

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

**Baden Powell Primary School  
Muirton Road, Tremorfa,  
CARDIFF  
CF24 2SJ**

**School Number: 681/2009**

**Date of Inspection: 20<sup>th</sup> – 24<sup>th</sup> September 2004**

**by**

**Mr R. A. Isaac  
W170/15942**

**Date: 22<sup>nd</sup> November 2004**

**Under Estyn contract number:T/60/04P**

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Baden Powell Primary School was inspected as part of a national programme of school inspection. The purpose is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents more information about their child's school. A copy of this summary is sent to every family with a child at the school. The full report can be obtained from the school.

The inspection of Baden Powell Primary School took place between 20<sup>th</sup> and 24<sup>th</sup> September 2004. An independent team of inspectors, led by Mr R. A. Isaac, registered inspector, undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

The five-point scale used to represent all inspection judgments 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

## Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and LEAs.

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

Primary phase:

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

Secondary phase:

Year	Y 7	Y 8	Y 9	Y 10	Y 11	Y 12	Y 13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The national curriculum covers four key stages as follows:

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

## LIST OF ACRONYMS USED IN THE REPORT IN ALPHABETICAL ORDER

- ACCAC – Awdurdod Cymwysterau Cwricwlwm ac Asesu Cymru  
(The Qualifications, Curriculum and Assessment Authority for Wales)
- AEN - Additional Educational Needs
- AT - Attainment Target
- BBC - British Broadcasting Corporation
- CoP - Code of Practice
- EBP - Education Business Partnership
- EMAS - Ethnic Minority Achievement Service
- EWO - Education Welfare Officer
- GB - Governing Body
- ICT - Information and Communications Technology
- IEP - Individual Education Plan
- INSET - In-service Education and Training
- KS - Key Stage
- LEA - Local Education Authority
- NC - National Curriculum
- NNEB - National Nurse Education Board
- NQT - Newly Qualified Teacher
- PSE - Personal and Social Education
- PTA - Parents and Teachers Association
- RoA - Record of Achievement
- SDP - School Development Plan
- SEN - Special Educational Needs
- SENCo - Special Educational Needs Co-ordinator
- SMT - Senior Management Team
- WAG - Welsh Assembly Government
- Y - Year

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## Context

### The nature of the provider

1. Baden Powell Primary School, with 449 pupils aged three to 11 years of age, is situated on the eastern edge of the inner-city area of Cardiff and was built in 1936. The school serves the local area of Tremorfa, which is designated as a Community First area by the Welsh Assembly Government (WAG). About 10% of pupils enter or leave the school during the school year. The school reports that the intake of pupils represents the full ability range and contains sizeable groups of children from disadvantaged backgrounds. About 57% of pupils are entitled to receive free school meals, which is well above the national average. The pupil population has a rich variety of languages. About 10% of pupils speak English as an additional language and 13% come from a range of minority ethnic backgrounds. No pupils speak Welsh as their first language and none are formally cared for by the Local Authority; and no pupils were excluded in the last year. Around 36% of pupils have special educational needs (SEN), including one pupil with a formal statement of SEN. The entry of children into the nursery is controlled and administered by the City and County of Cardiff (the local education authority).

### The school's priorities and targets

2. The school's aims include:
  - providing a caring and well-motivated environment for both pupils and staff;
  - helping children become literate and numerate and able to apply knowledge to "living situations."
  - providing and ensuring equal opportunities irrespective of sex, religion and race and recognising the richness of a culturally diverse society;
  - encouraging tolerance and respect for each other;
  - encouraging parents to support their child's learning.
3. The school's major priorities and targets for 2002-2005 include:
  - improving standards in mathematics;
  - improving the standards achieved by boys;
  - Continue the improvement of writing skills;
  - improvement of pupils' key skills;
  - development and review of assessment in foundation subjects;
  - improvement of attendance rates
4. The school was last inspected in 1999. Since that time seven new teachers have been appointed, some classrooms have been extended and refurbished, a classroom has been adapted for the use of computers and many have had interactive whiteboards installed.

## Summary and recommendations

5. Baden Powell Primary School is a good school, which has raised the standards achieved by its pupils and the quality of education it provides since the last inspection. The inspection team agreed with most of the judgments made by the school about the standards pupils achieve and with all the school's judgments about other areas of its work.

### Table of grades awarded

6. The inspection team judged the school's work as follows:

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

### Standards of achievement

7. Overall, pupils' standards of achievement in the areas of learning and subjects inspected are as follows:

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Pupils' standards of achievement	10%	65%	22%	3%	0%

8. Pupils' standards of achievement are well above the Welsh Assembly Government's all-Wales targets for 95% of standards to be satisfactory or better and 50% to be good or better.
9. The overall quality of the educational provision for children aged under five is appropriate to their needs and they make good progress towards the Desirable Outcomes for Children's Learning. Baseline assessments indicate that, for many children, attainment on entry is well below average. Generally, children aged under five make good progress in acquiring key skills. They make very good progress in their personal and social development.

10. In KS1 and KS2, in the six subjects inspected, the standards of achievement are as follows:

<b>Subject</b>	<b>KS1</b>	<b>KS2</b>
English	Grade 2	Grade 2
Welsh second language	Grade 2	Grade 3
Science	Grade 2	Grade 2
Design and technology	Grade 2	Grade 2
Geography	Grade 2	Grade 2
Art	Grade 2	Grade 2

11. In the KS1 2004 NC teacher assessments, pupils' achievements in attaining NC level 2 or higher were above national results in reading and writing. The teacher assessments in speaking and listening, mathematics and science were a little below national averages. The overall proportion of pupils who achieved the higher NC level 3 was below national averages in English, mathematics and science. Overall, the school's KS1 results in the last four years have shown steady improvement. The school's 2004 results at KS1 in English, mathematics and science compare well with similar schools in the LEA, that is, those with broadly similar percentages of pupils in receipt of free school meals.
12. In the KS2 2004 NC test results, pupils' achievements in attaining NC level 4 or higher, were above national and local averages in English, mathematics and science. The proportion of pupils who achieved the higher NC level 5 was below national averages in English by 22%, below average in mathematics by 11%, yet above the national average in science by 8%.
13. Pupils in KS2 have underdeveloped skills in using a library for independent research across the curriculum. Their higher order reading skills are underdeveloped.
14. Pupils' standards and progress in the key skills of speaking, listening, reading, writing, numeracy and the use of information and communications technology (ICT), across the curriculum, are satisfactory.
15. Throughout the school, pupils' skills in speaking are underdeveloped. Generally, the written work of a minority in KS2 shows poor presentation. In Welsh at KS2, many of the language patterns spoken by pupils are repetitive and do not build sufficiently on the knowledge they have acquired in KS1.
16. Pupils with SEN make very good progress and usually achieve the targets set for them. The school has analysed the standards achieved by its pupils with English as an additional language and those who have ethnic minority backgrounds. This shows that these pupils do well relatively.

Their achievements are good, especially those who have only recently acquired English.

17. Pupils' attitudes to their learning and the interest they show in lessons are good. Most sustain concentration quite well and behave well. They move around the school in an orderly manner and exercise a degree of self-discipline. Most have a clear understanding of what is expected of them and are courteous and considerate. They relate well to each other and to adults.
18. A small minority of pupils, however, when not supervised closely, display boisterous and disrespectful behaviour. When necessary, additional support is given to those whose behaviour impedes their progress and that of others. Throughout the school, their understanding of equal opportunities issues develops well.
19. Most pupils attend school regularly and are punctual at the start of the school day. A significant minority, though, frequently arrives late or misses school, often for trivial reasons. These pupils have poor attendance patterns and, as a result, miss important elements of their education. A substantial number of families often take two or three holidays during the school year and this can adversely affect pupils' progress.

