

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

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

**Allensbank Primary School  
Llanishen Street  
Heath  
Cardiff  
CF14 3QE**

**School Number: 6812007**

**Date of Inspection: 26/11/07**

**by**

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

The inspection of Allensbank Primary School took place between 26/11/07 and 28/11/07. An independent team of inspectors, led by Michael T. Ridout undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development.

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **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 of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and LEAs.

The term 'Reception' (R) refers to the year group of pupils in a primary school who reach the age of 5 during the academic year. Year 1 refers to the year group of pupils who reach the age of 6 during the academic year and so on. Year 13 is the year group of students who reach the age of 18 during the academic year.

Primary phase:

Year	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The National Curriculum covers four key stages as follows:

Key stage 1	Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

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## Context

### The nature of the provider

- 1 Allensbank School is a community primary for boys and girls aged three to eleven years. There are nine classes: a nursery providing morning and afternoon sessions, two mixed age classes catering for reception/Y1 and Y1/Y2, four single age classes for Y3, Y4, Y5 and Y6 and two resource base special educational needs (SEN) classes, provided by the Local Education Authority (LEA); these cater for pupils with speech and language communication disorders. In total, there are 174 full-time equivalent (fte) pupils on roll. The average class size is 21.5 (not including nursery and SEN classes). There are 10.5 (fte) teachers, including the head teacher and one part-time teacher. There are seven full-time and four part-time teaching assistants (TAs).
- 2 The school is located in a mainly residential inner city area of Cardiff, close to the University of Wales Teaching Hospital in the Heath. Families occupy a mixture of privately owned and rented homes. Pupils are drawn from the local area that is reported to be neither prosperous nor economically disadvantaged. Those in the two resource base classes are drawn from all areas of the city. Around 18 per cent of pupils are entitled to free school meals; this is similar to the national average but below the local average. Forty-four per cent of pupils are from ethnic minorities. None comes from homes where Welsh is the first language. English is the predominant language spoken and the school teaches Welsh as a second language. Around 23 per cent of pupils have English as a second language and nine per cent receive additional support in learning English. One child is 'looked after' by the local authority.
- 3 Baseline assessments indicate that children's attainment on entry to reception reflects the full range of ability, is largely commensurate with age and compares well with local averages. However, an increasing proportion of pupils are transitory, resulting in relatively few remaining at the school throughout the primary phase. Around 23 per cent of pupils have SEN. The proportion, excluding those attending the two SEN classes, is around 14 per cent. Twenty pupils have a statement of SEN.
- 4 The school was previously inspected in September 2001. Since that time, the number on roll has continued to decline due to demographic changes in the area. The number and organisation of classes has changed, including the closure of one special class. The school holds the Basic Skills Quality Mark.

### The school's priorities and targets

- 5 The school's work is guided by the motto 'Only our best will do.' Its mission statement and aims are appropriate and reflect a strong commitment to ensuring pupils give of their best.
- 6 The six main priorities identified in the school improvement plan (SIP) for the current year are: preparation for implementing the Foundation Phase in 2008; improving learning and teaching across the school; inclusion; moderation and assessment procedures; attendance and ensuring implementation of the Race Equality Policy to fulfil the school's Equal Opportunities policy.

## Summary

- 7 Allensbank Primary School's motto, 'Only our best will do', is securely embedded in its life and work. At its heart is outstanding provision to promote equality, inclusion and respect for diversity. Learners develop tolerance and mutual respect and appropriate expectations help to ensure that most pupils achieve at least good standards.

### Table of grades awarded

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

- 8 The inspection findings agree with the school's self-evaluation report in all but one of the key questions. In key question four this report identifies some outstanding features that the school had not recognised.

### Standards

- 9 In the twenty-eight lessons or parts of lessons in the subjects and areas of learning inspected standards of achievement were judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
4%	68%	21%	7%	-

- 10 In just over seventy per cent of lessons observed standards of achievement were good. This represents an improvement compared with the last inspection. The figures are below the 2010 Welsh Assembly Government (WAG) target, that the quality of learning assessed by Estyn be Grade 3 or better in 98 per cent of lessons and close to figures published in Her Majesty's Chief Inspector's (HMCI) Annual Report 2005-2006, where standards in primary schools in Wales were reported to be Grade 2 in 65 per cent of lessons and Grade 1 in 12 per cent.

- 11 The overall quality of educational provision for the under-fives is appropriate to their needs and the children make good progress towards the Desirable Outcomes for Children's learning.
- 12 Children under-five make a good start in acquiring basic and key skills in communication, numeracy and information and communications technology (ICT) and they develop appropriate bilingual skills well.
- 13 The standards achieved in the areas of learning for the under-fives are as follows:

<b>Areas of learning</b>	<b>Nursery</b>	<b>Reception</b>
Language, literacy and communication	Grade 2	Grade 2
Personal and social development	Grade 2	Grade 2
Mathematical development	Grade 2	Grade 2
Knowledge and understanding of the world	Grade 2	Grade 2
Creative development	Grade 2	Grade 2
Physical development	Grade 2	Grade 2

- 14 The standards achieved in the subjects inspected across both key stages are as follows:

<b>Subjects</b>	<b>Key stage 1</b>	<b>Key stage 2</b>
English	Grade 3	Grade 2
Science	Grade 2	Grade 2
History	Grade 2	Grade 2
Art	Grade 1	Grade 1
Music	Grade 2	Grade 2

- 15 Pupils achieve good overall standards. The grades in subjects and areas of learning shown above represent an improvement since the last inspection. Knowledge and skills in literacy and numeracy develop well as pupils move through the key stages. Achievement in the foundation subjects is significantly enhanced through the arts.
- 16 Pupils with SEN make good progress and achieve good standards in relation to the targets set for them in individual education plans (IEPs).
- 17 Pupils for whom English is an additional language make good progress and achieve well.
- 18 Pupils achieve well in the key skills of speaking, listening and reading. However, the extent to which they use the skills of writing, numeracy and ICT across the curriculum is less well developed.
- 19 Pupils' bilingual skills are developing steadily from a low base.
- 20 Levels of transience in the school population and the number of pupils with SEN impact on the school's National Curriculum (NC) results. The KS1 results for 2007, for which the full details of national comparative data is not available at the time of writing, indicate a decline in attainment in English and mathematics and similar levels of attainment to 2006 in science. In comparison with similar schools having

over sixteen per cent and up to twenty four per cent free school meals, the results based on the core subject indicator, are well below average for all pupils assessed and also for pupils in the mainstream.

- 21 In KS2 the results for 2007 indicate improved results in English, mathematics and science compared with figures for the previous year. In comparison with similar schools results for all pupils assessed were below average in English and mathematics and well below average in science. The results for mainstream pupils were average in science and well above average in English, mathematics and for the number attaining the core subject indicator.
- 22 The majority of pupils make good overall progress in learning, although on occasions the more able do not achieve their potential.
- 23 Pupils' behaviour and their attitudes towards learning are consistently good.
- 24 Attendance rates for the past three terms average 93.7 per cent. This is an improvement since the last inspection and matches the WAG target. Most pupils are punctual.
- 25 Pupils' ability to work independently, in pairs and as part of a group is good.
- 26 Pupils' personal, social, moral and wider development is good.
- 27 Pupils' understanding of equal opportunities issues and their respect for diversity are outstanding.
- 28 The school is successful in preparing pupils for effective participation in the local community and the workplace.

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

- 29 In thirty-six lessons or parts of lessons the quality of teaching was judged as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<b>3%</b>	<b>69%</b>	<b>22%</b>	<b>6%</b>	<b>-</b>

- 30 In around seventy per cent of the lessons observed teaching was good. These figures are better than the last inspection but they are below the national picture as reported by HMCI in her annual report 2005 – 2006. Nationally, the quality of teaching is reported to be good in 79 per cent of lessons, with 17 per cent having outstanding features.
- 31 The overall quality of teaching is good and promotes equal opportunities.
- 32 In general, teaching is successful in stimulating pupils' interest and motivation and challenging them to achieve their best. This is particularly evident in the use of art, drama and a range of strategies to promote oracy and to enliven learning.
- 33 The teaching and support provided for pupils with additional needs, including those learning English as an additional language and those whose skills in literacy and

numeracy are underdeveloped are of good quality both in mainstream and the special classes.

- 34 There is good emphasis on meeting the language needs of learners in English in both mainstream and special classes. However, across both key stages, teaching only seldom provides access to bilingual teaching in mainstream classes.
- 35 In a minority of lessons too little account is taken of pupils' prior knowledge in planning, including consideration of the extent of explanation, prompts and other guidance needed by pupils of differing abilities.
- 36 Arrangements for assessment, recording and reporting (ARR) are good. The quality of reporting to parents is also good.
- 37 The school is successful overall in meeting pupils' needs and provides a varied and balanced curriculum for all pupils.
- 38 The provision to promote key skills has good features that outweigh shortcomings. Pupils are aware of the key skills but their use of numeracy, writing and ICT is not always developed fully across the curriculum.
- 39 The provision to promote learners' spiritual, personal, social and moral development is an outstanding feature of the school.
- 40 The quality and extent of extra-curricular provision is outstanding.
- 41 The Cwricwlwm Cymreig is promoted very well, but the school does not develop pupils' bilingual skills consistently.
- 42 The school's partnerships with parents, other schools, higher education institutions, the local community and the education business partnership (EBP) are good.
- 43 The provision for education for sustainable development and global citizenship is good.
- 44 The school plans and manages care arrangements and the contribution of support services particularly well.
- 45 Outstanding procedures are in place to monitor pupils' punctuality, attendance, behaviour and performance.
- 46 The quality of provision for equal opportunities is outstanding.
- 47 The measures to minimise oppressive behaviour, including all forms of discrimination, harassment and bullying are outstanding.
- 48 The school actively promotes respect for diversity.

49 The overall quality of the provision to meet pupils' additional educational needs is good. Intervention programmes, including literacy and numeracy and support for learning English as an additional language and speech therapy, are effective.

