

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

**Grangetown Primary
Bromsgrove Street
CF11 7XS**

School Number: 6812311

Date of Inspection: 23/05/06

by

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- * primary schools;
- * secondary schools;
- * special schools;
- * pupil referral units;
- * independent schools;
- * further education;
- * adult community-based learning;
- * youth support services;
- * LEAs;
- * teacher education and training;
- * work-based learning;
- * careers companies; and
- * the education, guidance and training elements of Jobcentre Plus.

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- * makes public good practice based on inspection evidence.

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Grangetown 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 Grangetown Primary took place between 23/05/06 and 25/05/06. An independent team of inspectors, led by Jean Laura Hannam undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

"There are three types of inspection.

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

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

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

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

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

This school received a **full** inspection.

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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Context

The nature of the provider

1. Grangetown Primary School was formed in September 2003, when Grangetown Infants was amalgamated with Grangetown Junior School. The school is situated one mile from the city centre and serves the Grangetown area of Cardiff. The school is an old Victorian school, built in 1884. The Grangetown area of Cardiff is inner city and has been multi-cultural for generations due to its proximity to the Docks. The catchment area is considered to be economically disadvantaged and urban in nature.
2. The school caters for boys and girls aged 4-11; 176 of whom were boys and 172 girls. They are organised in 14 classes. There is no nursery facility attached to the school. During the inspection there were 348 pupils attending full time education. The school roll shows yearly fluctuations of up to 20 per cent, which is high. There are currently 23 asylum seekers and two "looked after" children registered with the school. At the present time there are five pupils attending the school with physical disabilities.
3. The admissions criteria, for entry into reception class, follows the national and Local Education Authority (LEA) guidance. Baseline assessment indicates that pupils have a below average levels of attainment on entry to the school, particularly in communication skills. At the time of the inspection 28 per cent of pupils are entitled to free school meals, which is much higher than the all Wales average of 19 per cent. There are four pupils who have a statement of Special Educational Needs (SEN) and 137 (39 per cent) on the SEN register. This is above the national average of 20 percent.
4. The percentage of pupils coming from homes where English is not the first language is 83 per cent and increasing each year. Currently 90 per cent of the Reception year do not have English as their first language. Pupils represent a number of different ethnic groups, which account for 89 per cent of the school population. There are none who speak Welsh as a first language at home.
5. The schools were last inspected in October 1999 and July 2000 before amalgamation. Since then improvements have been made to the playground and structural work carried out inside the building, to facilitate the amalgamation. The Head teacher has been in post since September 2003 and was the previous head of Grangetown Infant School. Since the schools amalgamated, a new deputy head teacher has been appointed, and the school has experienced several prolonged absences from senior and other members of staff.
6. The school has been awarded the Basic Skills Quality Mark Award.

The school's priorities and targets

7. The school's vision is:

"Every day we care, share and learn".
8. The school aims to:
 - provide a secure and happy environment, where each child feels valued and cared for.
 - foster an atmosphere of mutual respect and support between staff, children parents and carers.
 - encourage children to become confident, enquiring and independent learners.
 - help each child to develop socially, personally and academically.
 - celebrate the diversity of both the local and wider community.
9. The school's priorities as outlined in the School Improvement Plan for 2005-2006 include to:
 - develop strategies to improve the teaching and learning of reading and writing throughout the school.
 - improve the teaching and learning in Mathematics throughout the school.
 - develop and improve the teaching and learning in the Early Years.
 - improve behaviour management throughout the school.
 - review assessment, recording and reporting to include the principles of "Assessment for Learning" and produce a whole school policy.
 - review and improve whole school communication systems.
 - review the staffing structure.
 - improve standards within PE.
 - develop and implement a whole school Eco Policy and extend opportunities for pupils to actively participate in the life of the school.

Summary

10. Grangetown Primary School is a friendly, inclusive school. The school recognises and respects the diverse cultural backgrounds of the pupils; this is an outstanding feature. An adequate and improving level of education is provided, but there are serious weaknesses in aspects of the strategic leadership and management and self-evaluation procedures and practices.
11. The school's Self-Evaluation Report differs from the findings of the inspection team in five out of seven key questions.

Table of grades awarded

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

Subjects and/or Areas of Learning for Under-fives

12. The overall quality of the educational provision for under fives is appropriate to their needs and the children make good progress towards the Desirable Outcomes for Children's Learning.
13. Baseline assessment indicates that children enter school with attainments, which are similar year on year and are generally below the LEA average. Children under five make good progress in line with their age and ability.

