudes and personal development. Improvement since the last inspection has been good as a result.

Key question 7: How efficient are leaders and managers in using resources?

Grade 2: Good features and no important shortcomings

125. The findings of the inspection team do not match the Grade 1 judgement made by the school in its self-evaluation report. The inspection team did not identify significant outstanding features and there are some minor shortcomings to resources.

126. Care is taken to ensure that all learners have access to effective resources that match their needs. The rich learning environment is enhanced by sufficient resources which are put to effective use in support of teaching and learning. The ICT provision has improved significantly with the introduction of a suite of computers, although the space is a little cramped. The quality and suitability of accommodation is good.
127. The school benefits from the expertise of teachers and support staff. There are sufficient numbers of well-qualified teachers who are experienced and possess a good range of specialist skills to provide for the needs of all pupils, including those with SEN and the under-fives. The teaching assistants receive good training through the school and provided very effective support.
128. Resources are managed efficiently and budget planning reinforces the aims of the school and achieves good value for money. The school makes effective use of all available books, materials and equipment and reviews its use of resources well. The link between long-term needs and priorities for improvement is very apparent. The governing body finance committee monitors the budget on a regular basis and checks priorities from the school development plan. They have a very good oversight of the school's budget and manage finances effectively.
129. The management, training and deployment of teaching and support staff is outstanding and this impacts positively on the quality of learning and pupil progress. All adults work as a team and there is very close liaison. Support assistants, who have designated responsibilities, either with groups of pupils or across the school, work very efficiently with teachers and support pupils very well. Teachers and ancillary staff are encouraged and engage in a significant amount of training to support their professional need and development with the programme being managed effectively. This expertise is disseminated to all members of staff within the school and often delivered to other professionals in the wider community.

Standards achieved in subjects and areas of learning

Early Years

Grade 2: Good features with no important shortcomings.

130. The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning.

Language, literacy and communication skills.

131. Children's language, literacy and communication skills are good.

Good features

132. The very high priority given to continuous, purposeful interaction between adults and children effectively promotes and develops good standards in speaking and listening. Children express opinions confidently in whole-class and in small group sessions. They are developing skills to answer and ask questions clearly. They respond well to ample opportunities to express their thoughts and explore meaning.
133. Children listen well to stories, sharing language games and rhymes. They concentrate and listen well to the story of Noah, discuss the ark, what happens when it rains and when a rainbow appears in the sky. During the outstanding role-play activities, they communicate the need to wear waterproof clothing in the rain and dress in warmer clothing as winter approaches. Children describe how warm the sun is, and give very good explanations of how the wind makes them feel when it begins to blow colder.
134. Children make good use of the opportunities to use pencils, crayons and pens in the writing corner. Children take every opportunity in developing their “mark-making” skills and write long lists of required materials when ordering from the builders’ merchant. Children are developing a good awareness that written symbols have sound and meaning. The majority recognise their name and hang their coat on the appropriate coat hanger. Good routines are established when children identify and sort their names into group-boxes appropriately, at the start of each day.
135. All children enjoy sharing books with an adult and in discussion children can sequence events well and confidently retell a well-known story such as “Goldilocks and the three bears”. A few children already make good progress in their recognition of letter sounds. They discriminate and identify sounds at the beginning of their name and that of others. In small adult-directed groups, children develop their listening skills and identify a variety of sounds through the very good use of ICT.
136. The majority of the children, by the end of the reception year, develop good reading skills. In discussion, they describe the role of an author and illustrator, identify the title of a book and are able to read using phonic knowledge and word-recognition skills.
137. Bilingualism is successfully introduced and the majority are beginning to respond to a wide range of everyday commands. Most children successfully ask and pay for their milk and fruit at the classroom shop, using a mixture of Welsh phrases and a few English words. Children consistently sing songs and number rhymes and count in Welsh, whenever directed.

Shortcomings

138. There are no important shortcomings

Personal and social development.

