

**INSPECTION UNDER SECTION 10 OF
THE EDUCATION (SCHOOLS) ACT 1996**

Bryn Hafod Primary School

**Blagdon Close
Llanrumney
Cardiff
CF3 4HF**

SCHOOL NUMBER: 681/2065

DATE OF INSPECTION: 24 – 27 March 2003

BY

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REGISTERED INSPECTOR No: W111/16230

DATE: 6 May 2003

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CURRICULUM NOMENCLATURE AND KEY STAGES

A new nomenclature to describe pupils progress through school was introduced in 1989. This system of numbering year groups from the start of compulsory schooling to age 18 is intended to ease communication among schools, governing bodies, parents and LEAs and emphasise the importance of continuity.

The term “Reception” (R) is applied to the year group of pupils in a primary school (not a nursery class) who attain the age of 5 during the academic year “Year 1” (Y1) is applied to the year group of pupils who attain the age of 6 during the academic year and so on to Y13 the year group who attain the age of 18 during the academic year:

	R	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Years	4-5	5-6	6-7	7-8	8-9	9-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18

Key stage 1 of the national curriculum consists of Y1 and Y2; KS2 of Y3 to Y6; KS3 of Y7 to Y9; KS4 of Y10 and Y11 (which is the final year of compulsory education).

GRADE DESCRIPTIONS

The five-point grading scale used to represent the main judgements in this report is as follows:

1. Very good: many good features, some of them outstanding.
2. Good: good features and no major shortcomings.
3. Satisfactory: good features outweigh some shortcomings.
4. Unsatisfactory: some satisfactory work but shortcomings in important areas.
5. Poor: many shortcomings.

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1. CONTEXT

The school and its priorities

Bryn Hafod Primary is a LEA maintained school situated in a large housing estate in the outskirts of Cardiff. It caters for pupils between 3 and 11 years of age.

Three-quarters of pupils come from backgrounds described by the school as neither prosperous nor economically disadvantaged with one quarter of pupils coming from an area described as economically disadvantaged. The number of pupils on roll is currently 348. Pupils are taught in sixteen classes. In KS1 and KS2, numbers of pupils in classes range from 19 in Y3 to 27 in Y6 and all classes contain single ages. There is full time nursery provision for 35 pupils who attend for half day sessions. An additional class supports 16 pupils with special educational needs in KS2. The extensive school site combines hard surfaced and grassed areas and classrooms are situated in three separate buildings.

The intake of pupils includes many less able and a few able pupils with approximately one fifth of pupils identified as requiring special educational needs support. There are 19 pupils (16 boys and 3 girls) with statements of special educational needs (SEN). No pupils are natural Welsh speakers and 2% come from ethnic minority backgrounds. Thirty per cent of pupils are registered as entitled to receive free school meals.

The school aims to promote pupils' self-esteem and individual potential through the creation of a positive and supportive environment and to foster good communication within the school and with the wider community. The current School Development Plan (SDP) combines targets for development of literacy and numeracy, promotion of effective learning and teaching, the tracking of pupils' achievement, development of planning and INSET in the foundation subjects.

The last inspection occurred between 15th and 18th September 1997.

The current headteacher was appointed in September 1982. A new deputy head was appointed in 1999. Teachers have been in post between 2 and 20 years with the majority of teachers appointed in the last 6 years.

2. MAIN FINDINGS

The main findings of the report

Bryn Hafod Primary is an improving school. Through the efforts of a hardworking and committed staff, significant improvements have been made since the last inspection.

- During the inspection, the standards of achievement were satisfactory or better in 99% of lessons, 5% of which were very good and 76%, good.
- The overall quality of educational provision for children in the reception class is appropriate to their needs. Standards achieved in language, literacy and communication, personal and social development, mathematical development,

knowledge and understanding of the world, physical development and creative development are good.

- Standards of achievement in KS1 and KS2 are:

	KS1	KS2
English	Good	Good
Welsh (second language)	Good	Satisfactory
Mathematics	Good	Good
Science	Good	Satisfactory
Design and Technology	Good	Good
Information Technology	Good	Good
History	Good	Good
Geography	Good	Satisfactory
Art	Very good	Good
Music	Good	Good
Physical Education	Good	Good

- In both KS1 and KS2, the attainment of pupils compares favourably with national results when compared with schools in similar areas. In KS1, statutory teacher assessment for 2002 matches those for Wales: 81% of pupils achieve Level 2 or above in English, mathematics and science, compared with 81% nationally. In KS2, 63% of pupils achieved Level 4 or above in English, mathematics and science in 2002 compared with 68% nationally. (If statemented pupils are excluded from the total, 71% of pupils achieve Level 4 or above.)
- In both key stages standards are good in key skills of speaking and listening, writing and information and communication technology across the curriculum. Standards are satisfactory in key skills of reading and numeracy.
- The standards of behaviour and pupils' attitudes to learning are good; the whole school positive approach to behaviour management is very effective. Although there are still a small number of pupils in most classes who present teachers with challenging behaviour, they are well supported. The school's investment in extra staff and a wide range of indoor and outdoor play equipment is having a positive effect on pupils' behaviour and relationships at breaktime and lunchtime.
- The level of pupils' attendance is satisfactory. Registration procedures do not fully meet the requirements of National Assembly for Wales Circular 3/99. Punctuality remains a problem with a significant minority of pupils.
- During the inspection, the quality of teaching was satisfactory or better in 98% of lessons; of these, 19% were very good and a further 54% were good. In the nursery and reception classes, the quality of teaching is good. In KS1, the quality of teaching is good and often very good. In KS2, the quality of teaching is more variable and ranges from satisfactory to very good although there are examples of good or very good teaching in each year group.
- Very good features of the teaching include: clear learning objectives identified for pupils at the beginning of lessons; well-structured and well paced delivery which

sustains the interest of pupils; very good relationships with pupils who know that their efforts are valued and effective use of learning resources.

- Shortcomings in teaching include underdeveloped class management skills (which have an adverse effect on lesson pace), deficiencies in teachers' subject knowledge in Welsh and to a lesser extent in science and inappropriate level of challenge given to pupils.
- The quality of assessment, recording and reporting (ARR) is good. The quality of teachers' marking is consistently good and appropriate use is made of assessment to plan for pupils' learning. The collection of samples of marked work in portfolios to support the quality of teacher assessment is at an early stage of development. The involvement of pupils in setting targets for their development is underdeveloped at present.
- The school provides a good quality broad and balanced curriculum, which meets statutory requirements. There are policies and good quality schemes of work for most subject areas. Provision of extra-curricular activities is very good.
- Very good provision is made for the support, guidance and welfare of pupils. The school is a well ordered caring community, in which pupils feel valued, happy and secure. Relationships between pupils and staff are very good. Pupils have ready access to support both in and out of the classroom and are confident in seeking help when they have concerns.
- The quality of provision for pupils with special educational needs (SEN) is very good. It demonstrates the strong commitment of teaching and support staff to the progress and well-being of all pupils and is a strength of the school.
- Partnerships with parents and the community are very good. Parents are very supportive of the work of the school. Partnerships with schools and other institutions are good overall. Partnership with industry is satisfactory overall.
- The quality of self-evaluation and planning for improvement are good. Initiatives such as the analysis of quality of teaching and the level of pupils' engagement are having a positive effect on standards.
- The School Development Plan identifies a large number of targets for action and would benefit from a closer focus on priorities for each academic year.
- The quality of leadership and efficiency by the headteacher, deputy head, senior management team, subject leaders and governing body is very good. The longstanding headteacher knows staff and pupils very well and encourages a strong team ethos through good delegation of responsibility. He is ably supported by the deputy head, who is a very good role model for staff and is energetic in pursuing the goal of school improvement. The strong senior management team includes key members of staff from each key stage, early years and special educational needs provision.
- Provision of learning resources is good. Teachers ensure that resources are well used and accessible to pupils.

- Provision of staffing and accommodation are very good. Staff are well deployed and in very good number for pupils on roll. Within the three separate buildings, there is ample accommodation for the number of pupils on roll; this is utilized well for teaching and learning.
- Progress since the last inspection is very good, given the range of improvements in all areas of the life and works of the school. The school gives very good value for money.