50 The duty of care is fundamental to the school's ethos.

### **Leadership and management**

51 Leadership successfully fosters equality, tolerance, understanding and respect for diversity.

52 Self-review and strategic planning are systematic and detailed. The effectiveness of individual managerial roles has improved since the last inspection.

53 The culture and systems of self-evaluation are well established in the school. The SIP provides a structured framework of key priorities to bring about improvement.

54 The governing body (GB) is well informed by the head teacher and is successful in meeting its statutory obligations.

55 The contribution of the senior leadership team and governors in shaping and managing strategic planning is not always sufficiently formalised.

56 The overall accuracy of the school's self-evaluation report is good but the quality of reports on subjects and various aspects of the provision is variable.

57 Overall standards have improved since the last inspection; strategies for self-evaluation and assessment have a positive impact and significant improvements are evident in multicultural education, inclusion and behaviour management. With regard to measurable improvements, taking the school's KS2 NC results in 2000 as a baseline overall standards have improved.

58 The school is appropriately staffed and resourced; the teaching assistants (TAs) make a significant contribution to learning and teaching.

59 The school provides a bright and stimulating learning environment. Imaginative use is made of surplus classrooms and high quality displays celebrate pupils' achievements.

60 The quality of financial planning is good.

61 Taking into account the overall improvements in standards since the last inspection in 2001, together with a number of significant improvements in provision, and, in balancing these factors against a fluctuating picture on the basis of NC performance, the school continues to provide value for money.

## Recommendations

- 62 The school with the support of appropriate agencies should continue to build on targets identified in the school improvement plan, placing emphasis on:
- R1 continue to raise standards in English, particularly in KS1, through ensuring pupils use and develop a greater range of skills in reading and writing;
  - R2 continue to develop pupils' competence in key skills, placing particular emphasis on opportunities for extended writing across subjects;
  - R3 raise achievement and consistently promote greater competence in bilingual skills;
  - R4 refine lesson planning further to ensure learning is matched well to the differing needs and capabilities of learners;
  - R5 develop further the contribution of the senior leadership team and governors in shaping strategic planning and managing priorities for improvement.

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

- 63 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 64 In twenty-eight lessons or parts of lessons in the subjects and areas of learning inspected standards of achievement were judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
4%	68%	21%	7%	-

- 65 In just over seventy per cent of lessons observed standards of achievement were good. This represents an improvement compared with the last inspection; the figures are below the 2010 WAG target that the quality of learning assessed by Estyn be Grade 3 or better in 98 per cent of lessons and close to figures published in Her Majesty's Chief Inspector's (HMCI) Annual Report 2005-2006, where standards in primary schools in Wales were reported to be Grade 2 in 65 per cent of lessons and Grade 1 in 12 per cent.
- 66 The overall quality of educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's learning.
- 67 Children under-five make a good start in acquiring basic and key skills in communication, numeracy and ICT and they develop appropriate bilingual skills. However, in reception some children's early reading skills of prediction and telling stories from illustrations are underdeveloped and they seldom engage sufficiently in mark making to prepare them fully for the transition to formal writing and the use of mathematical symbols.
- 68 The standards achieved in the areas of learning for the under-fives are as follows:

Areas of learning	Nursery	Reception
Language, literacy and communication	Grade 2	Grade 2
Personal and social development	Grade 2	Grade 2
Mathematical development	Grade 2	Grade 2
Knowledge and understanding of the world	Grade 2	Grade 2
Creative development	Grade 2	Grade 2
Physical development	Grade 2	Grade 2

- 69 The standards achieved in the subjects inspected are as follows:

Subjects	Key stage 1	Key stage 2
English	Grade 3	Grade 2
Science	Grade 2	Grade 2
History	Grade 2	Grade 2

Art	Grade 1	Grade 1
Music	Grade 2	Grade 2

- 70 Pupils achieve good overall standards. Knowledge and skills in literacy and numeracy develop well as pupils move through the key stages. Achievement in the foundation subjects is enhanced significantly through the arts, for example the successful use of drama with pupils in Y6 to bring learning about the Victorian period alive.
- 71 In English standards in speaking, listening and reading are good in both key stages but achievement in writing is less well developed in KS1. By the end of KS2 the majority of pupils achieve well in a variety of writing in English.
- 72 Pupils with SEN achieve good standards in relation to the targets set for them in IEPs.
- 73 In KS1 the school has successfully met and in most cases exceeded its targets for attainment in the core subjects over the last two years. This is a marked improvement compared with previous years. In KS2, the results for 2007 indicate that the school exceeded all its targets. However, the picture is mixed over the three previous years with most targets not being met and some by a significant margin.
- 74 Pupils achieve well in the key skills of speaking and listening. However, the extent to which they use the skills of reading, writing, numeracy and information and ICT across the curriculum is less well developed. Their skills in bilingual competence are developing steadily from a low base. Pupils do not develop a wide enough vocabulary in Welsh or gain sufficient competence in using sentence patterns as they move through the school; as a result progress is limited and pupils seldom use incidental Welsh in the course of the day.
- 75 Regardless of social, ethnic or linguistic background, pupils achieve similar levels of success. It is a credit to the school that in most cases the significant minority of pupils for whom English is an additional language achieve standards in line with their age and ability.
- 76 Increasing levels of transience in the school population impact on the school's performance. Furthermore, its NC data includes the results of a small number of pupils attending the special classes. As a consequence comparisons with national figures and those for similar schools are usually much better when based on data for the mainstream pupils<sup>1</sup>.
- 77 In 2006 the school's KS1 NC results, based on teacher assessments, indicate standards in English and mathematics were just above the national picture and that for similar schools having between sixteen and twenty four per cent free school meals; in science standards were just below average. The proportion of pupils attaining at least the expected level 2 in all three subjects, known as the core subject indicator, was below average compared with national figures and those for similar schools.

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<sup>1</sup> NC data based on the core subject indicator for mainstream pupils in 2007 are shown in appendix 3.

- 78 The 2006 NC results in KS2 were well below average in English, mathematics and science when compared with national figures and those for similar schools. The proportion of pupils attaining at least the expected Level 4 in all three subjects, the core subject indicator, was also well below average compared with national figures and those for similar schools.
- 79 The KS1 results for 2007, for which the full details of national comparative data is not available at the time of writing, indicate a decline in attainment in English and mathematics and similar levels of attainment to 2006 in science. In comparison with similar schools the results, based on the core subject indicator, are well below average for all pupils assessed and also for those in the mainstream.
- 80 In KS2 the results for 2007 indicate improved results in English, mathematics and science compared with figures for the previous year. In comparison with similar schools results for all pupils assessed were below average in English and mathematics and well below average in science. The results for mainstream pupils were average in science and well above average in English, mathematics and for the number of pupils attaining the core subject indicator.
- 81 In KS1 the trend in the school's results over the three years to 2006 is positive in English and mathematics and overall flat in science. In KS2 the trend in results over the same period is downward in mathematics and science and results in English fluctuate from year to year.
- 82 In KS1 the performance of boys and girls is broadly similar although on the basis of the core subject indicator in 2006 girls outperformed boys. In KS2, a trend of decreasing differences in the performance of boys and girls was evident up to 2005. However, in 2006 boys outperformed girls by a significant margin.
- 83 The majority of pupils make good overall progress in learning, although on occasions the more able do not achieve their potential. In the main, pupils acquire new knowledge and skills in line with their age and ability and older ones in particular use an increasing range of learning strategies to develop ideas and increase their understanding.
- 84 Throughout the school pupils are encouraged to develop a clear understanding of what they are learning, to consider how well they are progressing and to think about what they need to do to improve. Discussion of individual targets and the use of self-assessment strategies are generally successful in this regard.
- 85 During their time in the school pupils make good progress toward fulfilling their potential and they are well prepared for the next stage of their education.
- 86 Pupils' behaviour and their attitudes towards learning are consistently good. The school functions well as a happy, supportive and orderly community.
- 87 A clear code of conduct exists and pupils understand what is expected of them. They are aware of the consequences imposed for inappropriate behaviour and appreciate

the need for class and school rules, which they perceive as fair. They respond well to teachers' high expectations and to their calm, consistent and fair approach.

- 88 Pupils have positive attitudes to their work and play and enjoy their learning. They are co-operative, listen carefully to their teachers and settle quickly to the tasks set them. They take pride in their achievements and know that their teachers appreciate their work and effort.
- 89 Pupils' good behaviour is evident not only in lessons but also in morning worship, in their playground games, at meal times and in their orderly movement around the school. Respect, care and concern for others are notable features of pupils' behaviour and attitudes and they welcome visitors warmly and politely.
- 90 The school places a high priority on attendance and punctuality and has been successful in raising attendance rates for pupils of compulsory school age by almost two percentage points since the last inspection. This is a considerable achievement. Attendance rates for the past three terms average 93.7 per cent and the school is currently meeting the target of less than seven percent absence set by the WAG for 2007.
- 91 Most absence is due to illness, but holidays taken in term time and extended heritage visits for those with relatives abroad continue to have an adverse impact on overall attendance rates for the school. Most pupils are punctual and keen to attend school but despite the school's best efforts, a minority of pupils regularly arrive late for the start of the school day.
- 92 Pupils' ability to work independently, in pairs and as part of a group is good. They organise group activities fairly, share responsibilities and ensure everyone contributes. The mutual help and support they offer to each other through work and play are notable features of the school. Older pupils develop good problem solving and decision making skills, so that they are well prepared to cope with the next stage of learning as they prepare for secondary school.
- 93 Pupils' personal, social, moral and wider development is good. The school's aims, based on care and respect for others, underpin this development and permeate the life and work of the school. The supportive ethos of the school, the positive relationships between staff and pupils and the sensitive moral and spiritual elements of collective worship provide pupils with a secure set of values to guide them. They have a strong sense of natural justice and demonstrate honesty, tolerance and fairness in their work and play.
- 94 Pupils' understanding of equal opportunities issues and their respect for diversity are outstanding. In discussion with pupils they demonstrate a genuine respect for different faiths and cultural traditions within their school, their community and the wider world. They express real appreciation for the diverse nature of their school and are very proud of being part of a school that welcomes and includes pupils with a variety of special needs.
- 95 The school is successful in preparing pupils for effective participation in the local community and the workplace. Staff, governors and pupils are committed to the local

community; the school supports community initiatives and readily makes available its facilities to local community groups. Effective use is made of the locality as a learning resource and educational visits enhance pupils' learning in many curriculum areas.