139. Standard of achievement in personal and social development is good with outstanding features.
140. Children under five are developing a very good awareness of their own needs and those of others. They leave their parents without fuss and follow well-established hygiene routines throughout the day. All are happy and secure in their environment and build up very good relationships with staff. They work together contented in small groups around teacher-directed activities or in individual play.
141. All children's behaviour is very good and they co-operate effectively in all aspects of their work and play. They have a growing understanding of what is right and wrong, sharing equipment, helping each other and make very good progress in developing a respect for rules. All children make very good progress in learning to take turns and wait patiently until directed. When talking about the Creation of the World, all children demonstrate that their concentration skills are outstanding. Children are very supportive of each other and demonstrate a caring, sensitive, attitude to one another. They are eager to demonstrate and share their feelings and achievements with adults.
142. All children know the importance of listening carefully, demonstrate very good attitudes towards their work and respond very well to routines and new learning experiences. Children are highly motivated and stimulated to give of their best at all times. The majority of the children are developing a good ability to concentrate in table-top activities for lengthening periods of time and their work increases in accuracy. Many already demonstrate responsibility for selecting and clearing away resources. All children demonstrate outstanding routines of behaviour and know the safety rules, when outside in the secure outside environment, whether in play or in adult-directed sessions.

Shortcomings

143. There are no important shortcomings

Mathematical development

144. Children's mathematical development is good.

Good Features

145. Children's understanding of number is developing appropriately through consistent oral work using songs and rhyme. They recognise and count numbers to five and match the symbols accurately, many are able to count and use numbers beyond. One-to-one correspondence develops very well and some children print sets of numbers up to ten. Most understand terms such as bigger, smaller, longer and shorter and explain the difference well. In discussion, children know the terms "more than" and "less than" and give precise answers when directed. Children consistently match, sort and

sequence by colour, shape and size well. Children sort the plastic fish in the water tray by colour, shape, length and the ability to float. In the stimulating outside environment, using sand and water they use good comparative language. For example, they compare heavy and light bricks and explain the difference between full and empty buckets well.

146. Children are beginning to use positional number as part of their daily routines. Children know whether they are first, second or last in the line, and that their clothes should be placed neatly on the chair and shoes under it, when changing for physical education.
147. Children are developing the ability to use numbers and mathematical language accurately in a range of formats. For example, as they energetically wash and dry socks, they know through first-hand experience, that a “pair” is two. Children use money to purchase their milk and fruit during their playtime and their understanding of the concept is developing well.

Shortcomings

148. There are no important shortcomings

Knowledge and understanding of the world

149. Children’s knowledge and understanding of the world is good.

Good features

150. The majority of children study objects around them very carefully and develop good observational skills for very fine detail. They use the magnifying glass on the curiosity table and make relative comments about the veins of a leaf brought in by another child. Good observation skills are evident in their portrait paintings. In discussion, children know that we are not all the same but each one of us is very different.
151. They recognise, name and identify colours in a variety of formats. Children detail accurately how they make the colour orange when making feet and hand prints in the outside area. All children understand that living things should be treated with care and concern. They successfully name the animals that went into the ark and explain in detail that fish need water and that they were not included in the list that entered the ark.
152. Children begin to develop a very good awareness of the sequence of their day in school. They retell past events well and have a good idea of the difference between week days and the weekends. In discussion, children name some healthy foods and explain why eating some food could damage their teeth.
153. Children know the need to wear appropriate clothing during wet weather and use the term “waterproof” clothes consistently and accurately. They know that one of the safety rules on a building site is to wear yellow safety hats. Children

know that cement binds bricks together when building houses and it has to be of the correct consistency.

154. Children are developing skills and use computers appropriately. They successfully develop good manipulative skills to operate the mouse and to request sound or visual effects.

Shortcomings

155. There are no important shortcomings

Physical development

156. Children's physical development is good.

Good Features

157. Children's fine manipulative skills through using pencils, paint brushes and small tools, such as glue sticks and scissors, is developing with increasing confidence. Safety is always a high priority. Staff guide children in correct usage and handling, resulting in the high standard of children knowing what is expected of them. Children make good progress in skills such as folding, moulding, pasting and building for a variety of purposes, including manipulative use of the mouse when using the computer.
158. Children are developing very good spatial awareness and all experiment with change of pace and physical effort during their physical development sessions in the school hall. Children are developing an awareness of the health and safety issues in this area. Children's gross motor skills are developing very well as they push, pull and pedal wheeled vehicles with increasing confidence and ability. They change and share vehicles when directed, and follow the designated route responding to an adult's signals appropriately.