Language, literacy and communication	2
Personal and social development	2
Mathematical development	3
Knowledge and understanding of the world	2
Creative development	2
Physical development	2

Grades for standards

Subject	Key Stage 1	Key Stage 2
English	2	3
Welsh Second Language	3	3
Mathematics	3	3
Science	3	3
Design and Technology	2	3
Information Technology	3	3
History	2	3
Geography	2	3
Art	2	2
Music	3	2
Physical Education	3	3
Religious Education	2	2

14. Pupils' standards of achievement in the lessons observed during the inspection are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	63%	33%	4%	0%

15. There is a high level of pupil mobility, with a movement of up to 20 per cent in the school population per year. This impacts on the National Curriculum assessment results at both key stage 1 and key stage 2 because some pupils have only been attending the school for a short period, and often they have very limited English when they join.
16. At the end of key stage 1 the 2005 National Curriculum assessments Core Subject Indicator which is the number of pupils who have achieved level 2 and above in English mathematics and science (the core subjects), was below local and national averages. When compared to similar schools across Wales (those schools in the same group mainly based on the number of pupils who receive free school meals) the school is in the lower 50 per cent of schools for each subject. However, this is an improvement on 2004 when the school experienced a dip in the standards of achievement. At the end of key stage 1, average results over the past three years indicate a steady rise in standards, although the school remains in the lowest school group
17. At the end of key stage 2 the 2005 Core Subject Indicator (which is the number of pupils who have achieved level 4 and above in all three core subjects) was below local and national averages. When compared to similar schools across Wales the school is in the lower 50 per cent of schools. However performance in all core subjects has slowly improved since 2003.
18. In 2005 boys significantly out performed girls at key stage 1, in all the core subjects. In 2005 girls out performed the boys in English and Science at key stage 2, but boys significantly out performed girls in mathematics at this key stage. This is, in part, the result of action taken by the school to reverse the

previous trend of under-achievement in boys. The school is beginning to address the issue of the differences in boys and girls performance on a more general level.

19. At key stage 1 the achievement of pupils with English as an additional language (EAL) is similar to those in other groups. At key stage 2 the achievement of ethnic minority pupils is slightly above the Local Education Authority (LEA) average for such groups in Science and just below in Mathematics and English. Overall, throughout the school, EAL pupils achieve as well as their peers.
20. In some subjects, some more able pupils achieve at a high level at both key stages. At key stage 1, the school performs above the national average in Science with 39 per cent of pupils achieving a level 3. At key stage 2, the school is above the national average in Mathematics with 38 per cent of pupils achieving a level 5.
21. In both key stages, standards and progress in the key skills of listening, reading and writing have good features that outweigh shortcomings. Standards in speaking are good, given pupils' often limited knowledge of English when they join the school. However, a significant minority draw on a restricted range of vocabulary and do not speak at length. The school constantly compensates for this in order to encourage pupils to progress. Pupils contribute effectively when asking and answering questions or taking part in discussions.
22. Pupils' standards and progress in numeracy and ICT have good features, which outweigh shortcomings when they apply these skills in areas across the curriculum. Overall, pupils do not make sufficient use of computers in classes to extend their ICT skills.
23. Pupils' development of bilingual competence has good features that outweigh shortcomings. Most make steady progress in acquiring vocabulary and are beginning to acquire a range of spoken and written phrases. However, many lack the confidence to apply these in their responses in situations outside the classroom environment.
24. Creative skills are good with no important shortcomings. Pupils problem-solving skills throughout the school display good features which outweigh shortcomings.
25. Pupils in the early years, key stage 1 and key stage 2 make good progress in their personal, moral and social skills. Most are gradually developing the spiritual aspect. However some pupils do not always sufficiently reflect on how the moral themes of the daily sessions of collective worship might be applied to their own lives. They are learning to work well with others as they take part in the Eco-Committee and the School Council events. Overall they show respect, care and concern for their peers and most deal with potentially difficult situations with honesty and fairness.

26. Throughout the school pupils recognise and respect the diversity of differing beliefs, attitudes and the social and cultural traditions of various faiths; this is an outstanding feature.
27. The majority of pupils of all ages say that they enjoy coming to school. Their attitudes to learning are positive. They show genuine interest in their work and sustain growing levels of concentration for increasing periods of time.
28. Throughout the school pupils are friendly, polite and happy to talk to visitors. Relationships are good and most pupils behave properly in lessons. Pupils move sensibly in and around the school when under supervision. Older pupils generally behave maturely and support the younger ones for example through their roles as Playground Buddies
29. Never the less, there is a significant minority of pupils with challenging behaviour particularly in key stage 2 classes. Sometimes their lack of self – discipline adversely affects their peers and the progress of the lessons. This is usually when teachers do not implement appropriate, agreed, positive behaviour management strategies.
30. The average rate of attendance at 89.1 per cent for the three terms prior to the inspection is below the LEA and national averages. Cultural and family commitments often result in pupils making extended holidays overseas to visit their countries of origin and this has a significant effect on average attendance. A significant number of pupils are frequently absent, for unacceptable reasons, and their families condone these absences.
31. A significant number of pupils are persistently late. Many pupils in almost all the classes arrive late at the start of the day. These are important shortcomings because they miss the important start of lessons and assemblies. This has a negative impact on their learning.