## The quality of education and training

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

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

- 96 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 97 In thirty-six lessons or parts of lessons the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
3%	69%	22%	6%	-

- 98 In around seventy per cent of the lessons observed teaching was good. These figures are better than the last inspection but they are below the national picture as reported by HMCI in her annual report 2005 – 2006. Nationally, the quality of teaching is reported to be good in 79 per cent of lessons with 17 per cent of these having outstanding features.
- 99 In general, teaching is successful in stimulating pupils' interest and motivation and challenging them to achieve their best. This is particularly evident in the use of art, drama and a range of strategies to promote oracy and to enliven learning.
- 100 Teachers and TAs establish good working relationships with pupils that help to foster effective learning.
- 101 The quality of teaching for the under fives is good overall; TAs make a significant contribution to this provision.
- 102 Across both key stages the overall quality of teaching is good, although in around one in four lessons observed there were shortcomings. The impact of teaching in the special classes is good over time, although there is greater consistency in the provision for the younger pupils.
- 103 The teaching and support provided for pupils with additional needs, including those learning English as an additional language and those whose skills in literacy and numeracy are underdeveloped, are of good quality both in mainstream and the special classes.
- 104 Taken overall, teachers have good subject knowledge and appropriate awareness of best practice in the primary phase. This is evident in some good work in promoting oracy skills in English and in preparations for the implementation of the Foundation Phase. Teachers make increasingly effective use of ICT in KS2, however, across the school, knowledge and competence in promoting bilingualism is less evident. During the inspection most teachers made little use of Welsh to develop and extend pupils' competence and did not consistently expect them to use incidental Welsh in the course of the day.

- 105 Teachers consistently use a well structured format for lesson planning. Although this denotes learning objectives, opportunities to promote key skills and a focus for evaluation, the learning intentions and tasks are not always explained and matched well to pupils' needs. In the most effective lessons observed these aspects are rigorously developed and learning is well maintained.
- 106 Across the school teaching uses a good range of teaching and organisational strategies. Focused group work and tasks to promote learning through first hand experiences are strong features with younger pupils and strategies to promote skills in oracy, problem solving and creativity are sometimes particularly well developed with older pupils.
- 107 Teaching successfully promotes equal opportunities and encourages consideration of issues of gender, race and disability equality in a positive context.
- 108 There is good emphasis on meeting the language needs of learners in English. In the nursery bilingual teaching is effective and some good practice is evident in physical education, for example when the older SEN class integrates with the mainstream Y5 class. However, teaching in other classes only seldom provides access to bilingual teaching. In four out of five lessons observed there was little or no evidence of attention to promoting bilingual skills. In a minority of lessons there was minimal use of incidental Welsh and in a very small number spoken Welsh was promoted consistently.
- 109 There are detailed procedures to guide teachers in monitoring pupils' progress and in planning to meet their individual needs. Where good account of prior knowledge is taken and the extent of explanation, prompts and other guidance needed by pupils of differing abilities is carefully considered the content and style of learning are effective. However, in the less effective lessons observed shortcomings in these aspects were identified.
- 110 Arrangements for assessment, recording and reporting (ARR) are good. Baseline assessment is administered shortly after entry to reception and data are well used to inform provision. A good feature is the informal observation based assessments made by teachers and support staff of the under fives and, in particular, the way in which these are discussed and analysed weekly in order to inform the next cycle of provision.
- 111 There is a detailed tracking record that monitors pupils' progress from nursery to Y6. It is used to monitor regularly pupils' progress against their individual targets and to set further targets. Data obtained from standardised assessments administered in reading, spelling, comprehension and mathematics informs the pupil tracking record. Teachers' assessments of pupils' work in the core subjects of English, mathematics and science also inform it although a number of files have to be consulted to obtain information about individual pupils.
- 112 There are annotated portfolios of work assessed against NC criteria for all subjects which are used well to support teachers' judgements when assessing pupils' work and which ensure consistency. These are used effectively by staff and are a good feature of the school's assessment arrangements.

- 113 The rigour of assessments ensures that pupils' targets are appropriate and they are regularly monitored to review individual progress. The school's traffic light system of self-assessment ensures that pupils are involved in planning their own assessment; this is a good feature of the assessment arrangements. Pupils confidently set their own targets which are kept in their target books and are used by both teachers and pupils to check progress and to set new targets. The marking of pupils' work is generally well focused and constructive. In the best examples achievement in relation to the learning objective is identified and comments provide guidance for further improvement.
- 114 The quality of pupils' reports to parents is good. Detailed information about children's progress in all subjects and areas of learning is provided. This, together with insightful information about their personal and social development, including particular characteristics, demonstrates how well teachers know and understand their pupils. Parents have sufficient opportunities to discuss their children's progress and the school works well with them in order to best meet the needs of pupils.

**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**

- 115 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 116 The school is successful overall in meeting pupils' learning needs. It provides a varied and balanced curriculum that meets legal requirements. A strong feature is the breadth of the learning experiences provided.
- 117 Children under five receive a wide range of learning opportunities, both indoors and outdoors, that develop their interests well. A particular feature, that benefits the under fives and pupils in Y1, is the good quality of learning experiences provided in the outdoor environment. These activities are integrated well into the daily provision in all weathers. There has been considerable investment in the outdoor curriculum in preparation for the Foundation Phase for which the school is well prepared.
- 118 Pupils in both key stages enjoy a broad and stimulating curriculum. The school has schemes of work in place for all subjects that ensure consistency, coherence and flexibility. Planning for progression is good and the learning experiences are sometimes particularly engaging. For example, an especially successful feature is the integration of drama, music and art to enrich learning in history in some KS2 classes. Such experiences are particularly engaging, meaningful and effective.
- 119 There is good emphasis on developing pupils' basic skills in English and mathematics. However, the provision to promote the key skills in literacy, numeracy and ICT has good features that outweigh shortcomings.
- 120 The provision to promote pupils' speaking and listening skills and to develop their problem-solving and creative skills is well established and effective. Although pupils gain increasing awareness of the key skills of reading, writing, numeracy and ICT,

and the older pupils develop appropriate study and research skills, the use of these skills in other subjects is not always developed fully.

- 121 Although the provision enables pupils to read accurately it does not assure the progressive development of a sufficient range of reading strategies in the lower school. Furthermore, in some instances the stages of writing are not always developed fully. For example, the frequent use of worksheets from Y1 upwards restricts both opportunities for writing across the curriculum and in some cases for producing well-crafted extended pieces of writing.
- 122 An outstanding feature is the wide range of extra-curricular activities provided. This provision includes a breakfast club, an art club, a choir, contemporary and folk dance classes, golf and cookery. All of these activities enhance the quality of education and strengthen relationships with the community and parents. The school places very strong emphasis on the performing arts as a powerful medium for pupils' learning. There are regular whole school productions, for example, 'Joseph', in which every pupil takes part. These events give all learners the opportunity to develop self-esteem and to experience the pleasure of success.
- 123 The provision to promote pupils' spiritual, personal, social and moral development is an outstanding feature of the school. Pupils of all ages receive many opportunities to develop their social skills; older ones look after those younger than themselves while all demonstrate the ability to understand the impact of their behaviour on others and to take responsibility for their actions. All are respectful of adults and one another and all demonstrate a highly developed sense of fairness, tolerance and responsibility.
- 124 The school encourages pupils to be calm and self-disciplined and to demonstrate thoughtful behaviour; this ethos permeates school life. Adults provide very good role models and consistently set a good example through positive relationships that promote well the basic human values that they consider essential to the development of character. From the time they enter school, teachers and assistants are proactive in encouraging pupils to acquire the personal skills they will need in later life. They achieve this by providing many meaningful learning experiences that facilitate independence, inter-dependence and perseverance.
- 125 Collective worship meets statutory requirements and contributes very well to pupils' moral development, in particular to their understanding of right and wrong. Acts of worship demonstrate respect for the main religious traditions. Spiritual development is promoted by the saying of prayers during morning worship and providing opportunities for quiet reflection. In classes, pupils were seen to be encouraged to celebrate their work and that of others. Pupils thoughtfully discuss the qualities needed to be a good leader and apply reasoning effectively when discussing moral issues.
- 126 An outstanding feature of the school is the way in which numerous visits to places of historical and cultural interest, both locally and further a field, are used to promote pupils' learning and all round development. These include visits to the Museum of Welsh Life, Caerleon, Llancaiach Fawr, Llandaff Cathedral, Techniquet, a local mosque, and a synagogue, The Sherman Theatre, Merthyr Mawr and Barry Island.

Pupils have a very good knowledge of their own locality that is used well to enhance their learning. They visit Heath and Roath Parks, local shops and allotments and are involved in arts projects in the city. Local artists and poets hold workshops with pupils and the work produced is of very good quality. Field trips to Llantwit Major, Sully, Cardiff Bay and the city centre give pupils valuable first hand experiences which enhance greatly their learning.

