

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

**Bishop Childs C.I.W. Primary School
Willowbrook Drive, St Mellons
Cardiff CF3 0AY**

School Number: 6813373

Date of Inspection: 02/05/06

by

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- * secondary schools;
- * special schools;
- * pupil referral units;
- * independent schools;
- * further education;
- * adult community-based learning;
- * youth support services;
- * LEAs;
- * teacher education and training;
- * work-based learning;
- * careers companies; and
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Bishop Childs C.I.W. Primary School was inspected as part of a national programme of school inspection. The purpose of inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents information about the performance of their child's school.

The inspection of Bishop Childs C.I.W. Primary School took place between 02/05/06 and 04/05/06. An independent team of inspectors, led by John Andrew Clark undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

"There are three types of inspection.

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

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

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

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

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

This school received a **standard** inspection.

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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Context

The nature of the provider

1. Bishop Childs is a voluntary aided Church in Wales primary school serving the residential suburb of St Mellons Cardiff. There are 206 pupils on roll with a reasonable balance of boys and girls who join the school in the reception class. The majority of children are neither advantaged nor disadvantaged and attainment on entry covers the full range of abilities. Most of the children attend some pre-school provision.
2. The majority of pupils speak English as their first language. No pupils currently receive support for English as an additional language. A very small percentage of pupils are from Asian and Chinese families. No pupils speak Welsh as a first language.
3. Approximately 10.2% of the pupils are eligible for a free school meal. There are 28 pupils on the schools register of special educational needs with 21 pupils identified as school action and seven pupils at school action plus. The majority of the special educational needs relate to learning difficulties. There are no pupils with a statement of special educational needs.
4. The school has attained the Basic Skills Agency Quality Mark accreditation and the bronze award for Healthy living
5. The school was last inspected in 2000. The headteacher was appointed in September 2004 and there have been changes to other key staff since the last inspection.

The school's priorities and targets

6. The school's mission statement is 'Learn, share and care.'
7. The school's aims include:
 - promoting a stimulating and caring environmentdeveloping a confident, happy community with high self esteem through teaching Christian values;
 - providing a wide range of experiences and activities;
 - preparing children for modern, technical world through literate and numerate children;
 - developing respect for other cultures and values and good social skills; and
 - for children to use enquiring minds.
8. The current priorities for development include;
 - identifying key skills across the curriculum;
 - introducing new teaching methodologies for language and science;
 - making information and communication technology (ICT) central to learning;
 - creating an outdoor learning environment for the foundation stage;
 - achieving phase two of the healthy school award and the Eco school bronze award
 - raising standards in mental mathematics.

Summary

9. Pupils achieve good standards at Bishop Childs Church in Wales Primary school. The school is led and managed very well and the quality of teaching and learning is good.
10. Standards declined after the last inspection but the new leadership team, with the active support of the teaching staff and a strong governing body, have made significant improvements over the last two years.
11. The school's views in the self-evaluation report correspond to the findings of the inspection team in four of the seven Key Questions. They were below the school's judgements in key questions 3 and 6 and above in key question 7. The inspection team's judgements are as follows:

Table of grades awarded

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?	1
5 How effective are leadership and strategic management?	1
6 How well do leaders and managers evaluate and improve quality and standards?	2
7 How efficient are leaders and managers in using resources?	1

Standards

12. Standards of achievement are good overall.
13. The overall quality of the educational provision for the under-fives is appropriate to their needs and the children make good progress towards the Desirable Outcomes for Children's Learning.
14. The standards achieved in the lessons observed for the six subjects inspected were as follows:

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Pupils' standards of achievement	9%	77%	11%	3%	0%

15. The standards achieved exceed the Welsh Assembly Government's targets for 2007.

Grades for standards in subjects inspected

Inspection Area	Key Stage 1	Key Stage 2
English	2	2
Mathematics	2	2
Welsh as a second language	3	3
Geography	2	2
Music	2	2
Physical education	2	2

16. The pupils succeed well in their work regardless of their social and linguistic background. The pupils with special educational needs (SEN) make good progress and achieve the targets set for them.
17. The results of National Curriculum assessment in 2005 for Key Stage (KS)1 were above the national and local averages. They were in line with the average for schools with similar free school meal ratios.
18. The National Curriculum assessment results in 2005 for Key Stage (KS)2 were above the national and local averages and in the top 25 per cent in comparison with similar schools. There has been a good of improvement in the last two years after a decline following the last inspection. Both boys and girls make good progress towards the targets set for them.
19. Children under five make good progress in oracy, reading, and early writing. They achieve very well in their problem-solving and creative development. KS1 and KS2 pupils make good progress in speaking, listening, reading, writing and numeracy. This is a good improvement since the last inspection. Pupils, including those with SEN, make good progress in developing their key skills.
20. Throughout the school, pupils with English as an additional language achieve well.
21. For the pupils' key skills in information and communication technology and bilingualism good features outweigh shortcomings. The pupils' use of data handling and some aspects of communication using information and communication technology (ICT) are limited in all subjects. The pupils are not fluent enough in their spoken and written Welsh. Listening and reading skills in Welsh are good.
22. The pupils' development in learning and personal and social skills is good with no important shortcomings. The pupils work very well independently and in groups. Their skills in working collaboratively are a strength in their learning. They have good strategies for solving problems, gathering and organising information and they work productively. They are learning to be self-critical and have a good understanding of how to improve their own work.
23. The pupils' behaviour in lessons and throughout the school day is good. They are friendly and helpful towards one another and courteous to the staff and visitors to the school. In small minority of lessons, some pupils are too talkative and this affects their peers' concentration. The pupils' attendance

and punctuality are good with no important shortcomings. Pupils enjoy coming to school.

24. The pupils' personal development is good. Their spiritual and moral development is good. They respond positively to well-planned acts of collective worship, the caring Christian ethos of the school, and many opportunities for prayer and reflection during the school day. The pupils awareness of equal opportunities and cultural diversity are good. The pupils have a good understanding of the culture of Wales, particularly their immediate locality.