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

20. Overall, the quality of teaching in the areas of learning and subjects inspected are as follows:

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
The quality of teaching	8%	68%	20%	4%	0%

21. The percentage of lessons which are good or better is well above the Welsh average. There has been a significant improvement in the quality of teaching since the last inspection.
22. In the most effective lessons teachers provide opportunities for pupils to talk about concepts and to explain their thinking in reaching answers. They use open-ended questions and investigation to encourage independent thinking. In most lessons observed they pace lessons well providing both challenge and reinforcement. Teachers manage pupils well and have a good range of strategies to stimulate and motivate the more passive or slower learning pupils. Lessons are usually lively and varied ensuring that pupils maintain interest throughout. The use of interactive whiteboards, coupled with appropriate software, is having a significant impact on teaching and learning. When teaching is less effective, lessons lack pace, the teacher's introduction is too long and behaviour management is insufficient to sustain pupils' concentration.

23. The school has a very effective system of assessment, which records and rewards pupils' achievements very well over time. Results from national, standardised tests are analysed accurately. Teachers work together to ensure that pupils' individual records are used to raise standards and inform their teaching. Pupils have a satisfactory understanding of their own progress and are beginning to talk about their targets and achievements as they are challenged in lessons. There are detailed records of every pupil's strengths and weaknesses.
24. The school responds well to pupils' learning needs. It provides good opportunities for pupils to learn well and experience a very broad and balanced curriculum.
25. The quality of teachers' long, medium and short term planning is very good in all the subjects inspected. All teachers also evaluate the success of their lessons in writing in their planning records. This is a strength of the school's curriculum.
26. The planning for, and teaching of, key skills across the curriculum are underdeveloped. The school development plan (SDP) has prioritised this as an area for development in the coming year.
27. Pupils benefit from equal opportunities to take part in a wide range of extra-curricular activities, including various sports clubs, Welsh classes, art and ICT clubs.
28. The school promotes pupils' spiritual, moral, social and cultural development well. As a consequence, pupils have a sense of ownership and responsibility to the school and its environment. Acts of collective worship make a good contribution to their understanding of moral issues and help them to respect truth and justice. The headteacher and his colleagues create good opportunities for spiritual development on these occasions.
29. The provision for promoting bilingual skills and reflecting the languages and culture of Wales is satisfactory. The school's cwricwlwm Cymreig ensures that pupils are given opportunities to acquire knowledge and understanding of the tradition, cultures and history of Wales. They visit places of interest and celebrate St David's Day, but have an insufficient knowledge of Welsh culture.
30. The provision for learners with additional needs is very good. The school identifies, assesses and monitors pupils' individual needs very effectively and this contributes significantly to raising pupils' achievements. In particular, the arrangements for providing literacy and numeracy support, in withdrawal groups or in the classroom, fit seamlessly into daily routines so that all pupils study the full curriculum. Pupils with SEN are very well supported by dedicated and effective staff. Both classroom and external support are of a high standard and are managed very well by the SENCO.

31. Links with parents, the community, schools and other organisations are effective. Most parents are supportive and have good relationships with the school. However, some details in the school prospectus and the annual report of the governors to parents do not meet statutory requirements.

### **Leadership and management**

32. The overall quality of leadership shown by the headteacher, staff with management responsibilities, subject co-ordinators and governors is good. The quality of management shown by the headteacher is very good. His management is very purposeful and he gives a clear sense of direction to the school's work.
33. The headteacher, deputy headteacher and infant school coordinator constitute the senior management team (SMT). They work closely together in leading the school forward and make a significant contribution to the overall quality of leadership and management. The overall quality of team leadership and subject co-ordination is good.
34. The governing body (GB) is supportive and involved in school life. A number of governors have been recently appointed and are receiving training from the LEA.
35. The headteacher, governors and staff, both teaching and non-teaching are committed to improving standards. In some areas the views of pupils, notably the elected members of the school council, have been taken into account. The SMT rigorously monitors school performance and plans school development. The school is effectively fostering a culture of self-evaluation.
36. The self-evaluation report is rigorous and cautious. It identifies strengths and areas where improvements are required. In almost all respects, the inspection team agreed with the school's identification of its strengths and areas for improvement in subjects inspected. The inspection team also agreed with the judgments made by the school in each of the seven key questions.
37. The school has made very good progress since the last inspection. It has responded positively and effectively to the key issues identified in the 1999 report.
38. The overall quality of staffing is very good. The management team has ensured a very good match of skills amongst the staff. Overall, the accommodation is satisfactory. Most classrooms offer light, spacious teaching areas. Generally, there are very limited opportunities for quiet reading and research for pupils in KS2.
39. The accommodation for Y6 pupils is unsatisfactory. The use of decaying, demountable classrooms in the playground restricts access for these

pupils to use good resources and have good learning opportunities in the main school building. These classrooms suffer from damp walls which are not strong enough to hold an interactive whiteboard or to secure display boards. There are not enough areas for effective displays of pupils' work. There is also limited space for Y6 pupils to enjoy practical sessions.

40. The overall quality and quantity of resources available for children aged under five or for pupils in KS1 and KS2 who are learning the subjects inspected are good. The school manages its resources well. Since the last inspection, the quality of teaching has been significantly improved, standards have risen and the good quality of leadership and management has been maintained. Overall, the school gives very good value for money.

### **Recommendations**

41. In order to improve the school in the areas inspected, the staff and governing body need to:
1. Raise standards further in:
    - Welsh in KS2;
    - oracy across the curriculum;
    - higher order reading skills in KS2;
    - the presentation of work in KS2;
  2. Develop further the teaching and learning of key skills across the curriculum \*;
  3. Further refine systems to improve rates of attendance and pupils' punctuality;
  4. Improve the accommodation and resources for pupils in Y6 and readers in KS2.
  5. Ensure that the annual report of the governing body to parents and the school prospectus fully meet statutory requirements.
42. 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.

\* The school has identified the need to develop the teaching of key skills in its SDP.

## Standards

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

Grade 2: Good features and no important shortcomings

43. Overall, the findings of the inspection team match the judgment made by the school in the self-evaluation report.

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Pupils' standards of achievement	10%	65%	22%	3%	0%

44. The overall quality of the educational provision for children aged under five is appropriate to their needs and they make good progress towards the Desirable Outcomes for Children's Learning. Baseline assessments indicate that the attainment on entry of many children is well below average.
45. In KS1 and KS2, in the six subjects inspected, the standards of achievement are as follows:

Subject	Key stage 1	Key stage 2
English	Grade 2	Grade 2
Welsh second language	Grade 2	Grade 3
Science	Grade 2	Grade 2
Art	Grade 2	Grade 2
Design and Technology	Grade 2	Grade 2
Geography	Grade 2	Grade 2

46. Generally, children aged under five make good progress in acquiring key skills. They make very good progress in their personal and social development.
47. In the KS1 2004 NC teacher assessments, pupils' achievements in attaining NC level 2 or higher were above national results in reading and writing. The teacher assessments in speaking and listening, mathematics and science were a little below national averages. The overall proportion of pupils who achieved the higher NC level 3 was below national averages in English, mathematics and science.
48. In KS1 in 2004, girls' results were higher than those of boys in English, mathematics and science. Overall, the school's KS1 results in the last four years have shown steady improvement.
49. The school's 2004 results at KS1 in English, mathematics and science compare well with similar schools in the LEA, that is, those with broadly similar percentages of pupils in receipt of free school meals.