Shortcomings

159. There are no important shortcomings

Creative development

160. Children's creative development is good.

Good features

161. All children demonstrate good progression and independence in their creative work and they begin to experiment with a wide range of materials, media and textures. They develop confidence, and explore the use and mix of colour to express their ideas, representing what they have seen. For example, during a hand and foot printing session, they know how to make the colour orange by placing a yellow print on top of a red one. They confidently explain the process to an adult.

162. Children paint confidently using bold brush strokes. They represent themselves well in their portrait pictures. Children consistently develop their creativity and use their independent decision-making skills well, choosing colours and different materials to make their individual flags for the top of their sandcastles.
163. Children make very good use of opportunities for role-play. In child-directed activities, they confidently perform events from their daily lives both in the “Teddy Bear’s” home corner and in the very large model of a trailer. Children’s understanding through sharing first-hand experiences of living in a moving house, raise the level of children’s achievement.
164. Children are developing a wide variety of jingles, rhymes and songs in English and in Welsh, to accompany all aspects of the curriculum.

Shortcomings

165. There are no important shortcomings

Mathematics

Key Stage 1- Grade 2: Good features and no important shortcomings

Key Stage 2- Grade 2: Good features and no important shortcomings

Good features

166. In KS1 and 2, pupils of all abilities make good progress in mental computation and numeracy skills.
167. In Y1, pupils count quickly and accurately in groups of ones and tens. Some more able pupils count in hundreds. They understand the process of adding one more and use number lines and other apparatus well to help them. They respond well to the lively and imaginative teaching.
168. By Y2, the majority of pupils count accurately in twos and tens. They understand how to add tens and units and the more able pupils have good strategies for simple subtraction and multiplication which they explain well.
169. Less able pupils in Y1 and Y2 make good progress in learning to match numbers one to one, and in grouping them into simple sets, because of the practical activities and strong reinforcement and support from teaching assistants.
170. Pupils use a good vocabulary in both key stages to express their mathematical understanding. They use the correct mathematical terms as a result of consistent reinforcement by teachers and some good use of displays. This gives pupils of all abilities a firm basis for using the correct mathematical strategies to solve problems.

171. By Y6, the majority of pupils have a very good knowledge and understanding of their multiplication and division facts. They know common square roots well and understand what a prime number is. Y5 pupils make good progress in understanding fractions and percentages.
172. The pupils make good progress in understanding and using shape and measure. By Y5, the less able pupils use a ruler to measure accurately to the nearest centimetre. They know how to make reliable estimates based on their mathematical knowledge.
173. By Y6, the more able pupils have a very good understanding of positive and negative coordinators and accurately plot graphs in four quadrants.
174. Pupils are developing good strategies for solving problems and finding solutions logically and with appropriate mathematical skills. By Y6, pupils present their work very well indicating clear thinking. Throughout the school pupils respond well to the problem-solving approach that teachers take in all mathematics lessons.

Shortcomings

175. There are no important shortcomings.

Science

Key Stage 1 - Grade 2: Good features and no important shortcomings

Key Stage 2 - Grade 2: Good features and no important shortcomings

Good features

176. In key stages, pupils' knowledge and understanding is good.
177. In KS1, the pupils have a good knowledge and understanding of healthy life styles and healthy eating. They select and classify food by its contribution to good health. They know that exercise helps keep them fit and builds their strength
178. In Y3, pupils build effectively on this knowledge. They have very good recall of facts relating to healthy teeth and the names and purpose of different teeth. They make very good use of the well prepared labels and information cards the teacher provides.
179. By Y4 pupils accurately describe what an insulator is and how it is used. They use a very good scientific language and recall facts well.
180. In Y5, pupils have a good knowledge of the structure of the skeleton and purposes of the body's major organs. They produce good diagrams which are appropriately labelled.

181. By Y6, the pupils have a very good knowledge of how a parallel circuit differs from a series circuit in their work on electricity. They explain their thinking very well to each other and draw accurate diagrams.
182. The pupils make good progress in developing experimental and investigation skills. In KS1, they are very curious and tackle their work logically and methodically.
183. By Y4, pupils have a good understanding of how to conduct a fair test and what a variable is. In Y6 pupils, pupils set out a suitable hypothesis and, with guidance, test these. This is evident in work on plants and growth and further work on electricity.
184. Pupils are motivated and enjoy 'thinking like scientists'. They make increasing use of ICT in presenting facts and setting investigations. Pupils use a suitable range of techniques to record their work with diagrams, graphs and charts.