- 127 A good range of visitors to the school supports very well the teaching and enhances greatly pupils' learning. The school develops pupils' knowledge and understanding of the richness and variety of other cultures very well through demonstrating respect for the numerous cultures represented by the pupils in the school, through their study of other religions and by exploring the art of different cultures. Visitors including the Archbishop of Wales, a parent governor representing Islam, workers from Christian Aid and the local vicar make a valuable contribution to learners' understanding of and respect for diversity.
- 128 Overall, the school's partnerships with other schools in its 'cluster' group and, in particular, with the receiving secondary school are good. Pastoral and curriculum liaison is well established and an appropriate transition plan is in place. At present pupils have only two transition visits, one in Y5 and one in Y6, some twelve months apart. Both schools recognise that this is insufficient and are working towards further visits for pupils before transfer. Despite this, pupils in Y6 indicate that they are confident about moving on to the next stage of their education.
- 129 The school has established productive partnerships with several institutes of higher education and provides training facilities for student teachers and students undertaking vocational and nursing qualifications; they are carefully mentored and well supported by staff and they make a positive contribution to the life and work of the school.
- 130 The many positive links with the community are effective and contribute well to pupils' learning in a number of curriculum areas. The school and its various activities are well supported and valued by the local community.
- 131 The school provides good work-related education for its pupils. A range of productive partnerships with local businesses and relevant agencies enriches pupils' learning. Teachers successfully address the vocational aspect of the personal and social education (PSE) programme and a range of well planned visits to commercial and retail sites enhances pupils' understanding of the world of work.
- 132 The school enjoys a productive working relationship with the EBP. Several members of staff have undertaken relevant business placements, which have enriched curricular provision and enhanced teachers' professional development.
- 133 The school has well established Saint David's day celebrations, including a range of competitions and events, as well as the chairing of the Bard. These, together with the study of the work of Welsh artists, including Will Roberts, Terry Setch, William Brown, Gwen Heeney and David Peterson; poets Gillian Clarke and Moira Andrew and the school's emphasis on the music of Wales and traditional Welsh folk songs,

enhance well pupils' understanding of Wales and its culture and promote Y Cwricwlwm Cymreig very effectively.

- 134 However, the school does not promote pupils' bilingual skills consistently. There is some good practice, such as in the nursery and with some older pupils, but the school has yet to establish a consistent approach in promoting bilingual skills so that the vocabulary acquired by pupils in lessons in Welsh as a second language is used appropriately in everyday contexts.
- 135 The school's policies and procedures to promote equal opportunities and to tackle social disadvantage and stereotyping are successful and pupils succeed regardless of their ability, gender, race or backgrounds. They have equal access to the curriculum and all other facilities in the school.
- 136 The standards in, and provision for, education for sustainable development and global citizenship are good. This is a rapidly developing area of the school's curriculum. Pupils have good understanding of the need to conserve energy and water consumption and to reduce waste. They are actively involved in re-cycling and composting schemes and work hard to enhance their outdoor environment. Global citizenship is well promoted and through their work in geography and religious education, pupils have a good understanding of the lives of people in different countries and how global forces shape their lives.
- 137 Despite restrictions imposed because the school is a 'listed' building, members of staff make every effort to act in a sustainable way by conserving energy and water consumption. Taps switch off automatically and the installation of new windows in part of the building has helped to reduce heat loss. As part of the eco-schools award scheme, the school is working towards achieving the bronze award for conservation and commitment to the environment.
- 138 Pupils' entrepreneurial skills are good. Pupils design, make, market and sell goods for a profit at the school fete. They are fully involved in all school concerts and productions, designing programmes and posters and costing and working out budgets. This gives them valuable insight into the running of a successful business enterprise. Initiatives such as the buddy system in the playground and the school council enhance pupils' problem-solving and decision-making skills.
- 139 The school is successfully laying the foundations for lifelong learning and community regeneration, and national priorities are well reflected in its life and work. The school provides 'wrap around' care with its recently established breakfast club, and after school clubs, which are well supported and valued by pupils and parents. The priority given to pupils developing independence and making their own choices is evident in the daily life of the school. The provision of homework is appropriate to age and pupils are confident and eager to explore new learning situations.
- 140 The head teacher, staff and governors are committed to the local community and work in close partnership with a range of local agencies to secure the regeneration of the local area and to support children and their families.

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

<b>Grade 1: Good with outstanding features</b>
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- 141 The findings of the inspection team differ from the school's self-evaluation in that the school judged this key question Grade 2. The inspection team finds that the school's commitment 'to working towards race equality, promoting positive approaches to difference and fostering respect for people of all cultural backgrounds' is its defining feature and as a result its ethos of inclusion and equality has outstanding features.
- 142 The school plans and manages care arrangements and the contribution of support services particularly well. The quality of guidance and support provided for pupils, including the arrangements for pastoral care, is very good. The school's inclusive approach in meeting pupils' needs is an outstanding feature.
- 143 The school promotes successful partnerships with parents and carers. The overwhelming majority of parents, in their responses to the pre-inspection questionnaires and at meetings prior to the inspection, praised the school for its inclusive ethos and the good quality education provided for their children. There was high praise also for the support and education provided for children with SEN. The school regularly seeks the views of parents through an annual questionnaire and responds positively to any concerns that may be raised from time to time.
- 144 Many parents give freely of their time helping out in the classroom, supporting activities and in fundraising for the school. The Parent Teacher Association (PTA) organises many social and fund-raising activities that enhance links with the local community and provide the school with a valuable source of additional income.
- 145 The school works diligently to ensure parents are kept well informed but at present all written communication is through the medium of English. This poses difficulties for parents whose first language is not English. The school is aware of this and is working to resolve the situation. A constructive home/school agreement is in place, which has readily been accepted by parents.
- 146 The school has a very effective induction programme for new pupils. Parents receive a comprehensive information pack and meet with teaching staff to discuss arrangements and any concerns. Regular newsletters are provided and there are effective reporting systems in place to advise parents of any incidents affecting their children. However, a small minority of parents stated through the pre-inspection questionnaire that they would appreciate clearer information about learning and teaching to enable them to support their children more effectively.
- 147 The high quality of personal support and guidance provided for pupils is a very good feature. A well structured programme of PSE is integrated well into all aspects of the school's activities. The outcome is particularly evident in pupils' caring and thoughtful attitudes.
- 148 The school council is a very good forum that enables pupils of all ages to work together and to take an active role in decision-making within the school. Councillors

take their duties seriously, act responsibly and are very good ambassadors for the school.

- 149 Outstanding procedures are in place to monitor pupils' punctuality, attendance, and behaviour. Since the last inspection the school has worked very hard to secure considerable improvements in pupils' behaviour and attitudes. Policies and procedures to promote good behaviour work very well and staff are skilled at managing pupil behaviour. The reward system is highly successful.
- 150 Pupils whose behaviour is giving cause for concern are counselled, parents are involved and support is sought from external agencies when necessary. These arrangements work well and, with support, pupils' behaviour usually improves.
- 151 Registration is conducted efficiently, lessons start promptly and the school complies with all statutory attendance requirements set by the WAG. The monitoring of attendance and punctuality is thorough and rigorous. The head teacher has established effective procedures to encourage good attendance and punctuality, to ensure pupils' absence is adequately explained and to follow up situations where necessary. The school works in close and productive partnership with the education welfare officer (EWO) to support children and their families.
- 152 The quality of academic support and guidance, based on individual assessment and linked to high but realistic expectations of pupils, is well established and effective.
- 153 The school takes all reasonable steps to ensure the health, safety and well-being of staff and pupils. There are clear, well documented procedures to promote health and safety, including risk assessment, which are monitored carefully by the head teacher, staff and the GB. The caretaker makes a very good contribution to the monitoring of health, safety and security throughout the school. His vigilance ensures any issues are dealt with swiftly and efficiently.
- 154 Pupils are well supervised at all times, and ancillary staff and TAs make a good contribution to pupils' welfare throughout break and lunch times. Arrangements to undertake fire drills, respond to accidents and emergencies and deal with the administration of medicines are well established.
- 155 The promotion of healthy eating and a healthy lifestyle is an important aspect of school life. Pupils have access to fresh water and fresh fruit and even the youngest children understand that eating a sensible diet and exercising regularly is good for their health and well-being.
- 156 The duty of care is fundamental to the school's ethos and consequently the school works in the children's best interests to nurture their welfare and to protect them from harm. The school's policy and procedures to deal with child protection issues are clearly understood by all staff and training is regularly updated. Appropriate working partnerships have been developed with social services and a range of other external welfare agencies.
- 157 The overall quality of the provision to meet pupils' additional educational needs is good. The school effectively identifies individual learning needs in mainstream

classes and carefully monitors the progress and needs of pupils attending the special classes.

- 158 The SEN co-ordinator (SENCo), together with the senior teacher responsible for the special classes, manages the arrangements to provide additional support for pupils very well. In the mainstream setting pupils are carefully monitored, before provision in line with the SEN Code of Practice (CoP) is implemented.
- 159 An appropriate register of pupils with SEN is maintained. This indicates that a range of support is provided at the school action and school action plus stages of the SEN CoP. In addition eight pupils are monitored at the class action stage. Records indicate that support programmes are adjusted to need, with examples of increased intervention and where support is reduced.
- 160 Around 14 per cent of mainstream pupils have SEN identified. All have relevant IEPs and parents and carers are appropriately involved in contributing to IEP programmes, including regular reviews. Where appropriate, pupils themselves are involved in setting learning targets and making self-assessments.
- 161 Pupils having underdeveloped skills in literacy and numeracy benefit from targeted intervention programmes. This provision is well organised to complement learning in the mainstream class.
- 162 The LEA currently places nineteen pupils, all with statements of SEN, in the two special classes in the school. This provision is in line with pupils' statements and the arrangements for the annual review of these are systematic. The effectiveness of teaching and support in the two resource base SEN classes catering for pupils with speech, language and communication disorders is good overall. The specialist expertise of speech therapists is particularly well focused and the support provided has a positive impact on pupils' skills.
- 163 The provision in the special class catering for pupils from Y2 to Y4 is being developed particularly well to ensure that a good range of learning opportunities is provided in line with pupils' ages and needs. A distinctive feature is the high quality teamwork that combines the skills of teaching and support for learning to good effect. This provision is particularly rigorous, well focused and has a positive impact on pupils' self-esteem.
- 164 The provision in the special class catering for pupils in Y5 and Y6 is well established and is effective over time. Although the overall quality of provision is generally good, the impact of teaching and support in meeting pupils' individual needs is not always sufficiently rigorous.
- 165 A successful feature of the special classes is the supported integration of pupils in the mainstream setting where appropriate. For example, pupils in the Y5/6 special class combine with the mainstream Y5 class for physical education and music and some individual pupils integrate with their mainstream peers for subjects such as mathematics.