50. In the KS2 2004 NC test results, pupils' achievements in attaining NC level 4 or higher were above national and local averages in English, mathematics and science. The proportion of pupils who achieved the higher NC level 5 was below national averages in English by 22% and below average in mathematics by 11%, yet above the national average in science by 8%.
51. The school's results in KS2 in 2004 were higher in mathematics and science than in English. The results achieved by boys were above those of girls in mathematics and science, but girls achieved more highly than did boys in English. The school's KS2 results for pupils who gained at least NC level 4 in all three core subjects were above national and local averages in 2004 by six percentage points. These results have improved steadily over the last three years.
52. The school's results at KS2 in English, mathematics and science compare well with similar schools in the LEA.
53. Pupils' standards and progress in the key skills of speaking, listening, reading, writing, numeracy and information and communications technology (ICT), across the curriculum, are satisfactory. Numeracy and oracy skills are not practised often enough, except during lessons in English, mathematics and Welsh. As a result, pupils are less confident when talking aloud, developing their vocabulary or using their numeracy skills in other subjects. The school plans to improve the co-ordination of key skills and to record pupils' progress more effectively. Pupils listen carefully in all subjects. They are confident in using ICT as a result of the good facilities available in many classrooms, apart from the lack of computers in Y6. The use of interactive whiteboards in many classrooms has enhanced pupils' progress in lessons, by improving their skills in reading and information gathering in a range of subjects.
54. Throughout the school, pupils' skills in speaking are underdeveloped. The written work of a large minority in KS2 shows poor presentation. In Welsh at KS2, many of the language patterns spoken by pupils are repetitive and do not consolidate knowledge acquired in KS1. Also in Welsh in KS2, older pupils' reading skills are underdeveloped.
55. Pupils in KS2 have underdeveloped skills in using a library for independent research across the curriculum. Their higher order reading skills are underdeveloped.
56. Pupils with SEN make very good progress and usually achieve the targets set for them.
57. The school has analysed the standards achieved by its pupils with English as an additional language and those who have ethnic minority backgrounds. This shows that these pupils do well relatively. Their

- achievements are good, especially those who have only recently acquired English.
58. Pupils' attitudes to their learning and the interest they show in lessons, are good and most sustain concentration quite well.
  59. Most pupils behave well. They move around the school in an orderly manner and exercise a degree of self-discipline. Most have a clear understanding of what is expected of them and are courteous and considerate. They relate well to each other and to adults.
  60. However, a small minority of pupils occasionally display boisterous and disrespectful behaviour. When necessary, additional support is given to pupils whose behaviour impedes their progress and that of others.
  61. In the classroom most pupils work with enthusiasm and are considerate and courteous to each other. Teachers encourage them to use their initiative to develop their self esteem and self-confidence.
  62. Throughout the school, pupils' understanding of equal opportunities issues is developing well. They have respect for the diversity of beliefs, attitudes and cultural traditions within society. Visits into the local community and to places of interest linked to the workplace help to broaden their understanding of their community and the world of work.
  63. Pupils' understanding of the strengths and weaknesses in their work and what they need to do to improve is increasingly good.
  64. Attendance figures are satisfactory. The average attendance for the three terms before the inspection was 91%, which was an improvement on the average of 88% in the last inspection.
  65. Most pupils attend school regularly and are punctual at the start of the school day. A significant minority, though, frequently arrive late or miss school, often for trivial reasons. These pupils have poor attendance patterns and, as a result, miss important elements of their education. A substantial number of families often take two or three holidays during the school year and this can adversely affect pupils' progress.
  66. The school has introduced computerised monitoring systems to improve rates of attendance. The regular retention of class registers by teachers for almost all of the week, however, is not effective practice, for example, in emergency situations.

## The quality of education and training

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

Grade 2: Good features and no important shortcomings

#### Good features

67. Overall, the findings of the inspection team match the judgment made by the school in the self-evaluation report.
68. In the lessons observed the quality of teaching was judged as follows:

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
The overall quality of teaching in the subjects inspected	8%	68%	20%	4%	0%

69. The quality of teaching has improved significantly since the previous inspection. In the most effective lessons, teachers provide opportunities for pupils to talk about concepts and to explain their thinking in reaching answers. They use open-ended questions and investigation to encourage independent thinking. In most lessons observed, they pace lessons well, providing both challenge and reinforcement. They manage pupils well and have a good range of strategies to stimulate and motivate the more passive or slower learning pupils.
70. Lessons are usually lively and varied ensuring that pupils maintain interest throughout. The introduction and good use of interactive whiteboards, coupled with skilled use of appropriate software, in many classrooms is having a significant impact on raising the quality of teaching and learning.
71. Teachers know their pupils well, value them as individuals and establish good relationships with them. They display a caring attitude to them and offer a firm, fair, consistent and effective approach to discipline. They make clear what they expect of pupils in terms of achievement and behaviour using judicious and frequent praise to help build self esteem. Consequently, pupils feel happy and secure.
72. The school has a well qualified and experienced staff, who demonstrate a good knowledge and understanding of the subjects they teach. Teachers effectively use both their specialist knowledge and the resources available to enhance the quality of lessons. Collectively, team teaching is strong, although in some lessons teachers do not use classroom assistants to best effect.

73. Teachers plan effectively for the development of pupils' skills, knowledge and understanding across year groups and key stages. Much has been done to establish good planning arrangements in all subjects. Lesson plans identify clear objectives, summarise what pupils will do and identify what resources are needed. Lessons are organised well and show how the differing needs of pupils will be met. The arrangements for withdrawal and for in-class support of individual or groups of pupils with SEN are organised so that their lessons parallel the work being done in class. Individual lessons are evaluated regularly by teachers to ensure continuous and progressive build-up of knowledge.
74. Teachers use a range of organisational strategies, providing pupils with opportunities to work as a whole class, in groups, in pairs or as individuals. They also use a good mix of teaching techniques and well-prepared resources to enliven their lessons.
75. Teachers match work well to pupils' abilities. Lessons are planned to take account of the needs and capabilities of individuals. Teachers make good provision for pupils with SEN and benefit from the input of specialist staff. However, in a significant number of observed lessons, more able pupils were not always challenged enough. The school has an effective and comprehensive system of tracking individual pupils' progress.
76. Teachers ensure that pupils have equality of access to the whole curriculum. The school has a number of pupils from ethnic minorities and their additional needs are met sensitively and constructively. Some of these pupils have benefited from additional input from the Ethnic Minority Achievement Service [EMAS]. The majority of teachers do not speak Welsh as their first language, but have made a positive effort to learn and teach Welsh in lessons and incidentally. This has resulted in an improvement in the provision for Welsh since the last inspection.
77. The school has a very effective system of assessment, which records and rewards pupils' achievements very well over time. All assessment requirements of the NC are fully met and due regard is given to the SEN Code of Practice for Wales. Results from national and standardised tests are accurately analysed. Teachers work together to ensure that pupils' individual records are used to raise standards and to inform their teaching. Pupils have a satisfactory understanding of their own progress and are beginning to talk about their targets and achievements as they are challenged in lessons. There are now detailed records of every pupil's strengths and areas to develop. Plans are also being implemented to transfer this information onto computer to improve assessment further and enhance whole-school record keeping.
78. Annual reports to parents on their child's progress are helpful and informative and meet statutory requirements.

## Shortcomings

79. In the small minority of lessons where teaching is less effective, sessions lack pace, the teacher's introduction is too long, pupils are not involved enough in leading learning, and behaviour management is insufficient to keep all pupils engaged.

### **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
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80. The findings of the inspection team match the judgment made by the school in the self-evaluation report.
81. The school responds well to pupils' learning needs. It provides good opportunities for pupils to learn well and experience a very broad and balanced curriculum.
82. The quality of teachers' long, medium and short term planning is very good in all the subjects inspected. All teachers also evaluate the success of their lessons in writing in their planning records. This is a strength of the school's curriculum.
83. The planning for and teaching of key skills across the curriculum are underdeveloped. The SDP has prioritised this as an area for development in the coming year.
84. Teachers make good provision for children aged under five, structured around the integrated day with a carousel of activities, some of which involve the whole class and some of which are chosen by the children. In nursery and reception classes the curriculum is interesting, motivating and sometimes attention-grabbing.
85. Pupils benefit from equal opportunities to take part in a wide range of extra-curricular activities, including various sports clubs, Welsh classes, and art and ICT clubs. There is a school newsletter produced using a computer, and inviting posters are displayed around the school to encourage further the growing attendance at these clubs.
86. The school promotes spiritual, moral, social and cultural development well. As a consequence, pupils have a sense of ownership and responsibility to the school and its environment. Acts of collective worship make a good contribution to pupils' understanding of moral issues and help them to respect truth and justice. The headteacher and his colleagues create good opportunities for pupils' spiritual development on these occasions.