The quality of education and training

25. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
9%	77%	11%	3%	0%

26. Teaching for children under-five is good with no important shortcomings. Activities are well planned to stimulate and challenge all abilities, and staff make good links between the different areas of learning.
27. The best lessons are presented with skill and imagination; teachers use a wide range of interesting resources and use ICT, such as the Interactive White Board, effectively.
28. The pupils' thinking and learning skills are promoted well in the majority of lessons. In particular, the ability to work effectively as a group is well taught.
29. Teachers identify opportunities for developing pupils' key skills but they do not always ensure consistent progress. There is too little incidental Welsh during lessons and pupils do not have enough opportunities to progress in ICT.
30. Pupils with SEN in all settings are taught well. The procedures for the early identification of special educational needs and the effective use of a wide range of diagnostic assessments have outstanding features.
31. There are shortcomings in a minority of lessons. These include work which is not challenging enough, especially for the more able; low expectations of pupils to work hard and complete work on time; and allowing too much noise.
32. There are comprehensive arrangements for assessing and recording the progress made by pupils towards the Desirable Outcomes, the National Curriculum and religious education. Pupils' work is marked regularly and purposefully. All statutory requirements are met. There is good practice in involving pupils in assessing their own work and setting targets which have a good impact on learning. The quality of reports for parents is good.

33. The curriculum is very well planned and constantly under review. Schemes of work and teaching plans have been systematically reviewed over the last two years and are helping to drive up standards, although some have yet to become fully embedded in practice.
34. There are outstanding features to the variety of educational visits and visitors and involvement in the local community. There are very effective links with the local parish. There are activities for pupils outside school hours and make a very good contribution to the school ethos. The involvement of both boys and girls in sporting and other activities makes a good contribution to their awareness of equal opportunities.
35. The pupils' personal and social education is developed well through a detailed scheme and the use of community visitors, such as nursing and police services. Very good links with parents make an outstanding contribution to the pupils' sense of self-worth. The effectiveness of links with parents is a significant improvement since the last inspection.
36. The school contributes to pupils' understanding of global awareness. They are actively involved in projects to improve their environment and for healthy living.

Leadership and management

37. The quality of leadership is an outstanding feature. The new headteacher has created a very effective team. She has a very clear vision for school improvement and has worked very well with staff and governors to ensure this vision is shared within all the school community. The effectiveness of the senior management team is an outstanding feature.
38. The school's self-evaluation procedures are good with no important shortcomings and very well managed. The staff, parents, pupils and governors contribute well to the process. There has been a significant improvement to the quality of leadership by subject leaders and the monitoring and evaluation of achievement is a very strong developing feature. The school makes good use of the school council to draw on the pupils' views.
39. The targets set for school improvement are appropriate and based on a thorough analysis of all the data available to the school. The school makes good use of local and national initiatives to improve teaching and learning.
40. The governing body fulfils its statutory responsibilities well. Governors take a very active and imaginative role in developing and reviewing policies and have strategic plans for evaluating their success.
41. There are outstanding features to the deployment of staff. The school offers good levels of specialist teaching and makes very good use of teaching assistants and other staff. All teachers have regular time for planning and preparation which is helping to raise standards.

42. Teachers make effective use of a good range of high quality learning resources. There are outstanding features to the schools use of the accommodation for teaching and learning, although there are limitations to the resources for ICT. The accommodation has been significantly improved through a series of grants sought by the new headteacher.
43. The financial management is good with outstanding features. Resources are used effectively and the school gives good value for money.
44. The school is very well placed to continue to improve.

Recommendations

45. In order to continue to improve the school, the headteacher, staff and governors should:
 - R1 improve standards of Welsh as a second language;
 - R2 raise standards of key skills in ICT and bilingualism;
 - R3 address shortcomings in teaching by sharing the evident good practise.
46. The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

Standards

Key Question 1: How well do learners achieve?

Grade 2: Good with no important shortcomings

47. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
48. The table below shows the standards achieved in the lessons observed in the six subjects selected for inspection:

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Pupils' standards of achievement	9%	77%	11%	3%	0%

49. These standards represent an improvement since the last inspection when a higher proportion of lessons were judged grade 4. The standards achieved exceed the Welsh Assembly Government's targets for 2007.
50. The overall quality of the educational provision for the under-fives is appropriate to their needs and the children make good progress towards the Desirable Outcomes for Children's Learning. There are good links between the different areas of learning which enable the children to progress well.
51. Standards of achievement are good overall in KS1 and KS2. The following table shows the standards in subjects inspected at each key stage:

Subject	Key Stage 1	Key Stage 2
English	2	2
Mathematics	2	2
Welsh as a second language	3	3
Geography	2	2
Music	2	2
Physical education	2	2

52. The pupils succeed in their work regardless of their social and linguistic backgrounds. Pupils with special educational needs make good progress and successfully achieve the targets set for them.
53. Standards of achievement in the National Curriculum (NC) assessments declined after the last inspection. This was particularly evident in mathematics at KS2. This was during a period of significant staff change. The NC assessments and the outcomes of other nationally standardised assessment data indicate that the downturn has been addressed and strong leadership is reversing this trend.

54. At the end of KS1, standards in the National Curriculum assessments in 2005 for reading, oracy, writing, mathematics and science were above the national and local averages. They were broadly average in comparison with schools with similar percentages of free school meals. The core subject indicator (CSI) which is the key measure used to compare attainment, was 91.3% against a national figure of 80.9% and a similar schools' figure of 93%.
55. By the end of KS2, the National Curriculum assessments were above the national and local averages for English, mathematics and science. They were in the top 25 percent in comparison with similar schools. The CSI for 2005 was 88.5% compared with a national average of 72.3% and an average for similar schools of 88%. The results for English and mathematics were in the upper quartile in comparison with similar school results. This reflects the strong trend of improvement over the last two years and indicates the good achievement made by pupils of all abilities.
56. The pupils make good progress in achieving the targets expected for them. The school has focused successfully on improving staff awareness of NC levels, and using them to set reliable and challenging targets for pupils to attain. The vast majority of pupils, including those with special educational needs, meet or exceed the targets set for them.
57. There is no significant difference in the achievement of boys and girls during their time in the school. Pupils with English as an additional language also achieve well. There is no difference between the achievements of pupils from different ethnic backgrounds.
58. Children under five make good progress in key areas of oracy, reading, emergent writing and numeracy. They also achieve well in creative, problem-solving and physical development. KS1 and KS2 pupils make good progress in listening, speaking, reading, and writing in English. This represents good improvement since the last inspection when progress in these key skills was inconsistent. Pupils make good progress in numeracy, creative and problem-solving skills.
59. Good features outweigh shortcomings for pupils' progress in the key skills of ICT and bilingualism. The use of computers is largely concentrated on word processing and there is limited progress made in data handling and presentation, and communication through the curriculum. This is linked to planning weaknesses and limited opportunities to practise learned skills. Pupils' progress in Welsh speaking, reading and writing is inconsistent through school and is related to insufficient incidental use of Welsh during lessons.
60. Pupils make good progress in their learning, although on a few occasions the work is too easy for more able pupils. They acquire good standards of knowledge and skills overall. For example, in English, pupils have a good knowledge of the different genres used by authors and this has a positive impact on their own writing. A strength in the pupils' learning is the

effectiveness of their team and collaborative work. Throughout the school, pupils have a very clear understanding of their role within the team, such as scribe or manager, allowing them to work efficiently. This prepares them well for their future learning.