The quality of education and training

32. In the lessons observed during the inspection, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	57%	36%	7%	0%

33. Most teachers are enthusiastic and have a good relationship with their classes. Good work is constantly praised and the system of celebrating pupils' achievement is effective.
34. Teachers ensure that pupils have equality of access to the curriculum. This is a notable strength of the school. The school has a significant number of pupils from ethnic minorities and their additional needs are met sensitively and constructively.

35. The features of good teaching include:
 - carefully planned lessons with clear aims and learning objectives which are shared with pupils;
 - effective classroom management that ensures good concentration from each pupil;
 - skilful questioning that builds well on what pupils already know and what they can do;
 - an effective partnership between teachers and support staff which has a positive influence on pupils' development and progress.
 - high expectations of pupils in terms of both achievement and behaviour.

36. In less effective lessons where there were evident shortcomings:
 - lesson objectives are unclear and the tasks insufficiently challenging to extend the more able pupils;
 - introductions are too long and there is an extensive use of worksheets;
 - strategies to manage the challenging behaviour of pupils are not consistently implemented.

37. The school has recently formulated a comprehensive assessment policy but this is in its infancy and has had little impact on pupils' learning. Although assessment opportunities are identified in teachers' short term planning, current assessment information does not contribute to planning in sufficient detail.

38. Analysis of National Curriculum assessment results is used, together with the results of a wide range of standardised tests to identify strengths and weaknesses of work in core subjects and to guide general priorities in long term planning. A pupil tracking system has been devised to add useful information about pupil performance during their time at school. However, it is not operational at present.

39. Children under five are assessed appropriately and detailed records are kept to indicate progress made. In key stage 1 and key stage 2, core subjects are assessed termly and at the end of a key stage. This provides a clear picture of each child's achievements. However, there is no similar structure in place for assessing foundation subjects and religious education.

40. Procedures for assessing pupils with SEN are good and effective and realistic targets are set for pupils in the Individual Education Plans and Individual Behaviour Plans.

41. Annual reports to parents comply with statutory requirements and are of a good quality.

42. All pupils, including those with SEN and EAL, receive equal access to a broad and balanced curriculum that meets statutory requirements. Pupils irrespective of their social background, gender, or ethnicity are positively included in all appropriate school activities. This is a strength of the school.

43. Pupils in the early years have access to a wide spectrum of well-planned activities, which ensure continuity and progression in their learning, across all the areas of the curriculum.
44. All new schemes of work have not yet been fully implemented. However, where these are established they are beginning to offer effective guidance for teachers to ensure continuity and progression in pupils learning takes place. However, this is not the case in all subjects. Whilst teachers generally are aware of the need to include key and basic skills in their planning, there is no means of ensuring their development throughout the curriculum in a systematic and meaningful way; this is an important shortcoming.
45. Pupils benefit from a wide range of community and after school activities which enhance the curriculum and their personal and social skills.
46. Provision for spiritual, moral, social and cultural awareness is good overall. The school provides pupils with a strong sense of right and wrong and encourages them to respect the talents and achievements of others. Cultural development is an outstanding feature of the school. Pupils of varying cultural backgrounds are encouraged to take part in, celebrate and enjoy the wealth of cultural diversity within the school population.
47. The school has strong links with the community, and is adequately supported by the work of various agencies such as the Ethnic Minority Achievement Service, English as an additional language (EAL) staff and the school nurse: all of whom contribute to effectively bridging the language gap between home and school.
48. The school has a positive partnership with parents and carers and takes good account of their views in relation to the care of their children.
49. Parents participate in a number of activities notably the Multicultural Day.
50. The provision for promoting bilingual skills and reflecting the language and culture of Wales has good features that outweigh shortcomings. Appropriate attention is given to the *Cwricwlwm Cymreig* and pupils are given opportunities to acquire knowledge and understanding of the traditions, cultures and history of Wales.
51. Some initial work has been undertaken to enable pupils to gain a better understanding of sustainable development but this is not a strong feature in the school's provision. An Eco Committee has been elected and recycling schemes are in the very early stages of development.
52. The school attends well to national priorities for lifelong learning and community regeneration. Family book sharing and writing sessions for early years children and Year1 pupils are well established. The school actively promotes healthy eating.