87. The school promotes wholesome moral values through its reward systems, and the daily acts of collective worship and assemblies. There is a climate of positive behaviour, with teachers providing good role models.
88. Consequently, pupils show respect for each other and for people of different cultures. The school continues to work to raise pupils' cultural awareness, as many have a limited understanding of the richness of their Welsh heritage and the wider world.
89. The provision for promoting bilingual skills and reflecting the languages and culture of Wales is satisfactory. The school's cwricwlwm Cymreig ensures that pupils are given opportunities to acquire knowledge and understanding of the tradition, cultures and history of Wales. They visit places of interest and celebrate St David's Day, but have an insecure knowledge of Welsh musicians, authors or historical figures.
90. The arrangements for pupils' PSE, including health and sex education, in KS1 and KS2 are good. The school follows the guidance provided the Qualifications, Curriculum and Assessment Authority for Wales' (ACCAC) in its framework for personal, social and health education (PSHE). Provision has been enhanced through the integration of a new PSE scheme of work into the curriculum, as well as in class discussions known as circle times, and through the work of the school council.
91. The school has a good racial equality policy and action plan which teachers implement with conviction.
92. The school's partnership with the community, schools and other institutions is good and the partnership with parents is satisfactory. Parents are supportive of the school. They value the ready access they have to the headteacher and staff. In the pre-inspection meeting with parents and in the questionnaires returned to the inspection team, parents expressed satisfaction with all aspects of the life and work of the school.
93. Parents are kept well informed through regular newsletters, an informative prospectus, the annual report of the GB, and by informal, daily contact with staff. Family learning programmes, curriculum workshops and consultation meetings with teachers to discuss children's work and progress are well attended by parents. However, some details in the school prospectus and the annual report of the GB do not meet statutory requirements. These omissions include, for example, details of the provision for pupils with SEN and arrangements for making complaints about the school curriculum.
94. A good partnership with parents is developed at an early stage. Nursery staff work diligently to provide them with information and opportunities to become involved in their children's education. Parents are pleased with the quality of education their children receive in the early years classes.
95. A number of parents give freely of their time, helping out in classrooms, accompanying pupils on educational visits and in fundraising for the school.

- There is no PTA but parents and teachers organise social and fund-raising events, which enhance links with the local community and provide the school with a valuable source of additional income.
96. Good pastoral and administrative links have been developed with the secondary schools to which pupils transfer. Curriculum links are developing well, especially with the main receiving secondary school. A range of initiatives, including bridging units of work that span Y6 and Y7, help secure continuity of education for pupils.
  97. The school enjoys close partnerships with several higher education institutions and regularly provides training facilities for student teachers and those undertaking vocational and nursing qualifications. Students are well supported by staff and they make a positive contribution to school life. Pupils from local secondary schools also regularly undertake work experience placements at the school.
  98. The school enjoys a good partnership with the local community. Educational visits and the expertise of members of the local community make positive contributions to pupils' learning.
  99. Overall, the productive links that the school enjoys with parents and the community, schools and other institutions have a positive impact on pupils' motivation, standards of achievement and personal development.
  100. The school's partnership with industry is satisfactory. The school has no formal policy for industry links but some effective strategies are in place to raise the economic and industrial understanding of pupils and to give them insight into the world of work. No teachers have undertaken relevant industrial placements.
  101. Through their visits to a number of retail, commercial and industrial sites, pupils gain insight into different working environments and an understanding of the work undertaken.
  102. Teachers encourage personnel from different occupations and professions to speak to pupils about their work. The contribution of the police and fire services, together with health professionals and professional artists, has a positive impact on pupils' learning and understanding of the world of work. Older pupils' understanding of the work of the emergency services is enhanced by the school's involvement in the 'crucial crew' programme.
  103. Pupils are aware of environmental issues such as litter and pollution. The school is seeking to become an eco-school. There are good links with local agencies to develop pupils' sense of global citizenship and their understanding of environmental issues, such as climate change, recycling and nature conservation. These experiences have helped pupils gain some understanding of the importance of sustainable development.

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

Grade 2: Good features and no important shortcomings
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104. Overall, the findings of the inspection team match the judgment made by the school in the self-evaluation report.
105. Learners in the early years, KS1 and KS2, are well cared for, guided and supported. Support programmes are carefully integrated into the school's work so that they meet the needs of learners and ensure equality of opportunity.
106. The provision for learners with additional needs is very good. The school's early identification, assessment and monitoring of individual needs are highly effective. These contribute significantly to raising pupils' achievements. In particular, the arrangements for providing literacy and numeracy support, in withdrawal groups or in the classroom, fit seamlessly into daily routines so that all pupils study the full curriculum.
107. Pupils with SEN are very well supported by dedicated and effective staff. Both classroom and external support are of a high standard and are managed very well by the SEN coordinator (SENCO). Class teachers and the SENCO work closely together to ensure that individual programmes closely match the needs of pupils, who are formally involved in assessing their own performance. Individual provision is appropriately differentiated. However, the school has identified the need to develop an individual SEN tracking system to identify pupils' progress and needs.
108. The school ensures that all pupils have equal opportunities. Clear, effective documentation underpins good practice. Policy monitoring and evaluation are carried out by the headteacher and SMT. The gender policy details procedures, which ensure that boys and girls receive equal opportunities within the classroom and as part of general school organisation.
109. Similarly, there is a comprehensive policy and action plan, which effectively promote good relations between racial groups and contain guidelines on eliminating racial discrimination from areas of school activity and for dealing with incidents. No incidents of discrimination or harassment have been recorded for the past two terms and none were observed during the inspection. The effectiveness of the policy can be measured, in part, by the good achievements of pupils from ethnic minorities, who receive good classroom support from EMAS teachers.
110. The school promotes pupils' awareness of the many different, racial, cultural, religious and linguistic backgrounds in the United Kingdom in assemblies and in classroom work. Teachers encourage a positive attitude

towards diversity but there are few displays which promote respect for people of all cultural backgrounds.

111. Pupils benefit from equal opportunities to participate in a wide range of extra-curricular activities and the school has recently received an award for Quality in After-School Support (QiSS). There are many links with agencies which develop pupils' understanding of environmental issues. The school is shortly to participate in the First Campus scheme, which gives older pupils opportunities to visit local colleges to learn about a range of subjects.
112. The school has a good disability policy which summarises its disability discrimination duties and the amended SEN framework. The school has produced a disability access plan and there is a commitment by the governing body to implement this, within available resources, should there be a need.
113. Although the school issues a home-school agreement form, it is undersubscribed, with about 60% of parents returning it completed.
114. Induction programmes are effective in enabling nursery children who join the school with a limited range of skills to settle very quickly into the school environment. Similarly, the high numbers of older pupils who join the school are quickly and successfully integrated into the school's routines. There are effective links with parents through a number of activities including parents' evenings, parent helpers in school, family learning together projects and meetings with parents of new pupils.
115. Pupils receive sensitive support and guidance in circle-time discussions; and this is often integrated into other lessons. There are also specific lessons on personal, social and health related topics, which are supported by the school nurse and community police officer. These provide good opportunities for all pupils to develop good levels of self-esteem and self-worth.
116. The general safety and well-being of pupils is a priority in the school. There is an effective policy and sound procedures for child protection. Appropriate arrangements are made for pupils who are ill or have an accident. Staff and pupils have an appropriate awareness of health and safety and the school has a sufficient number of first aiders. Security of the building is effective and further protection is afforded by the use of security cameras.

## **Leadership and management**

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

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

117. Overall, the findings of the inspection team match the judgment made by the school in the self-evaluation report.
118. The overall quality of leadership shown by the headteacher, staff with management responsibilities, subject co-ordinators and governors is good. The quality of management shown by the headteacher is very good. His management is very purposeful and he gives a clear sense of direction to the school's work.
119. The headteacher, deputy headteacher and infant school coordinator constitute the senior management team. They work closely together in leading the school forward and make a significant contribution to the overall quality of leadership and management.
120. The quality of team leadership and subject coordination is good, overall. It is very good in English, art and ICT, and at least good in all other subjects inspected. Subject co-ordinators have monitored the quality of provision in all subjects and schemes of work are reviewed and updated in a planned cycle of improvement.
121. Shared aims and values, which promote equality of opportunity for all, are reflected well in the life and work of the school.
122. The school takes good account of national priorities. Recent initiatives for literacy, numeracy, lifelong learning, family learning and education for sustainable development help pupils to achieve higher standards.
123. The development of a school council is helping pupils to contribute to and influence directly the decisions that affect them. This council also helps pupils to a better understanding of citizenship.
124. Self-evaluation and target-setting are well developed in the school's management structures. Subject co-ordinators monitor and evaluate their areas of responsibility and share their findings with colleagues. Development planning is undertaken in the light of the school's needs.
125. An effective staff performance management system promotes teachers' continuous professional development well and helps to improve the quality of teaching and of the curriculum. Although there is no staff handbook, new staff confirm that they are mentored well when they are first appointed and induction systems are very good.

