

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

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

**Fairwater Primary School  
Wellwright Road  
Cardiff  
CF5 3ED**

**School Number: 6812017**

**Date of Inspection: 24<sup>th</sup>– 26<sup>th</sup> April 2007**

**by**

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

The inspection of Fairwater Primary School took place between 24/04/07 and 26/04/07. An independent team of inspectors, led by Stephen Dennett, undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **standard** inspection.

## Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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## Context

### The nature of the provider

- 1 Fairwater Primary School is situated in Fairwater on the outskirts of Cardiff. The school serves a mixture of private and rented homes. Some pupils are socially and economically disadvantaged. The number of pupils eligible for free school meals has fallen from over 34 per cent to 24 per cent due to changes in the benefit system. However, this figure is still above the national and local education authority (LEA) averages. The school stands at one end of a spacious site. The original building, which dates from the middle of the last century, has been extended.
- 2 The school houses a special class on behalf of the LEA for pupils with statements for emotional and behavioural difficulties. These children come from all areas of Cardiff. These pupils have been unable to access the academic curriculum in previous schools and arrive with their attainment well below their chronological age. Around 14 per cent of the pupils at the school have been identified as having additional learning needs (ALN) and seven per cent of pupils have statements of special educational needs (SEN). Most pupils come from English-speaking homes, although a small minority speak Somali, Bengali and Arabic. No pupil speaks Welsh at home. Seven per cent of pupils are looked after by the local authority. At the time of the inspection there were 271 pupils on the school's roll. The school does not have a nursery. The number on roll has fallen since the school was last inspected in March 2001.
- 3 The school has achieved a number of awards, including the Basic Skills Award, Eco Schools Bronze Award, Yellow Woods Challenge Award, Healthy Schools, Welsh Heritage Award and Dragon Schools' Sports.

### The school's priorities and targets

- 4 The school has a wide range of appropriate aims, which reflect a commitment to high standards and the provision of good quality education to all pupils.
- 5 The school's current priorities include:
  - improve the use of key skills across the curriculum;
  - increase the number of pupils achieving higher levels at both key stages;
  - improve the achievement of boys;
  - develop teachers' skills in moderating and levelling work in mathematics, English and science;
  - develop 'learning to learn' strategies;
  - develop strategies for supporting pupils with dyslexia and dyspraxia;
  - develop the indoor and outdoor learning environment preparatory to the introduction of the Foundation Phase;
  - develop the skills of teachers and assistants in preparation for the introduction of the Foundation Phase;
  - form and develop the Eco school's committee; and
  - develop multicultural education.

## Summary

- 6 This is a good school with a number of outstanding features. Pupils say they really enjoy school and parents are very pleased with the quality of education provided.

### Table of grades awarded

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

### Standards

#### Areas of learning for under-fives

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

#### Grades for standards in subjects inspected

Subject	Key Stage 1	Key Stage 2
Mathematics	2	2
Information technology	1	1
History	2	2
Art	1	1
Physical education	2	2

- 7 During the time of the inspection, standards of achievement in the 35 lessons observed were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
26%	74%	0%	0%	0%

- 8 Children's attainment on entry to the school is below the LEA average. Baseline assessment in reception show that children generally have poor skills in literacy

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

- 9 Pupils generally make good progress in their learning and achieve good standards in relation to their prior attainment and underlying ability. Standards in information technology (IT) and art are well above expectations. Most pupils achieve the learning targets set by teachers and by themselves. Pupils succeed regardless of their social, ethnic or linguistic backgrounds and make good progress towards fulfilling their potential. They are well prepared for the next phase of their education. Pupils' key skills are good overall; they are very good in information and communications technology (ICT) and in their creative development. Pupils' bilingual skills have good features that outweigh short comings. Pupils' speaking skills are not as well developed as their listening skills.
- 10 In the 2006 teacher assessments at the end of key stage 1, compared to all schools in Wales results were just above the national average. Compared to schools with similar number of pupils eligible for free school meals, the school was in the upper 50 per cent. In the 2006 teacher assessments at the end of key stage 2, results were just above the national average. In comparison with similar schools, the school's results were in the upper 50 per cent. These results include pupils from the special unit. Results have improved very significantly since 2000 and this is an outstanding feature of the school's performance.
- 11 Pupils generally have a good grasp of what they are doing and most know what they need to do to improve their performance. Children under five make very good progress in their learning. Pupils with ALN make very good progress in relation to their prior attainment and their underlying abilities. The very few pupils who speak English as an additional language make similar progress to their peers. Girls generally do better than boys, although there have been good improvements in boys' performance in the last couple of years. Pupils are making good progress towards fulfilling their potential and those in year 6 are ready for the next stage of their education.
- 12 Pupils' personal, social and learning skills are good, and in early years, they are outstanding. Pupils' good behaviour contributes significantly to their good progress and is a strength of the school. Pupils' personal, moral, social and wider development is good overall and outstanding in the early years. Pupils have a good understanding of their own culture and are developing an understanding of cultural diversity. However, their understanding of global citizenship is underdeveloped.
- 13 Attendance is good. It was 94.2 per cent for the three terms prior to the inspection. The vast majority of pupils arrive at school punctually.
- 14 Pupils' independent learning skills are developing well; they are very good in early years. Pupils are very well prepared to play an active part in the workplace and the local community.

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

Grades for teaching

- 15 During the inspection, standards of achievement in the 35 lessons observed were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
34%	60%	6%	0%	0%

- 16 The quality of teaching for children under five is good with outstanding features. Lessons are very stimulating and challenging and planning is very good. There are excellent working relationships, which help children settle into school quickly and achieve high standards. The teaching of bilingualism is good.
- 17 Teaching in the rest of the school is good with no important shortcomings; the teaching of art is outstanding. Lessons are often stimulating and challenging. Teachers demonstrate good subject knowledge and a good understanding of recent educational initiatives. Learning support assistants (LSAs) are well trained and this enables them to become integrated fully into the staff team, giving good support to teachers and pupils. Teachers plan effectively and have high expectations of their pupils. They use a good range of strategies and resources to stimulate and challenge pupils. Basic and key skills are taught well and relevant links are made in subjects right across the curriculum. The teaching of bilingual skills is variable and in this aspect of teaching, good features outweigh shortcomings.
- 18 There are outstanding systems for assessing and monitoring the progress of pupils. This includes the early years, most foundation subjects as well as English, mathematics and science. Pupils are very effectively involved in their own assessment. Reports to parents are very good. The school meets statutory requirements for assessment.
- 19 The curriculum provided is outstanding. All statutory requirements are met. Equal access is provided to a wide range of excellent learning experiences. The school meets learners' needs and aspirations very well throughout the school. There is an outstanding range of extra-curricular activities, which broaden and enrich pupils' learning experiences and the school is very good at promoting pupils' personal development. Provision for their spiritual, moral, social and cultural development is very good. The language and culture of Wales is promoted appropriately.
- 20 The school has excellent partnerships with parents, the community and other providers. There are good links with the secondary schools to which pupils proceed after they have left Fairwater.
- 21 Provision for work related education is being developed appropriately. The school is very good at tackling social disadvantage and stereotyping and ensures equal access to all its pupils. Education for sustainable development and global citizenship is still being improved, although good features outweigh shortcomings. Good progress is being made on developing pupils' entrepreneurial skills and the school reflects national priorities for lifelong learning in its provision very well.
- 22 The quality of care, support and guidance provided for pupils is outstanding. Care arrangements are managed very well and there is an excellent partnership with parents and outside agencies. They make an outstanding contribution to pupils' well-being. Children settle into school quickly because of the good induction procedures. The quality of personal support is outstanding and there is a well-developed personal and social education (PSE) programme. Punctuality and attendance are monitored effectively. Pupils are well aware of issues

related to health and safety and there are excellent procedures for child protection and ensuring pupils' well-being.

