

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

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

**Gladstone Primary School  
Whitchurch Road  
Heath  
Cardiff  
CF14 3JL**

**School Number: 6812309**

**Date of Inspection: 04 February 2008**

**by**

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Gladstone Primary 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 Gladstone Primary took place between 04/02/08 and 07/02/08. An independent team of inspectors, led by Carolyn Jane Thomas undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **standard** inspection.

## Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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## Context

### The nature of the provider

1. Gladstone is a community school which serves the multi-cultural inner city area of Cardiff. It was formed in September 2000 by the amalgamation of two separate schools, which previously shared the same site. Nearly all pupils come from the local area. There is a nursery where 44 pupils attend on a part time basis, from the age of three. In the rest of the school there are 185 pupils.
2. Pupil numbers have fallen from full time equivalent of 246 in 2004. Pupils are from diverse backgrounds. Thirty eight per cent of pupils have English as their predominant language and 62 per cent have other predominant languages at home with 26 different home languages being represented in the school. There are no pupils from Welsh speaking homes. Thirty one per cent of pupils receive support teaching in English as an additional language.
3. On entry, pupils have a full range of abilities and all pupils are considered by the school to be neither economically advantaged nor disadvantaged. About 4.8 per cent are from families who are seeking asylum, or refugee status.
4. Across the school 30 pupils are considered as having some degree of special educational needs (SEN), 3 pupils have statements of SEN and the statements include modification of the curriculum. This is above the average for pupils in a similar free school meals band. In this current academic year 15 per cent of pupils are considered to be eligible for free school meals. This figure is slightly below the national average. However, this figure varies from year to year, this is because of the high proportion of pupils who join or leave the school other than at the start of each school year. For example, in 2007 there was at least a 47 per cent change in the total cohort at the end of Key stage 1 and a similar change at the end of Key stage 2.
5. The school was last inspected in May 2002. The head teacher has been in post since September 1987 and the deputy head teacher has been in post since April 1990. The school has had some remodelling to the building creating many different rooms, including a staff room and administrating offices.
6. The school has received the Basic Skills Quality Mark for the second time in July 2007 and is working towards the Arts Mark.

<b>The school's priorities and targets</b>
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7. The school has a clear vision statement; "Caring, Sharing and Learning together".
8. The school aims to:-
  - Provide a friendly, happy, colourful and stimulating environment where children are highly motivated to learn and live together.
  - Strive to provide them with the knowledge and skills needed to participate in a wide range of activities and in the world outside.
  - By the time they leave, encourage children to be enthusiastic and independent learners who are literate, numerate and confident in themselves and show care and respect for others.
  - Help each child to achieve his/her potential by adopting a curriculum, which is differentiated to cater for each need and is wide enough to show each child is valued.
9. Priorities for improvement include:
  - A subject cycle of review.
  - On going monitoring throughout the school.
  - Welsh Assembly Government implementation of the Foundation Phase.
  - Transition within school.
  - Achievement and Inclusion of pupils.

## Summary

10. Gladstone Primary school is a good school that enables pupils to make good progress in their personal and academic development. There is a strong common purpose to provide the best for all pupils. The school provides outstanding care guidance and support for its pupils.
11. Overall, good progress has been made since the last inspection. The inspection team agreed with six of the judgements made by the school in the seven key questions. It differs from the school's judgement in one of the key questions and has awarded a higher grade because of several identified outstanding features.

### Table of grades awarded

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

### Subjects and/or areas of learning for under-fives

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

12. Baseline data indicates that children enter the reception class with scores that are across a full range of ability and stages of development and are slightly below the Local Authority average. 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. Overall they achieve good standards.

### Grades for standards in subjects inspected

Inspection Area	Key Stage 1	Key Stage 2
English	2	2
Welsh second language	3	3
Geography	2	2
Art	1	2
Physical education	2	2

13. Pupils' standards of achievement in the lessons observed in the subjects inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
4%	81%	15%	0%	0%

14. Overall, regardless of their social, ethnic or linguistic background, pupils make good progress and they achieve well. Pupils with additional learning needs, SEN, and those with potential behavioural problems, make good progress relative to their abilities. More able pupils make similar progress to their peers. Pupils who are learning English as an additional language also make good progress relative to their start points.
15. Overall, throughout the school, pupils make good progress in their communication skills. They are attentive in lessons and respond appropriately to requests when working together in small groups and pairs. Under-fives make good progress in their speaking and listening skills.
16. Throughout the school all pupils, including the Under fives use their numerical and ICT skills well. Pupils' problem solving and creative skills have good features and no important shortcomings.
17. Throughout the school, pupils' generally use Welsh words and phrases confidently in lessons but lack the confidence to do this in less familiar situations. They are developing a basic knowledge and awareness of the heritage and culture of Wales through *Y Cwricwlwm Cymreig* which has good features that outweigh shortcomings.
18. There is a higher than average number of pupils who move in and out of the school on an annual basis. Over 30 per cent of pupils are learning English as an additional language. All these factors impact significantly on the standards pupils achieve especially at the end of key stage 1 and 2.
19. Over the last three years, pupils' end of key stage 1 assessment results in English, mathematics and science have fluctuated. Results were slightly below local and national averages in 2005 and 2007, although slightly above both local and national averages in 2006.
20. Similarly, pupils' end of key stage 2 assessment results have fluctuated over the last three years. This is particularly so in English and science, with more consistency evident in mathematics. Results were slightly below local and

national averages in 2005, but above the local and national averages in maths and science in 2006. Results dipped significantly in 2007, especially in English and science, but this group of pupils included a high proportion of new arrivals to the school. This impacted significantly on the overall results.

21. When comparing the school's results to similar schools (those with a similar number of pupils entitled to free school meals). It is not possible to make any meaningful comparisons from year to year because numbers vary and the school's free school meal band changes as a result. For example, over the last three years the school has been placed in three different comparative bands.
22. In their time at Gladstone, pupils make good progress towards fulfilling their potential and are ready and enthusiastic about moving on to the next stage of their learning. Pupils' talk about their targets in the core subjects and they have a general idea about their own strengths and weaknesses in the foundation subjects. However they do not always know what they need to do next in order to progress or to improve the quality of their work.
23. The overall development of pupils' personal, social and moral skills is good and is a strength of the school. All pupils show respect and concern for others. The mutual respect between adults and pupils is clearly evident in the majority of classes in the school and relationships throughout the school are very good. This contributes significantly to creating a happy, caring environment where the majority of pupils enjoy coming to school. Pupils' outstanding behaviour is a credit to the school and makes a positive contribution towards pupils' good standards of achievement.
24. At 91.26 per cent the average rate of attendance for the three terms prior to the inspection is below the Local Authority (LEA) and all Wales averages. Cultural and family commitments often result in pupils making extended visits overseas. This has a significant effect on attendance levels and the school's attendance targets. A significant number of pupils in each class arrive late at the start of the day. They miss the valuable social time as well as the commencement of lessons and assemblies.
25. Pupils display an outstanding understanding of equal opportunities issues. They are developing a thorough understanding and respect for the diversity of beliefs and this is illustrated in their work. Pupils' knowledge of living within a multi cultural society is outstanding.
26. During the inspection the quality of teaching was judged as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
31%	54%	15%	0%	0%

27. The quality of the relationship in the classroom is excellent. Teachers create a purposeful working atmosphere and keep pupils focused on learning. In the majority of lessons, work moves at a good pace. Overall teachers use varied strategies to challenge pupils to achieve their best. They actively address

issues of gender, race and disability and promote equality of opportunity for all pupils. This is an outstanding feature of the school.