126. The governing body is supportive and involved in school life. A number of governors have been recently appointed and are receiving training from the LEA.

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

Grade 2: Good features and no important shortcomings
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127. Overall, the findings of the inspection team match the judgment made by the school in the self-evaluation report.
128. The headteacher, governors and staff, both teaching and non-teaching are committed to improving standards. In some areas, the views of pupils, notably members of the school council, have been taken into account. The SMT rigorously monitors school performance and plans school development. The school is effectively fostering a culture of self-evaluation.
129. The school development plan (SDP) is a comprehensive and detailed document, thoroughly and thoughtfully prepared. It includes robust evaluations of previous priorities and half-termly monitoring observations of current objectives. Whilst targets within it include time schedules and success criteria, they are not consistently costed.
130. A very detailed analysis is made of a range of pupils' assessments, including baseline assessments in reception, NC teacher assessments in KS1 and NC tests in KS2. The school has made a valid analysis, and set appropriate targets for all pupils, including those who have ethnic minority backgrounds, and has initiated effective strategies.
131. The performance management process is beginning to have a good impact on the school. It sets a framework for teachers and their team leaders to agree and review priorities in the context of the school's development plan. The SMT purposefully leads a self-critical culture that focuses attention on pupils' standards of achievement and teachers' professional development.
132. The school's self-evaluation report before the inspection is rigorous and cautious. It identifies strengths and areas where improvements are required. In almost all respects, the inspection team agrees with the school's identification of its strengths and weaknesses in subjects inspected. The inspection team also agrees with the school's judgments in each of the seven key questions.
133. The school has made very good progress since the last inspection. It has responded positively and effectively to the key issues identified in the 1999 report.

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

Grade 2: Good features and no important shortcomings

134. Overall, the findings of the inspection team match the judgment made by the school in the self-evaluation report.
135. The overall quality of staffing is very good. Throughout the school, pupils are given very good support by well qualified and experienced staff who are usually effectively deployed. Teachers are confident and experienced in their subjects. There is a very supportive blend of youth and experience in the team and they share their considerable breadth of knowledge openly and willingly. The management team has ensured a very good match of skills amongst the staff. New staff and supply teachers feel valued and there are good induction procedures in place.
136. Part-time support teachers provide high quality support for pupils with SEN as well as for pupils who speak English as an additional language. However, those who are gifted or talented are not always provided with enough challenge in the work set.
137. The school administrators carry out daily routines and a range of other responsibilities efficiently and effectively.
138. Overall, the accommodation is satisfactory. Most classrooms offer light, spacious teaching areas. There are adequate areas for additional support. Recent expenditure on building resources for the physical development of children aged under five has enhanced their learning opportunities. The school is steadily improving access to the building for disabled persons. Colourful displays of pupils' work in many classrooms and shared areas celebrate achievements and provide a stimulating atmosphere for learning. The playgrounds are well kept although KS2 pupils have a confined outdoor area for their play. The proximity of the Splott swimming pool, based opposite the school, provides very good opportunities for pupils to develop skill in swimming.
139. Generally, there are very limited opportunities for quiet reading and research for pupils in KS2. The room previously used as the KS2 library has been remodelled as a computer room. Although this brings significant benefits to teaching and learning using ICT, it also means that pupils have lost their library.
140. The accommodation for Y6 pupils is unsatisfactory. The use of decaying, demountable classrooms in the playground restricts access for these pupils to use good resources and have good learning opportunities in the main school building. These classrooms suffer from damp walls which are not strong enough to hold an interactive whiteboard or to secure display boards. There are not enough areas for effective displays of pupils' work.

There is also limited space for Y6 pupils to enjoy practical sessions in art or design and technology.

141. The quality and quantity of resources for children aged under five and for pupils in KS1 and KS2 in the subjects inspected are good overall, except in two of the demountable classrooms for Y6. The lack of computers or interactive whiteboards in these classrooms means that there are fewer opportunities for research and investigative work. These Y6 pupils face inequalities of opportunity in the resources available as a consequence.
142. Spending decisions are matched well to the school's priorities. Investments in ICT and for children aged under five, for example, match the school's objectives in the SDP. Since the last inspection, the quality of teaching has been significantly improved, standards have risen and the good quality of leadership and management has been maintained. Overall, the school gives very good value for money.

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

#### **English**

**Key stage 1: Grade 2: Good features with no important shortcomings**

**Key stage 2: Grade 2: Good features with no important shortcomings**

#### **Good features**

143. Most pupils in KS1 listen attentively to their teachers' explanations and to other pupils' contributions. They speak in a variety of contexts with increasing confidence and are keen to answer teachers' questions and offer their own comments and observations.
144. Standards in reading are good in KS1. Pupils display a good understanding of the characters, settings and structure of stories. Some can identify grammatical conventions, such as an exclamation mark or a question mark in a big book. Y1 pupils recognise full stops, capital letters and speech bubbles. They sequence events and retell a story in their own words well.
145. By the end of KS1, more able pupils read unfamiliar texts with confidence and fluency. Other readers have a positive attitude to reading and use a range of reading strategies to help them understand the text. They generally apply their knowledge of letter and sound correspondences effectively when they meet an unfamiliar word.
146. Standards in spelling are generally good. Many have developed a good knowledge of the alphabetical order of letters.

147. Pupils make good progress in their writing during KS1, from emergent to independent writing. By the end of KS1, some write good stories using some of the key features of narrative. The handwriting of most is legible.
148. Y2 pupils suggest some creative ideas for the ending to stories read aloud to the class. They are quick to learn the meaning of new words.
149. More able KS1 pupils write quickly and at some length. Their writing is well organised and they are beginning to plan, draft and revise their work. Their writing is good when they write in response to stimuli that have inspired them.
150. Most pupils in KS2 listen respectfully to their teachers and to others. In lessons, they remain focused for a sustained time. When answering questions, most give answers, in writing and orally, in full sentences. They make satisfactory progress in speaking for different purposes and audiences and collaborate effectively in discussions.
151. Younger pupils in KS2 read aloud to a good standard. Older pupils read satisfactorily. They ask questions about the topics they investigate and suggest and use appropriate sources of information, when available. They skim the pages to find the answers to their questions and use dictionaries and thesauruses to find the meaning of unfamiliar words. Most pupils read fairly fluently and can discuss plot and character.
152. Most pupils in KS2 show an awareness of different degrees of formality in writing. A minority of KS2 pupils are familiar with the differences between fiction and non-fiction texts. They understand terms such as contents, index and glossary and recognise that these are guides to finding information. Pupils in KS2 build a good understanding of the differences between direct and indirect speech.
153. Overall, standards of writing are good in KS2. Pupils' work shows some command of the characteristics of persuasive and informational writing as well as satisfactory use of punctuation.
154. Generally, the work of more able pupils is satisfactory, showing some use of adjectives, neat sentence construction and good punctuation.
155. Pupils with English as an additional language make good progress when they have expert help from a specialist EMAS teacher.

### **Shortcomings**

156. Throughout the school, pupils' skills in oracy are underdeveloped, and the written work of a large minority in KS2 shows poor presentation.