61. The pupils' behaviour in lessons and throughout the school day is good. They are friendly and helpful towards one another and courteous to the staff and visitors to the school. They are considerate and supportive to younger pupils or those in need. Very occasionally, however, the teachers allow the pupils to make too much noise which affects other pupils' concentration.
62. The pupils enjoy coming to school and benefit from its warm, friendly ethos. The staff are good role models and relationships are outstanding. Pupils have a strong feeling of belonging to a happy orderly community where learning can thrive and this is also acknowledged by the parents.
63. The pupils' personal development is good. Pupils are thoughtful and reflective. They take the many opportunities for prayer and reflection in acts of collective worship and during the school day very seriously. Pupils regularly write their own prayers, sometimes to an exceptionally high standard. The pupils' social and moral skills are developed well. For example, they organise and lead merit assemblies themselves. They are very aware of issues of diversity and the need for tolerance in society.
64. Pupils develop a strong sense of citizenship within the school community and extend this through taking part in community events such as tree planting. Pupils take an active part in the life and work of the school. They take decisions, for example, through their roles in the School Council and feel they have a voice in the school. Pupils apply for posts as 'Playground Buddies'. They manage the 'Friendship Stop' and ensure that no one is without a friend at break times and lunchtime. Pupils undertake secretarial duties at lunchtime. They take telephone messages and are aware of security arrangements for visitors. All pupils have the opportunity to take responsibility for example by undertaking monitor roles and as managers and reporters during plenary sessions in lessons. Pupils take their responsibilities seriously and are committed to their roles.
65. At 94.78 % the average rate of attendance for the three terms prior to the inspection is above the local authority (LA) and national averages and meets the school's targets. Absences are caused mainly by sickness but the overall rate is affected by an increasing number of family holidays in term time. Almost all the pupils arrive on time at the start of the day.

The quality of education and training

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

Grade 2: Good with no important shortcomings

66. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
67. The quality of teaching observed in lessons during the inspection was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
9%	77%	11%	3%	0%

68. Teaching for children under-five is good. Activities are well planned to stimulate and challenge all abilities and to promote increasing independence in learning. The team work between the teacher and teaching assistant makes a good contribution to the effectiveness of teaching for under-fives and throughout the school.
69. Teachers have good subject knowledge. Lessons are planned well. The key skills are given appropriate emphasis and promoted across the curriculum. However, teachers do not make enough use of incidental Welsh to challenge the pupils progressively. The skills required for all subjects are broken down into small steps which effectively ensure the pupils' progress through the school. Lessons have clear learning objectives and these are shared with pupils throughout the lessons. The best lessons are presented with imagination and good use of resources. Many activities involve practical investigations, role-play and drama. For example, in geography the pupils make good use of research in the local environment to increase their understanding and make presentations to other pupils.
70. The school makes effective use of a range of teaching activities to meet the varying needs and abilities of the pupils. Teachers set individual and class targets which are shared with the pupils, and they organise learning groups effectively so as to maximise the full potential of each pupil. This is an increasing strength in the quality of teaching and leading pupils to a greater knowledge and understanding of their own strengths and weaknesses.
71. Staff make good use of appropriate learning resources and materials which challenge each pupil and support them to achieve their targets. Each pupil's progress is tracked and analysed and the information gathered used to inform future planning and provision.
72. A strength of the teaching is the increasing use of varied and challenging learning strategies. This equips pupils very well to work in teams and individually and to develop good problem-solving strategies.
73. Many teachers make good use of ICT to communicate ideas and involve pupils in their learning. For example, they use Internet presentations in English and geography. In the best lessons, teachers use the interactive white board very well and provide pupils with good skills for independent work using ICT. However, in a significant number of lessons teachers make too little use of the pupils' ICT skills to help them improve their own learning.

Opportunities are missed for pupils to use spreadsheets, data handling and power point presentations.

74. There are further shortcomings in a minority of lessons. The teachers do not always expect enough of pupils, particularly the most able. Occasionally, the lessons lack a crisp and urgent pace and the teacher does not establish clear enough expectations for the use of time and the levels of noise.
75. Pupils with additional learning needs are taught well. An outstanding range of diagnostic assessments ensure that pupils are identified early and supported well. The special educational needs coordinator (SENCo) and trained teaching assistants provide high quality teaching in small steps for early language and mathematical development. Teachers making good use of Individual Education Plans (IEPs) to match work to pupils' needs.
76. Staff have very good relationships with pupils and this is reflected in the warm, Christian ethos which drives teaching. There is a good focus on raising standards and the best lessons have a sense of urgency and high expectations for the completion of accurate work. Occasionally, teachers do not set specific enough boundaries for pupils and this leads to fussy and sometimes noisy, although very rarely naughty, behaviour.
77. The school has policies in place which successfully promote equal access and opportunity for all pupils. The teachers and support staff and have a very good knowledge of their pupils and ensure that in all aspects of school life there is equal opportunity for all.
78. The development of more precise and usable assessment procedures has been a key tool in raising standards. Assessment procedures are rigorous and challenging, and meet statutory requirements. Teachers make good and effective use of a variety of tests and use the results to inform for future planning and set targets for learners. The school has identified the development of pupils' involvement in assessing their own work and setting targets for their own performance as a priority. The pupils participate through identifying their strengths and aspects of learning which could be improved. Teachers' comments when marking of pupils' work are encouraging and provide suggestions as to how each pupil could improve their work. The school sets achievable and measurable targets for pupils with SEN and these are reassessed and evaluated on a regular basis, leading to the setting of new targets for a specific period of time.
79. The pupils with SEN are assessed regularly and their identified needs are outlined in detail within their IEP. All information about pupil progress is shared with the parents and pupils, and parents are contacted if any concerns arise regarding their child. All recording and reporting procedures meet statutory requirements.
80. The school provides annual reports on each pupil's progress to parents, and these include future targets for the pupils. There are regular opportunities

for parents to consult teachers about their child's progress and these are well attended.