28. In the very small minority of lessons where shortcomings in teaching were identified, these include too few challenging tasks and over reliance on worksheets.
29. In all classes very good and effective attention is paid to meeting the needs of pupils with SEN and those learning English as an additional language; there is good specialist intervention. Generally work is appropriately planned to engage and challenge the majority of pupils and there is a good balance between activities that are adult led, and those in which pupils work independently. However, the needs of the more able and talented pupils are not consistently met across all classes and subjects. The quality of assessment, recording and reporting is good. It is comprehensive and thorough and meets statutory requirements. There has been continuous improvement since the last inspection in assessment and recording.
30. The school provides a broad balanced curriculum at both key stages that meets statutory requirements. Overall it meets the needs and abilities of all its pupils including those with SEN. The curriculum is flexible in other aspects and meets pupils' wider needs well. The school provides a good range of extra curricular activities.
31. The curriculum is well organised and supported by good quality policies and detailed schemes of work that in the main ensure continuity and progression for pupils' learning. However, there is insufficient evidence to show, particularly where there are separate co-ordinators for each key stage that all co-ordinators work closely together to fully ensure consistency, progression and continuity through the key stages.
32. The school's partnerships with parents, other schools, the community and other educational establishments are good overall and support the work of the school well. Effective and beneficial partnerships have been developed with the local high school and higher education facilities.
33. The promotion of pupils' global citizenship skills is outstanding, enabling pupils to have a good knowledge and understanding of how global issues can shape the lives of people. There are good arrangements to promote healthy lifestyles.
34. The care, guidance and support pupils receive in this friendly school is good with no important shortcomings. Every pupil is valued and nurtured and very close account is taken of his or her individual needs. The school is committed to developing pupil's well being and is very successful in this aspect.
35. The quality of provision for pupils who have additional learning needs is an outstanding feature of the school. The school considers equal opportunity as a priority and is an outstanding feature of the school. Gender equality, race

equality and the challenging of stereotypical views are strongly encouraged and practised. All equality policies fully meet statutory requirements.

### **Leadership and management**

36. Gladstone Primary School has a clear vision and stated aims that promote equality for all and is reflected in its practice. Through the commitment of staff, governors and parents the school has achieved many successes over the years. There is a real sense of purpose and determination to improve provision and raise standards.
37. The head teacher provides calm, effective and resolute leadership. The deputy head teacher successfully works closely with the head teacher and takes on whole-school management responsibilities. A small management team is effective in considering the impact of change across the school, for example, preparation for the forthcoming Foundation Phase. Subject co-ordinators are knowledgeable, committed and developing their leadership roles well.
38. The governing body are very committed to the ongoing success of the school. They fulfil all of their statutory responsibilities well and are playing an increasingly important role in the school's strategic development.
39. There is purposeful and collaborative culture of self-evaluation. The school is looking carefully at a wide range of national priorities and developing initiatives on healthy lifestyles, care of the environment, sustainability and bilingualism.
40. The school improvement plan is a good working document, where targets are carefully prioritised, clearly stated, and well focused on school improvement. The plan is carefully costed and contains appropriate success criteria. The head teacher presents regular reports to governors to keep them informed about progress towards meeting targets. The role of both governors and staff has been strengthened so that they now have a clear picture of the likely impact of spending decisions on the education of pupils.
41. The school has made good progress in resolving key issues identified at the last inspection. The school now reviews its use of resources on a regular basis. Overall resources are used effectively and efficiently. The school provides good value for money.

## Recommendations

- R1 Improve standards in the key skill of bilingualism (English/Welsh)\* and in those subjects and areas of learning where shortcomings are identified.
- R2 Ensure work in all classes provides suitable challenge to extend the skills and knowledge of more able and talented pupils.\*
- R3 Continue to ensure continuity and progression in the planning and delivery of the curriculum across the key stages.\*
- R4 Improve pupil's involvement in making assessments about their progress and what they need to do to improve. \*
- R5 Continue to improve punctuality and attendance.\*

\* The school has identified these areas for development.

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

42. The finding of the inspection team agrees with the judgements made by the school in its self-evaluation document.
43. Pupils' standards of achievement in the lessons observed in the subjects inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
4%	81%	15%	0%	0%

44. Standards of achievement in the lessons observed are above the Welsh Assembly Government's 2010 targets outlined in 'Vision into Action' where the quality of learning should be 'grade 3 or better in 98 per cent of classes'.
45. Overall, regardless of their social, ethnic or linguistic background, pupils make good progress and they achieve well.
46. Standards in the subjects and areas of learning inspected are as follows:

#### Areas of learning for under-fives

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

47. 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. Baseline data indicates that children enter the reception class with scores that are across a full range of ability and stages of development and are slightly below the Local Authority average. By an early stage in the academic year, the vast majority of children settle into school quickly and enjoy and persevere at their activities.

#### Grades for standards in subjects inspected at key stages 1 and 2

Subject	Key Stage 1	Key Stage 2
English	2	2
Welsh	3	3
Geography	2	2
Art	1	2
Physical Education	2	2

48. Pupils with additional learning needs, including those with SEN and those with potential behavioural problems, make good progress relative to their abilities. The majority of SEN pupils achieve the targets they are set. More able pupils make the same progress as their peers. Pupils' learning English as an additional language also make good progress relative to their starting points.
49. Overall, throughout the school, pupils make good progress in their communication skills. They are attentive in lessons and respond appropriately to requests when working together in small groups and pairs. Under-fives make good progress in their speaking and listening skills.
50. Throughout the school all pupils, including the Under fives use their numerical and ICT skills well. Pupils' problem solving and creative skills have good features and no important shortcomings.
51. Throughout the school, pupils' generally use Welsh words and phrases confidently in lessons but lack the confidence to do this in less familiar situations. They are developing a basic knowledge and awareness of the heritage and culture of Wales through *Y Cwricwlwm Cymreig* that has good features that outweigh shortcomings.
52. There is a higher than average number of pupils who move in and out of the school on an annual basis. Over 30 per cent of pupils are learning English as an additional language. All these factors impact significantly on the standards pupils achieve especially at the end of key stage 1 and 2.
53. Over the last three years, pupils' end of key stage 1 assessment results in English, mathematics and science have fluctuated. Results were slightly below local and national averages in 2005 and 2007, although slightly above both local and national averages in 2006.
54. Similarly, pupils' end of key stage 2 assessment results have fluctuated over the last three years. This is particularly so in English and science, with more consistency evident in mathematics. Results were slightly below local and national averages in 2005, but above the local and national averages in maths and science in 2006. Results dipped significantly in 2007, especially in English and science, but this group of pupils included a high proportion of new arrivals to the school. This impacted significantly on the overall results.
55. Over past years more pupils than average have achieved the higher than expected level three at the end of key stage 1 in the core subjects. At the end of key stage 2, with the exception of results in 2007, more pupils than average gained the higher level five in the core subjects. These results are higher than the LEA average and relate to those pupils who spend their whole education at Gladstone. This indicates overall good progress from the time these pupils enter school.
56. Over time the difference between boys' and girls' performance at key stage 1 has been similar in science and mathematics, but girls perform better than

boys in English. At key stage 2 girls performance is better than boys in English and science.