- 23 Provision for pupils with ALN is outstanding. There are very effective systems for diagnosing individual needs and these are translated into extremely well-constructed individual education plans (IEPs). The ALN co-ordinator works well in partnership with the teachers of ALN. Support for pupils in the special unit is very good and they are making good progress, despite some very severe disabilities. The success of the unit is to be measured in the number of pupils who have successfully returned to mainstream classes, where they continue to make good progress. There is very good provision for pupils in mainstream classes whose behaviour might impede their own and other pupils' learning.
- 24 The school's provision for equal opportunities is good. All pupils are supported well, irrespective of their individual background. The school promotes gender equality well and promotes good race relations. Effective measures have been taken to tackle bullying and to promote good behaviour. The school has very good provision for disabled learners. The school recognises and respects diversity well.

#### **Leadership and management**

- 25 The leadership and strategic management of the school is outstanding. The headteacher provides inspirational leadership for the school, and has consistently developed an ethos of continual improvement. This has raised standards very significantly since she took over the school in 1998. Her vision for the school is reflected in its aims, which express its commitment to developing the full potential of each individual in a happy, secure environment. All staff are aware of the school's aims and values and are fully committed to promoting them in their work and through personal example.
- 26 The school takes good account of national priorities. The headteacher and staff analyse the school's performance data very effectively and set challenging targets accordingly. Individual targets are also set and monitored closely by both staff and pupils. Performance management is very effective and closely linked to the school's priorities, as well as individual teachers' professional aspirations.
- 27 The governing body is very supportive of the headteacher and staff and actively involved in setting the strategic direction of the school. They monitor the quality of provision effectively by visits to lessons and by receiving reports from subject co-ordinators. The governing body meets all statutory requirements.
- 28 Systems for self-evaluation are outstanding. Staff are very well informed about performance in their areas of responsibility. They regularly monitor lessons in order to make judgements about standards throughout the school. The school has established very thorough self-evaluation arrangements, which are comprehensive and based on first-hand evidence. The school self-evaluation report is a well-structured document that effectively identifies its strengths and areas for development.
- 29 The information gathered through self-evaluation is directly used to inform strategic planning. Areas identified as being in need of improvement are included as targets in the school improvement plan (SIP). The school supports its priorities very well through the allocation of resources. The school has made

good progress since the last inspection and has dealt appropriately with all outstanding issues. Standards have risen very significantly since 2000, when they were in the lowest 25 per cent nationally.

- 30 Staff, accommodation and resources are all good. The school makes outstanding use of all its resources and they are very well matched to the school's priorities of development. The school provides very good value for money.

## Recommendations

- R1 Further develop pupils' bilingual competence so that they use their knowledge and skills in Welsh and English to advance and enrich their understanding in both languages.
- R2 Continue to raise standards in pupils' speaking skills throughout the school.
- R3 Further develop pupils' understanding of global citizenship as already identified in the school's improvement plan.

The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

## Standards

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

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

- 31 The findings of the inspection team match the judgement made by the school in its self evaluation report.
- 32 During the inspection, standards of achievement in the 35 lessons observed were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
26%	74%	0%	0%	0%

- 33 Standards were judged to be grade 1 or 2 in 100 per cent of lessons. This is above the national average of 77 per cent reported by Her Majesty's Chief Inspector in her annual report 2005-06.
- 34 Children's attainment on entry to the school is below the LEA average. Baseline assessment in reception shows that children generally have poor skills in language and social development. The overall quality of provision for the under-fives is appropriate to their needs and pupils are making good progress towards the Desirable Outcomes for Children's Learning. There are many outstanding features of the provision and children make very good progress overall.
- 35 In the early years, standards in the areas of learning inspected are as follows:

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

- 36 In key stages 1 and 2, standards in the subjects inspected are as follows:

Subject	Key Stage 1	Key Stage 2
Mathematics	2	2
Information technology	1	1
History	2	2
Art	1	1
Physical education	2	2

- 37 Pupils generally make good progress in their learning and achieve good standards in relation to their prior attainment and underlying ability. Standards in information technology (IT) and art are well above expectations. Pupils generally achieve the learning targets set by teachers and by themselves. Pupils succeed regardless of their social, ethnic or linguistic backgrounds and make good progress towards fulfilling their potential. They are well prepared for the next phase of their education. Pupils with ALN make very good progress and achieve the targets set for them. The very few pupils who speak English as an additional language make similar progress to their peers. Pupils' key skills are good

- overall; they are very good in ICT and in their creative development. However, pupils' speaking skills are not as well developed as their listening skills. Pupils' bilingual skills have good features that outweigh short comings. However, bilingualism is not sufficiently integrated into the life of the school, and, as a result, there are shortcomings in pupils' bilingual competence and skills.
- 38 At key stage 1, in the 2006 teacher assessments, 83 per cent of pupils achieved level 2 or above in English. In mathematics and science, 91 per cent achieved at least level 2. Compared with all schools in Wales, the school's core subject indicator (the percentage of pupils achieving at least level 2 in English, mathematics and science) for key stage 1 was just above the national average. Compared to school with similar number of pupils eligible for free school meals, the school was in the upper 50 per cent. The percentage of pupils gaining the higher level 3 was below average in English and mathematics and well below in science.
- 39 In teacher assessments at the end of key stage 2, 78 per cent of pupils achieved level 4 or above in English. In mathematics, 80 per cent achieved at least level 4 and in science the proportion was 88 per cent. Compared with all schools in Wales, the school's core subject indicator (the percentage of pupils achieving at least level 4 in English, mathematics and science) was just above the national average. In comparison with similar schools, the school's results were in the upper 50 per cent. In English, the number of pupils achieving the higher level 5 was average, but in mathematics it was below average and in science well below average. These results include pupils from the special unit.
- 40 The school's assessment results show an outstanding improvement since the last inspection, when they were in the bottom 25 per cent nationally. Standards have improved by 24 percentage points, which is twice the national average. Despite the fact that the school has more than an average number of less able pupils, including those with significant ALN, it has none-the-less managed to raise the attainment of the nearly all pupils to slightly above the national average. This is a significant achievement.
- 41 Throughout the school, girls do much better than boys in assessments, although this varies from year to year. The school has targeted boys' performance for the last two years and there has been some measurable improvement.
- 42 Pupils' personal, social and learning skills are good; they are very good in early years. Pupils are well motivated in all classes and work productively. Pupils' good behaviour contributes significantly to the progress they make and is a strength of the school. Pupils report that there is very little bullying at the school and when it occurs, it is dealt with swiftly and effectively by staff. Pupils' personal, moral, social and wider development is good; it is very good in early years. Pupils have a good understanding of their own culture and are developing an understanding of cultural diversity. There are appropriate daily acts of collective worship, which meet statutory requirements.
- 43 At 94.2 per cent the average rate of attendance for the three terms prior to the inspection is well above the LEA and national averages. Last year, more than half the pupils (55 per cent) exceeded the school's target of 95 per cent attendance for the whole year. Most pupils attend school regularly and are punctual.