3. EDUCATIONAL STANDARDS ACHIEVED BY THE PUPILS

3.1 Standards achieved in subjects and areas of learning

- During the inspection, the standards of achievement were satisfactory or better in 99% of lessons, 5% of which were very good and 76%, good.
- In both KS1 and KS2, the attainment of pupils compares favourably with national results when compared with schools in similar areas. In both KS1 and KS2, the attainment of pupils compares favourably with national results when compared with schools in similar areas. In KS1, statutory teacher assessment for 2002 matches those for Wales: 81% of pupils achieve Level 2 or above in English, mathematics and science, compared with 81% nationally. In KS2, 63% of pupils achieved Level 4 or above in English, mathematics and science in 2002 compared with 68% nationally. (If statemented pupils are excluded from the total, 71% of pupils achieve Level 4 or above.)
- The overall quality of educational provision for children in the reception class is appropriate to their needs. Standards achieved in language, literacy and communication, personal and social development, mathematical development, knowledge and understanding of the world, physical development and creative development are good.
- In English, standards in speaking and listening and reading are good overall in both key stages. In writing, standards are good in KS1 and satisfactory overall in KS2.
- In mathematics, standards are good in both key stages. Pupils' understanding of number and their ability to apply number operations to a range of contexts develop appropriately. Their skills of rapid mental recall progress well.
- Standards in science are good in KS1; pupils' knowledge and understanding of a range of scientific phenomena and their skills of scientific enquiry develop well. In KS2, pupils have good knowledge of science concepts but their skills of scientific investigation are underdeveloped. Standards in KS2 science are therefore satisfactory overall.
- In history, music, physical education, design and technology (D&T) and information technology (IT), pupils make appropriate progress and standards are good in KS1 and KS2.

- In geography and Welsh, standards of achievement are good in KS1, where pupils demonstrate appropriate knowledge, understanding and skills. In KS2, progress is not always sustained and standards are satisfactory.
- In art, standards are very good in KS1 and good in KS2. In KS1, pupils demonstrate exceptional observational skills through their work in art.

3.2 Standards achieved in key skills across the curriculum

In both key stages standards are good in speaking and listening, writing and information and communication technology across the curriculum. Standards are satisfactory in key skills of reading and numeracy across the curriculum.

- Pupils in both key stages develop good listening skills. During class reading sessions they listen attentively and offer opinions about the text. During Welsh lessons they listen to instructions and respond appropriately. Across a range of subjects, pupils listen attentively to comments made by their peers during group tasks.
- In both key stages, pupils use an appropriate range of vocabulary and speak with developing fluency and confidence. During their debate on current affairs, pupils in Y6 offer their opinions clearly and pose questions confidently. However, on occasions some pupils lack the necessary language to offer extended responses. Pupils use language effectively in a range of contexts across the curriculum; they use technical terms competently in science and mathematics. Their use of subject specific vocabulary in many subjects is developing well and is encouraged by all members of staff.
- Pupils achieve satisfactory standards in reading across the curriculum. They discuss books with enjoyment and enthusiasm but there is little evidence of pupils researching work independently to support learning using reference materials or the internet.
- Pupils in both key stages make good progress in writing and are able to adapt their style of writing to different contexts and audiences across many subjects.
- Numeracy skills are developing in several subject areas. In geography, Y4 pupils collect data for a traffic survey. Another good example of the use of numeracy is in Y6 pupils' analysis of 1851 census data. However, the key skill of numeracy across the curriculum is underdeveloped overall.
- ICT is used appropriately to support pupils' work. In design and technology, pupils in Y2 have investigated favourite playground equipment and recorded their findings using IT. Throughout the school, pupils use graphics and text to present their work in geography, religious education, history, art and English. The digital camera is used effectively to support pupils' learning across a range of subjects.

4. ETHOS OF THE SCHOOL

4.1 Pupils' spiritual, moral, social and cultural development

Provision for pupils' spiritual, moral and cultural development is good; for social development it is very good.

- The school provides a positive, welcoming and supportive environment where pupils are valued, confident and secure. The values of respect and concern for others are consistently encouraged and reflected in many aspects of school life.
- The quality of relationships in the school is very good; staff provide good role models and work hard to create a calm and caring working environment. Pupils' achievements are valued and rewarded and used very effectively as a basis for developing positive attitudes and encouraging self-improvement.
- Pupils have a good understanding of right and wrong and these values are reinforced positively through aspects of the curriculum. Circle time contributes substantially to pupils' social development and understanding.
- Opportunities for pupils to work co-operatively and independently are well considered; those pupils who experience difficulty responding appropriately to others are very well supported.
- Pupils are encouraged and enabled to appreciate their own cultural traditions and to respect the diversity and richness of others. The school suitably promotes racial harmony. Pupils' understanding of other people's lives, beliefs and traditions is well developed through the curriculum.
- Acts of collective worship meet statutory requirements; pupils respond well to the messages being shared. During inspection, the class assembly led by Y2 was a pleasant and happy occasion, well supported by staff and parents.

4.2 Behaviour and attitudes

The standards of behaviour and pupils' attitudes to learning are good.

- The whole school positive approach to behaviour management is very effective. Although there are still a small number of pupils in most classes who present teachers with challenging behaviour, they are well supported. The school has not needed to exclude pupils for many years until very recently; appropriate procedures have been followed.
- The foundations for good behaviour are laid effectively in the early years. Children settle quickly in school.
- All staff have high expectations of pupils' behaviour. They know pupils and their parents very well and have built mutually respectful and supportive relationships. Staff are consistent in their applications of routines and pupils know what is expected of them. The headteacher's knowledge of individual pupils is very impressive and pupils respond to him very well. The school is a welcoming caring community where all pupils are valued: pupils and staff work well in a purposeful atmosphere.

- The vast majority of pupils enjoy school and are keen to do well. Motivation and behaviour in the classroom are good. During lessons, pupils listen well, are involved and show enthusiasm for their work. They settle quickly and willingly to tasks. In particular, small groups of pupils in KS2 show perseverance and concentration when undertaking written language tasks; they work conscientiously in the busy environment at the rear of the hall whilst their peers are involved in PE sessions.
- Pupils collaborate and support each other when working in groups. For example, during the joint Y3 D&T practical activity where pupils shared tasks and resources sensibly between the two classrooms
- Pupils behave maturely; they are friendly and show consideration to each other, staff and visitors. They know the routines and move sensibly in and around the buildings. Their behaviour during whole school assembly is exemplary. They enter the hall quietly and take up their places quickly.
- Schemes are in place to improve and maintain behaviour. Pupils respond well to the school and classroom rules they help to formulate and to the reward system. They feel they are treated fairly and that their efforts are valued. Their attitudes and achievements in and outside school are celebrated during the weekly 'Achievers Assembly'. Their certificates are prominently displayed on Achievement Boards in classrooms and both halls.
- There are effective procedures to deal with bullying. Pupils confidently approach staff with any problems and concerns they may have verbally or through written messages; the discreetly placed 'Worry Box' is a valuable resource. All messages and outcomes are recorded.
- The school's investment in extra staff and a wide range of indoor and outdoor play equipment is having a positive effect on pupils' behaviour and relationships at breaktime and lunchtime. Pupils are developing good social skills; they take turns and use the equipment sensibly. Trained mid-day supervisors work effectively with teachers' aides to maintain acceptable standards of behaviour in the playground. They organise playground games and have a role in the reward system.
- Supervision in the two dining halls and the outdoor picnic areas is very good; this is a valuable social time for pupils. The headteacher and teachers work effectively with learning support staff to supervise and eat with the pupils.
- Pupils have responsibilities and are encouraged to help and care for each other. Representatives from all KS2 classes are elected to the School Council. They help to foster good relationships between pupils and assist adults. They develop good negotiating skills and staff respond positively to their suggestions. Older pupils are sensitive to the needs of the younger ones. They willingly play with children in the early years classes during the lunch period. Their confidence and self esteem is enhanced through working with their partners in the weekly reading groups.

- Policies for behaviour management and midday supervision provide sound guidance but need updating in line with current practices.

4.3 Attendance

The level of pupils' attendance is satisfactory.

- At 91.57 per cent the average rate of attendance for the past three terms is below the LEA and national averages. This is a very similar position to that found in the last inspection.
- Absences are caused mainly through illness but the overall rate is affected adversely by family holidays in term time, some of which exceed the permitted ten days.
- Punctuality remains a problem with a significant minority of pupils. Persistent latecomers miss the commencement of lessons and disrupt the teaching and learning. Individual sessions and lessons start on time.
- Informal arrangements to improve punctuality and incentives to improve attendance are in place. A small number of parents regularly bring their children to school well before the start of the day. Best class attendance is celebrated weekly and there are termly rewards for pupils who achieve 100 per cent attendance. However there are no targets or incentives to improve punctuality and the school lacks rigour in reminding parents of the need for regular prompt attendance.
- Procedures are in place to monitor and follow up absences. The school works closely with the Education Welfare Officer (EWO). However the attendance policy has not been reviewed in line with the operating instructions for the computerised registration system and as such does not provide up to date guidance for new or supply teachers.
- Registers are taken formally during the morning session following the school assembly and there are inconsistencies in marking registers at the start of the afternoon sessions.
- Registration procedures do not fully meet the requirements of National Assembly for Wales (NAfW) Circular 3/99.

5. QUALITY OF EDUCATION

5.1 Teaching

During the inspection, the quality of teaching was satisfactory or better in 98% of lessons. Of these, 19% were very good and a further 54%, good.