53. Even though there is significant movement of pupils in and out of the school during the year, there are effective arrangements to support those pupils who join the school mid-term. Pupils in reception are fully supported in their first few weeks in school and arrangements for pupils moving to the High School at the end of year 6 are well established and effective.
54. The adults in the school are well aware of pupils' particular needs and are knowledgeable about procedures in the event of accidents and emergencies.
55. Health and Safety arrangements have good features that outweigh shortcomings. A number of Health and Safety concerns were brought to the attention of the school. There is an effective Child Protection policy, although this requires further update. Procedures for child protection carefully follow LEA guidelines.
56. The provision for special educational needs (SEN) has good features that outweigh shortcomings. The Special Educational Needs Co-ordinators (SENCOs) generally liaise effectively with the class teachers, although in some cases, closer co-operation involving the writing of Individual Education Plans and the allocation of support staff would enable targets and support to be much more focussed. Individual Education Plans are regularly reviewed and shared with parents; the evaluation of the progress that pupils make informs the next steps that they have to take in order to improve. The involvement of SEN pupils in the setting and evaluation of their own targets for improvement is not a whole school feature.
57. The school provides effective provision for those with English as an additional language through a team of LEA funded specialist teachers from the Ethnic Minority Achievement Service and bilingual assistants. The bilingual assistants use the first language to reassure and assist pupils in their approach to new learning and help form a link between home and school.
58. The school has agreed procedures for managing pupils with challenging behaviour. However, these are not always consistently implemented by all teachers and this sometimes results in inappropriate support for pupils, especially in key stage 2. As a result pupils' behaviour is occasionally of an unacceptable standard. Sometimes incidents are not effectively dealt with and consequently pupils' learning is disrupted.

Leadership and management

59. The aims and values that the school has agreed to impart to its pupils and their community are well thought out. There is much good work undertaken throughout the school, but the absence of a whole school shared vision and approach inhibits the building of a team with a common purpose. Issues from the amalgamation are not totally resolved and communication systems throughout the school are underdeveloped; this is an important shortcoming.
60. Plans have been drawn up for a revised management structure that is designed to make a significant impact on the work of the school in the future.

In this interim period, however, the leadership and management lacks the structure to provide an effective system for co-ordinating the staff to reflect critically on what is being done and how it can be improved.

61. The senior management team does not have an overview of the schools strengths and areas for development and it is not instrumental in considering the priorities for inclusion in the School Improvement Plan. The role of the curriculum co-ordinator is at an early stage of development. There are separate co-ordinators for the two key stages, and whilst informal links are sometimes established between the key stages, there is no formal procedure to ensure continuity and progression in pupils' learning as they move through the school; these are important shortcomings.
62. The performance management and appraisal policies are in place, but they have not been implemented recently and the objectives set for the staff are outdated.
63. The analysis of performance data is limited. The school sets the quantitative targets required by the LEA, but the systematic analysis of data from baseline assessments through to the end of key stage 2 is informal and any information gained is not used to raise standards of achievement.
64. The governing body is supportive of the school, but is in a process of change. At present governors do not take a full role in setting the strategic direction of the school and most governors are not sufficiently involved in monitoring the quality of the provision.
65. The self-evaluation report produced for the inspection does not sufficiently reflect the quality and standards of the work of the school and provides limited evidence to justify the grades awarded. The inspection team disagrees with five of the seven grades for the key questions awarded by the school in the self-evaluation report.
66. The school's arrangements for self-evaluation are largely informal, and where they take place, their quality and effectiveness varies considerably. The mechanism to gain information to reliably inform the School Improvement Plan is under developed. As the monitoring and evaluation of teaching and learning does not take place systematically, the senior management team and curriculum co-ordinators are unable to draw on first-hand evidence in order to set meaningful priorities for the school to improve; these are important shortcomings.
67. The School Improvement Plan gives detailed information for one year with more general priorities stretching over two to three years. As a result of insufficient, reliable evidence, priorities are not sufficiently precise or robust enough to facilitate setting appropriately challenging targets for all pupils or evaluating the success of whole school initiatives; this is an important shortcoming.

68. There are sufficient appropriately qualified and experienced teachers to meet the demands of the National Curriculum and for the ages of pupils taught. The Teaching Assistants in the reception class are a valuable resource and make a worthwhile contribution to children's learning experiences. The Teaching Assistants in key stages 1 and 2 are overall deployed effectively in all year groups.
69. The school has established a manageable system to enable all staff to be released for the statutory Planning, Preparation and Assessment time. Overall this has a positive affect on standards but the school is aware it will need to be reviewed in order to better match teacher's expertise with specific classes.
70. The school operates very smoothly. The school administrator carries out daily routines and a range of other responsibilities efficiently. The accommodation is kept clean and very well maintained by the caretaker and cleaners.
71. The accommodation provides a good range of facilities for teaching and learning. Colourful displays throughout the school provide a very attractive environment. The school has well used disability access for both adults and children.
72. The classrooms for the children under five and the limited areas immediately outside the classrooms are used very effectively.
73. The outdoor spaces have shaded areas available for pupils. However the key stage 1 area is inadequate in size to provide a suitable outdoor learning area (where pupils are able to use their immediate outdoor environment to enhance the development of their learning skills) for the forthcoming Foundation Phase.
74. The school has sufficient good quality resources in all National Curriculum subjects. These are efficiently managed and used well. Spending decisions are appropriately matched to the school's short term priorities identified in the School Improvement Plan.
75. Despite the shortcomings in the report the school's efforts to give value for money have good features that outweigh shortcomings.