- 44 Pupils' independent learning skills are developing well overall; in the early years, they are developing very well. Pupils are well prepared to play an active part in the local community. They are also developing a good understanding of issues such as sustainability and recycling that affect their community, but their understanding of global citizenship is underdeveloped. Pupils are very well prepared for effective participation in the workplace and the community.

## The quality of education and training

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

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

- 45 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 46 The quality of teaching in 35 lessons was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
34%	60%	6%	0%	0%

- 47 The proportion of lessons judged to be grade 1 or 2 exceed the proportion for Wales noted in Her Majesty's Chief Inspector annual report for 2005-2006.
- 48 The teaching of art often displays outstanding features, as does the teaching of pupils with additional learning needs. Teaching of children under five is consistently good with many outstanding features, including the planning of exciting activities indoors and outdoors in order to successfully promote the Desirable Outcomes for Children's Learning. The whole-school monitoring system, and the implementation of the innovative teaching and learning policy, are major factors in ensuring high standards of teaching throughout the school.
- 49 Outstanding features of the teaching include:
- Challenging and stimulating tasks that motivate pupils;
  - Very effective planning and preparation, building on previous learning, with a clear structure to lessons; and
  - Consistent and detailed emphasis on encouraging pupils to develop independence in learning, with strategies individually tailored to meet pupils' needs and abilities.
- 50 Good features of teaching include:
- Sound subject knowledge;
  - Effective organisational strategies;
  - Working closely with support staff to provide good quality help for pupils;
  - Clear learning objectives which are shared with pupils; and
  - Good working relationships between teachers and pupils that foster learning.
- 51 In lessons where there are shortcomings, the pace of lessons is sometimes slow, but, on the whole, lessons proceed at a lively pace. The majority of teachers set clear time limits for pupils to complete tasks, and intervene sensitively to support and encourage them.

- 52 Learning resources are used purposefully, and teachers have high expectations for pupils' achievements and behaviour. Homework tasks are related effectively to classroom work. Teachers promote equal opportunities well, and ensure that all pupils are treated fairly, irrespective of background, gender or ability.
- 53 The school successfully meets the English language needs of learners. However, plans for pupils to apply bilingual skills in English and Welsh across the curriculum are under-developed. Teachers' use of incidental Welsh in a small minority of classes is limited to simple words and phrases. Although pupils across the school understand Welsh commands and greetings, and take part enthusiastically in singing Welsh songs, insufficient opportunities are provided for pupils to develop and apply their bilingual skills across the curriculum.
- 54 The quality of assessment, recording and reporting is good with outstanding features. All statutory requirements are met. Assessment is an integral part of the teaching and learning process, and strategies for assessment are very well matched to clearly identified purposes and learning objectives. The system is comprehensive and manageable, and pupils' achievements and progress are recorded accurately and consistently. One of the outstanding features is the way in which teachers record progress in core subjects and also in foundation subjects, based on detailed knowledge of National Curriculum (NC) targets. Portfolios of levelled work are used effectively to moderate standards of assessment in work across the curriculum.
- 55 Analysis of data from the end of key stage assessments indicates that implications for teaching and learning are used most effectively to inform planning, and to set realistic, yet challenging, targets. This aspect of the assessment process, which includes predicting attainment at the end of a key stage, is exemplary.
- 56 An excellent feature of the assessment process is the way in which pupils are involved in evaluating their own learning, and their understanding of the purpose of assessment. When marking work, teachers make positive comments, and offer appropriate guidance on how pupils can improve their work. This enables pupils to recognise their strengths and areas for development. Teachers listen to pupils to find out the extent to which they achieve good standards. They assess progress in learning by looking at how they acquire new knowledge and skills, understand what they are doing, how well they are progressing and what they need to do to improve.
- 57 Annual reports to parents are very well written. They present a clear picture of pupils' achievements in all subjects, and their development in social and personal skills. An outstanding feature is pupils' contribution to their own report, where they comment on aspects of work they have enjoyed. Parents appreciate opportunities to visit the school formally twice a year to discuss their children's progress, with an optional visit arranged by request if parents wish to discuss children's reports. These consultations, together with the 'open door' policy and the family literacy and numeracy schemes, ensure that parents are fully informed about their children's learning.

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

**Grade 1:** Good with outstanding features

- 58 The findings of the inspection team match the judgement made by the school in its self evaluation report.
- 59 The overall quality and range of learning experiences made available to pupils is outstanding. Curriculum planning is of very good quality. The school responds well to pupils' needs and provides equal access to a broad and balanced curriculum.
- 60 Statutory requirements are met in all subjects, including religious education, which is taught in accordance with the locally agreed syllabus. There are appropriate policies for all subjects and schemes of work are comprehensive and provide pupils with a coherent and well-structured programme of learning.
- 61 The arrangements for learning support are a strong feature of the school's provision. This includes the 'Catch Up' programme for additional help in literacy and the withdrawal sessions from the classroom for individual and small group teaching. Because all pupils get good help and support, they make very good progress.
- 62 There is a good provision to ensure that all pupils are given the opportunity to acquire the necessary and relevant basic and key skills. Key skills are carefully monitored in all subjects. ICT is used well across the curriculum to enhance communication and understanding and pupils are encouraged to make choices at every opportunity. The school has been awarded the Basic Skills Quality Mark and has worked with a cluster of schools to develop and promote key skills as a transition focus. This has a very positive effect on pupil' learning and attitudes.
- 63 The school offers a very good range of first-hand experiences to support learning both within and beyond the school day. Pupils benefit from sporting and cultural activities that include dance, football, rugby, chess, French, IT and recorders. These activities compliment and extend the curriculum, including the development of pupils' personal and social skills.
- 64 The curriculum is based on the principle that pupils' learning is best stimulated through experience. The school provides these experiences through an extensive range of visits and visitors to the school. Pupils use visits to the Millennium Centre, Sherman Theatre and St. David's Hall to extend their knowledge, understanding and skills about the creative arts through observing live performances of orchestras and plays. Pupils use visits by nurses, police and fire safety officers to extend their awareness of healthy lifestyles and safety issues. Older pupils have visited the Welsh Assembly, met the First Minister and invited him back to their school for more discussion.
- 65 The school gives good attention to pupils' personal and social education. It is integrated effectively into work across the curriculum and the positive relationship between the pupils and adults who work in the school are a testament to the success of this aspect of the curriculum. Class discussions about social and moral issues are very much a part of the life of the school. Pupils are encouraged to think and form opinions, and the school council enables pupils to formally participate in decision making.
- 66 Overall, the school makes outstanding provision for pupil's spiritual, moral, social and cultural development. Spiritual development is promoted effectively