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

Grade 2: Good with no important shortcomings

81. The findings of the inspection team are one grade lower than the school's self-evaluation because most schemes and policies have been re-written in the last two years. Although this represents a major achievement by the school's staff, some of these schemes, and the planning for ICT and bilingualism across the curriculum, have not yet had time to become embedded and become reflected in pupils' standards.
82. The curriculum is broad, balanced and accessible to all pupils, including those with SEN and disabilities. It meets all the requirements of the NC. The overall quality of the educational provision for the under-fives is appropriate to their needs and the children make good progress towards the Desirable Outcomes for Children's Learning.
83. The school works closely with other professionals to identify pupils with SEN and is involved in three intervention programmes. It has sought to raise standards via a number of initiatives, such as that for improving problem solving and thinking skills, science investigations and a project for the more able child.
84. In KS1 and KS2, pupils' standards and progress in the key skills of speaking, listening, reading, writing and numeracy across the curriculum are good. In information and communications technology (ICT) there are some good features, but there are shortcomings in important areas.
85. A particularly effective element in the curriculum is the outstanding provision for out-of-school activities and the enrichment of the curriculum by a very good range of clubs, cultural and sporting activities. In addition, the school makes very effective provision for visits, for example to St Woolos Cathedral, the National Museum of Wales and Techniquet, and for residential visits for older pupils. All pupils have access to a wide range of activities and the take up is high.
86. The curriculum is further enhanced by music lessons for pupils provided by peripatetic teachers of strings, brass and woodwind. Pupils also benefit as a result of linking with other primary schools for sporting fixtures and musical activities.
87. The school promotes pupils' personal development including their spiritual, moral, social and cultural development, well. Spirituality is developed during assemblies and during certain aspects of English, art and music lessons. Pupils have opportunities to use a prayer net where they take a bead and

write a prayer for somebody or something which they feel empathy with. The school provides pupils with a strong sense of right and wrong. Pupils are encouraged to behave as responsible members of their local community and of the wider world.

88. The school has strong links with the two local parish churches and the local vicar visits the school on regular basis.
89. Collective worship takes place daily and family assemblies are held fortnightly. A weekly service is used appropriately to celebrate pupils' achievements and raise their self esteem. Parents and teachers are involved in nominating pupils for rewards. A half termly Eucharist service is held which is well organised and led by the pupils and is well attended by parents.
90. The school actively promotes pupils' cultural development. There is an effective personal and social education policy and scheme and the school follows national guidelines for health, sex and drugs education. Pupils study their own and other cultures in history, geography, art and music.
91. The school provides many good opportunities for pupils from Y2 to Y6 to take responsibilities and make decisions, for example, when representing their peers on the School Council or when submitting ideas to it. Pupils in the Reception class are introduced to the concept of evaluating their own work and this is continued into KS 1 and 2 by the use of learning diaries where pupils reflect on their work at the end of each week.
92. The school is enriched by very effective partnerships with parents, the Church and the whole community. Visiting speakers enrich all aspects of the curriculum. The local parish is strongly involved in the work of the school. A weekly newsletter is provided for parents and this includes a section written by the pupils. Friends of the school have catalogued the books in the library and visit at lunchtime in order to assist with the borrowing through a computerised system.
93. There is suitable emphasis on the developing the pupils' awareness of Welsh culture and heritage. The school has strong links with its local community and this is recognised in many aspects of the curriculum.
94. There are shortcomings in the school's provision for developing pupils' bilingual skills in English and Welsh. In most classes, infrequent and irregular use of incidental Welsh hampers pupils' development of fluency.
95. Visitors from the community and carefully planned educational visits develop pupils' understanding of the world of work both past and present. Throughout the school, pupils benefit from working with professionals such as artists, authors, dancers and musicians as well as the police and fire service. They benefit from professional sports coaching. One teacher is in charge of industry links and five teachers have benefited industrial placements that enhance their professional development. This is a major improvement since the previous inspection.

96. The school benefits from sponsorship, for example, the printing of the very good quality school prospectus, and the provision of gates and seats for the pond area.
97. Pupils develop a good understanding of sustainable development. The school has gained the Eco Schools bronze award for its environmental activities. Pupils are involved in the Really Rubbish Campaign recycling schemes. They care for their environment and take measures to make it attractive for example through tree planting. The recently reconstructed pond is a valuable resource that helps to strengthen the links with the community and industry. There are plans to develop the surrounding conservation area as an outdoor classroom.
98. Y4 pupils develop the skills required to support economic development through their involvement in Enterprise Week. They learn team building, product research and advertising skills as well as quality control. Y5 pupils run the daily fruit tuck shop and the School Council nominates and organises fund raising events for charities.
99. The school gives good attention to developing national priorities for lifelong learning and community regeneration. Pupils are involved in community events such as Cardiff in Bloom and Centenary Celebrations.

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

Grade 1: Good with outstanding features
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100. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
101. Pupils are very well cared for in a supportive family community. The school works very closely with outside agencies, including 'Fast Track'. Pupils' health and welfare are given a high priority and as a result, they feel valued and respected.
102. The school responds very positively to parents' views sought through the recently introduced questionnaires. The parental involvement in merit assemblies has a very good impact on developing pupils' self-esteem, and the partnership with parents in supporting pupils' reading make this an outstanding feature.
103. The induction programme for children under five is carefully planned and implemented. The staggered intake helps to ease transition between home and school. There is an effective 'move up' day for transition from KS1 to KS2 and suitable arrangements, including the 'buddy system', help pupils who join the school at a later date to settle into the life and routine of their new school. Pupils say their children feel supported in their learning and social relationships. Transition arrangements to the receiving secondary school are well established. Pupils are involved in cross-phase bridging projects in the core subjects and in Welsh.

104. There are effective policies and procedures in place to monitor pupils' attendance, punctuality, behaviour and performance. The school operates a first-day response system for absences and regularly reminds parents of the need of regular punctual attendance. The school works closely with the EWO in the very few families who give concern.
105. The comprehensive behaviour and discipline policy and separate anti-bullying policy provide clear guidance. All adults in the school, including the mid-day supervisors, consistently apply the reward and consequences system that is fully understood by pupils. Older pupils say there are no real incidents of bullying. They feel behaviour in the playground and on educational visits is very good.
106. The school has followed appropriate procedures in the five cases of temporary and one permanent exclusion in the past twelve months. With good procedures to support pupils return to school this has been effective in improving standards of behaviour.
107. The provision for pupils with additional learning needs has outstanding features. There are very efficient systems to identify special educational needs at an early stage and excellent communication between staff, the SENCo and parents. The school uses a wide range of thorough diagnostic assessments to identify the precise nature of pupils' needs. The school uses this criteria effectively to provide group and individual support, as appropriate. There has been significant investment in the training of teachers and support staff to deliver special projects aimed at raising literacy and numeracy standards at an early stage. This is offering particularly good value for money.
108. The school has a good range of policies and procedures in place to ensure the health and safety of pupils. Pupils are well supervised at playtimes and lunchtimes. Risk assessments are undertaken systematically. The headteacher and one teacher are named persons for first aid and all staff, including mid day supervisors, are trained in emergency first aid and the use of Epi Pen. All necessary procedures are in place for reporting and recording accidents and illness and procedures in case of fire are well practised.
109. The school is involved in the Healthy Eating campaign. It promotes health and fitness through a wide range of extra-curricular activities and playtime games as well as the fruit tuck shop and projects such as 'Water Week'.
110. There is an effective policy and suitable procedures for child protection. The headteacher and her deputy are nominated persons and there is a named governor. All staff including mid day supervisors have received child protection training and are aware of the indicators of abuse. This is an outstanding feature. They know the referral process and procedures.
111. There are very effective policies and procedures in place for equal opportunities, race equality and the elimination of oppressive behaviour and bullying. The school follows local authority (LA) guidelines for recording and