- In the nursery and reception classes, the quality of teaching is good. In KS1, the quality of teaching is good and often very good. In KS2, the quality of teaching is

more variable and ranges from satisfactory to very good although there are examples of good or very good teaching in each year group.

- Lessons are well prepared and usually give good consideration to learning objectives and the needs of the ability range within the class.
- A very good feature observed throughout the school, is the sharing of lesson objectives with pupils at the start of the lesson. These then form the basis of some effective practices in pupils' evaluation of learning at the end of lessons.
- An effective range of teaching activities supports good lesson pace in most classes. Lessons are well structured and include well-focused introductory teaching, regular pupil involvement through varied tasks and useful plenary sessions.
- Most teachers give good consideration to inclusion of group activities which require pupils to share thoughts and develop their speaking and listening skills. Here, teachers make good use of oral work to encourage use of subject specific language in extended responses. Occasionally, the size of groups in practical tasks is too large for effective communication.
- The majority of teachers use resources and classroom displays well to support pupils' learning. This is particularly evident in the teaching of English and mathematics.
- The very positive relationships between teachers, other adults and pupils enhance the quality of interaction and pupils' learning. Pupils are willing to contribute to lessons because their responses are valued.
- Teachers are well supported by classroom assistants, nursery nurses and parent helpers. Another positive feature is the team teaching that occurs between staff in the same year group. This was notable in music and English during the inspection.
- The headteacher has a regular teaching commitment in English and mathematics with Y6 pupils and this assists the level of individual support for pupils. The Learning Support Co-ordinator liaises well with class teachers to support pupils' self-esteem and progress.
- The subject knowledge of teachers is generally good, although there are deficiencies in teachers' knowledge to teach KS2 Welsh (Second Language) and science.
- Most teachers interact well with pupils to support learning and assess their understanding. They respond positively and helpfully when marking pupils' work or when giving oral feedback.
- Most teachers manage classes effectively; clear routines and well-defined expectations for appropriate behaviour have a positive impact on the quality of pupils' learning. In a minority of classes, class management practices are

underdeveloped and this has an adverse effect of the quality of interaction and the pace of lessons.

5.2 Assessment, recording and reporting

Standards in assessment, recording and reporting are good.

- A recently updated policy for assessment, recording and reporting provides clear guidelines and is implemented well by staff. The deputy head oversees the quality of assessment, recording and reporting and this enhances the consistency of approach.
- The marking of pupils' work is regular, positive and helpful. When combined with the frequent oral comments occurring in most lessons, the marking raises pupils' self-esteem and helps them to make progress.
- A useful feature of many lessons is the focus on evaluation in plenary sessions where pupils discuss their learning in pairs or with the teacher. In some cases, they also consider short term targets for the next lesson and there would be benefit in extending this practice.
- A recent school initiative is the setting of termly targets by pupils. These are of variable quality at present and are sometimes too broad to be of any practical use.
- Teachers write helpful evaluations of lessons, which identify pupils' strengths and needs and influence the subsequent week's planning.
- The development of systems to track pupils' progress is identified as a target in the current School Development Plan. The systems initiated are well considered and are beginning to impact on standards.
- Portfolios of work, including samples that have been assessed using NC level descriptions, are at an early stage of development for core subjects and are yet to be initiated for foundation subjects. This sometimes impinges on teachers' understanding of standards, for example, in English writing.
- Individual and group reading records are well maintained and support achievement of standards.
- A baseline profile is produced for early years pupils and assists the continuity of their learning in the reception class.
- Records for pupils with special educational needs are well-maintained.
- Reports to parents meet statutory requirements and are positive and informative. There would be benefit in a closer focus on achievement rather than including information about experiences, which parents already receive elsewhere.

5.3 Curriculum

The curriculum is broad, balanced and relevant and meets statutory requirements.

- The overall quality of educational provision for the under-fives is appropriate to their needs and children make good progress towards the desirable outcomes for children's learning.
- In the early years, planning is based firmly on the six areas of learning but the current scheme of work does not provide sufficient guidance to aid teachers' planning. There is some repetition in teachers' medium and short term planning with insufficient focus on clear learning objectives; this area requires further development.
- There are policies and good quality schemes of work for most subject areas, which follow a common format and focus appropriately on learning outcomes. The schemes for English and Welsh are developing but do not currently provide sufficient support to ensure maximum progression in pupils' learning.
- Weekly planning follows a common format throughout the school and year groups plan effectively together to ensure parity of coverage. Learning objectives are identified clearly.
- The school is beginning to plan for the development of key skills and this is evident in teachers' weekly planning and in the scheme of work for humanities (history and geography). In the majority of cases, areas are indicated briefly but in the best practice, there is more detail regarding the specific skills to be developed. More work is required here in order to ensure maximum opportunities to develop pupils' skills.
- There is a clear policy on Race Equality, which emphasises the promotion of good race relations and the elimination of racial discrimination across all areas of school activity.
- There is a clear policy for personal and social education, based on ACCAC guidelines. The school promotes this area successfully and standards are very good. Educational visits and visitors to the school enhance pupils' learning experiences and the local environment and community are used effectively to support pupils' learning.
- Pupils take home their reading books regularly. Homework, which supports pupils' learning, is set on a regular basis. Parents who attended the parents' meeting and returned questionnaires were supportive of the school's response to homework and with the balance of the curriculum.
- The school provides an extensive and extremely well supported range of extra-curricular activities. These add considerably to the quality of education provided by the school.

5.4 Support, guidance and pupils' welfare

The quality of support and guidance and the procedures for ensuring pupils' welfare are very good.

- The school is a well ordered caring community where pupils feel valued, happy and secure.
- Relationships between pupils and staff are very good. Staff know their pupils well and pupils like and respect staff. Pupils have ready access to support both in and out of the classroom and are confident in seeking help when they have concerns.
- Arrangements for lunchtime supervision are very good. All pupils are actively engaged in a variety of play activities. These activities are organised and monitored carefully by a member of teaching staff, supported by a team of dedicated supervisory assistants.
- Procedures for safeguarding the health and safety of pupils and staff are appropriately documented and implemented. Medical procedures are carried out efficiently as are evacuation and fire alarm drills.
- Child protection procedures are good. Staff have access to a clearly laid out policy and all staff are aware of the procedures for referral. Key staff have received appropriate training.
- The head teacher and governing body have allocated resources to create a safe and secure working environment for pupils and staff. The school has a controlled access system and the exterior of the building is monitored by video surveillance equipment.
- A School Council meets on a regular basis and makes important decisions, which have a direct impact on the work of the school. Minutes of the meetings outlining the issues discussed and decisions reached are on display throughout the school.

5.5 Provision for pupils with SEN

The quality of provision for pupils with special educational needs (SEN) is very good. It demonstrates the strong commitment of staff to the progress and well-being of all pupils and is a strength of the school.

- Sixteen boys and three girls have statements and an additional fifty six pupils have been identified as requiring SEN support. There is a special unit situated in the school which currently caters for fifteen Y3 to Y6 pupils, with mild to moderate learning difficulties. These pupils are well supported by one full time teacher and two specialist support assistants.
- Procedures for identifying pupils with SEN are very good. Annual reviews and statementing procedures comply with the SEN Code of Practice and are well managed by the SEN Co-ordinator (SENCO) and senior staff. Parents of pupils with SEN are informed of their child's progress on a regular basis and are closely involved in the ongoing review process.
- Pupils receive very good support in mainstream classes from class teachers, support teachers and specialist support assistants. Some pupils are withdrawn for individual and small group support. These withdrawal groups are well organised and good use is made of differentiated teaching materials. All pupils with SEN

have full access to a broad, balanced curriculum. Work is effectively planned to fully meet the needs of the pupils. Pupil progress is good.

- Arrangements for devising Individual Education Plans (IEPs) are very good. The SENCO liaises effectively with class teachers and support staff to set clear, realistic targets. The quality of the IEPs is very good and effective use is made of them by teachers when planning work. The IEPs are reviewed and updated on a regular basis.
- The quality of provision in the special unit for pupils with mild to moderate learning difficulties is very good. The unit is spacious, attractive and welcoming. Resources are good and the school provides well for the pupils.
- Staff working within the unit have a very good knowledge and understanding of the pupils. The specialist support assistants are highly skilled and staff and pupils value their work. The teacher in charge of the unit provides good leadership and direction for the development of provision for pupils with SEN within the school. There is a sense of purpose and co-operation between the unit and the mainstream school.
- Relationships between staff and pupils are good and this creates a good ethos for learning. Staff have high levels of expectation of the pupils and pupils are encouraged to develop independent work skills. All staff promote pupils' self esteem and confidence effectively.
- The school has developed good links with outside agencies including social services and pupil support services. Currently there is no speech and language therapy support available to the pupils in the unit. This is unsatisfactory.