- 166 No pupils currently have an individual behaviour plan (IBP). However, the school's provision for supporting pupils who sometimes present challenging behaviour has been successful in the recent past.
- 167 Around nine per cent of pupils receive additional support in learning English. These pupils follow individual learning programmes and support is well organised and has a positive impact on their skills. The majority acquire good levels of competence in English and this enables them to engage in learning without the need for additional support.
- 168 The quality of provision for equal opportunities is an outstanding feature of the school. A sense of fairness, equality and inclusion successfully permeates the life and work of the school.
- 169 The school takes appropriate account of learners' social, ethnic, linguistic and educational backgrounds and is successful in promoting gender equality and challenging stereotypical choices.
- 170 Implementation of the school's race equality policy is a focused priority in the SIP. Pupils and parents report a high degree of racial harmony within the school.
- 171 The school has effective measures to minimise oppressive behaviour, including all forms of discrimination, harassment and bullying. This is an outstanding feature. There are robust policies in place to safeguard pupils from bullying. The school ethos fosters mutual respect and different qualities are celebrated. During the inspection, pupils drew attention to the very effective activities that had taken place during 'Anti-Bullying Week'. Furthermore, positive attitudes and responsible behaviour are strongly encouraged, for example through the themes explored in school assemblies.
- 172 The school has implemented a disability access audit and established an appropriate disability access plan. The school makes reasonable adjustments to ensure that pupils with disabilities are not put at substantial disadvantage. At present there are no pupils requiring wheelchair access; however the listed building with two levels imposes limitations.
- 173 The school actively promotes respect for diversity. This is an outstanding feature. The school's policies and strategies to develop pupils' knowledge, understanding and respect for the diversity of cultural and religious traditions within the school and the community beyond successfully underpin its ethos to foster mutual understanding and respect.

## Leadership and management

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

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

- 174 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 175 Leadership provides clear direction for the school through a well considered statement of values, aims and objectives. The school's systems of self-review and strategic planning are systematic and detailed. These involve members of staff fully so that a good understanding of the targets for improvement identified in the SIP is established. The systems are well known and understood within the school.
- 176 The school's aims promote equality for all and this is reflected very well in its inclusive ethos. The life and work of the school successfully fosters equality, tolerance, understanding and respect for diversity. These are very good and distinctive features that reflect effective leadership across the school.
- 177 There is an established tradition in the school of embracing both national and local priorities and a continued drive to improve quality and standards. This is evident in the school's preparations for the Foundation Phase, for example.
- 178 The school sets appropriate targets and goals. It is generally successful in meeting its end of key stage targets for attainment although there is variation over recent years in both key stages. Taken overall, good progress is evident towards most objectives set in the SIP over time.
- 179 The managerial arrangements within the school include a senior leadership team together with subject and aspect leaders. Strategic leadership, through the head teacher, ensures the effectiveness of individual managerial roles has improved since the last inspection. However, the profile of the school leadership team and the deputy head teacher, in shaping and managing strategic improvement, is less evident.
- 180 A summary of actions taken to improve quality and standards in the school since the last inspection provides an exemplar in the effective analysis of evidence. This approach provides a good model for the review of issues arising from subject leader evaluations and to effectively promote strategic management.
- 181 The arrangements for the performance management of members of staff are in line with statutory requirements. The school successfully promotes the professional effectiveness of teachers and support staff in particular areas. However, the head teacher is already aware of some variations in the quality of learning and teaching, as reflected in the first-hand evidence of this inspection.
- 182 The head teacher implements systematic arrangements to review and promote the continuing professional development (CPD) of members of staff. The school's

arrangements for CPD are systematic, well organised and reflect well the school's focus for improvement.

- 183 The GB is well informed, particularly by the head teacher, and is rightly proud of the school's considerable achievements. Individual governors show great commitment in undertaking link roles and designated responsibilities. Furthermore, the arrangements for the conduct of governors' business, including the work of committees, is well organised.
- 184 School documents, such as the SIP and the self-evaluation report, are carefully considered by the GB, but the role of governors in setting the strategic direction of the school and as a proactive, critical partner in reviewing the school's progress, for example in relation to its SIP targets, is not always sufficiently formalised.
- 185 The GB is successful in meeting its statutory obligations.

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

<b>Grade 2: Good features and no important shortcomings</b>
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- 186 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 187 Subject leaders are generally well informed about quality, standards and performance in the subjects and areas for which they are responsible. They systematically evaluate outcomes and provision through an annual review and in particular areas, for example art, early years and assessment, the identification of shortcomings leads to strategies for improvement.
- 188 The school's self-evaluation arrangements support subject leaders well in gathering a wide range of information. Strategies include classroom observations, sampling pupils' work, listening to learners and monitoring planning and other records. All subject leaders contribute to the school's self-evaluation processes and each produces an end of year review for their areas of responsibility. The head teacher uses this information appropriately to shape the SIP but the quality and rigour of the reports is variable.
- 189 The outcomes of self-evaluation are extensively documented. The overall quality of the school's self-evaluation report is good although it does not include some shortcomings identified by subject leaders, for example in relation to shortcomings identified in provision and standards. The inspection team agrees with the grades awarded by the school in six out of the seven key questions; in key question four the inspection team identified some features as outstanding and so awarded a Grade 1, in contrast to the school's Grade 2.
- 190 A culture of self-evaluation is well established in the school. This is evident in the work of individual subject leaders and at whole school level, where a range of priority areas is identified.

- 191 The views of stakeholders, governors and parents are sought through annual questionnaires. However, analysis of the outcomes is not specifically referred to in the self-evaluation report and outcomes are not always reported directly to parents.
- 192 There are good opportunities, through the use of suggestion boxes and regular meetings of the school council, for pupils to have a voice on their experiences of school and the decisions that affect them
- 193 Subject leaders have a clear understanding of their role and are appropriately involved in the school's self-evaluation processes. This extends to supporting colleagues and planning strategies for improvement in the areas for which they are responsible.
- 194 The head teacher, with the support of key colleagues, reflects on the outcomes of the annual cycle of self-evaluation and identifies a number of key priorities that form the SIP. This process, based on the most recent data, includes analysis of a range of results from teacher assessments and standardised tests. Good use is made of this analysis to improve teaching and learning and to set appropriate targets for attainment across the school. However, the analysis of trends in performance over time, including reference to national benchmarks, is not clearly evident in the self-evaluation report.
- 195 The SIP provides a structured framework of key priorities, actions taken and timescales to bring about improvement. Plans of action indicate that priorities are supported through adequate funding and quality assurance procedures, such as monitoring, are planned and implemented.
- 196 The school can show that its actions have resulted in improvements since the last inspection. Overall standards have improved in several subjects; strategies for self-evaluation and assessment have a positive impact and significant improvements are evident in multicultural education, inclusion and behaviour management. With regard to measurable improvements, taking the school's KS2 NC results in 2000 as a baseline, overall standards have improved.

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

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

- 197 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 198 The school is appropriately staffed to teach the subjects of the NC and religious education. Teachers are well qualified, experienced and have sufficient subject knowledge and expertise to meet the needs of pupils. All teachers undertake subject leadership roles and their attendance at relevant training enhances their professional expertise and this impacts positively on the quality of learning and teaching.
- 199 The school has implemented the workforce remodelling strategy effectively and teachers have sufficient non-contact time for planning, preparation and assessment (PPA). These arrangements are well organised and for the most part have a positive

impact. This was particularly evident in the quality of learning provided by TAs when teaching younger pupils. However, the provision of teaching to cover PPA is less consistent across both key stages.

- 200 The school has plans to implement Teaching and Learning Responsibilities for teachers commencing in January 2009.
- 201 The school benefits from the contribution of the athrawes fro in developing the teaching of Welsh as a second language and promoting bilingualism. Furthermore, over the last two years, the school's subject leader for Welsh has taught the subject across the school. This strategy, together with the good work of the athrawes fro, provides a suitable basis to promote consistency in bilingual teaching.
- 202 There is sufficient provision of TAs. They make a significant contribution to learning in the early years, the special classes and in the development of pupils' literacy and numeracy skills through structured intervention programmes. There are effective procedures to support and develop the expertise of TAs.
- 203 The school clerk and ancillary staff, including midday supervisors and cleaners and notably the caretaker, make a significant contribution to the efficient administration and daily routines of the school.
- 204 Learning resources are easily accessible and both books and materials match the age and needs of pupils appropriately. The provision of resources is regularly audited to ensure gender issues and cultural diversity, for example, are promoted in positive ways.
- 205 The provision of the well organised and stocked whole school library, together with classroom libraries, is a positive feature. Furthermore, the ICT suite and interactive whiteboards in all KS2 classes enable staff to promote the development of ICT skills efficiently.
- 206 The building provides a suitable setting for effective learning and teaching. The extent of accommodation is generous for the number of pupils on roll. The school makes imaginative use of surplus classrooms, for example to create specialist areas for art, music, ICT and support teaching. Furthermore, part of the building accommodates services provided by the LEA and extensive community use is made of the premises, both during weekday evenings and at weekends.
- 207 The school provides a bright and stimulating learning environment. High quality displays celebrate pupils' achievements throughout the school and the outdoor environment provides a safe, spacious and well developed playground, including appropriate provision for outdoor learning.
- 208 In general the organisation of the school is efficient and effective and good use is made of the available resources. However, the length of lessons is not always well matched to the needs of learning and teaching.
- 209 Teachers and TAs are deployed, managed and developed appropriately. A suitable range of training opportunities is provided for members of staff and the organisation

of intervention strategies, including the contribution of specialist services, is particularly well managed.