monitoring the very rare racial incidents. All pupils are encouraged to take part in the activities provided during the day and in the extra-curricular activities.

112. In discussion, pupils say that misbehaviour or incidents of bullying are not tolerated and teachers will quickly deal with concerns. No incidents of anti-social behaviour were noted during the inspection.
113. The school has a suitable accessibility plan that takes account of the site and buildings. Appropriate provision is made for parents and carers with disabilities. There are currently no pupils with physical disabilities attending the school.
114. Pupils develop a very good understanding of diversity and gain an insight into other cultures through participation in celebrations such as Chinese New Year and through activities and subjects such as music, dance and religious education.

Leadership and management

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

Grade 1: Good with outstanding features

115. The findings of the inspection team match the judgements made by the school in its self-evaluation.
116. The high quality of leadership is not yet reflected in the standards identified in Key Question 1. This is because the strong leadership shown by the new headteacher has put effective procedures in place to raise standards, but has not yet had chance to become fully embedded. However, in a short period of time there are clear indications that a downward trend has been reversed and the capacity of the school to improve is good.
117. The quality of leadership provided by the headteacher, staff and governing body is one of the outstanding features of the school's work. The headteacher provides a very clear vision for the school's development and sets a very good example through all her work. She is well supported by the deputy headteacher and senior management team. The development of the senior management team and key stage teams is an outstanding feature. The team has a very clear and appropriate remit based on well planned agenda which, in turn, is built upon a very good range of monitoring and evaluation procedures. The staff work well as a team, share agreed values; they have high expectations and a clear sense of purpose.
118. An outstanding feature of the school is the expression of clear aims and values which now guide all the school's development and strategic planning. The school has clear aims and policies that focus on pupils' individual needs and there is a high priority given to raising pupils' standards of achievement. The headteacher has led a systematic review of these aims, working with

governors, staff and the LEA and communicated this well to parents. All of the school's policies have been reviewed and revised. The school's aims and mission statement head all documents and act as a regular point of reference. The management of the SEN units is effective and leads to good levels of inclusion.

119. The school is progressive in its outlook and takes full advantage of local and national initiatives. For example, it has gained the Basic Skills Agency Quality Mark accreditation and the bronze award for Healthy living. The school has worked very closely with the LA to improve the quality of provision in many aspects of teaching and learning. This has been particularly effective in improving standards of numeracy, writing and pupils' thinking skills.
120. There are thorough and purposeful arrangements for the professional development of teachers and support staff. These are fully focused on the requirements of the school improvement plan.
121. The day-to-day management arrangements are effective and the school runs smoothly.
122. The governing body fulfils its statutory responsibilities well. There is a good strategic plan for the governor's role in school development. The governors have a thorough understanding of policies and their implementation. There are outstanding features in their monitoring of the school through regular visits and contributions to learning. All their observations are recorded and reported back to the governing body. They have quickly developed a very effective working relationship with the new headteacher. The governors' commitment to the spiritual and pastoral well being of staff and pupils is also a strength.

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

Grade 2: Good with no important shortcomings

123. The findings of the inspection team are one grade below the judgements made by the school in its self-evaluation. This is because, although the school has produced very good procedures to promote high standards, they are not yet fully embedded in the work of all subject leaders and have not yet had the opportunity to impact overall.
124. The school's evaluation process is a model of good practice. Everyone is involved and aware of current objectives and the progress being made. There is now a strong culture of aiming for continuous improvement.
125. The headteacher, governors and staff know their school well and are fully committed to improving standards. Subject coordinators work closely and effectively with the senior management team to manage their areas of responsibility. They regularly reflect on and discuss with other teachers how to improve the standards pupils achieve, teaching and resources. They have all prepared subject action plans with clear targets for improvement. Many staff are now more involved in the monitoring and evaluation of standards and provision in their subjects than they have been previously. Particularly good use is being made of discussions with pupils and analysis of their work.

This is very effective in KS2. This is, however, still at an early stage of development in some subject areas, particularly where staff are new to the school or the post, and is not yet impacting on standards and provision consistently.

126. There is a well-planned rolling programme of self-review for all aspects of the school's provision. Relevant staff have been trained in the use of the local authority's school-based review package. The process involves the subject leaders reporting to staff meetings on the progress of their action plans. The headteacher and staff report to the Governors on the overall progress. A very good feature is that non-teaching and support staff are also made aware of progress.
127. Good efforts are made to include the views of parents through informal soundings and formal parental consultation. The school also makes good use of questionnaires for parents. The parents' response to the increasing opportunities for involvement in school life and establishing the direction the school takes is very favourable and contributes to the positive Christian ethos. The views of pupils are taken into account through the school council and the role of the head boy and head girl.
128. The self-evaluation report is of very good quality and provides a firm foundation for future development. The inspection findings match those of the school in four out of the seven key questions. The inspection team found outstanding features in the management of resources, but felt that procedures were not yet consistently established to match the school's assessment in other key questions. In all key questions, there was no more than one grade difference.
129. The school development plan is comprehensive and is produced from the subject action plans and an analysis of whole-school needs. It sets out clear targets and is costed. There are appropriate timescales and procedures to evaluate progress. As with self-evaluation, school planning also involves all stakeholders and progress is monitored regularly in staff, senior management and governors' meetings.
130. The performance management of the staff is effective in developing the school. All staff are set clear and manageable targets and supported in meeting their professional needs.
131. The progress since the last inspection has good features which outweigh shortcomings. Most of the improvement has followed the appointment of the new headteacher. Parental involvement in the school has significantly improved. There has been good improvement to the key skills of reading, writing and numeracy and standards of geography and physical education. However, key skills in ICT and bilingualism are still too low and the overall planning for the key skills is still developing.