5.6 Partnership with parents and community, schools and other institutions

Partnership with parents and the community are very good. Partnerships with schools and other institutions are good overall.

- The quality of written information provided for parents is good. Parents of children in the early years receive a nursery booklet and separate reception induction pack; they provide useful information about routines and the six areas of learning. Termly topic sheets and home tasks keep parents well informed about their children's learning.
- The termly KS1 and KS2 'Curriculum News' provides useful information about subjects being taught and guidance to support and reinforce class work together with diary dates of planned visits. Frequent newsletters keep parents well informed about school matters. Copies of important information are posted on exterior noticeboard and doors.
- Parents receive an informative prospectus at the start of each year that contains the home school agreement. Together with the governing body's annual report, the information provided still does not meet fully NAFW requirements.

- There is good daily informal contact with staff throughout the school.
- Time and effort is invested in encouraging parents to be involved in the education of their children. Parents and children in the early years classes enjoy the 'Weekly Share a Book' time and home reading books.
- The weekly book club organised by all staff is open to parents and pupils from early years through to Y6 and is well attended and beneficial. Pupils move freely between activities; they use listening centres sensibly.
- Formal parent-teacher consultation meetings are very well attended.
- A small number of adults make very positive contributions to the life of the school and to standards achieved by pupils.
- The small but very active Parent-Teachers' Association (PTA) organises fundraising and social events that are family oriented. It provides substantial financial support. Funds raised are used to enhance resources such as toys for the early years and plants and materials for the conservation area.
- The school has very good links with the community. The summer fayre is very much a community event. Local traders and specialists donate goods and services. Concerts, assemblies and celebrations are open to invited members of the community and are well attended.
- Visits and visitors help to enrich the curriculum. Pupils' skills for example in music and art are enhanced through working with an opera company and with artists to create structures in the infant playground. Older pupils benefit from residential visits where they develop good social skills and teamwork. Y6 work in history is supported through their visit to the Imperial War Museum.
- Pupils support local events such as the annual Llanrumney festival. The choir visits the community to entertain local groups.
- The school supports charities and raises funds for people less fortunate than themselves.
- There are good links with the nearby parent and toddler group and surrounding primary schools. Pupils regularly take part in sporting events and competitions.
- Transition arrangements with the receiving secondary school are well established. However, curriculum links are not as well developed. Pupils use facilities such as the comprehensive school computer suite.
- The school is in partnership with an initial teacher training institution and provides training and work experience for trainee teachers. A trained student mentor is in place. Pupils benefit from using the university's prestigious sports facilities such as the athletics track for their annual sports day.
- Pupils' social skills and self-esteem are developed through working with students in a sponsored extra-curricular club.

- The school provides mutually beneficial work experience and training for secondary school students and alternative curriculum students.

5.7 Partnership with industry

The quality of partnership with industry is satisfactory overall.

- The school has a written policy but no staff have benefited from an industrial placement.
- The school obtains sponsorship from a small number of commercial concerns to improve resources, facilities and the environment.
- A programme of planned termly visits and visitors to the school help to raise the pupils' awareness of the world of work both past and present. Y6 for example, benefit from the very recent link that has been established with the port authority in their work on the history of Cardiff docks and the link with the coal and dredging industries.
- Pupils' skills and understanding are developed through working with visiting artists, musicians, drama groups and professional sports coaching. Their reading skills are enhanced through their involvement in a charity fundraising 'readathon' that culminated in their appearance on a national TV programme.
- Pupils throughout the school take part in commercially sponsored competitions. They have been successful in national 'Children's Art and Innovation Awards'.
- Y6 pupils successfully participate in a mini enterprise initiative that helps to broaden their business acumen and develop self-confidence.

6. MANAGEMENT

6.1 Quality of self-evaluation and planning for improvement

The quality of self-evaluation and planning for improvement is good.

- The headteacher, staff and governing body have a clear vision for the development of the school. Through a range of strategies implemented by a very committed team, significant improvements are being made.
- All staff are closely involved in the self-evaluation process. Subject leaders monitor developments in their respective subject areas, the deputy headteacher oversees the quality of planning and ARR. Key stage leaders and the SENCO evaluate provision in particular parts of the school so that the headteacher maintains a good overview of developments.
- All teachers have been video-filmed as they teach and the whole staff have evaluated the results. This has had a positive effect on the quality of teaching by making staff aware of the significance of good lesson pace. Another useful self-evaluation tool has been the analysis of the level of pupils' engagement in lessons.

- Some class observations have been linked to evaluation of standards in English, mathematics and some foundation subjects. Written feedback to teachers supports their professional development by thorough identification of good features and targets for action.
- The school makes use of teacher assessment and external test data to consider pupils' achievement and set targets for further improvement. For example, analysis of pupils' achievements in spelling is thorough and, although initiatives are at an early stage of development, there are signs that effects on standards are positive.
- The School Development Plan is a carefully produced document which includes summary statements and action plans for all subject areas and a large number of targets. Targets are accompanied by identification of success criteria, person(s) responsible and timescales but there is insufficient consideration of funding or staff training attached to specific targets. There would be benefit in a closer focus on what is to be achieved within one academic year.

6.2 Leadership and efficiency

The quality of leadership and efficiency by the headteacher, deputy head, senior management team, subject leaders and governing body is very good.

- The longstanding headteacher knows staff and pupils very well and encourages a strong team ethos through good delegation of responsibility. He is ably supported by the deputy head, who is a very good role model for staff and is energetic in pursuing the goal of school improvement.
- The strong senior management team includes key members of staff from each key stage, early years and special educational needs provision. They meet regularly with the headteacher to agree lines of action and implement decisions well in different parts of the school.
- The governing body is well informed and fully committed to the life and works of the school.
- Roles of subject leaders are well developed. All subject leaders have received time away from usual classroom duties to monitor the quality of planning, standards and attitudes of pupils, opinions of staff and resource provision. They take ownership of their respective subjects through production of annual written reports and action plans.
- A recent introduction of working teams to lead English and mathematics is having a positive impact on standards. Members have experience of working across both key stages and early years and have a good understanding of the continuity of pupils' learning.
- Prudent management of school finances has helped to fund initiatives such as the full time Learning Support Co-ordinator and has assisted the school in maintaining its aims of sustaining single year group classes.

- The school has gained the Investors in People award.
- Administrative procedures and daily routines operate efficiently.
- The school complies with statutory Welsh Assembly Government requirements.
- The school gives very good value for money.

6.3 Staffing, accommodation and learning resources

Provision for staffing and accommodation is very good. Provision of learning resources is good.

- The school is very well staffed for the number of pupils on roll. An additional 1.5 members of staff are employed to support the school's commitment to 'learning to learn' and reading recovery programmes. Pupils' needs are thoughtfully considered and they are well supported.
- Teachers are well qualified and provide the school with a range of skills and experience. Staff are provided with generic job descriptions and they maintain detailed records of individual training and personal development. All staff serve the school extremely well and are valued for their contributions; team work is a strong feature of the school.
- Support staff are well developed and deployed and provide very good quality support for pupils. Positive techniques are adopted to ensure pupils make good progress.
- All staff attend INSET courses as part of their continuing professional development and information is disseminated to colleagues.
- Within the three separate buildings, there is ample accommodation for the number of pupils on roll; this is utilized well for teaching and learning.
- Buildings are maintained through a rolling programme of repair, maintenance and refurbishment. Water penetration is a problem at several points in both main buildings, but more particularly in the infant block where the flat roof is causing substantial problems. Temporary repairs have been undertaken to counteract water penetration near light fittings. In the early years building, guttering is in need of repair.
- The school occupies an extensive site. Outdoor areas have been considerably enhanced by provision of seating and a tree-planting project. In early years, the outside environment provides good opportunities for learning and outdoor play. Main playground surfaces, however, are beginning to deteriorate and the extensive boundary fence is in disrepair.

- Internally, accommodation is clean and well maintained.
- The school has invested in the provision of a computer suite, which is very effectively used by pupils and staff. There are additional computers in the classrooms.
- A good range of learning resources, which are continually reviewed, supports teaching and learning. However, there is limited library provision and the school needs to consider how current provision could be more effectively organised and utilised to develop more fully, for example, independent research skills.
- Teachers ensure that resources are well used and accessible to pupils.
- Good use is made of well-planned educational visits, residential outdoor activities and contacts with the community and training establishments.
- Measures have been taken to prevent unrestricted access to buildings; telephone or hand-held radio sets ensure direct communication between the three units.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

Provision for the under-fives

The overall quality of provision for the under-fives is appropriate to their needs and pupils are making good progress towards the desirable outcomes.

Throughout the early years, children are given appropriate activities, which they enjoy. They have good opportunities to use all the resources available, including regular access to outdoor play and the garden area. Staff are sensitive and focused in their support of children and work consistently to ensure there is a strong emphasis on the development of children's skills in early literacy.