- 210 The quality of financial planning is good and, in the context of a reducing budget due to falling pupil numbers, ensures resources are matched well to the school's priorities.
- 211 The self-evaluation process in the school ensures that the use, availability and appropriateness of learning resources are regularly reviewed. There is suitable emphasis on best value when making purchases, although self-evaluations seldom focus on value for money in relation to standards. However, a good example is the positive impact on pupils' standards and progress resulting from targeted intervention programmes.
- 212 Taking into account the overall improvements in standards since the last inspection in 2001, together with a number of significant improvements in provision and balancing these factors against a fluctuating picture on the basis of NC performance indicators, the school continues to provide value for money.

## **Standards achieved in subjects and areas of learning**

### **Under fives**

- 213 The overall quality of educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.

### **Language, literacy and communication skills**

#### **Nursery (ages 3-4): Grade 2: Good features and no important shortcomings**

#### **Reception (ages 4-5): Grade 2: Good features and no important shortcomings**

#### **Good features**

- 214 Children in nursery listen attentively for extended periods, enjoy talking about themselves and their experiences and make good progress, particularly in the case of those whose first language is not English. They enjoy listening to stories and interact animatedly when they particularly enjoy or are interested in something. They pick out their favourite stories from the book corner and know and understand what letters and words are. They like saying rhymes with their friends and adults. Early literacy is well developed through the first hand experiences they receive which make activities meaningful; for example, they understand the purpose of writing letters from writing and posting their own to the Bear and reading his replies. They enjoy engaging in mark making, both indoors and outdoors, and older children's mark making demonstrates increasing knowledge of letters and symbols.
- 215 Children in reception have good listening skills and possess a growing and varied vocabulary that they use effectively when they converse, answer questions, explain what they are doing and when they speak about their experiences and feelings. Children understand some of the forms and purposes of writing in the context of meaningful activities such as role play in the shop where they 'write' lists. They enjoy listening to a story and join in with familiar refrains. Children recognise letters, most can write their name and the older children write simple words independently. They enjoy mark making and like to read out what they have written.

#### **Shortcomings**

- 216 There are no important shortcomings.

### **Personal and social development**

#### **Nursery (ages 3-4): Grade 2: Good features and no important shortcomings**

#### **Reception (ages 4-5): Grade 2: Good features and no important shortcomings**

### **Good features**

- 217 Children in nursery play happily alongside one another; they share and take turns well. They show respect and liking for their friends by listening to what they say and by helping them when playing. They demonstrate confidence and an eagerness to engage in new experiences. They go to the toilet independently and wash their hands after this and before lunch. All attempt to put on and take off their own coats and older ones demonstrate good independence by making choices and carrying out important tasks well; for example, they use a knife well to cut fruit when helping prepare their snack. When engaged in activities, particularly outdoors, their levels of concentration and perseverance are good. They show concern for one another and learn well how to take responsibility and to care for others by feeding their guinea pigs, for which they demonstrate affection.
- 218 Children in reception display a good level of motivation and perseverance when absorbed in their activities and maintain their concentration well for extended periods in both class and group situations. They are confident and independent learners, particularly outdoors when they are actively engaged in their learning. All demonstrate a very good understanding of the importance of hygiene and wash and dry their hands before eating. They socialise well with others and engage in conversation with their friends. They behave very courteously and respectfully towards adults and other children. They demonstrate the ability to take turns and to share and display good table manners when eating their snack. They demonstrate independence when handing out the sandwiches they have made and a sense of responsibility when they tidy up after they have finished. They demonstrate respect for different cultures and customs and get on well with one another.

### **Shortcomings**

- 219 There are no important shortcomings.

<b>Mathematical development</b>
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<b>Nursery (ages 3-4): Grade 2: Good features and no important shortcomings</b>
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<b>Reception (ages 4-5): Grade 2: Good features and no important shortcomings</b>
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### **Good features**

- 220 Children in nursery know numbers and can count objects from 0 to 5 forwards and backwards, matching them accurately to numerals; they also place them in the correct order. They are able to count to 10 and know and enjoy saying a variety of number rhymes. Many use their fingers accurately to denote numbers from 1 to 5. They develop early mathematical language and concepts, such as 'big, small, tall and short.' They can identify and name a circle and a square and demonstrate an understanding of the purpose of money when playing in their 'Christmas shop.'
- 221 Children in reception recognise, name and identify the properties of two-dimensional shapes and can fold a piece of paper to make a square, triangle and a rectangle. Their

understanding of shape is reinforced when they make sandwiches for snack time; they know, understand and can demonstrate 'whole', 'half', 'more than' and 'less than'. Children have a good understanding of the purpose of money as they buy and sell in their shop. Their understanding of the concept of capacity develops very well as they engage in investigations in the water trough where they identify 'full', 'empty' and 'half full'. They know, count and order numbers from 0 to 10 and all can count to 20.

### **Shortcomings**

222 There are no important shortcomings.

<b>Knowledge and understanding of the world</b>
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<b>Nursery (ages 3-4): Grade 2: Good features and no important shortcomings</b>
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<b>Reception (ages 4-5): Grade 2: Good features and no important shortcomings</b>
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### **Good features**

223 Children in nursery enjoy a range of first hand learning experiences that stimulate their interest and give them opportunities to develop problem solving skills; for example they use reasoning well when they try to work out how to use the air pump to inflate balloons. They show great interest in their surroundings outdoors and they confidently explore their immediate environment and its creatures, making interesting observations about what they find. They have a developing understanding of the seasons from their observations of the school environment and the local park and describe some characteristics of Autumn. They demonstrate a developing concept of time when they describe the main events of their day appropriately. They identify healthy foods, naming numerous fruits and vegetables, and know that both they and animals need food in order to grow. They have a good awareness of the dress and foods of other cultures that they have gained from meaningful experiences such as role play.

224 Children in reception have a good knowledge of the seasons and their effects on the environment. They understand well that time is divided between day and night and can describe the characteristics of each, for example that the stars shine at night and children go to bed and mothers sing lullabies to their babies. They understand there are several different sources of light and use reasoning well to determine which torch gives most light. They know the weather conditions that cause rainbows to appear and they can describe the weather. They use a controllable robot confidently and independently to plot routes. They examine historical artefacts and understand the ways in which lighting has developed from candlelight to the use of electricity.

### **Shortcomings**

225 There are no important shortcomings.

## **Physical development**

### **Nursery (ages 3-4): Grade 2: Good features and no important shortcomings**

### **Reception (ages 4-5): Grade 2: Good features and no important shortcomings**

#### **Good features**

- 226 Children in nursery move confidently and demonstrate good co-ordination when digging, climbing, running and walking. They have a good awareness of space that they use well and have a developing understanding of their bodies and what they need in order to grow. They demonstrate good manipulative skills when handling a wide range of tools and equipment, for example, pencils, brushes, knives and spades. They have a good understanding of positional vocabulary and respond accurately when asked to place themselves 'in front of', 'at the side of' and 'behind'. Their gross motor skills are good and they demonstrate confidence and good co-ordination when climbing their ship, riding a bike or a scooter and when crossing a narrow plank of wood. They know well the difference between running, walking, jumping, hopping and skipping and do all these with agility.
- 227 Children in reception explain what they need in order to grow and to be healthy. They move their bodies confidently and demonstrate good control and co-ordination when engaged in role play on their bus. Their fine manipulative skills are good as they use different tools for art and when cutting and gluing. They demonstrate good gross motor skills when crawling in and out of tunnels and assembling tents. Their positional language is good and they understand well where to place themselves in relation to teachers' instructions. They know that all living things need food to grow and understand the importance of eating healthy foods.

#### **Shortcomings**

- 228 There are no important shortcomings.

## **Creative development**

### **Nursery (ages 3-4): Grade 2: Good features and no important shortcomings**

### **Reception (ages 4-5): Grade 2: Good features and no important shortcomings**

#### **Good features**

- 229 Children in nursery are beginning to play co-operatively when engaged in role play. They enthusiastically take on the roles of shopkeeper and customers in their 'Christmas shop' and of friends celebrating a birthday party. They use a range of materials to create bold and attractive representational images such as portraits, teddy bears, fruit prints and models using paint, clay, pastels, cardboard and pencils; these images are of a high standard. They enjoy singing a range of songs and respond well with their voices. They demonstrate a good awareness of rhythm when performing action songs.

230 Children in reception create representations and patterns using natural objects; they print and paint, the latter to create bold and colourful pictures of 'Maisie Mouse' that are attractive. They draw objects well from observation, for example candles using different media effectively. Some begin to take on roles in the 'camera shop.' They enjoy singing and most can keep a beat in time to music by marching. They enjoy using percussion instruments to accompany 'The Grand Old Duke of York' demonstrating good rhythm. Children distinguish between 'loud' and 'quiet' and identify a lullaby.

### **Shortcomings**

231 There are no important shortcomings although children's ability, in both nursery and reception, to respond to suggestions for dance and to move freely in response to music, poetry and other stimuli is underdeveloped.

<b>English</b>
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<b>Key stage 1: Grade 3: Good features outweigh shortcomings</b>
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<b>Key stage 2: Grade 2: Good features and no important shortcomings</b>
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### **Good features**

232 Pupils across the school develop the skills of speaking and listening well in a variety of contexts, such as recalling their learning and presenting ideas to the class, and through more formalised opportunities, including presentations during assemblies. Pupils listen attentively and respond enthusiastically to questions. They express themselves confidently and extend their vocabulary; for example, older ones use an increasing range of subject specific terms correctly when discussing their work.