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

Grade 1: Good with outstanding features
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132. Overall, the findings of the inspection team exceed the judgement made by the school in the self-evaluation report. Staffing levels, accommodation and learning resources are good with outstanding features and are very efficiently managed.
133. There are sufficient, qualified, specialist and experienced teaching and support staff and these are very well deployed to benefit pupils' learning. Support staff have attended a wide range of courses and are deployed very effectively. They are very well involved in lesson planning. This is an outstanding area of development. Pupils benefit from four visiting teachers, for Welsh and instrumental tuition.
134. Non-teaching staff provide excellent support for children under five, pupils in KS1 and KS2 who have specific learning difficulties and pupils with SEN. Teachers liaise regularly and effectively with the appropriate teachers.
135. Teachers' skills develop well through performance management, in-school training and from attending training courses. All teaching staff have appropriate time during the school week for planning and preparation (PPA) and this is used effectively. The headteacher ensures that the teachers have a fair workload and administrative tasks are kept to a minimum. The school is making good use of staff employed to cover for PPA time in raising standards in geography and physical education.
136. The school is well resourced in all NC subjects apart from information technology (IT). The school has purchased three interactive whiteboards and portable computers for each teacher, but most classes only have one computer in the classroom. Appropriate software to develop all aspects of ICT has only recently been available. In all other subjects teachers correctly match resources to the educational context, age and ability of the pupils.
137. The school is situated in extensive and very attractive grounds that are well maintained. The outdoor provision is further enhanced by marked playground games. The school has recently purchased picnic benches and umbrellas for both playgrounds and a wooden 'Wendy house' for KS1. This accommodation is an outstanding feature of the school and has been significantly enhanced by the very good use of grants.
138. The school building is very well maintained. The school caretaker ensures that the school is very clean and tidy and provides a safe working environment for staff and pupils. Classrooms and common areas are decorated with attractive displays of pupils' work and this makes the school a stimulating place in which to learn.
139. Staff for the under five children work hard to provide attractive and stimulating areas for the children. The newly-constructed covered way outside the Reception classroom has greatly enhanced and improved the environment for these children. The recently refurbished and restocked library is a valuable resource for pupils in KS 1 and 2. During the past year, the school and the local community have been involved in extensive work to

clear the overgrown area around the pond and to make it into an attractive area to further develop pupils' work in geography and science.

140. The school administrators carry out daily routines and a range of other responsibilities efficiently and effectively.
141. There is very effective use of the local environment, the community and educational sites to enrich pupils' learning. This is further enhanced by the contribution of visitors to the school.
142. Effective systems are in place, through self-evaluation, which ensures that the governing body provides good value in appointing staff, and towards purchasing and acquisition of relevant resources. This process is fully linked to the school's priorities identified through self-evaluation within the school's development plans, and is an outstanding feature, school management of its budgetary provision and makes full use of the money available.
143. The school has excellent financial management enabling the school to meet its targets and to maintain the continued improvements. The school development plan closely links priorities to the resources needed and their costs and the headteacher and governing body regularly meet to monitor and review budgetary spending. The school gives good value for money.

Standards achieved in subjects

English

Key Stage 1: Grade 2: Good with no important shortcomings

Key Stage 2: Grade 2: Good with no important shortcomings

Good Features

144. In both key stages pupils listen very well. They pay close attention to their teachers and to each other and have good recall of what they have heard. Most respond quickly to instructions and respond accurately.
145. By Y2, pupils express their ideas well with clear diction and good expression. This is particularly good in role play in response to their teachers' very good storytelling.
146. Pupils in KS1 make good progress in reading at a level appropriate to their age and interest and a significant proportion attaining higher levels. The pupils have a good knowledge of phonics and word recognition strategies to tackle new words.
147. Most pupils read with expression and fluency and understand that there are many different styles of text. For example, Y2 pupils enjoy reading for factual information in geography and history, and express strong preferences for different authors.

148. Pupils have a clear concept of what constitutes a sentence and punctuate accordingly. The less able pupils and those with SEN are making particularly strong progress in this element of writing.
149. Most pupils in KS1 make good progress in producing legible handwriting. The majority of pupils spell accurately and with care. More able pupils spell many multi-syllabic words correctly.
150. All pupils, including those with SEN, make discernible progress in communicating meaning in fictional and non-fictional writing.
151. KS 2 pupils communicate easily with each other in pairs or small groups. Their good listening and effective collaborative learning skills result in very good recall of earlier learning, for example in the genres of humorous tales and myths and legends. Many pupils use good speaking skills for presentations to parents and other classes. They are confident in answering and formulating questions.
152. Pupils read with good and often very good levels of fluency and expression. They are accurate and precise. The pupils read very well in groups or individually. Many pupils have no difficulty in tackling unseen complex words. For example, Y4 pupils read 'conceited' accurately.
153. Pupils are developing their use of dictionaries and thesauruses well. They make good use of their knowledge of alphabetical order to find words quickly. Most pupils have sound understanding of what they read.
154. They can differentiate between fiction and non-fiction and use the index to find information. The pupils make some use of the Internet for reference and research and most use strategies such as skimming and scanning effectively.
155. Most pupils can predict the outcome of a story imaginatively demonstrating satisfactory understanding of character and plot. In some classes pupils are able to evaluate their responses to books and express them clearly in their book reviews.
156. The pupils write in a wide range of different styles and for different genres. This reflects new teaching strategies the school has introduced. By Y6, pupils write biographies, diaries, accounts and recounts across a whole range of subjects. Pupils make good use of different presentation and note taking techniques such as lists and bullet points to communicate ideas.
157. Pupils have a good understanding of the structure of narrative writing and make good use of the language of literacy to communicate their ideas.

Shortcomings

158. There are no important shortcomings.

Welsh second language

Key Stage 1: Grade 3: Good features outweigh shortcomings

Key Stage 2: Grade 3: Good features outweigh shortcomings

Good Features

159. Most Y1 pupils can say the names of family members with correct pronunciation. They successfully copy the words on to their white boards. Most pupils can match the correct picture to the printed word.
160. The majority of Y2 pupils know the parts of the body in Welsh. They pronounce the words correctly. They read simple sentences from a 'Big Book' alongside their teacher and understand their meaning. They work in pairs to ask and answer questions about the topic. Most pupils can write the answer by using the correct word to fill in the gap. More able pupils write the answers in complete sentences.
161. Y5 pupils understand a wider range of questions in Welsh and give the correct answers. They use the affirmative and the negative. They read with correct pronunciation in their 'Big Book' sessions. They know the vocabulary associated with leisure activities.
162. Y6 pupils start to use four verbs in the past tense. They read questions and answers with satisfactory pronunciation. They write the answers with the aid of their dictionaries.