57. When comparing the school's results to similar schools (those with a similar number of pupils entitled to free school meals). It is not possible to make any meaningful comparisons form year to year because numbers vary and the school's free school meal band changes as a result. For example, over the last three years the school has been placed in three different comparative bands.
58. Pupils of all ages respond well to the range of learning opportunities. They are enthusiastic and acquire new knowledge and skills during lessons and during the good range of extra curricular activities that the school offers. Pupils make good progress towards fulfilling their potential, relative to their start points, and are ready to move on to the next stage of their learning.
59. Pupils' talk about their targets in the core subjects and they have a general idea about their own strengths and weaknesses in the foundation subjects. However they do not always know what they need to do next in order to progress or to improve the quality of their work.
60. The overall development of pupils' personal, social and moral skills is good and is a strength of the school. The majority of pupils are well motivated and display a very positive attitude towards learning. They are eager to answer questions and demonstrate a keen interest in their work and sustain concentration well. Most pupils work well together in lessons and are eager to support one another in their learning.
61. All pupils show respect and concern for others. The mutual respect between adults and pupils is clearly evident in the majority of classes in the school and relationships throughout the school are very good. This contributes significantly to creating a happy, caring environment where the majority of pupils enjoy coming to school.
62. Pupils' outstanding behaviour is a credit to the school and makes a positive contribution towards pupils' good standards of achievement. They clearly understand the high expectations of behaviour and the values that the school promotes and encourages. From the nursery onwards, they play and work extremely well together. The school is a friendly, happy place, free of racial tensions and harassment. This is because all staff and pupils interact so very well.
63. At 91.26 per cent the average rate of attendance for the three terms prior to the inspection is below the Local Authority (LEA) and all Wales averages. Attendance of children in the reception class is consistently around 90 per cent and in nursery it is 84 per cent.
64. A high proportion of pupils come from a range of ethnic backgrounds, and cultural and family commitments often result in pupils making extended visits overseas. This has a significant effect on attendance levels and the school's

attendance targets. A significant number of pupils in each class arrive late at the start of the day. They miss the valuable social time as well as the commencement of lessons and assemblies. The school constantly informs parents of the negative effects of absence and lateness on their children's learning. There have been no exclusions for many years.

65. Pupils display an outstanding understanding of equal opportunities issues. They are developing a thorough understanding and respect for the diversity of beliefs and this is illustrated very well in their work. Pupils' knowledge of living within a multi cultural society is outstanding. Pupils' awareness of the diverse beliefs and traditions in society is enhanced in school assemblies where religious beliefs and customs are proactively shared. Pupils recognise the need to treat every person fairly and without discrimination.
  
66. Pupils are well prepared to participate in the community outside the school boundary. They raise funds for local and national causes. Pupils value the opportunities to participate in the community through visits to places of interest. Pupils are mature, responsible citizens, demonstrating well-advanced organisational and decision- making skills, including the care of the environment. All pupils are aware of recycling issues. Key stage 2 pupils are well prepared for participation in the workplace.

## The quality of education and training

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

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

67. The finding of the inspection team agrees with the judgements made by the school in its self-evaluation document.

68. During the inspection the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
31%	54%	15%	0%	0%

69. This is better than the national average identified in the most recent Chief Inspector of Schools Annual Report where 79 per cent of lessons were Grade 2 or better

70. The quality of the relationship in the classroom is excellent. Teachers create a purposeful working atmosphere and keep pupils focused on learning. In the majority of lessons, work moves at a good pace. Overall teachers use varied strategies to challenge pupils to achieve their best. They actively address issues of gender, race and disability and promote equality of opportunity for all pupils. This is an outstanding feature of the school.

71. The outstanding features in teaching include the relationships between staff and pupils that ensure pupils are attentive, motivated and encouraged to achieve as well as they can. Another outstanding feature is the teachers' very good subject knowledge including purposeful use of subject specific vocabulary and particularly effective use of interactive whiteboards as a teaching resource. The stimulating use of a wide range of interesting resources, which ensures the active involvement of pupils, is another outstanding feature.

72. In the very small minority of lessons, which have some shortcomings, members of staff do not always give pupils opportunity to discuss or consider the issues raised. At times insufficient time is allowed for pupils to complete written tasks or participate in an effective plenary session. Occasionally the pupils are not sufficiently challenged and teachers do not consistently insist on good standards of accuracy and presentation.

73. Bilingual assistants and teaching assistants give good support to pupils both in class and in withdrawal sessions. In all classes very good and effective attention is paid to meeting the needs of pupils with SEN and there is good specialist intervention.

74. Teachers demonstrate secure knowledge of the subjects they teach, and effectively use their specialist knowledge and the resources available to enhance the lessons.

75. Teachers of classes in the early years work closely together to ensure continuity in the curriculum content and lesson planning. The collaboration is also helping them successfully prepare for the introduction of the Foundation Phase.
76. Teachers who work in the same key stage plan together and this has a positive effect on pupils' learning. However, planning is not consistent in quality and content in all subjects across key stage 1 and 2.
77. Generally work is appropriately planned to engage and challenge the majority of pupils and there is a good balance between activities that are adult led, and those in which pupils work independently. However, the needs of the more able and talented pupils are not consistently met across all classes and subjects.
78. Teachers make good efforts to use bilingual words and phrases during the course of the lessons and when issuing instructions, but this is not consistent practice in all classes. However, all classes have Welsh phrases, appropriate for everyday use, on display and this supports pupils learning well.
79. Overall, staff collect and use information well to prepare rich and meaningful experiences for all pupils.
80. Assessment in the nursery and reception classes, both formal and informal, is very thorough and, as a result, these teachers know their children's strengths and weaknesses very well across all the areas of learning and can carefully monitor their progress.
81. The school has good assessment procedures in the core subjects of English, maths and science that enable teachers to track pupils' progress throughout the school. These recently introduced procedures follow LEA guidelines and fully meet all statutory requirements. Teachers assess pupils' progress and achievement very thoroughly in these subjects and evidence shows that they are well informed about pupils' standards and progress. Assessment procedures for pupils with SEN are of a very high standard. Appropriate targets are set for all pupils' further development. In the foundation subjects systems are more informal, relying on teachers' own comments about individual pupils' progress; the school is aware of the need to address this.
82. Pupils who have English as an additional language are thoroughly assessed on entry to the school and appropriate provision and support is quickly put in place. The timetable is carefully organised according to need and planning is thoroughly and carefully monitored to ensure that work provided meets the needs of these pupils.
83. Teachers have worked very hard over time to compile very detailed portfolios containing samples of pupils' work. In the best practice, this work is dated, carefully annotated, and clearly indicates how well pupils are achieving against national curriculum criteria and levels. This enables the teachers

together to competently pinpoint weaknesses in the achievement of pupils across the school, and plan work to provide extra support where necessary.

84. Individual targets are discussed and set for all pupils. Pupils do have some awareness of their targets. Agreed targets are written down for individual pupils and are informally reviewed. Pupils' work is marked positively and regularly, but does not always help pupils to see where they need to improve their work.
85. Reports to parents fully meet requirements across the school. Reports are of a good quality and are informative and detailed. In the nursery they are exceptionally thorough and show in detail, that children's strengths and weaknesses are very well known. Parents have the opportunity to comment on their children's reports, and to meet with teachers on two formal occasions during the year.

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

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

86. The finding of the inspection team agrees with the judgements made by the school in its self-evaluation document.
87. The school curriculum is broad and balanced and fully meets all statutory requirements. Overall, it is well planned to meet the needs of all groups of pupils including pupils who have special educational needs and those learning English as an additional language. It is full of rich and interesting, creative and investigative experiences that motivate and excite pupils and generally meets their needs and aspirations.
88. The curriculum is well organised and supported by good quality policies and detailed schemes of work. These in the main ensure continuity and progression for pupils' learning. However, there is insufficient documented evidence to show, particularly where there are separate co-ordinators for each key stage that all co-ordinators work closely together to fully ensure consistency, progression and continuity through the key stages.
89. Curricular provision for pupils with English as an additional language is very good, enabling these pupils to make good, often very good progress. They are welcomed into the school, are thoroughly integrated into the curriculum, and experience the richness of provision similar to other pupils. Their home cultures are celebrated in work and display; for example, their photographs are added to a large world map, with an indication of where they have come from and some information about their backgrounds.
90. The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards

the Desirable Outcomes for Children's' Learning. Children in both the nursery and reception classes get a very good start to their school life.