## Welsh as a second language

**Key stage 1: Grade 2 : Good features and no important shortcomings**

**Key stage 2: Grade 3 : Good features outweigh some shortcomings**

### Good features

157. In KS1, pupils enjoy their lessons and show enthusiasm in learning the language. They understand a range of familiar questions and most respond appropriately in simple words or short phrases. They know and use simple greetings such as “*bore da*” and “*prynhawn da*” and they can use simple questions. They recognise and respond well to a series of commands.
158. Pupils become familiar with everyday language patterns to describe where they live and how they feel. They use a developing vocabulary to name parts of the body, colours, fruit, simple numbers and rooms within their homes. When using the “big book” the more able pupils develop good reading skills. They use their knowledge of the syllables which make up words effectively to correct themselves or to understand new words.
159. In KS2, pupils build on previous work by repeating and extending set phrases about themselves, colours, weather, homes and the family. They use familiar language patterns when expressing their likes and dislikes, describing friends or the classroom and respond positively to simple commands and greetings.
160. Pupils in Y3 and Y4 show growing confidence in using Welsh and effectively rehearse language patterns during role play situations. Older pupils develop reading skills when using work sheets and big books. They read intelligently and with expression. Pupils reinforce their oral work by completing appropriate written tasks. The majority write to a satisfactory standard. The more able pupils in Y6, however, describe themselves and express their likes and dislikes in Welsh to a good standard.
161. The recently established “Clwb yr Urdd” makes an effective contribution to pupils’ development. Their pronunciation and confidence in speaking Welsh is greatly enhanced by its activities.

### Shortcomings

162. There are no discernible shortcomings in KS1.
163. In KS2, many of the language patterns spoken by pupils are repetitive and do not develop sufficiently the knowledge acquired in KS1.
164. In KS2, older pupils’ reading skills are underdeveloped.

## Science

**Key stage 1: Grade 2: Good features and no important shortcomings**

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

### Good features

165. The development of an enquiry-based approach has improved pupils' knowledge and understanding across both key stages. Pupils observe, explore and ask questions about living things, materials and physical phenomena and work collaboratively to collect evidence, answer questions and develop their scientific ideas.
166. KS1 pupils explore the differences between living and non-living things. They can name common plants and identify their parts, recognising that plants need water and light to grow. They can identify and label parts of the body including the organs. They match senses to body parts and describe scientifically the properties of objects through practical experimentation with 'feely' boxes or 'blind' tasting.
167. Pupils can identify the types of food that make up a balanced diet and describe the way human appearance changes with age. They recognise that feeding relationships exist between plants and animals in a habitat and can describe these relationships using food chains.
168. Pupils in KS1 make observations about the properties of common objects and materials using terms such as 'bendy' or 'rough'. They can name a number of light sources and explain why it is dangerous to look at the sun. They can recognise and describe many sounds and explain how they were generated by specific objects. They observe, describe and compare the movements of objects by pushing and pulling and then record their results appropriately. They identify common appliances which use electricity.
169. In KS2, pupils cover a wide range of work and make good progress. They begin to explain phenomena by using models and making hypotheses; they evaluate evidence and consider whether tests and comparisons are fair.
170. Younger KS2 pupils can explain about the harmful effects of smoking using scientific terms such as nicotine, carbon monoxide and arteries. Conversely, they can identify the financial and health benefits of not smoking. They can identify the use of common materials, and suggest why they are suitable for common tasks, and explain why it is important to test materials to find out whether descriptions are reliable.
171. Older KS2 pupils can explain that shadows are formed from a blocked light source and they make sensible predictions regarding their shape. They can suggest how to change the pitch and loudness of sounds produced by

a range of musical instruments. They can describe factors which increase friction and investigate how friction relates to everyday experience.

172. Pupils can use appropriate terminology to make predictions about changes in materials recognising that the processes of dissolving, melting, freezing and evaporating are changes that can be reversed and that the changes which occur as a result of burning are mostly irreversible and produce a new material. They can apply their knowledge to identify a range of contexts in which changes such as evaporation or condensation occur.

### **Shortcomings**

173. Presentation is sometimes poor and pupils do not consistently use drawings, tables and graphs to communicate their findings clearly.

## **Design and Technology**

**Key stage 1: Grade 2: Good features and no important shortcomings**

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

### **Good features**

174. Pupils use a range of tools and equipment appropriately and safely in both key stages. They plan, design and make a wide range of models well and most pupils can describe and demonstrate each stage of the process effectively, using the relevant vocabulary.
175. Pupils are proud of their work and take great care to display their models creatively around the school. During many lessons, there are good links with other subjects. Pupils use ICT often to record their work and produce designs and labels.
176. Very young pupils show great delight and wonder as they taste exotic fruits when designing a fruit salad or when creating pizzas.
177. In KS2, pupils extend their skills to make very good quality models of bridges.
178. Pupils evaluate their own work and that of their peers in a supportive manner.

### **Shortcomings:**

179. Older pupils' skills in design are occasionally underdeveloped.

## **Geography**

**Key stage 1: Grade 2: Good features and no important shortcomings**

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

### **Good features**

180. In KS1, pupils observe and describe their surroundings using photographs, maps and an increasing number of geographical terms such as hill, river, and road. They use imaginary maps to follow a route; for example, 'walking' a Red Riding Hood doll through the forest to grandmother's house on a model they have constructed.
181. Pupils use a range of maps to identify cities in Wales and the United Kingdom; and write their own extended address including the terms UK, Europe, and Earth.
182. Younger KS2 pupils can identify how people affect the environment and they recognise ways in which it can be better managed; for example, by classifying items of general rubbish for recycling and suggesting environmentally friendly methods of disposal.
183. Older KS2 pupils can use compass points and scales appropriately on local or ordnance survey maps. They can also estimate and measure distances accurately when linking similar and different regions of Wales.
184. Pupils have a clear understanding of the distinctive physical and human features of the local area of Tremorfa, and can give succinct explanations for its growth.
185. The recent introduction of a new scheme of work and a more enquiry-based approach has enabled older pupils to extend their geographical knowledge, skills and understanding,

### **Shortcomings**

186. There are no discernible shortcomings.

## **Art**

**Key stage 1: Grade 2: good features and no important shortcomings**

**Key stage 2: Grade 2: good features and no important shortcomings**

### **Good features**

187. Pupils generally are very enthusiastic in their approach to art and are excited by the work they do. They collaborate well and show appreciation of each others' work.
188. Pupils' artistic creations adorn the walls throughout the school. All enjoy art and create vivid pictures and crafts in both key stages. They learn a range of different skills well and examples of their assessed work show good continuity and progression.
189. In KS1, pupils experiment with shade, tone and colour mixing effectively, after initial group work using an interactive whiteboard. They show their work with pride and can explain their choices adequately. Younger pupils enjoy art very much. They are confident and daring when using paint, charcoal and drawing designs.
190. Younger KS2 pupils work successfully on clothing designs using fabrics on a template. They explore equal opportunities issues in some depth and make choices about their designs democratically.
191. KS2 pupils are beginning to learn about the work of the Welsh artist, Augustus John. They show good listening skills and then take part in a lively discussion before creating their own line sketches independently, appraising their own and each other's work constructively. They show good levels of creativity and interpretation in their work.
192. Pupils in KS2 have made, baked, painted and displayed tiles of high quality.

### **Shortcomings**

193. In KS2, pupils do not make enough use of sketchbooks to plan and organise their work.

### **School's response to the inspection**

194. We are delighted that the inspection findings acknowledge that this is a good school, which has raised standards achieved by the pupils and the quality of education it provides since the last inspection.
195. The inspection team agreed with most of the judgements made by the school about the standards pupils achieve and with all the school's judgements about other areas of its work.
196. We are also pleased that the inspection team found that the quality of teaching and the standards of achievement are well above the Welsh Assembly Government all-Wales targets. In addition the care and support systems we have in place are recognised as appropriate and effective and that its provision for learners with additional needs is very good.
197. Most importantly, the inspection report confirms the elements that make our school a good school. In particular, the report confirms that we are achieving our aim to make our school a happy and secure place in which pupils grow in confidence and independence and reach high standards. It is recognised that the school gives very good value for money.
198. An action plan will be put in place to address the recommendation in the report. The staff and governors are already addressing several of the recommendations namely the further development of key skills in teaching and learning and developing further strategies to improve attendance rates. The raising of standards in the areas recommended will become school priorities for the immediate future.
199. A copy of the school's action plan to the inspection recommendations will be sent to all parents. The governor's annual report to parents will report on the progress we are making on the inspection recommendations.