Shortcomings

185. There are no important shortcomings.

Information Technology (IT)

Key Stage 1 - Grade 2: Good features and no important shortcomings

Key Stage 2 - Grade 2: Good features and no important shortcomings

Good Features

186. In Y1, pupils use the mouse and simple keyboard controls effectively to classify and sort healthy and unhealthy foods. They understand how to drag objects on the screen and sort them into groups.
187. By Y2, pupils successfully interrogate simple data bases and use the Internet to find information. They make good use of art programs to produce a wide range of pictures, including symmetrical ones.
188. Pupils in Y3 confidently use a word processing package. They competently import pictures, correct their work and print independently. Pupils alter spelling errors that are highlighted in a prepared text. They understand well that some words are not highlighted even though they may be grammatically incorrect in that particular context.
189. Pupils use a graphics package with increasing confidence. They use the brush and spray tools to delicately insert fine detail.
190. The pupils make good progress through KS2 in producing multi media presentations. In Y4, they combine pictures and text from different sources to create slides for their work in history and geography.

191. Pupils independently decide what information to collect for a data file. They have a good understanding of the need for accurate entering of information. They answer questions effectively when following a straightforward line of research. Pupils find appropriate files on a hard disk, open and use them.
192. The pupils in Y5, working with professional animators, have produced a high quality presentation involving digital photography and recorded music. They explain the technicalities of the process very well.
193. Pupils in Year 6 make good progress in word processed writing, for example by using a range of fonts and styles of text in poetry. They use electronic mail programs to send and receive information linked to their geography project on mountains.
194. Pupils understand and effectively build their own databases. They create the fields and then accurately input the data. They successfully analyse the information.
195. The pupils' achievement is enhanced by visits and visitors such as working with the Welsh Symphonia Cymru composing and recording with digital technology and through IT clubs for pupils and parents.

Shortcomings

196. There are no important shortcomings

Design Technology

Key Stage 1 - Grade 2: Good features and no important shortcomings

Key Stage 2 - Grade 2: Good features and no important shortcomings

Good Features

197. Y1 pupils demonstrate good understanding and the use of simple mechanisms, such as a hinge, in their planning to make a house with a moving part. They name specific examples and develop an understanding of where hinges are used in everyday life.
198. Y2 pupils discuss and research different types of picture frames. Pupils detail how to measure accurately and plan their designs. They demonstrate a good degree of individuality in their designs and final products, working well collaboratively.
199. Y3 pupils know that glue, adhesive tape and staples can be used to seal edges of different types of materials. They manipulate simple tools safely and join edges using different types of stitch in their focused activity of purse-making. They identify and demonstrate the various types of stitch well, ensuring no coins will fall out of the completed product.

200. Pupils in Y4 use good problem-solving skills and relevant previous knowledge when designing their box and traditional type of kite. They discuss the properties and advantages of using a variety of materials and make very informed choices. Their use of technical language is very good.
201. In designing a T-shirt with a logo, Y5 pupils demonstrate very good knowledge of the sites, features and logos of the city of Cardiff. Pupils draw on previous research and the rules they have established to create their own individualised logo. This is an outstanding feature and all pupils are enthused about the possibility of printing a T-shirt which will be creative and individual. Pupils exhibit very good evaluative skills, and easily identify aspects that can be improved.
202. Listening to learners and scrutiny of previous work highlights that KS2 pupils develop a good understanding of control technology. Working collaboratively with outside DT students, pupils successfully develop their understanding of the application of their design technology skills, in every day life, such as the carousel rides in a fairground.
203. Y6 pupils demonstrate outstanding decision-making skills in their work on food technology. They successfully design a shaped base, choose and make healthy pizza toppings, for a named audience. In discussion, they identify and explain well such terms as carbohydrate, protein, fat and vitamins and the role these play in maintaining a healthy diet. Pupils continually develop their understanding about working hygienically and they establish very good routines. Pupils evaluate their finished products honestly and in discussion, suggest improvements to the final product.

Shortcomings

204. There are no important shortcomings
205. For a small minority of pupils in KS2, inaccurate writing and drawing skills, inhibit their ability to record accurately their design ideas.