91. Provision for the development of pupils' basic and key skills is good. The school has been awarded the Basic Skills Award for the second time. Teachers, in their planning, provide suitable opportunities for pupils to develop these skills in all subjects. Pupils' skills are developed progressively as they move up through the school.
92. Pupils' awareness of the culture and heritage of Wales is promoted well, particularly in subjects such as art and geography. However, the school's provision to develop pupils' bilingual skills in a progressive manner is underdeveloped.
93. The school provides a good range of well-attended out-of-hours creative and sporting clubs, which support pupils' curricular development. Residential and other trips out in the immediate and wider locality help pupils to forge strong and purposeful relationships, contributing to the good teamwork evident in the school. Visitors to the school also enrich pupils' learning.
94. The overall provision for pupils' moral and social development is good with no important shortcomings. This has a good impact on pupils' personal development. Teachers have carefully threaded strands of personal and social education into pupils' topics in a variety of subjects. Science, for example, includes aspects of sex and substance misuse education, and growth and change. Pupils are encouraged to share decision-making through the work of the School Council, and to take personal responsibility for their school and the wider community. They are given good opportunities to support charitable work, and to develop mature attitudes to their own learning and behaviour.
95. Pupils' spirituality is developed well in lessons, particularly in their creative and investigative work. School assemblies are purposeful occasions, and used well to promote the school's moral and social values. Pupils do have opportunities for quiet thought and reflection in their assemblies, but these moments are not consistently planned for.
96. The school's provision for pupils' cultural developments is outstanding, ensuring that pupils have a good understanding of, and a respect for diversity within our multi-cultural society. The cultures and faiths of all pupils in the school are celebrated and enjoyed, helping pupils to think of themselves as Global Citizens.
97. The school's partnerships with parents, other schools, the community and other educational establishments are good overall and support the work of the school well. Effective and beneficial partnerships have been developed with the local high school and higher education facilities, where pupils regularly visit for a range of sporting and other activities.

98. Parents are very supportive of the school. They appreciate the commitment of the staff. The school brochures are welcoming and informative. Parents are well informed of courses where they can attend to learn English. Parents are less well informed about day-to-day curricular provision and topics to be covered, although they do have occasional newsletters.
99. The school's partnership with industry is good. The school has very well established links with the Cathays Area Learning Centre Encouraging Lifelong Learning (CALCELLA) and other organisations such as First Campus that permeate many aspects of the school's life and help raise pupils' aspirations and their awareness of the world of work.
100. Educational visits and visitors from the community are used effectively to further raise pupils' awareness. This starts in the Early Years when children work with "people who help us" such as the police, fire service and road safety team and extends throughout the school in a carefully planned programme of visits and workshops.
101. The school makes very good use of its proximity to places of interest and employment in the city and Cardiff Bay and further afield. For example, children in the nursery develop their investigation skills in the science discovery centre and Year 5 pupils benefit from art workshops at the Old Library. Pupils' team building skills are enhanced through participation in a residential outdoor activity week at the Ogmore Centre.
102. The school benefits materially from generous donations of raffle prizes provided by local businesses that support pupils' fundraising activities. As yet staff have not participated in industrial placements to enhance their teaching or management skills.
103. The school is a rich and diverse community that strongly promotes equal opportunities. This is an outstanding feature of the school. Pupils, irrespective of their social background, gender, disability or ethnicity are positively encouraged and included in all appropriate school activities.
104. The promotion of pupils' global citizenship skills is outstanding, enabling pupils to have a good knowledge and understanding of how global issues can shape the lives of people. The school promotes healthy lifestyles well. It makes a good effort to act in a sustainable way, involving pupils in recycling initiatives and in subjects such as geography, helping pupils to consider issues such as global warming and climate change. However, there is no Eco-committee and the school acknowledges that the promotion of sustainable development is still at an early stage of development.
105. Overall opportunities for pupils throughout the school to develop the skills needed to support economic development have good features that outweigh shortcomings.
106. Children in the Early Years participate in role play activities that help develop their entrepreneurial skills. The School Council develops pupils'

understanding of decision making, as a result the friendship bench and suggestion and problem boxes have been introduced. Pupils' entrepreneurial skills are developed through organising fundraising events. One teacher is trained to use the Dynamo project but as yet this has not been implemented.

107. The school attends very well to national priorities for lifelong learning and community regeneration. Pupils have a strong sense of place in the school and the community. They are involved in neighbourhood projects such as the Pentyrch regeneration scheme. Their artwork forms part of the Maindy mural. The school works closely with the Cathays Area Learning Centre Encouraging Lifelong Learning who provide adult learning courses.

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

##### **Grade 1: Good with outstanding features**

108. The findings of the inspection team do not match the judgements made by the school in its self-evaluation document. The inspection team has awarded a higher grade because of several identified outstanding features.
109. Pupils are cared for, guided and supported particularly well in a very friendly, supportive and happy environment. They confirm that they feel safe and trust all adults who work there. The school has a very positive ethos and every pupil is valued and included. This is a strong feature of the school.
110. The school has a very positive partnership with parents. There is very good daily informal contact and parents views are sought through questionnaires. The school responds positively to concerns. Parents support fundraising events organised by the school.
111. Induction arrangements for the early years are carefully planned and implemented. Language and Play and Number and Play courses run by Cathays Area Learning Centre Encouraging Lifelong Learning in the adjoining After School Club are beneficial. Children become familiar with the environment and settle quickly into school life. The separate Early Years brochure provides very useful information for parents of young children starting school.
112. Pupils in key stage 1 and 2 are involved in "moving up" days to meet their new teachers. There are effective procedures in place to support pupils who join the school at later stages throughout the year. In discussion pupils say this is a welcoming school; they enjoy "making friends with other children from around the world". All pupils quickly learn the routines and settle well into school life.
113. There are very well established transition arrangements with the receiving secondary school.

114. The high quality of personal support and guidance for pupils is very good. The policy is integrated into schemes of work and permeates all aspects of the school's activities and the outcome is reflected in the pupils' caring and thoughtful attitudes.
115. There are effective policies and procedures in place to monitor pupils' attendance and punctuality, behaviour and performance. Teachers apply policies for behaviour management consistently and all adults in the school are very good role models. Mid-day supervisors have an appropriate role in the reward system.
116. Pupils' attendance and punctuality are very carefully monitored. Through collaborative work with the Education Welfare Officer (EWO) there has been good progress in this area. Targets are set and pupils with 100 per cent attendance are rewarded half termly, approximately twelve pupils each half term receive attendance certificates. The school constantly informs parents of the negative effects of absence and lateness on their children's learning.
117. Pupils' behaviour is monitored very closely and when required action is taken to support pupils who may experience difficulties. The Golden and Silver Books are used effectively by teachers and mid-day supervisors and include pupils whose behaviour has improved. Pupils throughout the school are responsible for monitoring behaviour. In discussion, pupils know that bullying is unacceptable and is not tolerated. They say that bullying is very rare. Arrangements to encourage pupils to behave well are very effective.
118. The school promotes health and fitness well through a wide range of extra curricular activities. Healthy options including fresh fruit and salad and vegetarian dishes are available at lunchtime. Play equipment ensures active playtimes that promote fitness and good behaviour.
119. Pupils are encouraged to share decision-making through the work of the School Council, and to take personal responsibility for their school and the wider community. They are given good opportunities to support charitable work, and to develop mature attitudes to their own learning and behaviour.
120. Good attention is given to ensuring pupils' well being during their time at school. All adults in the school are 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 allergic reactions and medical conditions. There is a comprehensive health and safety policy. Risk assessments are systematic and all staff are alert to issues relating to the well being of pupils.
121. Policy and procedures for child protection are good. The head teacher, his deputy and the Special Educational Needs Co-ordinator (SENCO) are nominated persons. Teachers and support staff are fully aware of their responsibilities and there is a named governor. A number of staff have received formal training.