- during morning worship. Collective worship plays an important part in developing pupils' understanding of being part of a community. Pupils benefit from visits to places of worship and the visits of local clergy. Pupils are encouraged to reflect on their own experiences and consider the beliefs of others.
- 67 Good opportunities are provided for pupils to learn about their Welsh heritage and culture and that of the local area. Pupils enjoy participating in Welsh cultural activities, such as the St. David's Day Eisteddfod and Welsh folk dancing. The school is successful in celebrating cultural diversity and pupils have good opportunities to learn about the social and cultural traditions of other faiths and cultures. The *Cwricwlwm Cymreig* is promoted well through a variety of subjects, such as history and art.
- 68 Many parents are actively involved in the life and work of the school and they make a valuable contribution to the provision made. Pupils regularly invite parents to class assemblies where they share their curriculum experiences through a range of song, dance, drama and power point presentations. Parents and other family members are encouraged to join the Families Learning Together projects for literacy and numeracy. Involving parents in the education of their children has a positive impact on their attitude to learning.
- 69 Community links through curricular visits and activities are incorporated in many schemes of work and they promote pupils community awareness.
- 70 The school's partnership with industry is good. Pupils benefit from carefully planned visits, visitors and workshops that raise their awareness of the world of work both past and present. Specialist visitors work well with pupils in the classrooms and on visits on related to topic work. For example, pupils' reading and library skills are enhanced through working with authors and the librarian, and their involvement in holiday reading activities. Pupils gained first hand experience of the construction industry from a visit to a new housing development and followed this up by setting up an architect's office in the classroom to study the materials used and make comparisons with older buildings. As yet no staff have benefited from placements in industry.
- 71 The school's provision for equal opportunities is an outstanding feature. Pupils, irrespective of their social background, gender, disability or ethnicity are positively encouraged and included in all appropriate school activities including residential visits and out of hours clubs. The school makes every effort to tackle the social disadvantages of its pupils. Staff provide very good role models, for example, a female teaching assistant is the football coach.
- 72 Pupils develop an good understanding of sustainable development and an awareness of conservation issues through recycling, composting and gardening activities in the school and in the community. Elected Eco committee representatives from both key stages and the unit have responsibilities. The school is working towards the Eco school silver award. Pupils are developing an awareness of global citizenship and the benefits of fair-trade through selling produce such as bananas in the tuck shop, but their knowledge of the wider world is still limited.
- 73 Opportunities for pupils to develop skills required to support economic development are good. All pupils have the opportunity to take responsibility by

undertaking monitor roles. Pupils help to raise money for good causes. Pupils in year 6 develop team building, decision making and negotiating skills through their involvement in mini-enterprise schemes. They use ICT skills effectively to research products and learn about marketing, advertising and profit and loss. The school council develops pupils' understanding of decision making. They feel they have a voice in the school and are successful in setting up initiatives such as the tuck shop, playground 'buddies' and the 'friendship bench'.

- 74 The school attends very well to national priorities for lifelong learning and community regeneration. This is an outstanding feature. Family learning courses have been running for several years and are open to parents and other family members. Many parents have gained accreditation and some have gained further employment at the school. In discussions at the pre-inspection meetings and during the inspection parents say the courses are very valuable. They feel better able to help their children. The school hosts adult computer literacy courses. Many pupils gain accreditation through the Children's University for their activities.

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

**Grade 1:** Good with outstanding features

- 75 The findings of the inspection team match the judgement made by the school in its self evaluation report.
- 76 Pupils are cared for guided and supported particularly well in a very secure, supportive and happy environment. The school has a very positive ethos and every pupil is valued and included. This is an outstanding feature of the school.
- 77 The school has very positive partnership with parents. The school knows pupils and their parents and carers very well. Communication with parents is very effective. Regular newsletters, the website and other communications keep parents very well informed about the work and life of the school. There is good daily informal contact. The prospectus issued to new parents is of excellent quality and fully meets requirements
- 78 The school actively encourages parents to participate in their children's learning. Parents of children in the reception class receive weekly planning sheets for the six areas of learning. The overwhelming majority of parents, in their responses to the questionnaires and at meetings prior to the inspection, praised the school for its ethos and the good quality education provided for their children, particularly those in the unit and with special needs. Parents' views are sought through questionnaires and the school responds positively to concerns.
- 79 The very hardworking parent/teacher association organises fundraising events that help pay for visits for education and pleasure. They support the school's healthy eating scheme by making toast daily for sale at break time. A significant number of adults provide valuable support in school and many others help with out of school activities.
- 80 Induction arrangements for children in reception class are carefully planned and implemented. There are very good links with the playgroup based on the school premises. The separate 'reception booklet' provides parents with very useful

information and guidance to prepare children for school. All pupils quickly learn the routines and settle well into school life.

- 81 There are excellent, well-established pastoral and curriculum transition arrangements with the receiving secondary school. This is an outstanding feature. Pupils in year 6 are involved in cross-phase projects in Welsh and art as well as other creative linking activities such as physical education (PE), sports and design and technology (DT) projects where they use sophisticated equipment to produce good quality products.
- 82 The high quality of personal support and guidance for pupils is an outstanding feature. The policy is integrated into all aspects of the school's activities and the outcome is reflected in the pupils' caring and thoughtful attitudes. Parents in their responses to pre-inspection questionnaires and meeting highly value the support provided for their children, particularly those with additional learning needs, and the approachability of staff.
- 83 There are effective policies and procedures in place to monitor pupils' attendance and punctuality, behaviour and performance. Pupils' behaviour is monitored very closely and when required, action is taken to support pupils who experience difficulties. Arrangements to encourage pupils to behave well are extremely effective. The school has followed the appropriate procedures in the four cases of temporary exclusions in the last twelve months.
- 84 The school is in its third year of the Healthy School scheme and promotes health and fitness for pupils through a wide range of extra curricular activities. The school encourages parents to provide healthy snacks and lunch boxes and many pupils have fruit and toast at break times and lunchtimes. There are healthy options at lunchtime and pupils' choices are carefully monitored.
- 85 Provision for pupils' well-being is outstanding. Adults in the school are well aware of pupils with particular needs and are very knowledgeable about procedures in the event of accidents and emergencies such as how to help pupils with identified medical conditions. All staff are alert to issues relating to the well-being of pupils. There is an effective policy and well-established procedures for child protection. The headteacher and her deputy are the 'nominated persons'. All governors have undertaken child protection training. Teachers, support staff and midday supervisors and canteen staff are fully aware of their responsibilities.
- 86 The quality of the provision for pupils with ALN is an outstanding feature of the school. The school knows its pupils very well and there are good systems for enabling teachers to register concerns about pupils in their class and to develop strategies for addressing them in conjunction with the ALN co-ordinator. In addition, the school uses a good range of screening tests to ensure that any specific learning difficulties are identified early.
- 87 The ALN co-ordinator is very effective and works well with class teachers, support staff and governors. The ALN register is reviewed regularly to ensure that pupils' progress is closely monitored. Parents are informed of any concerns at an early age and encouraged to be fully involved in supporting their child.
- 88 Class teachers and other adults involved produce very effective individual educational plans (IEPs). These address learning needs and, where appropriate, behavioural difficulties. IEPs contain targets that are stated in

observable, measurable terms that are regularly monitored and reviewed. Arrangements to support pupils with statements of SEN are very good. Care is taken to ensure provision specified in statements is made and pupils benefit both academically and socially from meaningful integration with support. Annual review procedures fully meet requirements and parents are fully involved in the process.