233 Overall standards in reading are good throughout the school. In KS1 pupils build up their confidence steadily using phonic strategies to help them read new words and establish meaning. In KS2 pupils use a greater range of strategies; they read an appropriate range of texts and older more able pupils know how to use the library and locate information.

234 In KS1 pupils practise reading from 'Big Books' with their teacher. They have good knowledge of the features of a book, including speech bubbles, and distinguish between fiction and non-fiction. They steadily gain confidence and skills in reading and learn about spelling patterns and punctuation, often based on the texts they read.

235 In Y1 pupils identify characters in the story of 'A Pit Girl' and they readily discuss the story, for example, using the words 'hungry,' 'tired' and 'sad' to describe how Susan the main character feels. Pupils in Y2 confidently recall key events and characters from stories such as, 'The Bear and the Scary Night'. More able pupils confidently tackle new words making good use of known letter sounds to help them read 'new' words. All pupils including those with SEN build up oracy and reading skills well.

- 236 In KS2, pupils enhance their skills in reading well through regular reading sessions and develop a sound knowledge of library and reference skills. Pupils review the books they have read, distinguish between different genres and more able pupils readily name authors that they have read and confidently express their preferences.
- 237 Most pupils are familiar with fiction and non-fiction texts and distinguish between stories, reports and instructions; those with underdeveloped reading and writing skills are generally well supported. They make appropriate use of sequencing activities to help them recount and write about events. Those in the special classes and others with SEN develop word recognition and writing skills well.
- 238 Writing skills are steadily developed across the school. In KS1 pupils describe accurately the events and characters from stories that have been read to them. More able pupils write in interesting sentences that show growing confidence in the use of a good range of vocabulary and appropriate punctuation.
- 239 Across KS2, on occasions, pupils write well structured pieces of extended writing. They use good imagination and a wide range of vocabulary to convey interesting stories, to recount events and to express their opinions. Older ones show they are capable of writing well independently and of discussing and analysing each other's work perceptively.
- 240 In Y3 pupils have a good understanding of alliteration and the use of adjectives. In Y4 they demonstrate the thoughtful use of descriptive vocabulary; they write in paragraphs punctuating well and many spell accurately. In Y5 and Y6 they consider the needs of the reader when planning their writing, for example, adding graphics to a newspaper story using ICT. They learn about forms of writing, including autobiography and biography.
- 241 The scrutiny of previous work reveals the standard of handwriting is generally good and over time pupils' work reflects some good progress in developing different styles of writing. For instance, in KS1 pupils build up their writing skills steadily, often from a low base, and in KS2 older ones develop their writing skills well in English lessons. They produce a variety of well structured writing, including recounts, stories, poems and letters.

### **Shortcomings**

- 242 In KS1 pupils are generally over reliant on the use of phonic skills in learning to read and the majority do not sufficiently develop a wide enough range of skills through producing extended pieces of writing.

<b>Science</b>
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<b>Key stage 1: Grade 2: Good features and no important shortcomings</b>
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<b>Key stage 2: Grade 2: Good features and no important shortcomings</b>
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### **Good features**

- 243 In line with age and ability, pupils in all classes generally acquire good levels of scientific knowledge. In KS2 they develop a good understanding of fair testing, gathering and presenting information, making predictions and drawing conclusions. They learn the importance of safe methods of working in science lessons and in upper KS2 they handle specialist equipment safely.
- 244 In both key stages pupils undertake a good range of practical work and most make good progress in the development of scientific enquiry skills. They are confident in using their observational and measurement skills when undertaking scientific investigations.
- 245 In Y1 pupils have a good understanding of the differences between day and night. They enthusiastically create darkness by excluding light from a shelter and use torches to create shadows. More able pupils explain how they make shadows, relate this to the sun and understand that a torch is powered by electricity from a battery.
- 246 In Y2 pupils develop further their understanding of light. They know that darkness is the absence of light and they confidently name different light sources. They successfully enhance their investigative skills through testing the suitability of different materials to be worn at night. They work in a 'class cave' to discover the properties of the fabrics in the dark, which significantly raises their understanding.
- 247 Previous work indicates that pupils' understanding of life processes is developed through the study of plants and how varying the conditions, such as adding water and using different sources of light, changes the effect on the growth and nutrition of plants.
- 248 Most pupils in KS2 are able to communicate information effectively using text, diagrams, graphs and charts to make comparisons and to identify and describe trends in data. They are keen to experiment with an appropriate range of materials and to increase their knowledge and understanding of changes in materials.
- 249 In Y4 pupils demonstrate an increasing understanding of forces. More able pupils know that magnets cling to objects made of steel and that other metals are not magnetic. When discussing with their teacher how to set up a 'fair test' to investigate the distance model cars will travel, they draw on their prior knowledge of friction and gravity to predict the different effect of rough and smooth surfaces.
- 250 Older pupils in KS2 plan systematic enquiries and carry them out purposefully and safely. They understand the principles involved with reversible and irreversible changes when using various substances. They talk confidently about work previously covered on boiling and evaporation and understand the principles of the change process. They understand that when adding vinegar to bicarbonate of soda the result is a new material and that the change is irreversible. They are also aware of the effect that the weather has had on certain construction materials in the playground and how they have changed. They use appropriate scientific terms to describe these changes.

251 Scrutiny of previous work and discussion with older pupils indicates a good knowledge and understanding of a range of contexts in which changes, relating to materials identified from the playground, take place.

### **Shortcomings**

252 There are no important shortcomings.

<b>History</b>
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<b>Key stage 1: Grade 2: Good features and no important shortcomings</b>
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<b>Key stage 2: Grade 2: Good features and no important shortcomings</b>
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### **Good features**

253 Across the school pupils demonstrate an increasing understanding of historical vocabulary; for example, pupils in Y3 and Y4 show increasing knowledge of changes in school life and living conditions locally when interviewing former pupils and residents who come to the school to share their recollections.

254 All pupils benefit from the extensive use made of visits to museums. This has a positive impact on standards and effectively contributes to their levels of subject interest and enjoyment. Pupils talk about these visits with great enthusiasm and have a good recall of each visit and what they learnt.

255 In KS1 pupils begin to make comparisons and distinctions between themselves and Victorian children. Their chronological awareness develops appropriately and they can identify differences between the past and present. They begin to handle artefacts such as washboards and coins of the Victorian period, to help develop their enquiry skills.

256 In Y2 pupils are aware that there are a number of ways to find historical information about the Victorians and they use books, photographs and artefacts to good effect. They use role play well to develop empathy between themselves and the characters in stories. They communicate their findings in a variety of ways, for example through written and oral accounts.

257 In KS2 pupils gain an increasing awareness of chronology and correctly place periods in history studied in relation to the present day. In Y3 and Y4 pupils begin to empathise effectively with children who attended school in the nineteenth century following a visit to St. Fagans. In Y5 and Y6 they understand that during Victorian times the Marquis of Bute owned Cardiff Castle. They are able to interpret effectively census data relating to the Cardiff Castle household and describe features of past societies to identify change, based on photographic evidence of the locality

258 Pupils in Y5 and Y6 discuss important events and are able to demonstrate their understanding of chronology effectively. They research the effects of the changes brought about in Cardiff since Tudor times and how those changes have affected life

and developments in their own locality. They have a developing awareness of life in the Victorian period and are able to identify some of the causes and consequences of the main events of change associated with the increase in Cardiff's population, for example the influx of Irish immigrants during the nineteenth century. They understand that the living conditions of the rich and poor of those times varied considerably.

259 Pupils in Y6 also study history most effectively through drama, which very successfully enhances their learning and understanding of the lives of members of staff at Cardiff Castle during the latter part of the nineteenth century. Their ability to appreciate and enact the various roles of Castle staff ensures they are able to make very good comparisons between the quality of life and working conditions of people at that time and today. This is an impressive feature of pupils' learning.

### **Shortcomings**

260 There are no important shortcomings.

<b>Art</b>
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<b>Key stage 1: Grade 1: Good with outstanding features</b>
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<b>Key stage 2: Grade 1: Good with outstanding features</b>
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### **Outstanding features**

261 In KS1 pupils' experimentation with texture, colour, line shape and form is outstanding and their work demonstrates very good progression in these skills. They transfer these skills to a variety of media, including batik and collage, to create examples of exceptional quality. The very good progression in skills is developed further in KS2 when in response to poetry by Dylan Thomas for example, pupils explore printing and line, tone, shade and shape to produce sketches of a very high standard.

262 Younger pupils in KS2 plan well to create outstanding clay faces and a highly original abstract clay sculpture when investigating form. They use the visual language of art skilfully to represent Roman jewellery and to explore and create Celtic patterns and Islamic designs, and they further explore form through making very attractive Roman jewellery.

263 An outstanding feature in KS2 is the quality of investigatory work produced in pupils' sketchbooks. All pupils, in preparation for particular work, use these books very well and they make a significant contribution to the very high standards achieved.

264 Many works by both pupils and renowned Welsh artists are tastefully displayed in the school gallery which is well used by pupils to develop their understanding of art. They make comparisons between their own work and that of peers and established artists and very ably discuss both their responses to, and the emotions present in, the work displayed; this is an outstanding feature.

265 Another outstanding feature is the experience pupils receive of working alongside local artists and of studying Welsh artists. They develop a detailed knowledge and mature understanding of the work and techniques of artists and work very competently with an extensive range of media to explore a wide range of techniques from a variety of periods. This is very well reflected in the work they create in response to the paintings of Will Roberts, the sculpture of David Peterson and Gwen Heeney and the work of Terry Setch. Pupils respond sensitively to these by creating outstanding work, which demonstrates a very good understanding and application of shade, pattern, space and form.

### **Good features**

266 Pupils in KS1 explore very carefully and experiment creatively with the visual language of art in terms of tone, line, form and colour to produce paintings and pastel representations of fruit and historical artefacts of a very high standard. They develop very well these skills to produce a beautiful banner using fabric paints skilfully to create very detailed and varied examples of pattern.