Geography

Key Stage 1 - Grade 2: Good features and no important shortcomings

Key Stage 2 - Grade 2: Good features and no important shortcomings

Good features

206. Pupils make good progress in developing their ability to observe and collect information in the field. They make good use of maps in a variety of scales and apply appropriate vocabulary to their geography studies.
207. Y1 pupils develop a good understanding of the school and immediate vicinity through first-hand observation; they explore, name and record a variety of

features whilst walking around Trowbridge. In discussion, pupils give good directions and sequence features from their previous walk correctly.

208. Y2 pupils compare their freely-drawn maps of Africa and Great Britain. They correctly locate Wales and identify Cardiff as the capital city. In discussion, pupils highlight well the important differences in the life-style of the two countries. They compare houses, food and climate and listen carefully to the first-hand experiences of a pupil who has recently joined the school from Africa. This enhances their level of achievement and understanding significantly.
209. KS2 pupils continue to make good progress in mapping skills and use a variety of Ordnance Survey and other maps well. They draw and make maps at a variety of scales using symbols and keys. In discussion, Y3 pupils compare and contrast the benefits of using aerial photographs to those of a map. They use good enquiry skills to explore and record the changes made to their school environment over time.
210. Y5 pupils have a very good understanding of their locality and places beyond in their study of Kenya. They make maps from memory and locate the main physical and human features in its landscape. In discussion, they make good comparisons between physical and political maps and name adjacent countries, highest mountain, capital city and surrounding oceans, from previous learning.
211. KS2 pupils pose relevant questions, identify geographical patterns and offer explanations through geographical processes and problem solving. Y6 pupils describe different mountain environments, and discuss the characteristics of an avalanche and glacier. They work collaboratively and produce advice for tourists planning a mountaineering holiday. They initiate and take responsibility when communicating group findings about their geographical ideas. This is an outstanding feature and raises the standard of achievement significantly.
212. Throughout the school, pupils have visited localities of geographical interest in a context that allows them to express their views about the environment. In discussion, KS2 pupils are very aware of the damage to the environment and how people are affected by noise and air pollution.
213. Pupils make good use of the Internet for research and use data handling programmes well to manage geographical data.

Shortcomings

214. There are no important shortcomings

School's response to the inspection

The inspection process was a very positive one and confirmed our own self evaluation process as a robust one as all areas highlighted were already highlighted in the School Improvement plan.

The findings recognise that the school has addressed issues highlighted in the previous Inspection in 1999 and that standards have been maintained and improved upon in many areas.

An action plan will be put in place to further support the SIP and to address the recommendations. The recommendations were already highlighted in the SIP and we believe that these are areas we can confidently address. Indeed staff and governors have already begun to address the attendance issue identified.

A copy of the schools action plan in response to the recommendations will be made available to all parents. The Governor's annual report to parents will report on the progress we are making in the inspection recommendations

Appendix A

Basic information about the school

Name of school	St John Lloyd RC Primary School
School type	Voluntary Aided
Age-range of pupils	5 to 11
Address of school	Bynbala Way Trowbridge Cardiff
Post-code	CF3 1SY
Telephone number	02920777690
Headteacher	Mrs E Hennessy
Date of appointment	April 1999
Chair of governors/ Appropriate authority	Canon F. Mulvey
Reporting inspector	Mr A. Clark
Dates of inspection	26 – 29 September 2005

Appendix B

School data and indicators

Year group	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	26	29	37	27	47	40	49	255

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	13	3	14.5

Staffing information	
Pupil: teacher (fte) ratio	20:1
Average class size	21.25
Teacher (fte): class ratio	21:1

Percentage attendance for three complete terms prior to inspection				
Term	R	KS1	KS2	Whole School
Autumn 2004	80.9	86.5	89.2	85.1
Spring 2005	87.1	86.3	88.2	88.4
Summer 2005	80.2	84.3	86.5	87.6

Percentage of pupils entitled to free school meals	48
Number of pupils excluded during 12 months prior to inspection	15*

*The majority of the exclusions were for lunchtimes only

Appendix C

National Curriculum Assessment Results End of Key Stage 1:

National Curriculum Assessment KS1 Results 20__			Number of pupils in Y2:					
			38					
Percentage of pupils at each level								
			D	W	1	2	3	4
English:	Teacher Assessment	School	0	11	26	58	5	0
		National	0	4	13	63	20	0
Eng: reading	Teacher Assessment	School	0	11	34	34	21	0
		National	0	3	11	63	23	0
Eng: writing	Teacher Assessment	School	0	16	21	58	5	0
		National	0	5	14	69	11	0
Eng: speaking and listening	Teacher Assessment	School	0	3	32	63	3	0
		National	0	4	14	55	26	0
Mathematics	Teacher Assessment	School	0	8	21	66	5	0
		National	0	2	11	63	24	0
Science	Teacher Assessment	School	0	8	5	76	11	0
		National	0	2	10	65	23	0