Recommendations

In order to improve the school and raise standards, the staff and governing body need to:

- R1 improve the quality of strategic leadership and management, including the role of the Governing Body *, so that required improvements to the schools provision can be made swiftly and effectively.
- R2 put into place clear whole school structures and procedures, including lines of responsibility and communication to move the school forward as an all-through primary. *
- R3 improve the quality of the schools self evaluation processes so that leaders and managers have a clear understating of the schools strengths and shortcomings and can devise appropriate rigorous plans for improvement, including an effective whole school target setting system.
- R4 further develop the role of subject co-ordinators, with emphasis on monitoring the quality of teaching and learning, so they have a clear understating of standards in their subjects in order to plan for improvement.
- R5 implement the newly formulated assessment policy and tracking procedures, throughout the school, so that the progress of individual pupils can be monitored and appropriate action taken to improve pupils learning.
- R6 consolidate whole school planning, to ensure continuity and progression across the key stages.
- R7 systematically plan for the development of pupils key and basic skills throughout the school.
- R8 ensure that all staff consistently implement the schools agreed procedures to manage pupils who exhibit challenging behaviour.*
- R9 improve attendance and punctuality.

*These areas have already been identified as requiring further action, in the School Improvement Plan.

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

Standards

Key Question 1: How well do learners achieve?

Grade 3: Good features outweigh shortcomings

76. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
77. The overall quality of the educational provision for under fives is appropriate to their needs and the children make good progress towards the Desirable Outcomes for Children's Learning.
78. Baseline assessment indicates that children enter school with attainment, which are similar year on year and are generally below the LEA average. Children under five make good progress in line with their age and ability.
79. Grades for the Areas of Learning Early Years

Language, literacy and communication	2
Personal and social development	2
Mathematical development	3
Knowledge and understanding of the world	2
Creative development	2
Physical development	2

80. In the Early Years the standard and progress children make in key skills across the Curriculum has good features that outweigh shortcoming in numeracy and ICT, but good features with no important shortcomings in the remaining areas of speaking, listening reading and writing.
81. Pupils' standards of achievement in the lessons observed during the inspection are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	63%	33%	4%	0%

82. Standards of achievement are below the Welsh Assembly Government's (WAG) targets for 2007.
83. All pupils, regardless of age, gender, ability or ethnicity make progress that has good features which outweigh shortcomings in their understanding and acquisition of new skills and knowledge.
84. Pupils with SEN and those learning English as an additional language (EAL) make similar progress as their peers and achieve the targets set for them.

Grades for standards in subjects

Subject	Key Stage 1	Key Stage 2
English	2	3
Welsh second language	3	3
Mathematics	3	3
Science	3	3
Design and Technology	2	3
Information Technology	3	3
History	2	3
Geography	2	3
Art	2	2
Music	3	2
Physical Education	3	3
Religious Education	2	2

85. There is a high level of pupil mobility, with a movement of up to 20 per cent in the school population each year. This impacts on the National Curriculum assessment results at both key stage 1 and 2, because some pupils have only been attending the school for a short period, often they have very limited English when they join.
86. At the end of key stage 1 the 2005 National Curriculum assessments Core Subject Indicator, which is the number of pupils who have achieved level 2 and above in English mathematics and science (the core subjects), was below local and national averages. When compared to similar schools across Wales (those schools in the same group mainly based on the number of pupils who receive free school meals) the school is in the lower 50 per cent of schools for each subject. However this is an improvement on 2004 when the school experienced a dip in the standards of achievement. At the end of key stage 1, average results over the past three years indicate a steady rise in standards, although the school remains in the lowest school group
87. At the end of key stage 2 the 2005 Core Subject Indicator (which is the number of pupils who have achieved level 4 and above in all three core subjects) was below local and national averages. When compared to similar schools across Wales (those schools in the same group mainly based on the number of pupils who receive free school meals) the school is in the lower 50 per cent. However performance in all core subjects has slowly improved since 2003.
88. In 2005 boys significantly out performed girls at key stage 1, in all the core subjects. In 2005 girls out performed the boys in English and Science at key stage 2, but boys significantly out performed girls in mathematics at this key stage. This is, in part, the result of action taken by the school to reverse the previous trend of under-achievement in boys, by setting pupils according to ability in Mathematics in key stage 2. The school is beginning to address the issue of the differences in boys and girls performance on a more general level.