Shortcomings

163. Pupils do not use Welsh incidentally as part of their daily routine in all classes.
164. Some KS2 pupils are reluctant to take part in conversation. They have a limited knowledge of basic sentence patterns. Their pronunciation is inaccurate.
165. Pupils in upper KS2 do not write enough Welsh in extended tasks or use compound sentences enough.
166. Older pupils' reading skills in Welsh are underdeveloped.

Mathematics

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

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

Good Features

167. Pupils of all abilities, including those with special educational needs, make good progress. In mental mathematics sessions, pupils respond with enthusiasm and succeed to a large extent to give correct answers to the teacher's questions. Pupils use mathematical terms confidently and correctly.

168. Y1 pupils have a good recall of numbers up to 20 on a number track and order them correctly. More able pupils can order numbers to 30. Most pupils read numbers to 10 forwards and backwards.
169. Most Y2 pupils compare two given 2 digit numbers and know which number is more or less. They can round numbers up to 100 to the nearest 10. They give good estimates of different lengths in metres or centimetres. They work out the total cost of three things using coins. They read the time on an analogue or a digital clock. They solve a given problem by sorting information in simple ways and produce a pictogram. They begin to recognise line symmetry and whole, half and quarter turns to the left or right.
170. Y3 pupils explain the steps needed to successfully complete the tasks. They suggest and use other methods than the ones shown in their work on adding and subtracting 2 digit numbers using multiples of 10. Less able pupils count and match numbers to 20 and understand the concept of addition and subtraction. They add or subtract with increasing accuracy with the use of the number line.
171. Y4 pupils know the multiplication facts for tables up to 8. They correctly identify simple fractions and put them in order. They use, read and write metric measures. They competently calculate the perimeter of a simple shape. They use the eight points of the compass and draw and measure angles accurately.
172. Y5 pupils choose and use appropriate operations to solve word problems, explaining their methods and reasoning. Most pupils know by heart the multiplication facts to ten multiplied by ten. They can divide by numbers up to 10. More able pupils accurately divide by numbers up to 12. Most pupils competently use repeated addition and multiplication facts to help them. They confidently name and describe triangles, calculate perimeters and measure the area of shapes using square centimetres.
173. They solve problems using data in tables, charts and diagrams.
174. Most Y6 pupils multiply and divide up to 4 digit numbers by ten and a hundred. They find the percentages of numbers up to 200. More able pupils calculate percentages of numbers up to 3000. They can reduce a fraction to its simplest form by cancelling common factors.
175. They begin to understand how to create a 'grouped frequency table'. They sensibly discuss the completed graph and how the numbers are distributed. Most pupils complete their own frequency tables and transfer the data to a bar graph successfully. They see the connection between their handling of data and the collection of data in real life situations. Most pupils successfully read and plot co-ordinates in all four quadrants.
176. Pupils estimate and order acute and obtuse angles. They name the different angles correctly. They know the number of degrees in a right angle and the

sign for it. They recognise examples of the different angles in their immediate environment.

177. By the end of the key stage, pupils identify and use the appropriate operations to solve word problems and quantities and explain their methods and reasoning.

Shortcomings

178. There are no important shortcomings. However, pupils do not regularly use computers as a source of interesting data, and as a tool for representing and exploring data.

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

179. Pupils' geographical skills, their ability to observe and collect information in the field, to use maps at a variety of scales and apply appropriate vocabulary to their geography studies are well developed.
180. In KS1, pupils develop a good understanding of the school and immediate vicinity through first-hand observation; they explore, name and record a variety of features whilst walking around the locality. In discussion, pupils give good directions and sequence features from their earlier work.
181. Pupils in Y1 understand that an atlas is a book which shows where they can find other countries and they can identify Wales and other countries such as Ireland which they are studying. They are motivated by the travels of 'Barnaby Bear'.
182. Y2 pupils accurately follow simple maps of the locality. They identify key features and street furniture. They design their own maps based upon observations and make appropriate use of keys.
183. Pupils compare their own locality with that of Botswana. They make good rational deductions based on geographical knowledge as to why life is different from their own.
184. KS2 pupils continue to make good progress in mapping skills and use a variety of Ordnance Survey maps and atlas' well. They draw and make maps at a variety of scales using symbols and keys.
185. Pupils make good progress in developing their enquiry skills by exploring and comparing features in their locality and contrasting areas in the United Kingdom. Through close evaluation of aerial photographs, Internet

information and first-hand research on visits the pupils develop a very thorough knowledge of St Mellons and its surroundings. They use an appropriate geographical language and have a good understanding of terms such as 'amenities' and 'facilities'.

186. KS2 pupils pose relevant questions, identify geographical patterns and offer explanations, through geographical processes and problem solving. Pupils describe different mountain environments and discuss the characteristics of an avalanche and glacier. They work collaboratively and produce safety advice on Snowdon and other regions. They initiate and take responsibility when communicating group findings to their peers. This is a particularly good feature and raises the standard of achievement significantly.
187. The pupils in both key stages are developing a good understanding of the importance of sustainable development and geographical issues which affect environmental change. The major project on redeveloping the school pond has had a positive impact on pupils' learning throughout the school.

Shortcomings

188. There are no important shortcomings.

Music

Key Stage 1: Grade 2: Good with no important shortcomings

Key Stage 2: Grade 2: Good with no important shortcomings

Good Features

189. The standards in singing are good throughout the school. Pupils pay good attention to intonation and phrasing. They maintain their part as a member of a group in a part song. They sing with sensitivity and enjoyment.
190. Y1 pupils effectively represent characters in a story exploring a range of sound sources. They work well as a group to perform their own musical phrases. They evaluate their own performances with increasing competency.
191. Y2 pupils begin to understand how a poem can describe the process of a storm. They understand how individual words add to the effect. They make their voices change from louder to quieter. They select appropriate untuned percussion instruments which best match the four pairs of lines. They understand that the instrument needs to provide an effective crescendo.
192. Y5 pupils listen attentively to two contrasting pieces of music. They thoughtfully describe the mood of the two pieces. They explore a wide range of instruments. They create, select and organise sounds to produce a specific mood or atmosphere. Most pupils can evaluate their own and other groups' compositions meaningfully. They use and recall musical vocabulary well.