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	63	In Wales	80

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 2005_			Number of pupils in Y6		49							
Percentage of pupils at each level												
			D	A	F	W	1	2	3	4	5	6
English	Teacher assessment (2004)	School	0	0	0	0	4	6	1	5	2	0
		National	1	0	0	0	1	5	1	4	3	0
	Test/Task	School										
		National										
Welsh	Teacher assessment	School										
		National										
	Test/Task	School										
		National										
Mathematics	Teacher assessment	School	0	0	0	0	2	1	1	4	2	0
		National	0	0	0	0	1	3	1	4	3	0
	Test/Task	School										
		National										
Science	Teacher assessment	School	0	0	0	0	0	4	9	6	1	0
		National	0	0	0	0	0	1	1	5	3	0
	Test/Task	School										
		National										

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by Teacher Assessment		by Test	
In the school	66	In the school	
In Wales	70	In Wales	

- D Pupils who are exempted under statutory arrangements from part or all of the National Curriculum
- A Pupils who have failed to register a level because of absence
- F Pupils who have failed to register a level for reasons other than absence
- W Pupils who are working towards level 1

Appendix D

Evidence base of the inspection

Three inspectors spent a total of ten inspector days in the school and met as a team before the inspection. In addition, a peer assessor spent four days in the school and was fully involved in the inspection process. The school nominated the headteacher.

These inspectors visited:

- Thirty-seven lessons or part lessons;
- all classes
- acts of collective worship; and
- extra curricular activities.

Members of the inspection team had meetings with:

- staff, governors and parents before the inspection began; and
- senior managers, teachers, support and administrative staff and groups of pupils during the inspection.
- Education Welfare Support

The team also considered:

- the school's self-evaluation report;
- thirty-three responses to parents' questionnaire;
- comprehensive documentation provided by the school before and during the inspection; and
- a wide range of pupils' past and present work.

The inspection team held post inspection meetings with the staff and governors.

Appendix E

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Andrew Clark Registered Inspector	Key Questions 1,2,5,6 Mathematics Science IT
Mrs Charlotte Roberson Lay Inspector	Key Question 4
Mrs Julie Jones Team Inspector	Key Question 3, 7 Early Years Design Technology Geography
Ms Julie Frazer Peer Assessor	Contributing to all Key Questions
Mrs E Hennessy Nominee	Contributing to all Key Questions

Acknowledgement

The registered inspector and team wish to thank the governors, headteacher, staff and pupils for their co-operation and courtesy before, during and after the inspection.

Contractor

Lincolnshire Inspection Team
37 Park Drive
Grimsby
North East Lincolnshire
DN32 0EG

**Inspection under Section 10 of the
Schools Inspections Act 1996**

St John Lloyd RC Primary School
Brynbala Way
Trowbridge
Cardiff
CF3 1SY

A summary Report for Parents

School Number: 681/3353

Date of Inspection: 26th - 29th September 2005

by

Mr A Clark
Registered Inspector: 78725

Date: 23rd November 2005

Under Estyn contract number: T/089/05P

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Basic information about the school

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St John Lloyd RC Primary School was inspected as part of a national programme of school inspection. The purpose 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 more information about their child's 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.

The inspection of **St John Lloyd RC Primary School** took place between **26th - 29th September 2005**. An independent team of inspectors, led by **Mr A Clark** 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. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

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

- | | |
|----------------|---|
| Grade 1 | good with outstanding features |
| Grade 2 | good features and no important shortcomings |
| Grade 3 | good features outweigh shortcomings |
| Grade 4 | some good features, but shortcomings in important areas |
| Grade 5 | 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 sections.

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

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

Estyn decides the kind of inspection that a school receives, mainly on the basis of past performance. Most schools receive a standard inspection and any new or amalgamated schools receive a full inspection.

This school received a **standard** inspection.

Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years 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 attain the age of 5 during the academic year. Year 1 refers to the year group of pupils who attain the age of 6 during the academic year and so on. Year 13 is the year group of students who attain the age of 18 during the academic year.