122. The quality of provision for the pupils who have additional learning needs is an outstanding feature of the school. Early identification of pupils with additional needs is very firmly established in the school. The school's policy complies fully with the Code of Practice.
123. The school identifies the specific needs of pupils with additional learning needs and the records maintained for the pupils are detailed and informative. Individual education plans identify appropriate targets and are reviewed termly just before the half term break; this allows very good continuous progression for the pupil. Assessment, recording and reporting requirements exceed statutory requirements. This is because there is an effective system for tracking the progress of the pupils and communicating this between the Additional Educational Needs staff, class teachers and home. As a consequence those involved in supporting and teaching the pupils are fully aware of the progress made.
124. Pupils with additional learning needs are offered access to all areas of the curriculum. Arrangements to support pupils are outstanding and include periods when individuals and small groups are withdrawn to work on specific literacy based programmes as well as opportunities for daily and guided reading sessions. These opportunities contribute significantly to the progress made by pupils with additional learning needs. Resources used are specifically designed to engage pupils' interests. The teaching and support is delivered creatively and enthusiastically by staff who are trained and confident in their role.
125. Parents of pupils with SEN are consulted regularly and kept appropriately informed of their child's progress. Work is sent home frequently to allow parents to support their child at home. The Special Educational Needs co-ordinator provides good leadership and management of the provision.
126. Outstanding support is provided for the very small minority of pupils whose behaviour is sometimes challenging. This ensures that all pupils have the opportunity to learn without interference or disruption. This is an outstanding feature of the school.
127. Gladstone is a wholly inclusive community. The quality of provision for equal opportunities is good with many outstanding features; a suitable policy is in place with a specific section on Racial Equality. Pupils, whatever their gender, social or ethnic background, have equal opportunities to take part in all activities.
128. Staff know all pupils very well and are aware of the diversity of their backgrounds. They tailor their provision and support extremely well to embrace the school's many cultures and their approach ensures a rich and harmonious school.
129. Tolerance and respect for different views and values are consistently promoted across all areas of activity and is an outstanding feature. Procedures to eliminate racial discrimination, oppressive behaviour, bullying

and harassment are appropriate. The school has very effective arrangements to deal with any issues that do arise. Pupils say that they are confident adults will deal with any incidents and know who to turn to if they need help.

130. The school works hard to secure equal treatment of disabled pupils. It is on two levels with two main sets of stairs; those with mobility problems can access the upper level via an electric lift. The school has ramped access areas. The school is aware of its duty according to the Disability Discrimination Act (2005) and has an appropriate accessibility plan that looks clearly at ways to improve access for all.

## Leadership and management

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

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

131. The finding of the inspection team agrees with the judgements made by the school in its self-evaluation document.
132. Gladstone school has a clear set of aims that promotes equality for all and is reflected in practice. The head teacher, deputy head teacher and governors are committed to ensuring that all those involved with the school have a clear direction for the future. This is successfully achieved.
133. The head teacher provides calm, effective and resolute leadership. The deputy head teacher successfully works closely with the senior management team and takes on whole school responsibilities.
134. Subject co-ordinators are knowledgeable, committed and have a good insight about their subjects. They are beginning to be more involved in policy-making and are regularly reviewing their schemes of work thoroughly, to indicate clearly how pupils progress in their knowledge, understanding and skills. However, the school is aware that all co-ordinators need to work closer in a more collaborative way to ensure continuity and progression across the key stages.
135. Since the last inspection the school has continued to achieve many successes. It has maintained pupils' good standards of achievement, and received the Basic skills award for the second time in July 2007. The school is very active as partners in Cathays Area Learning Centre Encouraging Lifelong Learning and are actively involved in many community activities. The school prides itself on being a good community focused school.
136. The school sets appropriate targets to improve standards at all levels of school life. In partnership with the LEA, it sets overall targets for cohorts of pupils to achieve at expected and challenging levels. It carefully identifies pupils who need support because of their difficulties and produces appropriate individual targets for them. The school recognises that it is at an early stage in developing strategies and targets to extend the more able pupils.
137. The school takes good account of national priorities and these are integrated well into its strategic development. Strategies to promote lifelong learning for pupils are having a positive effect. Provision for healthy living and community involvement is effective. Aspects of sustainable development are being established. Local and global citizenship are good.
138. Performance Management is established and job descriptions note the specific roles and tasks of senior and middle managers. The head teacher has agreed objectives as do teaching staff; these are reviewed annually.

There is no formal appraisal for support staff; however, they do have opportunities to access both in-house and external training and development opportunities. The school enables staff to further develop their skills and knowledge through appropriate and focused training opportunities. Some staff make good use of General Teaching Council Wales funding opportunities.

139. The governing body is supportive and well informed about the life and work of the school. Governors are regularly provided with good quality information about the school's performance and activities by the head teacher. They have good knowledge of the aims and vision of the school. Whilst they follow the head teacher's professional advice, they challenge opinions and decisions adequately to help set the strategic direction of the school. The governing body is well organised with its programme of meetings for the whole body and its sub groups. The governing body is eager to provide the best for all pupils.
140. Recently, individual governors have taken on more responsibilities. Although they are not yet involved in monitoring standards by direct classroom observations, they are very well informed about the school's provision by the head teacher. The governing body fulfils their statutory and legal requirement.

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

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

141. The finding of the inspection team agrees with the judgements made by the school in its self-evaluation document.
142. The self-evaluation report prepared for the inspection is a concise document that highlights the main strengths and shortcomings of the school. Priorities for further development are very similar to those identified by the inspection team. The grades awarded by the school matched the grades given by the inspection team in six out of the seven key questions. Where the grade differs, the inspection team has awarded a higher grade because of several identified outstanding features.
143. A culture of self-evaluation is well established in the school, using the local LEA procedures, which are beginning to provide the school with a range of first hand information and evidence on pupils' standards of achievement and its own performance. Aspects are targeted on a rolling programme in line with the academic cycle.
144. Self-evaluation arrangements are well organised. Subject leaders produce reports on the quality of the provision in their subject areas. All members of Staff discuss these reports and any key areas for development are prioritised and if necessary included in the next school improvement plan. Members of the governing body are also regularly involved in monitoring standards and quality in the school because they receive information from the head teacher.

145. A number of improvements have been made since the time of the previous inspection. The role of the governing body has improved. The curriculum co-ordinators role has been developed well and they regularly monitor provision by looking at pupils' work, teacher's planning and observing lessons. They have devised and reviewed good policies and schemes of work.
146. Curriculum co-ordinators are now well informed about standards in the core subjects of English, maths and science. The evidence leaders gather helps them to track the progress of pupils in these subjects up through the school enabling them to set targets for further development. It also contributes substantially to the process of school self-evaluation, and helps them to set priorities and to draw up comprehensive subject improvement plans.
147. Their judgements on individual pupils' performance in the foundation subjects however are less secure as there is no formal assessment set against agreed criteria.
148. All staff meet together regularly to present their subject development plans to each other, and generally evaluate the work of the school. They then make presentations to the governors, who play an active part, and, after considering the implications, set the budget.
149. The school actively seeks the views of parents through questionnaires and the views of pupils through the work of the school council. The school acknowledges that involving pupils in their own target setting to raise awareness of where they need to improve is still at an early stage.
150. The school improvement plan is a good working document, where targets are carefully prioritised, clearly stated, and well focused on school improvement. The plan is carefully costed and contains appropriate success criteria. The head teacher presents regular reports to governors to keep them informed about progress towards meeting targets. The role of both governors and staff has been strengthened so that they now have a clear picture of the likely impact of spending decisions on the education of pupils.
151. The school has invested heavily in new resources to support the teaching and learning programmes and to raise standards. There is strong evidence that this is happening and measurable improvements have taken place in maths, ICT and some aspects of English.
152. The school has made good progress in addressing issues raised at the time of the previous inspection.