- 89 Pupils with ALN are well supported by the groupings within class lessons where they are enabled to work at an appropriate level, often with additional support from the teacher or teaching assistant. This ensures that they make progress at least in line with that of other pupils and often better as they overcome their difficulties.
- 90 The withdrawal support for pupils with ALN is very well organised. It is targeted towards pupils who require additional help and is very effective in taking into account the different ways that pupils learn. Teaching assistants work effectively with these pupils. They are aware of pupils' targets and respond effectively to their needs thus ensuring they succeed. The school makes good provision for gifted and talented pupils. There is also good provision for pupils for whom English is an additional language, thus ensuring their particular needs are met.
- 91 Very good support is offered to pupils with emotional, behavioural and social difficulties (EBD) who attend the designated behaviour unit. The curriculum is purposeful, imaginative and stimulating and pupils respond positively to the encouragement, challenge and praise they are given by their teacher and teaching assistants. This provision is a strong feature of the school and reflects the positive and constructive attitudes that exist amongst staff and pupils towards those pupils with additional learning needs.
- 92 There are effective measures in place for pupils whose behaviour impedes their progress. Individual 'behavioural plans' for a small number of pupils on the register give appropriate guidelines and strategies for staff to follow. These, together with the very good support for pupils in the unit, have a positive and successful influence on improving inappropriate behaviour. This in turn ensures that other pupils have the opportunity to learn with a minimum of interference and disruption.
- 93 The school has well planned and documented procedures for dealing with race equality, disability discrimination and equal opportunities. All pupils are encouraged and enabled to take part in the activities provided by the school.
- 94 The school is very well equipped with a lift, ramp and disabled toilet, although there are no pupils with mobility disability currently attending the school and there is a suitable accessibility plan that takes account of the school site and buildings.
- 95 The school promotes diversity and equal opportunities well. A very good range of activities are provided for pupils through personal and social and religious education, which enables them to develop an understanding of diversity and equal opportunities.

## Leadership and management

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

**Grade 1:** Good with outstanding features

- 96 The findings of the inspection team match the judgement made by the school in its self evaluation report.
- 97 The leadership and strategic management of the school is outstanding. The headteacher provides inspirational leadership for the school, and has consistently developed an ethos of continual improvement. This has raised standards very significantly since she took over the school in 1998. Her vision for the school is reflected in its aims, which express its commitment to developing the full potential of each individual in a happy, secure environment. All staff are aware of the school's aims and values. They are fully committed to promoting them in their work and through personal example.
- 98 The school's aims and values focus on the development of good attitudes, learning skills and the social and interpersonal skills, which are essential if pupils are to achieve well. Parents indicated their strong support and appreciation of the values instilled by the school in the pre-inspection questionnaires. All staff are aware of the school's aims and values and are fully committed to promoting them in their work and through personal example. This is an outstanding feature of the school. Staff commitment is evident in all aspects of the life of the school. The headteacher and staff succeed in creating a caring ethos and stimulating environment which promote effective learning.
- 99 Subject leaders provide very effective leadership, monitoring standards in their subjects and clearly identifying areas for improvement. These are discussed with colleagues to ensure that they understand what is required of them in the process of raising standards. They also lead training for colleagues in areas that are a priority in the SIP.
- 100 The school takes good account of national priorities. The introduction of education in global citizenship is planned for the current year and there is an action plan in place for the implementation of the Foundation Phase.
- 101 The headteacher and staff analyse the school's performance data very thoroughly and set targets accordingly. Individual targets are also set and monitored by both staff and pupils. Performance management is conducted very effectively and teachers' targets reflect both the school's priorities and the professional development needs and interests of the individual. The headteacher also holds appraisal meetings with staff to review their professional development.
- 102 The governing body is very supportive of the headteacher and staff and actively involved in setting the strategic direction of the school. They monitor the quality of provision effectively by visits to lessons and by receiving reports from subject co-ordinators. The governing body meets all statutory requirements.

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

**Grade 1 :** Good with outstanding features

- 103 The findings of the inspection team do not match the grade 2 judgement made by the school in its self-evaluation report. The school was modest in evaluating how well it improves quality and standards.
- 104 The headteacher, staff and governors show considerable commitment to improving standards. They all play an evident and proactive role in the process of self-evaluation. Leaders and managers use a wide variety of approaches to inform themselves about areas for which they are responsible. Staff and governors benefit from training, and have a clear understanding of their role. The headteacher and teachers gather information through classroom observation, work sampling, listening to learners, core subject bench-marking and data analysis. The effective assessment strategies and data analysis identify trends and areas for development effectively. This information is used particularly well to ensure improvement.
- 105 Subject leaders play an extremely active part in the school's self-evaluation process. They collate evidence from many sources, and reviews of pupil performance, which measure progress and moderate levels and result in accurate summaries and areas for development. Reports on standards by subject leaders feed effectively into the SIP. Very effective use of the school's comprehensive and innovative Teaching and Learning policy, and the whole school monitoring system, is an outstanding feature of self-evaluation, and contributes greatly towards making improvements.
- 106 The self-evaluation report is of very good quality, and is honest and thorough. It provides an accurate picture of the school's strengths and areas for development. It successfully balances description with evaluation, and the careful analysis of standards and trends provide a clear picture of the way forward.
- 107 A thorough and detailed analysis of a range of pupil tests, including baseline assessments in the reception class, and other assessments in both key stages, is undertaken. Excellent use is made of the data to improve teaching and learning, to inform planning and to identify and target pupils who need further attention. There is clear evidence of analysis leading to new initiatives, leading to good progress in standards.
- 108 The school addresses its areas for development through an ambitious SIP. It notes the school's needs and responsibilities, and states financial implications, success criteria, monitoring arrangements and timescales clearly. It is a useful working document, and the headteacher and governing body ensure that good resources are provided to achieve key targets. The document notes priorities and appropriately challenging targets for improvement for all pupils.
- 109 The school ethos among staff is to be reflective and self-critical. Staff meet regularly to evaluate provision and standards, and review actions that have been taken. These formal and informal discussions and reviews lead to measurable improvements in standards. Very good progress has been made in many areas since the last inspection, with outstanding improvement in ICT standards, attendance, compilation of schemes of work and end of key stage test results.

110 The findings of the inspection team are in agreement with five out of the seven judgements made by the school in its self-evaluation report, and have raised the grade from 2 to 1 in the other two questions.

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

**Grade 1** : Good with outstanding features

111 The findings of the inspection team differ from the schools self-evaluation in that the school judges this key question as Grade 2. The school was modest in evaluating the effectiveness of leaders and managers in using the limited resources at its disposal.