## Appendix A

### Basic information about the school

Name of school	Baden Powell Primary School
School type	Community
Age-range of pupils	3 to 11
Address of school	Muirton Road Tremorfa CARDIFF
Post-code	CF24 2SJ
Telephone number	02920 461894
Headteacher	Mr Goronwy Jones
Date of appointment	September 1987
Chair of governors/ Appropriate authority	Mr Malcolm Cook
Registered inspector	Mr R A Isaac
Dates of inspection	20 <sup>th</sup> to 24 <sup>th</sup> September 2004

## Appendix B

### 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	27	50	56	59	63	62	62	72	451

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	20	3	21.7

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	19 : 1
Pupil: adult (fte) ratio in nursery classes	13 : 1
Pupil: adult (fte) ratio in special classes	n/a
Average class size, excluding nursery and special classes	24.8
Teacher (fte): class ratio	1.2 : 1

Percentage attendance for three complete terms prior to inspection				
Term	R	KS1	KS2	Whole School
Autumn 2003	88 %			93
Spring 2004	85 %			91
Summer 2004	89 %			90

Percentage of pupils entitled to free school meals	57%
Number of pupils excluded during 12 months prior to inspection	0

## Appendix C

### National Curriculum Assessment Results

National Curriculum Assessment KS1 Results 2004			Number of pupils in Y2:		59				
Percentage of pupils at each level									
			D	W	1	2	3	4	
English:	Teacher Assessment	School (2004)	0	5	12	66	17	0	
		National (2003)	-	4	14	63	20	0	
English: reading	Teacher Assessment	School (2004)	0	5	10	63	22	0	
		National (2003)	-	4	14	55	27	0	
En:writing	Teacher Assessment	School (2004)	0	5	12	78	5	0	
		National (2003)	-	5	14	69	11	0	
En: speaking and listening	Teacher Assessment	School (2004)	0	5	12	58	25	0	
		National (2003)	-	3	12	63	22	0	
Mathematics	Teacher Assessment	School (2004)	0	5	14	61	20	0	
		National (2003)	-	2	11	63	24	0	
Science	Teacher Assessment	School (2004)	0	5	12	63	20	0	
		National (2003)	-	2	10	66	22	0	

#### Percentage of pupils attaining at least level 2 in English, mathematics and science according to teacher assessment

In the school	80%	In Wales	79%
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D Pupils who have been disapplied from the statutory arrangements  
 W Pupils who are working towards level 1

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

National Curriculum Assessment KS2 Results 2004			Number of pupils in Y6		72							
Percentage of pupils at each level												
			D	A	F	W	1	2	3	4	5	6
English	Teacher assessment	School					0	4	31	53	12	0
		National					1	6	16	45	31	0
	Test/Task	School					0	3	17	62	18	0
		National					0	5	12	38	40	0
Mathematics	Teacher assessment	School					0	1	18	64	17	0
		National					0	4	19	46	30	0
	Test/Task	School					0	7	7	64	22	0
		National					0	4	18	42	33	0
Science	Teacher assessment	School					0	1	15	54	29	0
		National					0	2	13	49	35	0
	Test/Task	School					0	0	7	46	47	0
		National					0	1	9	48	39	0

Percentage of pupils attaining at least level 4 in English, mathematics and science			
by Teacher Assessment		by Test	
In the school	63.8	In the school	76.3
In Wales	71	In Wales	70

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

## Appendix D

### Evidence base of the inspection

The inspection team of five inspectors, including the lay inspector, was at the school for a total of 19 inspector days.

During this time, all teachers were visited and all classes were seen. A total of 72 sessions, part sessions or interactions were observed and a wide range of pupils' work was scrutinised. Inspectors talked to pupils about their work and life in the school and listened to them reading their own work and extracts from class reading books.

The full range of documentation made available by the school was scrutinised. Discussions were held with the headteacher, deputy headteacher, governors, teachers, classroom assistants, other staff and pupils. Pre- and post-inspection meetings were held with 12 governors and staff, and eight parents attended a pre-inspection meeting with inspectors. Questionnaires completed by 57 parents were also analysed.

## Appendix E

### Composition and responsibilities of the inspection team

Inspector	Type	Aspect Responsibilities	Subject Responsibilities
Mr Robert Alun Isaac	Registered Inspector	Key Question 1 and Key Question 5	English
Dr James Hewitt	Team Inspector	Key Question 2 and Key Question 4.	Science Geography
Mrs Colette Gribble	Team Inspector	Key Question 3.	Design & Technology Art
Mr Ogwyn Phillips	Team Inspector	Key Question 6 and Key Question 7.	Overall provision for children aged under five Welsh 2 <sup>nd</sup> Language
Mr Ivor Petherick	Lay Inspector	Contributions to Key Questions 1, 4, 5 and 7.	

### Acknowledgement

The visiting inspectors wish to thank the governors, the headteacher, all the staff and the pupils for the co-operation and courtesy they received during the inspection.

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

**Baden Powell Primary School  
Muirton Road, Tremorfa,  
CARDIFF  
CF24 2SJ**

***A SUMMARY REPORT FOR PARENTS***

**Date of Inspection: 20<sup>th</sup> – 24<sup>th</sup> September 2004**

**by**

**Mr R. A. Isaac  
Registered Inspector  
W170/15942**

**Date: 22<sup>nd</sup> November 2004**

**Under Estyn contract number:T/60/04P**

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Baden Powell Primary School was inspected as part of a national programme of school inspection. The purpose is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents more information about their child's school. A copy of this summary is sent to every family with a child at the school. The full report can be obtained from the school.

The inspection of Baden Powell Primary School took place between 20<sup>th</sup> and 24<sup>th</sup> September 2004. An independent team of inspectors, led by Mr R. A. Isaac, registered inspector, undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

The five-point scale used to represent all inspection judgments 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

## Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and LEAs.

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

Primary phase:

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

Secondary phase:

Year	Y 7	Y 8	Y 9	Y 10	Y 11	Y 12	Y 13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The national curriculum covers four key stages as follows:

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

## Context

### The nature of the provider

Baden Powell Primary School, with 449 pupils aged three to 11 years of age, is situated on the eastern edge of the inner-city area of Cardiff and was built in 1936. The school serves the local area of Tremorfa, which is designated as a Community First area by the Welsh Assembly Government (WAG). About 10% of pupils enter or leave the school during the school year. The school reports that the intake of pupils represents the full ability range and contains sizeable groups of children from disadvantaged backgrounds. About 57% of pupils are entitled to receive free school meals, which is well above the national average. The pupil population has a rich variety of languages. About 10% of pupils speak English as an additional language and 13% come from a range of minority ethnic backgrounds. No pupils speak Welsh as their first language and none are formally cared for by the Local Authority; and no pupils were excluded in the last year. Around 36% of pupils have special educational needs (SEN), including one pupil with a formal statement of SEN. The entry of children into the nursery is controlled and administered by the City and County of Cardiff (the local education authority).

## Summary and recommendations

Baden Powell Primary School is a good school, which has raised the standards achieved by its pupils and the quality of education it provides since the last inspection. The inspection team agreed with most of the judgments made by the school about the standards pupils achieve and with all the school's judgments about other areas of its work.

### Table of grades awarded

The inspection team judged the school's work as follows:

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

## Standards of achievement

Overall, pupils' standards of achievement in the areas of learning and subjects inspected are as follows:

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Pupils' standards of achievement	10%	65%	22%	3%	0%

Pupils' standards of achievement are well above the Welsh Assembly Government's all-Wales targets for 95% of standards to be satisfactory or better and 50% to be good or better.

The overall quality of the educational provision for children aged under five is appropriate to their needs and they make good progress towards the Desirable Outcomes for Children's Learning. Baseline assessments indicate that, for many children, attainment on entry is well below average. Generally, children aged under five make good progress in acquiring key skills. They make very good progress in their personal and social development.

In KS1 and KS2, in the six subjects inspected, the standards of achievement are as follows:

Subject	KS1	KS2
English	Grade 2	Grade 2
Welsh second language	Grade 2	Grade 3
Science	Grade 2	Grade 2
Design and technology	Grade 2	Grade 2
Geography	Grade 2	Grade 2
Art	Grade 2	Grade 2

In the KS1 2004 NC teacher assessments, pupils' achievements in attaining NC level 2 or higher were above national results in reading and writing. The teacher assessments in speaking and listening, mathematics and science were a little below national averages. The overall proportion of pupils who achieved the higher NC level 3 was below national averages in English, mathematics and science. Overall, the school's KS1 results in the last four years have shown steady improvement. The school's 2004 results at KS1 in English, mathematics and science compare well with similar schools in the LEA, that is, those with broadly similar percentages of pupils in receipt of free school meals.