Primary phase:

Year	R	Y 1	Y 2	Y 3	Y 4	Y 5	Y 6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y 7	Y 8	Y 9	Y 10	Y 11	Y 12	Y 13
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

Summary

1. St John Lloyd RC Primary is a good school. There are outstanding features in the quality of teaching and in the leadership. The school is led and managed well and standards are good. It gives good value for money. The inspection team largely agrees with the school's self-evaluation. However, the poor attendance of a significant minority and high mobility between schools of some pupils means the high quality of teaching does not always lead to high standards.

Table of grades awarded

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

Standards

2. The standards of achievement seen in lessons were as follows:

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Pupils' standards of achievement	30%	65%	5%	0%	0%

3. Pupils' standards of achievement in lessons are above the Welsh Assembly Government's (WAG) targets, which are for 95 per cent of pupils to attain grade 3 and above, and of those, 50 per cent to achieve grade 2.
4. The overall quality of the educational provision for children aged under-five is appropriate to their needs and they make good progress towards the Desirable Outcomes for Children's Learning. There are outstanding features to the children's personal and social development.

Subjects and Areas of Learning – Early Years

Language, literacy and communication	2
Personal and social development	1
Mathematical development	2
Knowledge and understanding of the world	2
Creative development	2
Physical development	2

5. The standards seen in the other subjects inspected were as follows:

Subject	Key Stage 1	Key Stage 2
Mathematics	2	2
Science	2	2
Information Technology (IT)	2	2
Design technology	2	2
Geography	2	2

6. The school sets challenging targets for pupils' achievement based on a good range of reliable and nationally accepted assessments. In 2005, the majority of Y2 and Y6 pupils met the challenging targets set for them, and significant proportion of pupils exceeded these. In the case of the few pupils who did not meet expected levels this was almost entirely due to poor attendance. The good trend in achievement is not always reflected in the outcomes of NC tests because of the high proportion of pupils of pupils who do not start school in Reception and leave before completing their education and the above average percentage of pupils with special educational needs. In 2005, the core subject indicator (CSI) for teacher assessment at Y2 was 63 compared to a national average of 80 (2004). For Y6 the CSI was 66 compared to a national average of 70.
7. Pupils' standards of achievement in the key skills are good. The pupils' listening skills are outstanding. Speaking and reading are good and the school provides many good opportunities too improve these. Pupils' progress in writing for different purposes is limited. The school has identified this as a priority for improvement. The pupils' numerical skills are developed well through several subjects such as science and information technology (IT). Pupils make good progress in information and communication technology (ICT) skills. They make good progress in their bilingual skills in both KS because of regular use of Welsh in many subjects.
8. Both boys and girls achieve well during their time in school although boys attain lower levels in national assessments because of their lower attainment on starting schools.
9. Pupils with SEN make good progress towards the appropriate targets set for them. The very inclusive nature of the school helps pupils progress well regardless of their social, ethnic or linguistic backgrounds.

10. The pupils' behaviour is very good. Pupils are very attentive to the teachers because of the calm and positive management of behaviour and outstanding relationships. Staff take positive action to manage misbehaviour. There were 16 temporary exclusions last year. Most of these were for lunchtimes only. The pupils' attitudes to their work are very good. They take a pride in their work and aim high. Pupils understand their work well but are not always sure about the best ways to improve it.
11. The levels of attendance are too low. Although the majority of pupils are punctual and attend well a significant minority of pupils from all backgrounds do not attend regularly and parents do not always give a reason for their absence. The overall level of attendance for the last reporting year was 86.9%. The school has identified this as a priority for improvement.
12. The pupils' personal development, including their spiritual, moral, social and cultural development, is good with outstanding features. The pupils' spiritual development is particularly good through acts of collective worship and the many opportunities for quiet reflection and prayer. There are also outstanding features to the way in which pupils collaborate with each other and with adults.