112 The school is appropriately staffed to teach the subjects of the NC and religious education. The teachers have leadership roles that cover all subjects. Staff have undertaken relevant training that contributes to their subject knowledge and the quality of teaching overall. The school has implemented the workforce remodelling strategy effectively and teachers have sufficient non-contact time for planning, preparation and assessment. Teaching assistants make a very positive contribution to the standards achieved by pupils. There are effective procedures in place to develop support staff expertise. The school caretaker makes a very positive contribution to the school by coaching football teams and driving pupils to school matches and visits.

113 Learning resources are easily accessible to all pupils and match the demands of the learning experiences. Resources are audited to reflect the variety of pupils' age, interests, needs, present gender and cultural diversity in a positive way. The ICT suite and interactive whiteboards in all classes enables staff to promote and support the development of ICT skills across the curriculum efficiently. This is a strong feature of the school. The school uses a variety of outside resources to support teaching and learning such as leisure centres, museums, castles, theatres, and other education location to effectively enrich the curriculum. Education visits in many subjects and visitors to the school enhance pupils' learning experiences.

114 Accommodation is adequate for the number of pupils on roll and the curriculum provided. Teaching areas are generally pleasant and stimulating. High quality displays enhance the learning environment throughout the school. There is a safe and spacious playground and a very good field area. The school is an attractive, secure and stimulating environment for learning. It makes creative use of its accommodation to support pupils learning and promote links with the community. The school has a lift and a toilet for the disabled and there is also a shower and toilet area in the unit.

115 The school plans appropriately and makes very good use of financial and other resources in line with its educational and other priorities. The headteacher and governors regularly review the use of resources and further requirements. All staff are aware of financial issues and recognise that a balance is required between spending and equipment, the school building, training needs and educational visits and visitors. The school is highly inclusive and its management of ALN provision is very cost effective. Overall, the school achieves very good value for money.

## Standards achieved in subjects and areas of learning

### Under 5s

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

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

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

#### **Good features**

117 Children make substantial progress in a short time in their speaking and listening skills. Although many of the children have poor communication skills when entering school, they speak eagerly about the rich experiences they encounter in school, and express themselves confidently through role-play and when retelling stories. A small number of children express themselves well, using a wide vocabulary, when discussing their work

118 Children handle books correctly and talk enthusiastically about pictures in big books, with effective use of key words and phrases. They predict stories sensibly and have good recognition of many letters and sounds. Children use a variety of writing implements to make appropriate marks on paper, for example, when engaged in role-play in the shop. Many 'underline' and 'overwrite' successfully, and write their names independently. Children understand and use a range of Welsh greetings, commands and phrases. They count up to ten confidently, identify colours, and know a selection of Welsh songs and prayers.

#### **Shortcomings**

119 There are no important shortcomings.

#### **Personal and social development**

**Grade 1:** Good with outstanding features

120 The ability of the vast majority of children to work independently and to be involved in their learning is an outstanding feature. They are eager to learn and play and participate with confidence. They willingly take turns and share resources, and respond particularly well to school routines. They have a very good awareness of the importance of hygiene. They develop excellent relationships with staff, and show respect towards adults. They show respect also towards living creatures, and their ability to make sensible choices, for example, when working outdoors, is outstanding.

#### **Mathematical development**

**Grade 1:** Good with outstanding features

121 Children count confidently to twenty, and have very good number recognition. They sequence pictures extremely well and match dots effectively in number games. They sort objects accurately, and have excellent recall of a variety of number songs and rhymes in English and Welsh. They use mathematical language well in different contexts, for example, when discussing quantity when

making bread or measuring seedlings in the allotment. They have a particularly good understanding of the properties of two- and three-dimensional shapes. Their understanding of the function of money is well developed through activities such as buying tea and toast in the shop. An outstanding feature is their ability to use a tally chart to count mini-beasts in the garden.

#### **Knowledge and understanding of the world**

**Grade 1:** Good with outstanding features

122 Children develop excellent knowledge and understanding of the world through exploration, investigation and discussion, and through their purposeful use of the outdoor area. Their knowledge and understanding of living things, such as mini-beasts, is outstanding. The majority of the children are very adept at using the computer and various software packages. They have a great deal of knowledge of the local area, for example, buildings in Fairwater. Children recall their experiences of the wider world well, for example, their visits to Cardiff Castle and Castell Coch. They have an excellent understanding of the passage of time, such as the reasons why houses of today are different from those of long ago, and how washing clothes and making bread in the past is different from today. Children know from observation and from working alongside 'Taid' (grandfather) in the allotment how to grow vegetables and fruit.

#### **Physical development**

**Grade 1:** Good with outstanding features

123 Children ability to handle small apparatus is outstanding. They use scissors safely to cut along straight lines, glue accurately and carefully, and use large construction toys most effectively to assemble and disassemble structures. They handle garden tools in an excellent manner and display good control of the basic parts of the computer.

124 In the hall and when working outdoors, children move confidently and imaginatively, and display increasing control and co-ordination. When climbing over large objects and playing with big toys they show a very good awareness of space and are extremely agile and adventurous.

#### **Creative development**

**Grade 1:** Good with outstanding features

125 Children's art work is outstanding in quality. They use a range of media most effectively for drawing, painting and model making. They observe keenly and produce detailed pictures of garden insects. They have an excellent awareness of colour, line and shape, and their lively use of the imagination is apparent in their impressive work based on Chinese symbols, including a huge dragon, which was done with an artist in residence.

126 Children sing a range of English and Welsh songs tunefully and energetically. They respond to rhythm well when playing percussion instruments, and show a great deal of sensitivity when listening and reacting to music, for example, in dance lessons.

- 127 Children use their imagination very effectively, for example, when transforming the mound in the outdoor area into Snowdon. They show a very good understanding of real life situations during role play sessions, when they enact enthusiastically the work of the police officer and the fire-fighter.

<b>Mathematics</b>
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**Key Stage 1: Grade 2:** Good features and no important shortcomings

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

**Good features**

- 128 At key stage 1, pupils make good progress in relation to their prior attainment and underlying capabilities. They achieve standards that are above expectations by the end of year 2.
- 129 Pupils have good problem-solving skills and organise themselves and their work well. They use the correct mathematical symbols when recoding their work, as well as using appropriate diagrams when necessary.
- 130 Pupils reliably count sets of objects and have an appropriate mental recall of addition and subtraction facts up to 10. More able pupils have a good grasp of place value up to 1,000. They choose the appropriate operations when solving addition and subtraction problems. Most pupils know their number bonds up to 20 well and have learned multiplication tables up to five.
- 131 Nearly all pupils know the properties of common two- and three-dimensional shapes. They recognise faces, edges and points and use the correct mathematical language to describe each shape. Pupils make appropriate use of both non-standards and standard metric measurements to find out the length and capacity of a range of objects. They use tally charts effectively to produce simple graphs.
- 132 At key stage 2, pupils continue to make good progress in relation to their prior attainment and underlying capabilities. They achieve standards that are above expectations by the end of year 6.
- 133 Pupils continue to develop good problem solving skills. They use a range of different strategies to solve problems, for example, using pictures, numbers and letters to record their ideas when making 'spells' involving counting the number of legs on creatures such as bats and spiders.
- 134 Younger pupils in key stage 2 have a good mental recall of multiplication tables up to 5. They use these skills to use all four operations up to 100. Pupils correctly identify which coins make up a given amount and make suitable use of decimal notation to record their answers. They also accurately identify and classify two- and three-dimensional shapes. Pupils use an appropriate range of metric measurements and know the common imperial units still in use.
- 135 Older pupils in key stage 2 try different ways of solving problems. They organise their work effectively and check it for accuracy. Pupils make appropriate use of mathematical symbols and diagrams to record their findings. They double numbers up to 1,000,000 and use appropriate mental strategies when solving