Good features

Children's language and communication development is good overall.

- In the nursery, children are beginning to listen appropriately to adults and to respond to questioning. They use their listening centre independently and interpret stories with pleasure. Vocabulary is effectively developed and extended in a range of activities such as circle time or when considering designs for cards for Mothering Sunday; the majority respond well.
- Children in reception are making good progress in spoken language. Many listen appropriately when sharing big books. They search willingly for clues, describe observations and are beginning to predict outcomes. Children handle books sensibly and talk about titles, authors and illustrators; some have made a positive start with their reading and enjoy sharing their texts with adults. Most children are making good progress in letter formation and initial sounds; some make good

attempts to devise their own shopping lists. More able children form letters well, write their own names accurately and confidently and are making steady progress towards independence.

Children's mathematical development is good.

- In the nursery, children's early mathematical language develops well. Children can discuss the relative length of items. They make spheres out of clay and can recognise and name, cylinders and cuboids. Most children count confidently to twenty and can apply this accurately when serving each other with milk and snacks.
- In reception, children make good and sometimes very good progress in their understanding of shape. They can identify 3D shapes and can apply this knowledge when working in a variety of situations. During class discussions they provide accurate descriptions of shapes and suggest sensible methods for the counting of faces and corners. Children can assemble cuboids from recycled materials and talk about their joining techniques. Most children count accurately to twenty or more and can reproduce repeating patterns. They demonstrate a good understanding of relative weight and their skills of prediction and estimation are well developed. Children work with enthusiasm to reach a conclusion and can describe their methods well.

Children's social and personal development is good.

- In the nursery, staff develop children's personal and social skills sensitively. Children understand the importance of turn taking and of sharing and looking after others. They understand the importance of giving thanks and are polite, thoughtful and responsible when serving milk and biscuits. Most apply their developing social skills well.
- Children in reception choose activities purposefully and generally co-operate well. Staff provide good role models, demonstrating, through their actions and discussions with the children, the importance of caring and sharing. Children are encouraged to share special possessions such as a family bible; they respond well.

Children's knowledge and understanding of the world is good.

- In the nursery, children have a developing understanding of the seasons and the changes that occur. They investigate independently and talk about their discoveries. Children understand that some animals hibernate. They use the computer effectively to support their learning and their mouse control develops well.
- In reception, children apply their knowledge and understanding of food processes well during their role-play in the supermarket. They can describe their route to a local shop and talk about specific features noted on the journey. Most children appreciate the importance of healthy eating and make appropriate choices when shopping. Children use the computer competently to support their learning and enjoy their visits to the computer suite.

Children's creative development is good.

- Children in the nursery enjoy a good range of creative activities. They paint, draw and print with a variety of media and tools and explore colour, shape and texture with increasing confidence. They make careful choices and include interesting detail when decorating their clay pots. Many demonstrate good observational skills when sketching items of interest in the school garden. Good standards are achieved.
- In reception, children apply their knowledge of shape effectively when creating patterns and designs. They colour, print, mix and mould with confidence and are eager to share their finished products with adults. Children clearly enjoy their music making. They can identify and handle percussion instruments appropriately and enjoy accompanying each other when singing a selection of nursery rhymes and songs; most recall the words well and sing with enthusiasm.

Children's physical development is good.

- In the nursery, children handle equipment and tools with increasing control. They select and apply finishing techniques with care. During outdoor play, most use equipment sensibly and develop increasing balance, control and co-ordination in their movements.
- Children in reception enjoy their physical education lessons in the hall and respond well. They have regular access to outdoor play through the sharing of resources; most co-operate well. Children make good progress in their folding, assembling and joining skills.

Shortcomings

- There are no major shortcomings.
- In reception, the listening skills of a small minority of children are limited; they find difficulty maintaining concentration during some whole-class activities.
- Throughout the early years, a small number of pupils experience difficulty playing co-operatively when involved in outdoor activities.

English

Standards in speaking and listening and reading are good overall in both key stages. In writing, standards are good in KS1 and satisfactory overall in KS2.

Good features

- In all classes, staff provide good role models and work consistently to ensure the enrichment and extension of pupils' vocabulary; pupils respond well and good standards are achieved.
- During their literacy sessions and topic-based activities in KS1, pupils participate with enthusiasm and progress well. They respond enthusiastically to questions, make interesting observations and often pose relevant questions of their own.

- Throughout KS1, pupils' speaking and listening skills are very effectively developed through a range of purposeful and interrelated activities. Pupils express views, share ideas and draw conclusions; they report back to the class with increasing confidence, describing, for example in some detail the process involved in designing playground equipment. Standards achieved in plenary sessions are consistently good and contribute substantially to pupils' confidence and self-esteem.
- In KS2, pupils begin to adapt their speech to a widening range of demands. The majority participate constructively in whole class discussion and make every attempt to apply appropriate vocabulary. When discussing issues of peer pressure or debating aspects of the war, older pupils express opinions confidently. They formulate thoughtful questions, and, through some extended responses, explain their ideas clearly and effectively.
- In KS1, pupils make good progress with their reading. Shared and group reading activities are thoughtfully guided and make a valuable contribution to the good standards achieved. Younger pupils approach texts with enthusiasm and are excited by the content. They discuss aspects sensibly, offer opinions readily and report back confidently to their class on aspects they have enjoyed.
- By the end of KS1, pupils are able to apply a variety of strategies to assist their reading. The more confident pupils interpret texts well, check for meaning and read with expression and due regard to punctuation. When comparing books, they are able to outline specific features of traditional and modern tales and provide interesting examples to justify their choice.
- Pupils working on the reading recovery programme are very well supported and gain much in confidence; they make good progress.
- In KS2, pupils continue to read a range of texts with developing accuracy. During group reading sessions, younger pupils respond with enjoyment and interest. When studying stories from different cultures, pupils in Y4 draw effectively on cross-curricular experiences to clarify information, and make comparisons. They tackle unfamiliar vocabulary competently, self-correct and anticipate the text with increasing confidence.
- Towards the end of KS2, pupils make good attempts to interpret unfamiliar language during their study of a Shakespearean play. They demonstrate a good understanding of events and characters and are beginning to apply inference and deduction when sharing ideas.
- Some less confident readers at the end of the key stage are very well supported by their class teacher and support staff; they progress well.
- In KS1, pupils' writing skills develop well. Younger pupils are beginning to apply punctuation and many are becoming aware of the importance of spacing for the reader. They make good attempts to spell simple words and apply self-help strategies purposefully to assist independence. By the end of the key stage, pupils produce some factual and descriptive writing of a good quality; they are beginning to apply a joined style of handwriting and present their work well.

- Throughout KS2, pupils continue to write for a variety of purposes; they develop an increasing understanding of how ideas are sequenced and structured and achieve satisfactory standards overall. Pupils in Y4 produce some detailed factual accounts, for example, of a visit to Cardiff Castle. They adapt stories and complete diary entries and some make good attempts to introduce a variety of vocabulary choices. At the end of the key stage, some more able pupils produce extended stories of a good quality.
- Spelling is taught systematically throughout the school and this is beginning to impact on standards achieved. This is particularly evident in Y4 where the range of teaching strategies adopted ensures pupils have a good recall of earlier rules, which they apply sensibly in new contexts.
- Pupils are developing a cursive style of handwriting from the earliest stages; the majority present their work appropriately.

Shortcomings

- In KS2, there is variability in the quality of pupils' handwriting; this is particularly evident towards the end of the key stage where new strategies are yet to become fully embedded.
- In KS2, the ability of pupils to transfer and apply appropriate spelling strategies when writing, remains variable.
- In Y3, some pupils make slow progress with independent writing.
- The quality of writing of pupils in upper KS2 requires development.

Mathematics

Standards of achievement in mathematics are good in KS1 and KS2.

Good features

- Knowledge of place value develops well through the school. Pupils in Y2 use their knowledge to add and subtract confidently using a range of strategies. In Y3, pupils apply knowledge of place value when playing games involving rounding to the nearest 10. Y5 pupils are able to round to one and two decimal points.
- Understanding of fractions is sound. Pupils in Y2 can recognise simple fractions of shapes. Y4 pupils can recognise the bigger of two fractions with the same denominator and are beginning to be able to compare the size of fractions with different denominators. Y6 pupils can recognise the equivalence of fractions, decimals and percentages.
- Understanding of number operations develops well. In Y2, pupils are able to use multiplication and division as inverse operations when applied to problems involving money. Y4 pupils can apply different strategies to divide amounts by 2,

4 and 10. Y6 pupils can solve problems with money where they decide the number operation involved.