The quality of education and training

13. In the 37 lessons observed the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
43%	52%	5%	0%	0%

14. The overall quality of teaching exceeds the WAG's targets. The teaching has a very significant impact on the pupil's achievements and positive attitudes. However, achievement does not yet meet the very high standard of teaching for several reasons: the poor attendance of some pupils and high mobility between schools of some pupils; newly introduced schemes of work for several subjects which have not had chance to work through the school and a significant proportion of staff who are new to the age groups they are teaching.
15. The quality of teaching is good with outstanding features for children under-five, and pupils in KS1 and KS2.
16. Teaching methods are often imaginative and challenge pupils to think for themselves in order to solve problems. This is particularly evident in science and mathematics. Pupils are given good opportunities to work individually, in pairs or in larger groups.
17. Very good teamwork ensures that lessons are planned well and teachers have high expectations. Relationships are very good reflecting the ethos established by the headteacher, senior staff and governors. The teachers' subject knowledge is good and effective use is made of ICT.

18. Pupils with SEN are taught well. The individual education plans (IEPs) provide clear targets and teaching strategies and there are used well by staff. Teaching assistants make a very good contribution to learning through their good knowledge of the pupils and high levels of skill.
19. Teachers make good use of a wide range of effective assessment procedures to set targets for pupils and to plan work to meet their needs. Work is regularly marked, although the pupils' involvement in planning for their own progress is not yet fully developed.
20. The school provides a broad and balanced curriculum which motivates and engages pupils of all abilities. There is an outstanding range of extra-curricular activities and many enriching visits and visitors available to all pupils.
21. Y Cwricwlwm Cymreig makes a very good contribution to pupils' cultural development. The school provides a rich programme of extra-curricular activities including visits to the Museum of Welsh Life at St Fagan's and all pupils are involved in the school Eisteddfod in March. Work developed across the curriculum enhances pupils' awareness of their own locality and effectively develops a good understanding of the heritage and culture of Wales.
22. Care arrangements are well managed including for those with specific social and emotional or health needs. The school works closely and generally effectively with many agencies, for example the nurse, in Cardiff. The needs of those in public care are closely overseen and monitored by well-trained staff who follow good working practices. There is well-established support services for travellers who have regular contact with families as well as working in the school fulltime on reading recovery programmes and communication..
23. The school is robust in addressing racial issues, which are rare and in ensuring high standards of behaviour. The inclusive nature of the school is promoted through very good induction procedures and there are strong links with other local schools.
24. There is a good partnership with parents. Parents are firmly reminded of their responsibilities to send their children to school and the importance of good attendance.
25. The school ensures that all pupils, whatever their ability, background or gender, have equal access and opportunity to participate in all school activities.

Leadership and management

26. Leadership and management are good with outstanding features. The headteacher, senior staff and governors establish a very good vision for the school which is understood and shared by all, ensuring a sense of purpose and direction. This is an outstanding feature of the school. There is a very good ethos for learning and the aims of the school are met well. This is particularly evident in the inclusive nature of the school and strong drive to

raise achievement for all pupils, including those with SEN and traveller children.

27. The self-evaluation process is thorough and is becoming increasingly sharply focused. It ensures good standards and continuous improvement. The school has good systems to gather the views of staff, parents, governors and pupils and incorporate those into the process. The school development plan (SDP) is a clear and generally concise document. Priorities for development are appropriate. The school has made good progress since the last inspection and has met all the previous key issues. In recent years, the school has introduced many initiatives for teaching and learning, including several new schemes of work. There is some duplication of activities and some of the established monitoring processes are very demanding on staff time and effort. The development of this, through the curriculum coordinators' role, is a priority of the school.
28. The governing body is very committed to the school and makes a good contribution to learning and the school's very good ethos. The governors successfully fulfil their statutory requirements.
29. There are sufficient well-qualified teachers and support staff to meet the pupils' needs. The professional development of staff is outstanding and makes a significant contribution to the quality of teaching and learning. All staff are valued and respected. The school runs smoothly and financial management is good.
30. The school makes good use of its resources for learning. It is well maintained and very good displays of pupils' work significantly enrich the pupils' learning. The ICT suite is a useful resource but is cramped and this limits its effectiveness. Overall, the accommodation is good and provides good opportunities for specialist teaching.

Recommendations

The school should maintain the good and outstanding features present and:

R1 Improve pupils' attendance.*

R2 Raise the standard of writing through all subjects.*

R3 Involve pupils further in planning for their own progress and improvement.

R4 Continue to develop the curriculum coordinators' role to ensure the all procedures for planning, assessment and monitoring are efficient and manageable *

*The school has already identified these recommendations in its school development planning.

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.

Acknowledgement

The registered inspector and team wish to thank the governors, headteacher, staff and pupils for their co-operation and courtesy before, during and after the inspection.