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

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

153. The findings of the inspection team match the judgements made by the school in its self-evaluation report.

154. The adequacy, suitability and use made of staffing, learning resources and accommodation is good.
155. There are sufficient numbers of well-qualified teachers who possess a good range of curricular knowledge to provide for the needs of pupils, including those with additional learning needs and the under-fives. There are sufficient teaching, and non-teaching staff for the number of pupils on roll.
156. Staff are committed to providing a secure, supportive and caring environment for pupils; this is a strength of the school. Nursery nurses, specialist staff and learning support assistants successfully support teachers and pupils throughout the school day and are valued members of the school community.
157. Efficient use is made of available resources. Pupils have ready access to a range of good quality resources appropriate to their age and needs. Considerable investment has been made in line with the school's priorities, with additional resources to enhance learning being provided through courses, grant aid and voucher schemes. There is a computer suite that is used to support pupils' learning and the school has begun a rolling programme for fitting interactive whiteboards into classrooms. The library is well resourced, and pupils make good use of the school library and their class libraries.
158. Since the previous inspection, extensive and imaginative work has been carried out to develop the outdoor facilities for the early years children; this outdoor provision is now very good. Key Stage 1 and Key Stage 2 pupils benefit from a hard-standing outdoor area that is also well designed, and well resourced. The small school garden also enriches the pupils' experiences. There is no field attached to the school, but appropriate arrangements are made to transport pupils for sporting activities to the local high school and to local grassed areas.
159. After amalgamation of the Infant and Junior Schools in 2000, the school was re-modelled in 2004. The accommodation provided is spacious, colourful and very well maintained; it is enhanced by attractive and imaginative displays that celebrate the cultural diversity of the school population. The school makes imaginative use of the building to provide a welcoming and secure environment for all pupils. The displays throughout the school are of good quality and used to celebrate pupils' achievements and as an aid to learning.
160. Staff experience and expertise are used well for the benefit of pupils. A staff development programme enables teachers to keep up to date with current educational initiatives and with new ideas in their subjects and other areas of responsibility. Teachers also make good use of their planning, preparation and assessment time to develop work for their own classes and for their subject responsibilities. Learning support assistants are managed and developed effectively and make a good contribution to school life.
161. The school has developed its procedures for workforce re-modelling, with new structures being actioned at the end of 2008. The school's administrative staff ensures the efficient day to day running of the school. Other support staff

such as the caretaker, mid-day supervisors, canteen staff and cleaners makes a valuable contribution to the life of the school. Their contribution adds significantly to the school achievement of a welcoming, caring and secure environment.

162. Spending decisions relate to the school priorities as set out in the School Improvement Plan, for example, the recent RAISE grants investment in Group Guided Reading resources and staff. Expenditure is monitored closely by the Governing Body. The school gives good value for money.

## Standards achieved in subjects and areas of learning

### Under 5s

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

163. 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.

#### Language, literacy and communication skills

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

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

#### Good features

164. In the Nursery, the children listen attentively and respond enthusiastically to all adults and are very willing and eager learners. They respond well to questions and commands and are eager to discuss their activities and achievements with growing confidence. All children react positively to the good opportunities for imaginative play in the role-play areas. Overall their speaking skills develop well.
165. Reception children listen well and respond well to their peers and adults. They take turns to speak audibly and with growing confidence. They welcome the opportunities to talk with adults and discuss their imaginative play in the woods with increasing enthusiasm and confidence.
166. Children in the Nursery enjoy listening to stories and sharing books. More able children already recognise their own name and are beginning to distinguish between letter shapes and sounds.
167. The majority of Reception children have a developing awareness of the sounds of different letters and use these skills effectively when decoding unfamiliar words. They retell stories in sequence and can predict events using pictorial clues. By the end of reception, the vast majority read from simple reading books and all the children read the "big class books" with confidence.
168. All Nursery children enjoy working independently with "mark making" tools. They enjoy and successfully make plans in preparation for their castle building activity.
169. Reception class children develop their writing skills by copying longer phrases and sentences. By the end of Reception, the most able children write simple sentences independently.
170. In both classes children's bilingual skills are developing well as they learn key words and begin to speak simple phrases in Welsh.

### **Shortcomings**

171. Although there are no important shortcomings, in both Nursery and Reception, a small minority of children lack confidence engaging in independent writing activities.

### **Personal and social development**

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

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

#### **Good features**

172. Nursery children quickly settle into the routine and are developing independence as they participate in a wide range of activities that are carefully planned. The majority behave very well and they are courteous and willing to take turns. They make choices and decisions and welcome new experiences with confidence. They maintain an interest in their play and activities for appropriate periods. Their social skills are good and the majority take responsibility for their own hygiene. They are all sensitive to the needs of others.
173. Reception children respond well to the high expectations of behaviour and to praise and encouragement. They readily accept responsibility such as when playing in the enchanted woods. They show good levels of independence when selecting their activities and resources. The majority of children display well developed ability to express feelings and they are able to share and work together. The majority of pupils show perseverance whilst involved in their work.

### **Shortcomings**

174. There are no important shortcomings.

### **Mathematical development**

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

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

#### **Good Features**

175. Nursery children develop a good understanding of mathematical concepts. They successfully compare and sort objects and identify colours. Children correctly sequence and count objects to five, more able children recognise number symbols. The majority of children understand mathematical terms such as *big and biggest* when building their castles.
176. Reception children understand the passing of time in the context of their own lives and are well aware of their daily routines. Their mathematical concepts develop well through enjoying direct and purposeful experiences, for example when looking at footprints in the enchanted wood to understand size. Children count accurately both forwards and backwards to ten and are aware of the

sequence of numbers. The majority of children recognise and confidently name a range of two dimensional shapes, correctly identifying some of their key features.

### **Shortcomings**

177. There are no important shortcomings.

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

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

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

#### **Good features**

178. The observational skills of Nursery children are developing well, for example, through their work in investigating materials used when making pancakes. They discuss and use appropriate vocabulary to describe the different ingredients. They discuss the weather and are fully aware that eating healthy snacks is part of a healthy lifestyle. All children are beginning to develop an awareness of the passage of time in relation to their own lives and are aware of daily routines.

179. Reception children have a developing awareness of important jobs in the community. Through visits and visitors they realise the importance of different jobs. They use their sense of taste and smell well when observing and discussing different fruits. They are beginning to understand the nature of their environment and the way it changes with every season. They have an increasing awareness that things were different in the past.

#### **Shortcomings**

180. Even though Nursery and Reception children have some understanding of the main features of the environment, this aspect is not fully developed.

### **Physical development**

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

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

#### **Good features**

181. Nursery children successfully ride and manoeuvre a range of wheeled vehicles with appropriate levels of co-ordination and control. They show increasing awareness of the differences between running and walking and move around the classroom with care.

182. They handle small equipment such as scissors, glue sticks and marking materials with increasing confidence, dexterity and accuracy.

183. Reception children refine their skills and show a good awareness of their bodies and of the ability to control their movement when engaged in physical

activities. Their fine motor skills are well developed. They make good use of malleable materials such as playdough to make shapes and models. They show good control handling writing materials and cutting out. They use the computer mouse to make precise movements.

### **Shortcomings**

184. There are no important shortcomings.

### **Creative development**

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

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

### **Good features**

185. Nursery children provide attractive and original images of things they have observed. They use a variety of media and techniques with developing degrees of control. Children in the Nursery enjoy singing a variety of songs in English. They use their imagination well in role-play situations and successfully recreate scenes.