- Understanding of shape and space progresses well. For example, Y2 pupils are able to name and recognise key features of 2D and 3D shapes. Y4 pupils use Carroll diagrams to sort regular and irregular polygons with or without right angles and Y5 and Y6 pupils develop a good understanding of angle types and names.
- Evidence of the appropriate development of data handling skills includes Y1 pupils' recognition of a criterion for sorting and good ability to access key information from pictograms. In Y2, pupils can use an overlapping Venn diagram to sort multiples of 2 and 5.
- Data handling continues to develop in KS2 and by Y6, pupils can represent, extract and interpret frequency tables and graphs. They are well able to explain patterns in data related to, for example, cinema visitors' age ranges or the range of scores in a test.
- Sound knowledge of measurement of time is evident in Y4 practical activities and recognition of intervals between times. Some Y3 pupils are confident in writing times past the hour from digital and analogue readings; they interact confidently with a computer game where they have to apply this knowledge.
- An extra-curricular mathematics club for Y6 pupils complements the work undertaken in class and develops an enjoyment in number games and problems.
- In the majority of instances, pupils' mental strategies develop well and pupils are able to apply knowledge to solve problems.

Shortcomings

- There are no major shortcomings but there would be benefit in further application of mathematics in a range of contexts to further enhance the confidence of pupils with number.

Science

Standards in science are good in KS1 and satisfactory in KS2.

Good features

- Throughout the school, pupils' written responses indicate good knowledge and understanding of life processes and living things, materials and their properties and physical processes.
- Use of scientific terminology shows appropriate progression. For example, in descriptions of material properties, Y1 pupils use everyday terms when describing forces needed to change the shape of biscuit dough and can refer to changes in colour, texture and friability on cooking. In Y2, pupils apply use of terms 'push' and 'pull' when explaining the effects of a force in various contexts. Some Y5

pupils use appropriate language to describe the forces acting on a falling parachute.

- Pupils' ability to classify is well developed in KS1 where they sort based on a range of criteria following relevant practical activities. For example, Y1 pupils can sort toys based on whether they operate using a battery and Y2 pupils differentiate sources of light from light reflections.
- In KS2, Y6 pupils are able to give reasonable explanations when classifying materials into solids, liquids and gases. Some recognise that temperature changes will influence the state of a material.
- Interesting written responses to research activities linked with study of the planets include Y4 pupils' compilation of 'factfiles' and Y6 pupils' writing of riddles connected with planets.
- There are a few good examples of use of numeracy to generate data in science activities. For example, Y3 pupils' investigations into how different liquids affect friction or heart rate changes following exercise.
- Pupils have good recall of work undertaken and can apply knowledge gained to other contexts. For example, following examination of the life cycle of a butterfly, Y3 pupils can suggest the life cycle of another insect, the ladybird. Pupils in Y4 draw on their knowledge of separation techniques to solve the problem of separating different types of sugar.
- Pupils throughout the school show are able to work collaboratively during practical activities.
- Understanding of fair testing develops appropriately in KS1 where pupils in Y2 are able to suggest what they must keep the same when investigating melting ice cubes in different locations.
- In Y3, pupils begin to plan fair tests with the help of the teacher and Y4 pupils develop a more structured approach to fair testing when investigating the dissolving of sugar cubes at different temperatures.

Shortcomings

- Skills of fair testing are underdeveloped in Y5 and Y6. In particular, the independent planning of fair tests requires development.
- Y5 pupils misunderstand the reason why repeat readings are helpful when collecting data.
- There is insufficient generation of numerical data in science activities in KS2. Pupils are not regularly involved in looking at patterns of results.
- Understanding of classification is underdeveloped in KS2.

Welsh second language

Standards of achievement are good in KS1 and satisfactory in KS2.

Good features

- Pronunciation skills are generally good throughout the school.
- Pupils in KS1 can discuss personal information, colours, the weather and clothes with developing fluency and confidence. They respond well to basic commands showing good understanding of the language they hear. Some pupils in Y2 give extended responses to questions relating to the topic based on the park using both positive and negative statements.
- In Y1, pupils are able to read flashcards relating to the studied topic and Y2 pupils read stories with good pronunciation and clear understanding of the text.
- In KS1, writing skills are developing through exercises that include labelling, matching exercises and simple sentences to reinforce oral work based on a given pattern.
- In KS2, pupils discuss currently studied topics with developing confidence and fluency. Most pupils respond with enthusiasm to the language being introduced and by the end of the key stage they can ask and answer questions in full sentences.
- Pupils are able to construct sentences based on a pattern provided by the teacher with appropriate attention to spelling. In Y6, pupils write short sentences using the present and past tense.
- In lower KS2, pupils read basic vocabulary and phrases on flashcards and worksheets. In Y6, pupils read familiar texts with some accuracy and understanding.
- In some classes, incidental language is used appropriately to reinforce and further develop pupils' language skills.

Shortcomings

In KS2, pupils' recall of previously studied topics is insecure.

- Some pupils throughout KS2 lack confidence and are unsure of the correct responses.
- At the time of the inspection, the use of incidental Welsh was inconsistent throughout the school and pupils rarely used the language independently.

Design and technology

Standards of achievement are good in both key stages.

Good features

- In Y1, pupils make good attempts to create well-designed and constructed model houses; they use equipment sensibly and consider adjustments when encountering difficulties. Pupils evaluate their work using appropriate vocabulary.
- When constructing playground equipment in Y2, pupils assemble, join and combine materials competently. They think about the order in which they should work, follow instructions sensibly and apply measuring skills and finishing techniques well. Pupils' finished products are of a good quality.
- Throughout KS1, pupils work well together. They describe processes undertaken effectively, make viable suggestions for modifying their work and have definite views about what constitutes a good design.
- In KS2, pupils research their topics well before engaging in the design process. Y3 pupils research bread types and favourite sandwich fillings before designing and making healthy sandwiches for sale to the school. Y4 pupils achieve good standards when researching the appearance, ease of use and suitability of photograph frames. Y6 pupils' research of slipper designs includes careful consideration of suitability of material and appropriateness of design.
- The quality of designs is generally good. Y6 pupils draw alternative slipper designs from various angles, noting features, material to be used and dimensions.
- The quality of evaluation develops well in KS2. In Y3, pupils select appropriate vocabulary to evaluate the quality of Christmas card designs. In Y4, pupils start to suggest improvements that could be made to designs of story books with moving parts. Some Y5 pupils can comment on aspects solved easily, those that proved difficult and the overall effectiveness of bridge models. In evaluation of their slipper designs, Y6 pupils comment thoughtfully on comfort and safety factors.
- Understanding of control and mechanisms develops appropriately. Y5 pupils, for example, understand the use of an electrical motor to drive a fairground ride model. Y6 pupils can describe how a simple cam operates.

Shortcomings

- There are no major shortcomings but the quality of designs is less effective in Y5 than in other KS2 year groups.

Information technology

Standards of achievement in information technology are good in both key stages.

Good features

- Use of spreadsheets and data handling packages develops well. In Y1, pupils record favourite pets and can change a pictogram to a block graph using an appropriate icon.

- In Y5, pupils can enter information about the cost of a fieldtrip and use a formula to find the total cost. They are able to manipulate information to arrive at a target cost.
- Information technology skills develop well. Throughout KS1 and KS2, pupils show a growing ability to use keyboard features and the mouse effectively and to respond to on-screen instructions.
- Pupils use the computers confidently and competently. In KS1 and KS2, pupils can locate a required file, open and use programmes then close down the computer.
- Y6 pupils show good levels of independence when inserting pictures into text. They can select a border, change the colour, size and style of the text and can save their work on to floppy disk.
- Use of control technology develops well. In Y2, pupils can programme the Roamer appropriately to exercise required moves. In Y4, pupils use LOGO commands to create a square and then change its size or colour. In Y6, pupils can use repeat LOGO commands to create patterns of different shapes and colours.
- Pupils can access information on CD ROMs or the internet.

Shortcomings

- There are no major shortcomings but some Y6 pupils are slow when using the keyboard.

History

Standards in history are good in both key stages.

Good features

- Throughout both key stages, pupils show good recall of earlier learning and use relevant language and vocabulary during whole-class discussion; good standards are achieved.
- In KS1, younger pupils' oral responses about the past are enthusiastic and thoughtful. Most can recall significant facts about the work of people like Laura Ashley and understand how it has influenced design today.
- Good oral responses are also a feature of KS2 work. Y3 pupils can describe the sequence of treatments in a Roman baths and can compare and contrast uses of Roman baths with those of a modern leisure centre. In Y6, pupils make valid comparisons of life before and during World War II by describing the disruption to everyday life and show empathy with the plight of the children.
- Y2 pupils show a good understanding of life in Victorian times. They show their understanding of chronological events and famous people through effective use of

a time line. KS2 pupils' study of the Victorian period shows appropriate progression as pupils explain historical events such as the Rebecca Riots and make valid observations of the differences between rich and poor households of the period.