In the KS2 2004 NC test results, pupils' achievements in attaining NC level 4 or higher, were above national and local averages in English, mathematics and science. The proportion of pupils who achieved the higher NC level 5 was below national averages in English by 22%, below average in mathematics by 11%, yet above the national average in science by 8%.

Pupils in KS2 have underdeveloped skills in using a library for independent research across the curriculum. Their higher order reading skills are underdeveloped.

Pupils' standards and progress in the key skills of speaking, listening, reading, writing, numeracy and the use of information and communications technology (ICT), across the curriculum, are satisfactory.

Throughout the school, pupils' skills in speaking are underdeveloped. Generally, the written work of a minority in KS2 shows poor presentation. In Welsh at KS2, many of the language patterns spoken by pupils are repetitive and do not build sufficiently on the knowledge they have acquired in KS1.

Pupils with SEN make very good progress and usually achieve the targets set for them. The school has analysed the standards achieved by its pupils with English as an additional language and those who have ethnic minority backgrounds. This shows that these pupils do well relatively. Their achievements are good, especially those who have only recently acquired English.

Pupils' attitudes to their learning and the interest they show in lessons are good. Most sustain concentration quite well and behave well. They move around the school in an orderly manner and exercise a degree of self-discipline. Most have a clear understanding of what is expected of them and are courteous and considerate. They relate well to each other and to adults.

A small minority of pupils, however, when not supervised closely, display boisterous and disrespectful behaviour. When necessary, additional support is given to those whose behaviour impedes their progress and that of others. Throughout the school, their understanding of equal opportunities issues develops well.

Most pupils attend school regularly and are punctual at the start of the school day. A significant minority, though, frequently arrives late or misses school, often for trivial reasons. These pupils have poor attendance patterns and, as a result, miss important elements of their education. A substantial number of families often take two or three holidays during the school year and this can adversely affect pupils' progress.

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

Overall, the quality of teaching in the areas of learning and subjects inspected are as follows:

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
The quality of teaching	8%	68%	20%	4%	0%

The percentage of lessons which are good or better is well above the Welsh average. There has been a significant improvement in the quality of teaching since the last inspection.

In the most effective lessons teachers provide opportunities for pupils to talk about concepts and to explain their thinking in reaching answers. They use

open-ended questions and investigation to encourage independent thinking. In most lessons observed they pace lessons well providing both challenge and reinforcement. Teachers manage pupils well and have a good range of strategies to stimulate and motivate the more passive or slower learning pupils. Lessons are usually lively and varied ensuring that pupils maintain interest throughout. The use of interactive whiteboards, coupled with appropriate software, is having a significant impact on teaching and learning. When teaching is less effective, lessons lack pace, the teacher's introduction is too long and behaviour management is insufficient to sustain pupils' concentration.

The school has a very effective system of assessment, which records and rewards pupils' achievements very well over time. Results from national, standardised tests are analysed accurately. Teachers work together to ensure that pupils' individual records are used to raise standards and inform their teaching. Pupils have a satisfactory understanding of their own progress and are beginning to talk about their targets and achievements as they are challenged in lessons. There are detailed records of every pupil's strengths and weaknesses.

The school responds well to pupils' learning needs. It provides good opportunities for pupils to learn well and experience a very broad and balanced curriculum.

The quality of teachers' long, medium and short term planning is very good in all the subjects inspected. All teachers also evaluate the success of their lessons in writing in their planning records. This is a strength of the school's curriculum.

The planning for, and teaching of, key skills across the curriculum are underdeveloped. The school development plan (SDP) has prioritised this as an area for development in the coming year.

Pupils benefit from equal opportunities to take part in a wide range of extra-curricular activities, including various sports clubs, Welsh classes, art and ICT clubs.

The school promotes pupils' spiritual, moral, social and cultural development well. As a consequence, pupils have a sense of ownership and responsibility to the school and its environment. Acts of collective worship make a good contribution to their understanding of moral issues and help them to respect truth and justice. The headteacher and his colleagues create good opportunities for spiritual development on these occasions.

The provision for promoting bilingual skills and reflecting the languages and culture of Wales is satisfactory. The school's cwricwlwm Cymreig ensures that pupils are given opportunities to acquire knowledge and understanding of the tradition, cultures and history of Wales. They visit places of interest and celebrate St David's Day, but have an insufficient knowledge of Welsh culture.

The provision for learners with additional needs is very good. The school identifies, assesses and monitors pupils' individual needs very effectively and

this contributes significantly to raising pupils' achievements. In particular, the arrangements for providing literacy and numeracy support, in withdrawal groups or in the classroom, fit seamlessly into daily routines so that all pupils study the full curriculum. Pupils with SEN are very well supported by dedicated and effective staff. Both classroom and external support are of a high standard and are managed very well by the SENCO.

Links with parents, the community, schools and other organisations are effective. Most parents are supportive and have good relationships with the school. However, some details in the school prospectus and the annual report of the governors to parents do not meet statutory requirements.

### **Leadership and management**

The overall quality of leadership shown by the headteacher, staff with management responsibilities, subject co-ordinators and governors is good. The quality of management shown by the headteacher is very good. His management is very purposeful and he gives a clear sense of direction to the school's work.

The headteacher, deputy headteacher and infant school coordinator constitute the senior management team (SMT). They work closely together in leading the school forward and make a significant contribution to the overall quality of leadership and management. The overall quality of team leadership and subject co-ordination is good.

The governing body (GB) is supportive and involved in school life. A number of governors have been recently appointed and are receiving training from the LEA.

The headteacher, governors and staff, both teaching and non-teaching are committed to improving standards. In some areas the views of pupils, notably the elected members of the school council, have been taken into account. The SMT rigorously monitors school performance and plans school development. The school is effectively fostering a culture of self-evaluation.

The self-evaluation report is rigorous and cautious. It identifies strengths and areas where improvements are required. In almost all respects, the inspection team agreed with the school's identification of its strengths and areas for improvement in subjects inspected. The inspection team also agreed with the judgments made by the school in each of the seven key questions.

The school has made very good progress since the last inspection. It has responded positively and effectively to the key issues identified in the 1999 report.

The overall quality of staffing is very good. The management team has ensured a very good match of skills amongst the staff. Overall, the accommodation is satisfactory. Most classrooms offer light, spacious teaching areas. Generally, there are very limited opportunities for quiet reading and research for pupils in KS2.

The accommodation for Y6 pupils is unsatisfactory. The use of decaying, demountable classrooms in the playground restricts access for these pupils to use good resources and have good learning opportunities in the main school building. These classrooms suffer from damp walls which are not strong enough to hold an interactive whiteboard or to secure display boards. There are not enough areas for effective displays of pupils' work. There is also limited space for Y6 pupils to enjoy practical sessions.

The overall quality and quantity of resources available for children aged under five or for pupils in KS1 and KS2 who are learning the subjects inspected are good. The school manages its resources well. Since the last inspection, the quality of teaching has been significantly improved, standards have risen and the good quality of leadership and management has been maintained. Overall, the school gives very good value for money.

## Recommendations

In order to improve the school in the areas inspected, the staff and governing body need to:

1. Raise standards further in:
  - Welsh in KS2;
  - oracy across the curriculum;
  - higher order reading skills in KS2;
  - the presentation of work in KS2;
2. Develop further the teaching and learning of key skills across the curriculum \*;
3. Further refine systems to improve rates of attendance and pupils' punctuality;
4. Improve the accommodation and resources for pupils in Y6 and readers in KS2.
5. Ensure that the annual report of the governing body to parents and the school prospectus fully meet statutory requirements.

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.

\* The school has identified the need to develop the teaching of key skills in its SDP.

## Acknowledgement

The visiting inspectors wish to thank the governors, the headteacher, all the staff and the pupils for the co-operation and courtesy they received during the inspection.