problems involving large numbers. More able pupils find the area of regular quadrilaterals using multiplication and calculate the object's perimeter. Pupils use tables to record their findings from surveys and construct graphs, sometimes using computers to produce their results. More able pupils in year 6 have a good grasp of equivalent fractions, and find the lowest common factor when reducing fractions to their lowest terms. They know that 0.5 is also one half or 50 per cent.

#### Shortcomings

136 There are no shortcomings.

### Information technology

**Key Stage 1 – Grade 1:** Good with outstanding features

**Key Stage 2 – Grade 1:** Good with outstanding features

- 137 At key stage 1, pupils make very good progress in developing their IT skills. They recognise and name the main parts of the computer system. Pupils' keyboard skills are developing very well and they control a mouse effectively to move the cursor on the screen. They change the size, colour and style of font to create different effects. They develop good management skills and have a detailed knowledge of which program to use for a particular task. They produce interesting patterns and sophisticated designs using various graphics programs to support their work in art.
- 138 Pupils' work in year 1 shows they know how to give instructions to a floor robot. They design sequences of instructions to make the robot move through a model of Fairwater.
- 139 At key stage 2, pupils continue to develop their knowledge of software and effectively use a wider range of skills. Much of the IT skills that pupils acquire are developed through their very effective use across a range of curriculum subjects. Younger pupils use their word processing skills well to write a letters and poems. They know how to change font sizes, enter punctuation and correct spelling using the built-in spelling checker.
- 140 Pupil use appropriate software to produce and use spreadsheets, databases and tables to record their work in several curriculum areas. Pupils make effective use of CD-ROMs and the Internet as research tools for class and project work and print relevant information. Pupils in year 6 use presentation programmes very effectively to support their work in other subjects. These presentations show a high degree of sophistication and an awareness of the target audience.
- 141 Pupils have produced a number of DVDs using a digital camera and appropriate software. These show a good awareness of the target audience, as well as a good design sense. There are good cross-curricular links with subjects, such as history, and pupils have filmed subjects such as evacuees from the Second World War. This makes a valuable contribution to pupils' achievement in IT.
- 142 Pupils have good modelling skills and use simulations effectively to solve problems and try out possible lines of enquiry. For example, they design pizzas for a character in an adventure program, using increasingly more detailed

parameters. They make complex patterns using the LOGO programming language, developing procedures and routines effectively. Pupils are very competent at using spreadsheets to enter data and to produce graphs.

- 143 Pupils are very competent in using the Internet for research and use search engines efficiently, using complex Boolean search criteria. They make good use of emailing to ask for information. Pupils are well aware of Internet safety and dangers of 'chat rooms'.

## History

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

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

### Good features

- 144 Pupils throughout the school demonstrate great enjoyment for history and share their views and interpretations with increasing enthusiasm and confidence using appropriate subject specific vocabulary.
- 145 At key stage 1, pupils have an appropriate understanding of the past and how it is represented in different ways. They know that holidays at the seaside have changed significantly since Victorian times.
- 146 Pupils have a good understanding about the past through stories and especially through eye-witness accounts and visits to historical sites. They study local buildings, and have visited a new housing development and St Fagans. They make comparisons between new and old buildings. Pupils in year 2 attended a hearing about the housing development and were questioned before judges, who were so impressed with this aspect of their work that they were awarded a Welsh Heritage Schools Initiative National Heritage Award.
- 147 At key stage 2, younger pupils' understanding of the Tudor period is good. In one lesson, their understanding of Bishop William Morgan's translation of the Bible into Welsh was further developed by an actor posing as William Morgan. Pupils asked relevant questions, which showed their good understanding of the period. Pupils also understand that certain people and events have been of great significance.
- 148 Older pupils in key stage 2 have a very good understanding of life in the Second World War. They identify and describe in detail situations and changes that took place during the war, and show an accurate knowledge of chronology and the people involved.
- 149 Pupils in Year 6 show a good degree of independence in their learning, using their knowledge and understanding of their own learning styles to choose activities which best suit them. They select and combine their findings and present them independently using presentation software.
- 150 Pupils across both key stages have a good sense of chronology and use time lines to work out various periods of history. Pupils record their work appropriately, with a good balance between free writing and worksheets.

### Shortcomings

- 151 There are no important shortcomings.

<b>Art</b>
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**Key Stage 1 – Grade 1:** Good with outstanding features

**Key Stage 2 – Grade 1:** Good with outstanding features

- 152 Pupils work extremely effectively at both key stages with a wide variety of media and techniques to produce work that is outstanding in quality. They achieve a very good balance between imaginative work and work based on direct observation. Pupils have an excellent understanding of line, tone, colour, pattern and texture. Finished pieces are of a very high quality, showing consistent progress in the development of skills throughout the school.
- 153 Across the school, pupils study the work of some of the world's great artists, and display a detailed knowledge of their various techniques, and the ability to adapt them skilfully to their own work. Pupils' learning and skills are enhanced by visits to art galleries to study the work of artists such as Augustus and Gwen John. Pupils in both key stages have outstanding knowledge of Welsh painters and sculptors. Several classes undertake striking investigative work into the art of other cultures, for example, African and Caribbean masks, and exciting patterns based on Islamic designs.
- 154 Across the school pupils benefit greatly from working with local artists, and the work produced is outstanding in quality. For example, pupils in key stage 2 have created wonderful glass mosaic panels, and large scale black and white portraits when working with a computer artist. Pupils in key stage 1 worked with a stained glass craftsman to create a colourful piece of work for the local library.
- 155 Pupils make outstanding use of sketch books in both key stages. They display excellent observational skills, for example, when drawing buildings in Cardiff Bay, creating gargoyles to decorate their models of castles, and investigating plants, fruit and mini-beasts. This investigative work forms the basis of very impressive work. In years 3 and 4, for example, pupils produce exquisite examples of weaving, lino cut, pencil and pastel studies based on the seashore.
- 156 Modelling work in the school is of a high standard. At key stage 1, for example, pupils display a variety of modelling techniques, such as coiling and moulding clay, when creating giant snails. At key stage 2, pupils create beautiful natural sculptures using leaves, stones and branches.
- 157 An outstanding feature of art in the school is the number of high quality large-scale pieces of work exhibited on corridor walls. There are many colourful oil paintings based on fruit and musical instruments, done in collaboration with pupils from a special school. Also, there are striking batik panels produced in transition workshops in the local secondary school.
- 158 Pupils of all ages use appropriate technical art vocabulary effectively in discussion, and when evaluating their own work or the work of others.