- Visits, for example those to a working coal mine and a museum of Welsh life, and dialogue with adults enable pupils to identify differences between ways of life at different times.
- Y6 pupils analyse the 1851 census well to develop their historical knowledge and support their understanding of Victorian working conditions.
- Y4 pupils show a good understanding of changes over time through their studies of Cardiff Castle through the ages. Their interrogation of the 1891 census generates interesting facts about the Bute family who lived in the Castle.
- Pupils in Y5 and Y6 undertake homework projects linked to the historical periods studied and achieve good standards.

Shortcomings

- There are no major shortcomings.

Geography

Standards in geography are good in KS1 and satisfactory in KS2.

Good features

- In Y1, pupils can identify where they live and discuss features of the local area; they are aware of the jobs people do and how these contribute to their lives.
- In Y2, pupils' knowledge of the places they have studied is well developed and reinforced through their work in literacy. They are able to compare and contrast life in a village in India with their own. They recognise important differences in daily life and the jobs people do and are aware of climatic differences and their impact on pupils' lives and the way they live.
- Throughout KS1, pupils develop an appropriate geographical vocabulary and make good progress; some of the oral and written contributions of older pupils are of a good standard.
- In KS1, geographical skills such as the drawing and labelling of simple maps and routes and the use of photographs are developed progressively; pupils are able to confidently locate significant features and locations from their display reflecting the centre of the capital city; they make good progress.
- Y4 pupils show good knowledge of the contrasting locality of Wick and can explain different patterns of data collected from traffic surveys undertaken in Wick and Llanrumney.

- In Y6, pupils show a good understanding of changes in places over time through their study of Cardiff Bay. They are able to locate key present day features and compare these with features in a 1880 map of the area.
- Visits to places of geographical interest such as Cardiff Bay and Wick support pupils' knowledge and understanding and they achieve good standards in written work.
- Through relevant projects, pupils throughout the school develop a good environmental awareness.

Shortcomings

- In KS2, understanding of the geography of a locality in India does not progress substantially from that achieved in KS1.
- In KS2 classes, there is repetition of work at a similar level where pupils describe and appraise features of the locality in which they live.
- Knowledge of place does not develop substantially in KS2.

Art

Standards of achievement in art are very good in KS1 and good in KS2.

Good features

- Pupils in both key stages demonstrate very good observational skills. They successfully use a variety of media such as chalks, charcoal, pencils, crayons, paint and pastels to produce line, tone and colour effects.
- Sketchbooks are used effectively throughout the school to support pupils' development.
- In Y1, pupils demonstrate very good observational skills through sketches of the school using charcoal. They copy the technique used by Lowry effectively by using soft pencils to draw buildings with very good attention to line and tone.
- Pupils in Y2 follow instructions successfully to make a range of masks linked to their work in English using a wide range of materials. In their work in history, pupils create effective pictures based on the Victorians using charcoal.
- In Y3, pupils create effective tonal pictures using black and white paint, and mosaics patterns using clay. Pupils in Y4 visit the museum and create pictures in the style of Monet with good attention to tone and texture.
- In Y5 and Y6, pupils' observational skills are well developed and there are examples of portraits with good attention to detail and effective use of shading. They demonstrate different techniques applied by a range of artists including Welsh artists.

- Pupils benefit greatly from the work undertaken with artists in residence and create work of a good to very good standard. Through the playground and dragon projects, pupils, staff and parents have worked well together to improve the quality of the environment.

Shortcomings

- There are no major shortcomings.
- Pupils display a limited art vocabulary to discuss work undertaken, particularly in KS2.

Music

Standards in music are good in KS1. Based on observation of music in Y3 and Y4 during the inspection, standards in KS2 are good.

Good features

- In KS1, pupils enjoy singing, can memorise songs and keep to the rhythm of a piece of music by clapping or using percussion instruments.
- Pupils can identify, name and handle instruments correctly. They play instruments with confidence and most are able to maintain a steady beat. When working in groups, pupils listen attentively to their own and others' music and use the correct terminology, such as pitch and dynamics when discussing their compositions.
- Y2 pupils create compositions effectively in response to stimuli based on work linked to playground sounds.
- In KS2, pupils sing an appropriate range of songs with evident enjoyment; they make satisfactory progress in singing.
- Pupils in Y3 use a good range of language to convey and interpret the feelings of different pieces of music linked to their work on carnival music. In Y4, pupils perform with confidence during group compositions and can describe each other's music with good reference to the musical elements of timbre, dynamics and texture. They use the range of instruments effectively in conveying the various musical features and pupils conduct group work well to support learning.
- Pupils receiving instrumental tuition from peripatetic tutors make good progress. The extra-curricular music club and choir provide enriching experiences for pupils and have positive effect on pupils' standards in music. Pupils in the choir sing a good range of songs and have had some success in local competitions.

Shortcomings

- There are no major shortcomings
- There is limited evidence of a wide repertoire of songs in both English and Welsh.

- A minority of pupils have underdeveloped diction and are unable to maintain pitch during singing.

Physical education

Standards in physical education are good in both key stages.

Good features

- Pupils participate confidently and enthusiastically in lessons; they respond well to instructions and are aware of the need for rules. Pupils in both key stages understand the effect of exercise on their bodies.
- In KS1, pupils are developing good spatial awareness, and skills in bouncing and catching are developing well. They work well in pairs and pupils are beginning to suggest how improvements can be made to improve their own performance and that of others.
- Good progress is evident in KS2 in relation to ball control. Pupils repeat movements with increasing skill and accuracy. In Y4, skills involving attacking and defending are developing well and pupils devise their own rules appropriately for small-sided games.
- In dance, pupils in Y2 follow instructions well during folk dancing. In KS2, most pupils are agile in their movement and can vary their techniques with confidence. They work well in pairs and can emulate the movements of their partners. Pupils work co-operatively in groups and pairs.
- Good opportunities are provided for pupils to evaluate their performance and to suggest further improvements. Pupils throughout KS2 are developing sound evaluative skills.
- A wide range of extra-curricular activities contributes successfully to pupils' performance during lessons.

Shortcomings

- There are no major shortcomings
- Some pupils are unable to perform a sequence of movements and have difficulty in maintaining a steady balance in gymnastics.

Religious education

Standards in religious education are good in both key stages.

Good features

- In KS1, pupils have a good understanding of 'special times' and of the role of food and clothing in shared celebrations. They appreciate how Christian and

Jewish festivals are celebrated and can make simple comparisons. Pupils apply appropriate vocabulary when sharing experiences; their oral responses are good.

- Religious faith is used to underpin the moral as well as spiritual development of pupils. At the end of KS1, the personal writing of pupils reflects a good understanding of right and wrong. They appreciate the importance of rules and how these shape their lives.
- In KS2, pupils develop their understanding of Christian celebrations and beliefs and practices, alongside those of other faiths. They begin to reflect upon the significance of religion in peoples' lives and how it affects communities.
- Pupils in Y3 appreciate the importance of a Christening for Christians; they can identify significant features and artefacts and make comparisons between infant and adult ceremonies. The good links established with the local church enhance pupils' knowledge and understanding.
- Older pupils in KS2 have a good understanding of the significance of Easter and can successfully sequence the events leading to the Crucifixion; they talk with increasing confidence about sacrifices and symbols of peace.
- In Y5, pupils are able to compare and contrast aspects of Christian, Jewish and Islamic wedding ceremonies; they use ICT and role-play effectively to support their learning.

Shortcomings

- There are no major shortcomings.
- In some classes in KS2, topics and religious themes are occasionally re-visited; where this occurs there is sometimes insufficient progression in pupils' written responses.

8. SCHOOL IMPROVEMENT

8.1 Progress since the last inspection

The last inspection report identified eight key issues for action. Additionally, in the last inspection, all subjects were judged to be satisfactory except for Welsh where they were unsatisfactory. Overall, the school has made very good progress since the last inspection.

i. Continue to implement the recently instituted strategies for school improvement.

School improvement procedures have been developed very effectively since the last inspection. A newly appointed deputy head and a senior management team are energetic and enthusiastic in supporting the head. Systems of monitoring have been clarified and employed well. There has been thorough analysis of the quality of teaching and levels of engagement of pupils. Good levels of delegation of

responsibility to subject leaders have further enhanced school improvements. Staff form a committed team, willing to work together for school improvement.

During the last inspection, standards in the early years classes were satisfactory in all areas apart from knowledge and understanding of the world and personal and social development where they were good. Now, standards in all six areas of learning are good.