89. At key stage 1 the achievement of pupils learning English as a second language is similar to those in other groups. At key stage 2 the achievement of ethnic minority pupils is slightly above the LEA average for such groups in Science and just below in Mathematics and English. Overall, throughout the school, EAL pupils achieve as well as their peers.
90. Some more able pupils achieve at a high level at both key stages. At key stage 1, the school performs above the national average in Science with 39 per cent of pupils achieving a level 3. At key stage 2, the school is above the national average in Mathematics with 38 per cent of pupils achieving a level 5.
91. In both key stages, standards and progress in the key skills of listening, reading and writing have good features that outweigh shortcomings. Standards in speaking are good at key stage 1 and 2 given pupils' limited knowledge of English when they join the school. Consequently, a significant minority draw on a restricted range of vocabulary and do not speak at length. This is an area in which the school constantly compensates to encourage rapid progress. Pupils contribute effectively when asking and answering questions or taking part in discussions.
92. Pupils' standards and progress in numeracy and ICT have good features, which outweigh shortcomings when they apply these skills in areas across the curriculum. Overall, pupils do not make sufficient use of computers in classes to extend their ICT skills.
93. Pupils' development of bilingual competence has good features that outweigh shortcomings. Pupils respond effectively to greetings and follow simple instructions. Most make steady progress in acquiring vocabulary and are beginning to acquire a range of spoken and written phrases. However, many lack the confidence to apply these in their responses in situations outside the classroom environment. Whilst the school gives due attention to the promotion of bilingualism, opportunities for regular use of incidental Welsh in lessons and in school assemblies lack consistency and this restricts pupils' development.
94. Creative skills are good with no important shortcomings. Pupils problem-solving skills throughout the school display good features which outweigh shortcomings. Pupils increase their decision-making skills as they take part in the activities such as those organised by the School Council.
95. Overall pupils, including those with SEN and for those whom English is an additional language, make steady progress in acquiring new skills and knowledge in different areas of the curriculum and working towards any targets previously set. There is no significant difference in the progress made by these groups of pupils to that of other pupils in the school.
96. Overall pupils are clear about the purpose of lessons when the objectives are stated at the start of each session. When marking is at its best pupils understand the way forward and the quality of their work. Whilst pupils are not involved in discussing their targets for improvement with staff, they generally

achieve the targets and goals set for them. However as the school is not sufficiently diligent in its use of available data to accurately predict pupil performance and so set challenging targets for them, few pupils understand what they need to do to improve

97. Pupils' ability to work independently has good features that outweigh shortcomings. Pupils throughout the school work with developing independence and are beginning to display the skills necessary to maintain life long learning. They are beginning to apply these to improve their own learning.
98. Pupils in the early years, key stage 1 and key stage 2 make good progress in their personal, moral and social skills. Most are gradually developing spiritual awareness. However some pupils do not always sufficiently reflect on how the moral themes of the daily sessions of collective worship might be applied to their own lives. They are learning to work well with others as they take part in the Eco-Committee and the School Council events. Pupils feel they have a voice in the school. They take their responsibilities seriously and show commitment to their roles. Overall they show respect, care and concern for their peers and most deal with potentially difficult situations with honesty and fairness. As pupils progress through the school they take an increasing responsibility for their own actions and work.
99. Throughout the school pupils recognise and respect the diversity of differing beliefs, attitudes and the social and cultural traditions of various faiths; this is an outstanding feature. They are aware of the importance of equal opportunities for all and adhere to the principles of the schools' Diversity, Equal Opportunities and Racial policies.
100. In the early years, during their topic on People Who Help Us, children develop a good awareness of the workplace. Pupils in key stage 1 and key stage 2 extend this knowledge through links with local retail firms. Pupils play an active part in the local community as they take part in local recycling schemes and raise money for various charities. They are developing relevant skills, attitudes and values for their role as good citizens of the future. As a result pupils' preparation for, and awareness of, the community and the workplace is good with no important shortcomings.
101. The majority of pupils of all ages say that they enjoy coming to school. Mostly their attitudes to learning are positive. They show genuine interest in their work and sustain growing levels of concentration for increasing periods of time. By the end of key stage 2, the majority of pupils show a good level of motivation. Most pupils are keen to do well and to succeed in preparation for the next stage of their learning.
102. Behaviour throughout the school has good features that outweigh shortcomings. Throughout the school pupils are friendly, polite and happy to talk to visitors. Relationships are good and most pupils behave properly in lessons and in class. Most understand what is expected of them and are involved in devising classroom rules. Pupils move sensibly in and around the

school when under supervision. Older pupils generally behave maturely and support the younger ones for example through their roles as Playground Buddies.