267 Older pupils in KS1 respond sensitively to the work of the Welsh artist, William Brown, when they create bold and vivid representations of very high quality that explore well line, pattern and colour.

268 In KS2, pupils have a good knowledge of, and respond sensitively to, the art of other cultures when they create attractive Mendhi and Nigerian Adire patterns. Older ones have a very good understanding of textiles and can name and describe in detail three different types namely knitting, felting and weaving. They make insightful interpretations of symbols used in Adire designs and create very effective and original patterns of their own taking great care with their work.

269 All pupils in KS2 discuss their own work and that of others intelligently and make insightful responses to representations, evaluating their own work and that of others with sensitivity, demonstrating a good knowledge of the techniques and media used.

### **Shortcomings**

270 There are no important shortcomings.

<b>Music</b>
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<b>Key stage 1: Grade 2: Good features and no important shortcomings</b>
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<b>Key stage 2: Grade 2: Good features and no important shortcomings</b>
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### **Good features**

271 Pupils in KS1 know, understand and can explain well the term 'pitch'. They identify high and low when listening to different examples of music and demonstrate good pitch in their singing. They sing well with clear diction demonstrating a good awareness of

breathing, pitch, dynamics, posture and rhythm, performing well with confidence and evident enjoyment.

- 272 In KS1 pupils interpret a story sensitively when they compose an accompaniment to 'The Three Bears.' They demonstrate discernment when selecting tuned and untuned percussion instruments to represent events and actions in the story and they compose and perform confidently an imaginative musical accompaniment, paying good attention to duration and speed.
- 273 Pupils in KS1 know and explain well what a pentatonic scale is and identify the direction in which the melody is moving, for example from low to high. They replicate musical patterns well and enjoy listening to them and playing them for their friends.
- 274 Pupils in KS2 enjoy exploring sounds and create effective music to represent different animals in response to listening to the 'Carnival of the Animals.' They demonstrate sensitive interpretation of the music when they select a range of instruments to represent each different creature, and they display good control of musical elements.
- 275 Pupils explore pentatonic scales and create compositions of a good standard using these. They understand how symbols are used to represent sounds and create well their own eight beat rhythmic patterns, which they play confidently.
- 276 Pupils work well with others to devise and develop simple musical ideas to produce a composition, demonstrating a good understanding and appropriate use of musical elements. Older ones work well in groups to create compositions that have a simple musical shape, which they then revise in the light of their appraisal.
- 277 A good feature is the standard of singing of the choir that comprises boys and girls of both key stages. Pupils enjoy performing, confidently singing tunefully in two part harmony and paying due attention to breathing, posture, diction, rhythm and dynamics. They sing expressively demonstrating a sense of occasion and pride in their performance. They perform well a range of challenging songs of different styles in both Welsh and English.
- 278 Pupils with SEN distinguish confidently between high and low and some identify middle voices. They use this knowledge well to sing songs which vary in pitch. They interpret the story of 'The Mouse and the Growly Bear' sensitively with percussion instruments, some of which they can name. They enjoy performing and using percussion instruments to accompany stories, which they do with confidence.
- 279 Older pupils understand and create descriptive sound sculptures well, demonstrating original ideas when they plan them. They make insightful suggestions about how to improve their work, for example by adding a crescendo and instruments. They respond appropriately to the teacher's hand signals to add expression to their performance. Some conduct effectively, controlling content and volume.

### **Shortcomings**

- 280 There are no important shortcomings.

## School's response to the inspection

- 281 The inspection findings recognise that, in most respects, we have maintained high standards since our last inspection and we have improved standards in, behaviour and attendance, the subjects of English, science, history music and art, improved the tracking of pupil progress, links with the education business partnership (EBP), pupils' entrepreneurial skills and the provision of multicultural education.
- 282 We are pleased that inspectors found that the effectiveness of individual managerial roles has improved since the last inspection and that the quality of leadership within the school is good.
- 283 The skill and dedication of teachers and the care and talent of support staff are duly acknowledged. In addition, the care and support systems we have in place and that underpins our curricular provision, are recognised as outstanding.
- 284 We are pleased that our inclusive practice demonstrates equality of opportunity for all and is also recognised as outstanding, as is the celebration of diversity within our school community.
- 285 An action plan will be put in place to address the recommendations in the report and our school improvement plan will be amended accordingly.
- 286 A copy of the action plan will be sent to all parents. The governors' annual report to parents will report on the progress we are making on the inspection recommendations.

## Appendix 1

### Basic information about the school

Name of school	Allensbank Primary School
School type	Community Nursery and Primary
Age-range of pupils	3 – 11 years
Address of school	Llanishen Street, Heath, Cardiff.
Postcode	CF14 3QE
Telephone number	02920 619022

Head teacher	Mrs. Sian Roberts
Date of appointment	March 2002
Chair of governors/ Appropriate authority	Mrs. Margaret Morris
Registered inspector	Mr. Michael T. Ridout
Dates of inspection	26 <sup>th</sup> – 28 <sup>th</sup> November 2007

## Appendix 2

### School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	26	19	16	18	13	26	29	27	174

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	10	1	10.5

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	15.2 : 1
Pupil: adult (fte) ratio in nursery classes	13 : 1
Pupil: adult (fte) ratio in special classes	4.75 : 1
Average class size, excluding nursery and special classes	21.5
Teacher (fte): class ratio	1.17 : 1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Autumn 2006	88.1	91.9	95.2
Spring 2007	82.7	87.0	91.4
Summer 2007	85.0	90.4	94.5

Percentage of pupils entitled to free school meals	18
Number of pupils excluded during 12 months prior to inspection	1

## Appendix 3

### National Curriculum Assessment Results End of Key Stage 1<sup>2</sup>:

National Curriculum Assessment KS1 Results 2007			Number of pupils in Y2:		17		
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher	School	0	0	24	65	12
	Assessment	National	0	3	13	63	20
En: reading	Teacher	School	0	0	24	47	29
	Assessment	National	0	4	14	55	27
En: writing	Teacher	School	0	0	24	71	6
	Assessment	National	0	5	14	68	12
En: speaking and listening	Teacher	School	0	0	6	82	12
	Assessment	National	0	2	10	63	24
Mathematics	Teacher	School	0	0	12	59	29
	Assessment	National	0	2	10	64	23
Science	Teacher	School	0	0	12	71	18
	Assessment	National	0	2	9	66	24

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	64.71	In Wales	80.6

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

This data includes the results of a number of pupils with statements of SEN attending the special classes in the school. Figures based on the core subject indicator for mainstream pupils are shown in the table below:

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	68.75	In Wales	80.6

<sup>2</sup> This table shows the school's results for 2007 and national figures for 2006. The national figures were not available at the time of writing this report.

**National Curriculum Assessment Results**  
**End of Key Stage 2<sup>3</sup>:**

National Curriculum Assessment KS2 Results 2007.							Number of pupils in Y6		27		
Percentage of pupils at each level											
			D	A	N	W	1	2	3	4	5
English	Teacher assessment	School	0	-	0	0	4	4	15	48	30
		National	0	-	0	1	1	4	16	48	30
Mathematics	Teacher assessment	School	0	-	0	0	4	0	19	44	33
		National	0	-	0	1	1	3	14	48	33
Science	Teacher assessment	School	0	-	0	0	0	4	22	44	30
		National	0	-	0	1	0	2	12	52	34

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by Teacher Assessment			
In the school	70.37		In Wales
			74.2

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

This data includes the results of a number of pupils with statements of SEN attending the special classes in the school. Figures based on the core subject indicator for mainstream pupils are shown in the table below:

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by Teacher Assessment			
In the school	89.00		In Wales
			74.1

<sup>3</sup> This table shows the school's results for 2007 and national figures for 2006. The national figures were not available at the time of writing this report.

## Appendix 4

### Evidence base of the inspection

- The inspection team consisted of four inspectors who worked for nine inspector days (over two and a half days) gathering first-hand evidence. In total, 36 lessons or parts of lessons were observed, in which standards and teaching were graded. Inspectors also evaluated the pupils' work.
- The head teacher took the role of nominee, ensuring effective communication with the inspection team. The nominee attended meetings with inspectors and contributed to the discussion of inspection evidence.
- Inspectors observed registration sessions, school assemblies and break-times. All teachers present were observed teaching. Discussions were held with members of the teaching and non-teaching staff, representatives of the GB, parents and others, both during the initial inspection visit and during the inspection.
- All the available work and records of a representative sample of pupils from all year groups were scrutinised. Inspectors sought the views of a number of pupils in discussions with them.
- A large amount of documentation provided by the school was analysed both before and during the inspection.
- The registered inspector held a meeting attended by nine parents before the inspection and considered 83 parents' responses to a questionnaire. More than 95 per cent of responses to the questionnaire were positive
- At the end of the inspection, the main findings were discussed with the head teacher. A short time after the inspection, meetings were held with members of the school leadership team, members of staff, and the governors, to report the findings of the inspection.

## Appendix 5

### Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr. Michael T. Ridout Registered Inspector	Context Summary Recommendations Key question 1: How well do learners achieve? Key question 2: How effective are teaching, training and assessment? Key question 5: How effective are leadership and strategic management? Additional learning needs aspect of KQ4; Efficiency aspect of KQ7. English.
Mrs. Branwen Llewelyn-Jones Team inspector	Key question 3: How well do the learning experiences meet the needs and interests of learners and the wider community? Assessment aspect of KQ2. Under-fives, art and music.
Mr. Stuart Telling Team inspector	Key question 4: How well are learners cared for, guided and supported? Key question 6: How well do leaders and managers evaluate and improve quality and standards? Key question 7: How efficient are leaders and managers in using resources? Science and history.
Mrs. Janet Warr Lay inspector	Aspects of Key Questions: 1, 3 and 4.
Mrs. Sian Roberts Head teacher and nominee	Liaison with inspectors, contributions to team discussions and the school's response.

#### Acknowledgement:

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

#### The Contractor for this inspection was:

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