Standards in subjects during the last inspection were satisfactory with the exception of Welsh where they were unsatisfactory. In KS1, standards in all subjects are now good except in art, where they are very good. In KS2, standards in Welsh, science, geography and in English writing are satisfactory and all other subjects are now good. This is a substantial improvement from the last inspection.

ii. improve standards in speaking and listening across the curriculum;

Development of pupils' speaking and listening skills has been given prominence in school development plans of the last five years. The school adopted an LEA strategy to support achievement in language. New systems for assessing and recording pupils' progress have been initiated. A designated teacher has responsibility for co-ordinating the approach to speaking and listening through the school. There has been significant improvement in pupils' speaking and listening skills throughout the school. This was very evident not only in class subject lessons, in circle time, assemblies and in extra-curricular activities.

iii. improve standards in writing across the curriculum;

Standards in writing have developed well in KS1 where they are now good. New initiatives have yet to impact fully on KS2 standards and here, standards remain satisfactory overall although in some classes, good standards are achieved.

iv. improve standards in Welsh in both key stages;

At the time of the last inspection, standards in Welsh were unsatisfactory. Standards are now good in KS1 and satisfactory in KS2. However, there has been insufficient staff development to support the teaching of Welsh in KS2.

v. develop pupils' mental strategies in mathematics;

The school has participated in an LEA project to promote mental strategies in mathematics and this now forms a key part of daily mathematics lessons. A working group involving teachers from early years, KS1 and KS2 monitors standards closely and is having a positive effect. Standards in mathematics are now good.

vi. improve classroom organisation and raise standards in Y1 classes;

Y1 classes have newly appointed teachers. During the inspection the quality of teaching in Y1 was good and standards of achievement were also good.

vii. clarify the leadership role within the early years unit;

At the time of the last inspection, the school was awaiting appointment of an early years leader. This has now been accomplished and the early years leader contributes effectively to the senior management team.

- viii. **ensure that annual reports on progress and achievement are sent to the parents of all pupils.**

Annual reports to parents of all pupils meet statutory requirements. They are informative, positive and provide useful targets for improvement. At the pre-inspection meeting, parents stressed their appreciation of the quality of reports.

8.2 Key Issues for Action

The school needs to:

- raise standards in subjects judged overall to be satisfactory (KS2 Welsh, science, geography);
- improve standards in writing in KS2 English;
- raise standards in key skills of reading and numeracy across the curriculum;
- amend registration procedures to meet statutory requirements and further promote good punctuality and attendance;
- disseminate existing good and very good teaching in KS2 to further enhance the quality of teaching in the key stage.

The inspection team would like to thank school staff for their courtesy and cooperation throughout the inspection.

APPENDIX

A. Basic information about the school

Name of School	Bryn Hafod Primary School
School type	LEA maintained
Age –range of pupils	3 – 11
Address of school	Blagdon Close, Llanrumney, Cardiff.
Post-Code	CF3 4HF
Telephone Number	02920 793 402

Headteacher	Mr J E Pengilley
Date of appointment	September 1982
Registered Inspector	Mrs Karen Morris
Dates of inspection	24.03.03 to 27.03.03

B. School data as indicators

<i>Number of pupils in each year group</i>									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	24	35	50	44	40	44	55	55	346

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	18	0.5	18.5

<i>Staffing information</i>	
Pupil : teacher (Fe) ratio (excluding nursery and special classes)	21.5
Average class size, excluding nursery and special classes	23
Teacher (fte) : class ratio	1:1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
	R	KS1	KS2	Whole school
Term 1	89.87	91.76	92.92	91.55
Term 2	88.6	90.35	91.5	90.15
Term 3	90.55	93.55	92.33	92.14

Number of pupils excluded during 12 months prior to inspection.	1
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C. Results of national curriculum assessments and public examinations

NATIONAL CURRICULUM ASSESSMENT RESULTS END OF KEY STAGE 1 : 2002

National Curriculum Assessment KS 1 Results: 2002			Number of pupils in Y2:						
Percentage of pupils at each level									
			D	A	W	1	2	3	4
ENGLISH:	Teacher Assessment	School	0	0	0	11	72	17	0
		National	0	0	4	13	62	21	0
EN: Reading	Teacher Assessment	School	0	0	0	11	67	22	0
		National	0	0	4	13	54	29	0
EN: Writing	Teacher Assessment	School	0	0	0	11	78	11	0
		National	0	0	5	13	70	12	0
EN: Speaking and listening	Teacher Assessment	School	0	0	0	19	64	17	0
		National	0	0	3	11	63	23	0
MATHEMATICS	Teacher Assessment	School	0	0	0	3	86	11	0
		National	0	0	2	9	60	29	0
SCIENCE	Teacher Assessment	School	0	0	0	8	92	0	0
		National	0	0	2	10	67	21	0

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

In the school:	81	In Wales:	81
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- D Pupils who have been disapplied from the statutory arrangements
W Pupils who are working towards level 1
A pupils who were absent from the tasks

NATIONAL CURRICULUM ASSESSMENT RESULTS END OF KEY STAGE 2 : 2002 (Results including statemented pupils)

National Curriculum Assessment KS 2 Results: 2002			Number of pupils in Y6: 35										
Percentage of pupils at each level													
			D	A	N	B	W	1	2	3	4	5	6
English	Teacher assessment	School	0	0	0		0	6	9	9	54	23	
		National	0	0	1		0	1	6	19	48	25	
	Test/Task	School	0	0	0	0		6	9	11	51	23	
		National	0	1	0	0			4	14	47	31	
Mathematics	Teacher assessment	School	0	0	0		0	3	11	9	37	40	
		National	0	0	1		0	1	4	19	47	28	
	Test/Task	School	0	0	0	0		3	11	17	29	40	
		National	0	2	1	1			4	18	42	32	
Science	Teacher assessment	School	0	0	0		0	3	6	6	46	40	
		National	0	0	1		0	0	3	15	52	29	
	Test/Task	School	0	0	0	0		3	6	6	51	34	

	National	0	2	0	1			2	13	51	31	
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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:	63	In the school:	63
In Wales:	68	In Wales:	68

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

NATIONAL CURRICULUM ASSESSMENT RESULTS
END OF KEY STAGE 2 : 2002
(Results excluding statemented pupils.)

National Curriculum Assessment KS 2 Results: 2002										Number of pupils in Y6: 31			
Percentage of pupils at each level													
			D	A	N	B	W	1	2	3	4	5	6
English	Teacher assessment	School	0	0	0		0	0	3	10	61	26	
		National	0	0	1		0	1	6	19	48	25	
	Test/Task	School	0	0	0	0			3	13	58	26	
		National	0	1	0	0			4	14	47	31	
Mathematics	Teacher assessment	School	0	0	0		0	0	3	10	42	45	
		National	0	0	1		0	1	4	19	47	28	
	Test/Task	School	0	0	0	0			3	19	32	45	
		National	0	2	1	1			4	18	42	32	
Science	Teacher assessment	School	0	0	0		0	0	3	0	52	45	
		National	0	0	1		0	0	3	15	52	29	
	Test/Task	School	0	0	0	0			3	0	58	39	
		National	0	2	0	1			2	13	51	31	

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:	71	In the school:	71
In Wales:	68	In Wales:	68

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

D. The evidence base of the inspection

Before the inspection, meetings were held with the staff, the governing body and twenty of the parents of pupils registered at the school. Documents supplied by the school were scrutinised and 52 questionnaires returned by parents were analysed. Immediately prior to the inspection, samples of pupils' work in all subjects were examined. A team of four gave 18 inspector days to the inspection, in the course of which formal notes were made of 97 lessons or part lessons. In addition, 46 formal notes were made of aspects of pupils' work and provision. Discussions with pupils were undertaken both inside and outside the classroom. Teachers' plans and assessment records were examined. Inspectors considered the site, fabric and resources of the school. Discussions were held with the headteacher and with teachers, particularly about their subject management roles. Still within the context of the inspection, reporting meetings took place with the headteacher, the staff and the governing body.

E. Composition and responsibilities of the inspection team

Name	Aspects	Subjects
Karen Morris	5 The School and its Priorities 6 Main Findings 6.6 Standards achieved in the Subjects and Areas of Learning. 6.7 Teaching 6.8 Assessment, recording and reporting 6.9 Quality of Self-Evaluation and Planning for Improvement 6.10 Leadership and Efficiency 6.11 Progress since the last inspection 6.12 Key Issues for action	Science Mathematics Information Technology Design and Technology
Pam Williams	Early Years 5.6 Pupils' Spiritual, Moral, Social and Cultural Development 5.5 Provision for pupils with SEN 6.11 Staffing, Accommodation and Learning Resources	English Religious Education History Geography
Sue George	5 Standards achieved in the Key Skills across the curriculum 5.3 Curriculum	Art Physical Education Music Welsh (Second Language)
Brian Brayford	5.4 Support, guidance and Pupils' Welfare 5.5 Provision for pupils with SEN	
Caterina Lewis	5.6 Behaviour and Attitudes 5.7 Attendance 5.8 Partnership with Parents and Community, Schools and Other Institutions 5.9 Partnership with Industry	