<b>Physical education</b>
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**Key Stage 1: Grade 2:** Good features and no important shortcomings

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

**Good features**

- 159 Pupils have a good awareness of how to exercise safely. Pupils understand the need to warm up and cool down before and after physical activity. They have a good understanding of the effects of exercise on their bodies.
- 160 At key stage 1, pupils have an increasing awareness of space when learning to control a ball, for example. They practice sending and receiving a ball with increasing accuracy in the small games setting.
- 161 At key stage 2, pupils participate enthusiastically and skilfully in lessons in dance. They use large movements very well to represent activities out and about matching their work rate to the changing tempo of taped music. They make constructive and perceptive evaluations of their own and others performances and show good imagination in suggestion extensions.
- 162 Pupils in year 6 benefit from external support and perform to a high standard when participating in the Sherman Dance Project. They show good sequencing, partner work, body shapes and tension and the need to build on previously acquired skills to project the shape. The outstanding feature of standards throughout the school is the participation of pupils at both key stages in the Cardiff Schools Dance Festival.
- 163 Pupils from the unit show confidence when displaying their movements to others, evaluating movements sensibly and improving on their gross and fine motor skills in a controlled way. They step, hop and skip well and travel around the hall using different methods and different speeds.
- 164 Pupils at both key stages work hard, pay careful attention to instructions and make continual efforts to improve their own skills and performance.

**Shortcomings**

- 165 There are no important shortcomings.

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

The governing body, headteacher, staff, pupils and parents of Fairwater Primary School, wish to thank the team for the professional manner in which the inspection process was conducted. Individual inspectors were courteous and considerate in their relationships with members of the school community whilst ensuring that they gathered evidence in a rigorous manner.

We are delighted that so many of the aspects of the work of the school have been acknowledged as good with outstanding features. The dedication, commitment and enthusiasm of both staff and governors have been duly recognised. We are particularly pleased that the close working relationship of the whole school community has been highlighted and that the very positive ethos and stimulating curriculum have been identified as contributing to our pupils really enjoying school and our parents being very pleased with the quality of education.

Whilst celebrating a very positive report, we recognise that there is always the opportunity for further improvement. The governing body and headteacher accept that to improve the school and further raise standards the three recommendations regarding bilingual competency. Continuing to raise pupils speaking skills, and further developing understanding of global citizenship.

As noted by the inspection team certain aspects have already been identified in the School Strategic Plan and other documentation.

We once again thank the inspection team for an extremely detailed, well presented report and appreciate the effort they have made towards reflecting life at Fairwater Primary School.

## Appendix 1

### Basic information about the school

Name of school	Fairwater Primary School
School type	Primary
Age-range of pupils	4-11
Address of school	Wellright Road Fairwater Cardiff
Postcode	CF5 3ED
Telephone number	02920 563160

Headteacher	Mrs Heather Thomas
Date of appointment	January 1998
Chair of governors	Mr Keith Sims
Registered inspector	Mr Stephen Dennett
Dates of inspection	24/04/07 – 26/04/07

## Appendix 2

### School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	0	25	38	32	32	51	53	40	271

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	13	1	13.6

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	23:1
Pupil: adult (fte) ratio in special classes	10:3
Average class size, excluding nursery and special classes	27
Teacher (fte): class ratio	1-1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of School
Summer 2006		93.3	93.3
Autumn 2006		95.7	95.0
Spring 2007		93.6	94.3

Percentage of pupils entitled to free school meals	24
Number of pupils excluded during 12 months prior to inspection	4

## Appendix 3

### National Curriculum Assessment Results

#### End of key stage 1:

National Curriculum Assessment KS1 Results 2006			Number of pupils in Y2:					34
Percentage of pupils at each level								
			D	W	1	2	3	
English:	Teacher assessment	School	0	3	15	68	15	
		National	0	4	12	64	20	
En: reading	Teacher assessment	School	0	3	18	53	26	
		National	0	4	14	56	26	
En: writing	Teacher assessment	School	0	3	15	82	0	
		National	0	5	14	69	12	
En: speaking and listening	Teacher assessment	School	0	3	18	62	18	
		National	0	2	11	64	23	
Mathematics	Teacher assessment	School	0	3	6	76	15	
		National	0	2	10	63	24	
Science	Teacher assessment	School	0	3	6	91	0	
		National	0	2	9	65	24	

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

In the school	82.0	In Wales	80.9
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### National Curriculum Assessment Results

#### End of Key Stage 2:

National Curriculum Assessment KS2 Results 2006			Number of pupils in Y6					35				
Percentage of pupils at each level												
			D	A	F	W	1	2	3	4	5	
English	Teacher assessment	School	0	0	0	0	0	6	17	49	29	
		National	0	2	2	0	1	4	15	46	31	
Mathematics	Teacher assessment	School	0	0	0	0	0	9	11	60	20	
		National	0	0	2	0	1	3	15	47	32	
Science	Teacher assessment	School	0	0	0	0	0	3	9	74	14	
		National	0	0	2	0	0	2	11	51	34	

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	77.0	In the school	N/A
In Wales	74.3	In Wales	N/A

D Pupils who are excepted under statutory arrangements from part or all of the National Curriculum

A Pupils who have failed to register a level because of absence

F Pupils who have failed to register a level for reasons other than absence

W Pupils who are working towards level 1

**Please note that the above figures include pupils from the special unit.**

## Appendix 4

### Evidence base of the inspection

- A team of four inspectors spent a total of ten inspector days at the school.
- Pre-inspections meetings were held with staff, parents and governors.
- Ninety-one questionnaires were returned by parents and analysed.
- The school's self-evaluation report and a comprehensive range of other documents were examined.
- The headteacher acted as nominee and provided additional information as required.
- Thirty-five lesson observations were undertaken.
- Samples of pupils' work from across the age and ability ranges were examined.
- Inspectors talked to pupils and listened to them read.
- Inspectors attended the school council, and observed lunch times and break times.
- Inspectors attended daily acts of collective worship.
- Post-inspection meetings were held with the staff and the governing body.

## Appendix 5

### Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Stephen Dennett (Registered Inspector)	Context, Summary, Recommendations and Appendices Key Question 1 Key Question 5 Mathematics Information technology
Mrs Caterina Lewis (Lay Inspector)	Key Question 4  Contributed to: Recommendations Key Question 1 Key Question 3
Mrs Zohrah Evans (Team Inspector)	Key Question 2 Key Question 6 Early Years Art  Contributed to: Recommendations Key Question 1 Key Question 2 Key Question 3
Mr David Morgan (Team Inspector)	Key Question 3 Key Question 7 History Physical education  Contributed to: Key Question 4
Mrs Heather Thomas (Headteacher & Nominee)	Contributions to all Key Questions

#### **Acknowledgement**

*The inspection team wish to express their thanks to the governing body, head teacher, staff, parents and pupils of Fairwater Primary School for the co-operation and assistance both before and during the inspection.*

**The Contractor was:**  
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North East Lincolnshire  
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