193. Y6 pupils are introduced to Gamalon music. They listen very well in order to recognise and describe its main characteristics. They have a good level of appreciation, understanding the nature of this music, the instruments and repetitive phrases. Pupils are quick to learn music patterns as a basis for their improvisation and through practice achieve a high level of vocal and instrumental performance.
194. They use a widening range of instruments with increasing confidence.

Shortcomings

There are no significant shortcomings.

Physical education

Key Stage 1: Grade 2: Good with no important shortcomings

Key Stage 2: Grade 2: Good with no important shortcomings

Good Features

195. Pupils in both key stages make good progress in acquiring the skills and techniques of gymnastics, dance and games. KS2 pupils also progress well in swimming, athletics and contact games.
196. All pupils warm up and cool down correctly and clearly understand the effect of exercise on their bodies. They work well individually, in pairs and in small groups, carrying and using space and apparatus safely. All pupils respond immediately and correctly to directions.
197. Pupils in KS1 generally show good control on floor work and simple apparatus, employing jumps, slides and rolls. They demonstrate development in balance and creating imaginative shapes.
198. They are progressing well in dance work. They show a good awareness of rhythm in response to music and create a good variety of shapes and balances. They are particularly inventive in their travelling movements.
199. KS2 pupils use space quietly and sensibly demonstrating sound control when running, freezing and balancing. This is a significant improvement since the last inspection. They are conscious of the need to pay heed to health and safety issues.
200. In gymnastics they plan and sequence their moves carefully to achieve fluency of movement. Most pupils develop a good sense of rhythm and co-ordination. In dance, pupils demonstrate high levels of energy and very good concentration. They respond well to musical and other stimuli and show imagination and teamwork in collaborative routines.
201. In the best lessons pupils act as, and observe from, good practice and are developing astute self-evaluation skills by KS2. They endeavour to improve their skills and are aware of the need to present their performance well. Pupils compete with commitment in team games.

Shortcomings

202. In a small minority of lessons pupils do not observe or discuss others' work sufficiently to enable them to judge others' and their own progress.

School's response to the inspection

'Learn, Share and Care'

We have considered the findings of the inspection and we are of the view that they are a fair and true reflection of the work of our school. It was pleasing to note that the inspection team identified many strengths and outstanding features which the school identified in their self evaluation report.

The team recognised that pupils in our school work very well independently and collaboratively in groups. The school was very pleased that the team recognised the thinking skills and problem solving strategies which have been introduced in subjects have had an impact on standards and are a strength in their learning. This has been supported by the strength of teaching which is identified as varied and challenging for pupils.

It was also pleasing to note that the involvement of parents and the school's involvement in the local community and parish is an outstanding feature particularly in developing pupils' self esteem. Pupils were identified as having a strong feeling of belonging to a community and that staff were role models and relationships outstanding.

The provision of out of school hour's activities was recognised as making a contribution to the school ethos and the way in which it enriched the curriculum was recognised as an outstanding feature. The accommodation of the school and its provision for teaching and learning was also recognised as an outstanding feature particularly the outdoor provision for pupils.

The work of the senior management team, all staff, both teaching and non teaching and governors have worked diligently to raise standards. **Through self evaluation we have sought to produce an objective picture of our school and the inspection process has made a considerable contribution towards celebrating our strengths and highlighting clear areas for further development to take the school forward into the future.**

Appendix 1

Basic information about the school

Name of school	Bishop Childs C.I.W. Primary School
School type	Primary
Age-range of pupils	4 to 11
Address of school	Willowbrook Drive, St Mellons Cardiff
Postcode	CF3 0AY
Telephone number	02920 770584

Headteacher	Mrs Gill Ellis
Date of appointment	September 2004
Chair of governors/ Appropriate authority	Mrs Gwen Jones
Registered inspector	Andrew Clark
Date of inspection	2 nd May 2006

Appendix 2

School data and indicators

Year group	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	29	27	30	30	30	30	30	206

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	6	4	8

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	30
Average class size, excluding nursery and special classes	30
Teacher (fte): class ratio	7:1

Term	R	Rest of School
Autumn 2004	81.6	95.6
Spring 2005	94.1	94.3
Summer 2005	92.0	95.3

Percentage of pupils entitled to free school meals	10.2
Number of pupils excluded during 12 months prior to inspection	3

Appendix 3

National Curriculum Assessment Results End of Key Stage 1:

National Curriculum Assessment KS1 Results 2005			Number of pupils in Y2:		30		
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher Assessment	School	0	0	7	70	23
		National	0	4	13	63	20
En: reading	Teacher Assessment	School	0	0	7	70	23
		National	0	3	11	63	23
En: writing	Teacher Assessment	School	0	7	13	67	13
		National	0	5	14	69	11
En: speaking and listening	Teacher Assessment	School	0	0	7	60	33
		National	0	4	14	55	26
Mathematics	Teacher Assessment	School	0	0	7	67	27
		National	0	2	11	63	24
Science	Teacher Assessment	School	0	0	7	57	37
		National	0	2	10	65	23

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

In the school	91.3%	In Wales	80%
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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 2005				Number of pupils in Y6		30					
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	0	0	8	5	4
		National	1	0	0	0	1	5	1	4	3
Mathematics	Teacher assessment	School	0	0	0	0	0	0	4	6	3
		National	0	0	0	0	1	3	1	4	2
Science	Teacher assessment	School	0	0	0	0	0	0	0	6	3
		National	0	0	0	0	0	1	1	5	3

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by Teacher Assessment		by Test	
In the school	92	In the school	n/a
In Wales	70	In Wales	n/a

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

Appendix 4

Evidence base of the inspection

Three inspectors spent a total of ten inspector days in the school and met as a team before the inspection. There was a peer assessor who took part in the inspection for three days. The school nominated the headteacher to join the team.

These inspectors visited:

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

Members of the inspection team had meetings with:

- staff, governors and parents before the inspection began; and
- senior managers, teachers, support and administrative staff and groups of pupils during the inspection.
- The school's LA advisor.

The team also considered:

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

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

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Andrew Clark Registered Inspector	Summary, Recommendations, Key Questions (KQs) 1,2,5 and 6 English Geography Physical education
Caterina Lewis Lay Inspector	KQ 4 Contributions to all KQ
Helen Smith Team Inspector	KQs 3 and 7 Welsh as a second language Mathematics Music
Gill Ellis Nominee	Contributions to all KQ through participation at team and other meetings.
Janet Evans Peer Assessor	Contributions to all KQ

Acknowledgement

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

Contractor

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