186. Reception children continue to develop the skills established in the Nursery and make definite choice about colour, materials and equipment for their artwork. Children take advantage of opportunities to play imaginatively and to become involved in role-play activities. They confidently sing a range of songs with clear diction and appropriate actions.

### **Shortcomings**

187. Although there are no important shortcomings, in both year groups, children do not experiment enough with musical instruments to create their own music.

<b>English</b>
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**Key Stage 1: Grade 2: Good with no important shortcomings**

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

### **Good features**

188. Pupils' standards of listening are good in key stage 1 and key stage 2. Throughout the school, pupils listen attentively show interest in what they are being taught by their teachers and what their peers have to say. Pupils have a good awareness that language is used for a wide range of purposes.

189. Speaking skills are good across the school. Key stage 1 pupils make good progress in their speaking skills and express their ideas appropriately in response to effective questioning. Across key stage 2, pupils are very eager to talk and express themselves in a range of ways and subjects. When older pupils "brainstorm" to compile their ideas, they predict thoughtfully and show increased understanding and good use of well known sayings.

190. Pupils in key stage 1 make good progress in their reading and standards are good. They are familiar with the way books are organised and their level of difficulty. They read for different purposes and know that books are both sources of information and an enjoyable pastime. They have good strategies to tackle unfamiliar words and establish meaning.
191. By the end of key stage 1, more able pupils read accurately and many read with very good expression to convey emphasis. They clearly understand what they have read and make sensible predictions about what is likely to happen in the remainder of the story.
192. In key stage 2, pupils read very well to find information and make good use of reference books. More-able pupils in year 6 speak with confidence about their favourite books, story lines and authors; they reflect on their choice of book and demonstrate a love of reading.
193. Pupils read a range of texts, with good attention paid to punctuation. They follow text carefully when others are reading. Able pupils read with accuracy, fluency and good expression. Most pupils can predict the outcome of a story demonstrating understanding of character and plot. In some classes, pupils are able to evaluate their responses to books and express them clearly in their book reviews. By the end of Key stage 1, pupils are achieving well in the development of their writing skills. The majority of pupils recognise individual letters and sounds. They blend simple sounds together to make words. They successfully create short pieces of writing, using familiar words displayed in word banks and word books to help them. More able pupils write imaginatively and in sentences.
194. At the beginning of Key stage 2 there is also evidence of good quality writing. Towards the end of this key stage, the majority of pupils achieve well and understand the purpose of punctuation and use it accurately. By the end of the key stage, pupils have a good variety of vocabulary, and write in a variety of different styles. They make good use of descriptive language in persuasive pieces of work.
195. Pupils in key stage 2 show a good understanding of the purpose and influence of language. For instance, they appreciate the difference between formal and informal writing and the type of language needed for writing leaflets for information or for advertising purposes.

### **Shortcomings**

196. Occasionally In key stage 2, some pupils' contributions to discussions are stifled and they become less eager to express their views and opinions. They do not always give reasons for their answers or explain and justify what they mean.

## Welsh second language

### **Key stage 1: Grade 3: Good features outweigh shortcomings**

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

#### **Good features**

197. Pupils in key stage 1 listen well and speak confidently when using simple greetings. They respond well to questions using simple sentence patterns effectively. As they talk with one another and adults, key stage 1 pupils enunciate well. Throughout the key stage, pupils gradually increase their Welsh vocabulary and are familiar with numbers, colour and food for example. Pupils consolidate their vocabulary well by asking and answering questions and occasionally including negative responses.
198. Key stage 1 pupils' reading skills progress well with pupils correctly reading the "big book" and words on their worksheets based on their oral experiences. They show an appropriate understanding of the text in bilingual signs in their classroom and around the school.
199. As they move through key stage 1, pupils begin to develop appropriate writing skills. Both in year 1 and year 2 pupils label items correctly. With adult support, they write simple sentences and phrases when completing work sheets to enforce their oral work.
200. Key stage 2 pupils use Welsh appropriately to answer questions. They listen well to their teachers and to their peers and follow instructions correctly. Their pronunciation is very clear when they speak in pairs or in small groups. They respond positively to Welsh when they hear it being used as part of their daily routine.
201. Younger key stage 2 pupils read words and phrases correctly and are beginning to gain more confidence in reading their own work aloud. Pupils correctly read simple text that contain an increasing range of phrases and passages. By the end of the key stage the more able pupils explain what they have read with good understanding.
202. As they progress through key stage 2, pupils gain more confidence in their Welsh writing, building up a range of relevant words, phrases and sentence patterns. There are good examples of written work with appropriate attention given to spelling and punctuation.

#### **Shortcomings**

203. Both key stage 1 and 2 pupils lack confidence to begin to write independently because they rely heavily on worksheets.
204. Pupils in both key stages lack the confidence to choose reading materials independently to enhance their reading skills.

## Geography

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

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

### Good features

205. Pupils in key stage 1 have a secure knowledge of their own locality and show great interest when naming significant landmarks in their own area and in the city. They use a suitable vocabulary to describe similarities and differences between life in the countryside and in the city.
206. Older pupils in key stage 1 have a comprehensive understanding of the wider world. They know the meaning of the term "carbon footprint". After buying a wide range of foods on a visit to a nearby supermarket, they use a variety of local and world maps to correctly identify the country of origin of the foods. They can identify fair trade labels and understand the significance of these to farmers around the world.
207. They display a good awareness of global issues when they sort the foods into those with large and small carbon footprints, and through their thoughtful comments, show they understand that bringing food from the other side of the world can contribute to global warming.
208. In key stage 2 younger pupils develop good geographical knowledge, and become better global citizens when, after visiting and studying a local park, they write to local councillors suggesting ways the park can be cleared of litter and generally improved. They show recognition of the importance of taking individual responsibility and action for clearing pollution and making the world around them a better place.
209. When pupils in year 4 compare and contrast life in a small village in India with their own lives, they extend their study significantly to consider other areas of India, both town and country, land use, and special features such as global trading in tea and coffee.
210. Older pupils are good map-readers. They use O. S. maps well to find and present location information. They accurately identify symbols, and locate places and environments using co-ordinates and 4 figure references. They undertake extensive comparative work, interpret information and communicate their findings in detail in their own writing, charts and graphs.
211. When pupils in year 6 establish a study of the development of Cardiff Bay, they set their own good quality key questions for their research, and consider the cause and consequence of issues such as pollution, using a wide variety of old and new maps and photographs, which illustrate human and physical features. They gather evidence from other sources, such as aerial photographs and the Internet, and thoughtfully debate issues around the building of the barrage and the development of the bay. They write and re-edit their own interesting power point presentations of their research findings.

## **Shortcomings**

212. There are no significant shortcomings.

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

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

### **Outstanding features**

213. Pupils right across the school use their sketchbooks and computer art programs exceptionally well to practice and refine their art skills. They work very effectively with visiting artists. .
214. Younger pupils in key stage 1 produce outstanding artwork linked to their geography study of a cold climate. They practice their skills of mixing a wide range of different whites and greys and create interesting patterns with charcoal, chalk and paint of white on black. They explore new techniques, such as splash painting, to create snowy and cloudy effects and try different media, such as working on canvas. When they work collaboratively on large-scale winter paintings, in the style of prominent Welsh and other artists, their standards are exceptionally high.
215. Year 2 pupils respond imaginatively to the colours and shapes in the work of Matisse. They make confident choices of colour and material as they explore and use the ideas they have observed. They assemble their shapes thoughtfully and quickly. Their self-portraits in charcoal and paint, in the style of Modigliani are exceptional. Their large-scale owl paintings are also outstanding, with very fine detail in paint on the feathers.
216. The quality of pupils' multicultural artwork is outstanding in many classes. For example, pupils in year 4, in their study of India, create exceptional quality studies in soft pastel, of images of Indian village life. They use shapes from nature, animals, and the world of work in India. They use their own imaginations to create sensitive, colourful, and eye-catching studies.