103. Never the less, there is a significant minority of pupils with challenging behaviour particularly in key stage 2 classes. On occasions their lack of self – discipline adversely affects their peers and the progress of the lessons. This is usually when teachers do not implement appropriate positive behaviour management strategies.
104. In discussions with pupils, older members of the School Council expressed concerns about occasional aggressive behaviour in the playground at lunchtime. Records show a small number of exclusions. In the previous school year one boy was permanently excluded and seven boys and one girl were temporarily excluded. The proper procedures were followed.
105. No incidents of inappropriate behaviour were witnessed in the playground during the inspection.
106. The average rate of attendance at 89.1 per cent for the three terms prior to the inspection is below the LEA and national averages. Cultural and family commitments often result in pupils making extended holidays overseas to visit their country of origin and this has a significant effect on average attendance. This is reflected in the unauthorised absences, which the school records at six per cent. A significant number of pupils are frequently absent, for unacceptable reasons, and their families condone these absences. The school takes into account the National Assembly of Wales (NAW) circular 3/99
107. A significant number of pupils are persistently late. Many pupils in almost all the classes arrive late at the start of the day. These are important shortcomings because they miss the important start of lessons and assemblies. This has a negative impact on their learning. In their responses at the pre inspection meeting parents expressed their concerns about lateness and absences.

The quality of education and training

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

Grade 3: Good features outweigh shortcomings

108. The inspection team's findings match the judgement made by the school in its self-evaluation report.

109. In the lessons observed during the inspection, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	57%	36%	7%	0%

110. The majority of teachers are enthusiastic and have a good relationship with their classes. The respect shown between teachers and the majority of pupils has a positive influence on the pupils' attitudes to work and their readiness to apply themselves purposefully during lessons. Good work is constantly praised and the systems of celebrating pupils achievements are effective.

111. Teachers ensure that pupils have equality of access to the curriculum and is a notable strength of the school. The school has a significant number of pupils from ethnic minorities and their additional needs are met sensitively and constructively. Many pupils have benefited from additional input from the Ethnic Minority Achievement Service and the staff make a valuable contribution to the quality of the teaching and learning, succeeding in supporting the teachers' work effectively; there is an effective and purposeful collaboration and understanding between them. There is a good provision for the development of pupils' bi-lingual skills in the early years, key stage 1 and key stage 2, including the provision for teaching Welsh.

112. The features of good teaching include:

- carefully planned lessons with clear aims and learning objectives which are shared with pupils;
- effective reinforcement of the content of lessons in plenary sessions;
- effective classroom management that ensures good concentration from each pupil;
- lessons that move at a good pace;
- high expectations of pupils in terms of both achievement and behaviour;
- skilful questioning that builds well on what pupils already know and what they can do;
- well focused and appropriate interventions and support for pupils;
- imaginative use of a wide range of resources and artefacts to stimulate interest; explain concepts and develop pupils' knowledge and understanding, and
- an effective partnership between teachers and support staff which has a positive influence on pupils' development and progress.

113. In less effective lessons where there were evident shortcomings:
- lesson objectives were unclear and the tasks insufficiently challenging to extend the more able pupils;
 - the focus on differentiated work for pupils of different abilities and ages is insufficiently detailed in teachers' plans;
 - lessons do not develop at an appropriate pace;
 - introductions are too long and there is an extensive use of worksheets;
 - insufficient attention is given to continuity and progression in the skills related to individual subjects;
 - strategies to manage the challenging behaviour of pupils are not consistently implemented.
114. The school has recently formulated a comprehensive assessment policy, which enables staff to identify individual pupils' strengths and weaknesses and to highlight areas to be developed. The policy is in its infancy, however, and has had little impact on pupils' learning. Although assessment opportunities are identified in teachers' short term planning, current assessment information does not contribute to planning in sufficient detail.
115. The school maintains a 'record of achievement' file for each pupil. These files provide helpful evidence of progress over time and in some cases, examples of work are assessed and annotated to indicate National Curriculum levels. Although the process of developing subject portfolios has begun, the contribution of these documents to standardising pupils' work across classes is limited.
116. Children under five are assessed appropriately and detailed records are kept to indicate progress made. In key stage 1 and key stage 2, core subjects are assessed termly and at the end of a key stage. This provides a clear picture of each child's achievements. However, there is no similar structure in place for assessing foundation subjects and religious education.
117. General analysis of National Curriculum assessment results is used, together with the results of a wide range of standardised tests to identify strengths and weaknesses of work in core subjects and to guide priorities in long term planning. A pupil tracking system has been devised to add useful information about pupil performance during their time at school. However, it is not operational at present.
118. Procedures for assessing pupils with SEN are effective and realistic targets are set for pupils in the Individual Education Plans and Individual Behaviour Plans.
119. The school has commenced the work of setting individual targets for pupils; this is working well in some classes. However, not all pupils are sufficiently involved in the steps of setting short-term targets and in their review and evaluation. Pupils' work is marked regularly and, in the best practice, comments give guidance how work can be improved. However, this good practice is not consistent across the school.