### **Good features**

217. Pupils in year 3 create mood and empathy in the interesting colours, shapes and patterns that they develop in their artwork. Their jagged edge dark drawings, depicting angry feelings are of a particularly good quality whilst pupils in year 5 explore and study examples of Aboriginal art and respond imaginatively and creatively in their own work. Year 6 pupils create good quality drawings of local and other buildings that they have observed. In particular, their drawings of a local mosque are exceptionally detailed.

### **Shortcomings**

218. Occasionally a small minority older pupils' spend too much time copying the work of significant artists and this limits their ability to express themselves creatively.

219. Occasionally older pupils spend too little time evaluating their own and others work in order to suggest how this could be improved.

## Physical education

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

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

### Good features

220. In key stage 1, pupils dress appropriately for PE lessons; they are aware of staying safe during lessons and can carry, lift and place equipment safely.
221. Pupils in key stage 1 succeed in making effective use of the space in the hall. When required, they show increasing control of their bodies and have good ability to balance and change direction. Some pupils show very good body control. They co-operate well and adopt good starting and finishing positions. They can all evaluate their performance and suggest ways of improving.
222. In key stage 2, great attention is given to personal safety; most pupils dress appropriately. Younger key stage 2 pupils understand the need to warm up prior to exercise. They participate in games enthusiastically and co-operate well with one another. They show good control of a hockey stick and can send, receive and control a puck. During dance sessions pupils compose and perform a sequence of movements well. They successfully adapt and refine their gestures and set and interpret them with music. Many pupils are able to successfully remain in character and create a dramatic performance.
223. Older key stage 2 pupils have a good knowledge and understanding of the principles of exercising their body in the context of healthy living. Pupils are good role models for one another.
224. Pupils show very good spatial awareness and can roll, turn, balance and travel on the floor. They create a sequence of movements and demonstrate good control and fluency. Following apparatus use in the gym, they sensibly evaluate the progress of their own and other's performances and make appropriate suggestions for improvement.
225. Pupils' ball skills when working individually, with a partner and in a group, are developing well. They co-operate easily with each other and concentrate and persevere well in order to improve their skills.

### Shortcomings

226. In Key Stage 2, occasionally pupils movements do not flow smoothly.

## School's response to the inspection

The Head Teacher, Staff and Governors at Gladstone Primary School are pleased that the Inspection Report overwhelmingly confirmed both the school and LEA's own judgements from its self evaluation processes. This will enable us to move forward confidently with our own improvement planning and priorities which are echoed in the report's main recommendations.

We are pleased that the Inspection Report recognised that Gladstone Primary School *"is a good school that enables pupils to make good progress in their personal and academic development"*. We are proud that the evidence demonstrated that *"the standards of achievement in the lessons observed are above the Welsh Assembly Government's 2010 targets"* and that *"the quality of teaching was judged better than the national average"*.

The awarding of the highest grade - Grade 1 – for *"the quality of care, guidance and support given to all learners"* emphasises the strong unified team commitment at Gladstone.

The school will, of course, address all the report's findings and recommendations in our next "Improvement Plan cycle". Action Plan priorities will be addressed by discussion with Senior Management Team, Co-ordinators, all Staff, Governors and communicated to parents.

On behalf of Gladstone Primary School we would like to thank the Inspection Team for their courteous, professional approach; for their thorough, yet positive way of working with us; for their sensitivity throughout. We consider that at the end of the process, we are able to move forward confidently and positively.

## Appendix 1

### Basic information about the school

Name of school	Gladstone Primary School
School type	Nursery and Primary
Age-range of pupils	3-11 years
Address of school	Gladstone Primary School Whitchurch Road Cardiff
Postcode	CF14 3JL
Telephone number	029 2022 9944

Head teacher	Mr. Peter Harwood
Date of appointment	September 1987
Chair of governors/ Appropriate authority	Mr. Richard Mc Ferran
Registered inspector	Mrs Carolyn Jane Thomas
Dates of inspection	04.02.08 – 07.02.08

## 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	22	32	24	28	24	26	28	23	207

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	10	0.5	10.5

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	18.7:1
Pupil: adult (fte) ratio in nursery classes	8:1
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	25.4
Teacher (fte): class ratio	1.36:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Summer	85.2	90.9	90.7
Spring	82.65	90.6	92.7
Autumn	8.6	90.4	91.7

Percentage of pupils entitled to free school meals	15%
Number of pupils excluded during 12 months prior to inspection	0

## Appendix 3

### National Curriculum Assessment Results End of key stage 1:

National Curriculum Assessment KS1 Results 2007			Number of pupils in Y2:					26
Percentage of pupils at each level								
			D	W	1	2	3	
English:	Teacher assessment	School	0	0	12	54	23	
		National	0	3	0	12	20	
En: reading	Teacher assessment	School	0	12	12	42	35	
		National	0	4	14	55	27	
En: writing	Teacher assessment	School	0	12	12	58	19	
		National	0	5	14	68	12	
En: speaking and listening	Teacher assessment	School	0	12	15	50	23	
		National	0	2	10	63	24	
Mathematics	Teacher assessment	School	0	8	12	50	31	
		National	0	3	19	66	12	
Science	Teacher assessment	School	0	12	8	35	46	
		National	0	2	9	66	24	

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	76.92	In Wales	80.6

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

**National Curriculum Assessment Results**  
**End of key stage 2:**

National Curriculum Assessment KS2 Results 2007							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	3	11	17	46	23
		National	0	0	0	1	1	4	16	48	30
Welsh	Teacher assessment	School									
		National									
Mathematics	Teacher assessment	School	0	0	0	0	0	6	14	51	29
		National	0	0	0	1	1	3	14	48	33
Science	Teacher assessment	School	0	0	0	0	0	11	20	69	0
		National	0	0	1	0	2	12	52	34	0

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	60.0	In the school	N/A
In Wales	70.1	In Wales	N/A

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

## Appendix 4

### **Evidence base of the inspection**

Four inspectors spent a total of 10 inspection days in the school. A Peer Assessor was assigned to the inspection team. The school elected not to have a nominee.

A team meeting was held prior to the inspection.

Inspectors visited:

- 21 lessons or part lessons
- All classes
- Acts of collective worship
- A range of extra curricular activities.

Members of the inspection team had meetings with:

- Staff, governors and parents before the inspection began
- Senior managers, teachers, support and administrative staff and groups of pupils during the inspection.

The team also considered:

- The school's self evaluation report
- 33 responses to the parents'/carers questionnaire
- A comprehensive range of documentation provided by the school before and during the inspection
- A range of pupils' work.

## Appendix 5

### Composition and responsibilities of the inspection team

Team member	Responsibilities
Carolyn J Thomas Reporting Inspector	Context, Summary, Recommendations Appendices, Key Question 5 and contributions to Key Questions 1, 2. Early Years Welsh second Language Bilingualism.
Kay Andrews Team Inspector	Provision for EAL Geography Art Key Question 6 Contributions to Key Question, 2, 3.
Ian Kelly Team Inspector	Provision for EAL SEN English PE Key Question 7 Contribution to Key Question 1, 4.
Caterina Lewis Lay Inspector	Contributions to Key Question 1, 3, 4.
Catherine Archard Peer assessor	Contribution to Lesson observations Work scrutiny Team meetings.

### Contractor

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### Acknowledgements

The inspection team would like to thank the governing body, head teacher, staff, parents and children for their courtesy and co-operation throughout the inspection.