120. Annual reports to parents comply with statutory requirements and are of a good quality. They provide information on standards achieved and indicate how improvements can be made. Parents have opportunities of meeting the teachers on two occasions during the year to discuss their children's progress.

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

Grade 3: Good features outweigh shortcomings

121. The findings of the inspection team do not match the grade of 2 made by the school in its self-evaluation report. This is because there are shortcomings in several areas of the schools provision and an important shortcoming in the schools arrangements to develop pupils basic and key skills.
122. The school's vision of "Everyday, we care share and learn" reflects in the work of the school well. All pupils, including those with SEN and EAL, receive equal access to a broad and balanced curriculum that meets statutory requirements. Pupils irrespective of their social background, gender, or ethnicity are positively included in all appropriate school activities. This is a strength of the school.
123. Pupils in the early years have access to a wide spectrum of well-planned activities, which ensure continuity and progression in their learning, across the six areas of the curriculum. The overall quality of the educational provision for under fives is appropriate to their needs and the children make good progress towards the Desirable Outcomes for Children's Learning.
124. Not all new schemes of work have yet been fully implemented. However, where these are established they are beginning to offer effective guidance for teachers to ensure continuity and progression in pupils learning takes place. However, this is not the case yet in all subjects.
125. Whilst teachers generally are aware of the need to include key and basic skills in their planning, there is no means of ensuring their development throughout the curriculum in a systematic and meaningful way; this is an important shortcoming.
126. Pupils benefit from a wide range of community and after school activities which enhance the curriculum and their personal and social skills. For example, links with the Salvation Army and their involvement with the local carnival. Pupils enjoy the benefit from numerous visitors who share their expertise with the pupils such as a Harpist who regularly visits the school and an African Drum Group. The school offers a good range of out of school clubs such as football and netball, as well as a choir and orchestra. The school has strong links with Cardiff Sport.
127. Upper key stage 2 pupils develop a sense of responsibility and learn to take the initiative when they take part in such activities as the School Council.

Learning activities and the programme of Personal and Social Education actively promotes pupils' personal development well. Sex education, the understanding of substance misuse and health education, are adequately provided in partnership with the school nurse, according to established policies

128. Provision for spiritual, moral, social and cultural awareness is good overall with no important shortcomings. The school provides pupils with a strong sense of right and wrong and encourages them to respect the talents and achievements of others. For example the "Good News Assembly" held each week to celebrate personal achievements. Circle time activities enable pupils to discuss sensitive issues within a secure environment. Acts of collective worship provide an opportunity for the school community to share acts of worship of a broadly Christian nature and reinforce the sense of the school as a community. However they do not always give the pupils opportunity to reflect and explore their own feelings. Cultural development is an outstanding feature of the school. Pupils of varying cultural backgrounds are encouraged to take part in, celebrate and enjoy the wealth of cultural diversity within the school population. Many of these diverse practices are now fully ingrained in the culture of the school for example the celebration of Divali, Ramadan and Christmas.
129. The school has strong links with the community, and is adequately supported by the work of various agencies such as the Ethnic Minority Achievement Service, and the school nurse: all of whom contribute to effectively bridging the language gap between home and school.
130. Parents participate in a number of activities notably the Multicultural Day. Parents of the early years and key stage 1 pupils take part in very effective shared reading and writing projects. There is a useful home school agreement in place and various local colleges, such as Barry Collage and Glan Hafryn, contribute well to pupils overall standards of achievement. There are adequate links with parents and carers via regular newsletters.
131. The provision for promoting bilingual skills and reflecting the language and culture of Wales has good features that outweigh shortcomings. Appropriate attention is given to the *Cwricwlwm Cymreig* and pupils are given opportunities to acquire knowledge and understanding of the traditions, cultures and history of Wales. Pupils visit places of interest and celebrate St. David's Day with the 'Eisteddfod' being a notable feature. However, there are missed opportunities to develop pupils skills and knowledge, in subjects such as English Music and History.
132. Educational visits, visitors from the community and residential experiences help to raise pupils' awareness of the world of work, both past and present and further strengthen the school's links with the community. Older pupils benefit from working with professionals such as sports coaches, story tellers and theatre groups whilst the younger pupils work with "people who help us". The school makes good use of its proximity to Cardiff Bay. Pupils benefit from

art and craft displays and are involved in workshops in the science discovery centre.

133. Some initial work has been undertaken to enable pupils to gain a better understanding of sustainable development but this is not a strong feature in the school's provision. Older pupils are introduced to business and entrepreneurial skills through helping to run the fruit tuck shop. The School Council organises fundraising events. They nominate charities such as the Tsunami and Pakistan earthquake that help to raise their awareness of people less fortunate than themselves.
134. The school has very recently taken delivery of recycling and compost equipment. An Eco Committee has been elected and recycling schemes are in the very early stages of development.
135. The school attends well to national priorities for lifelong learning and community regeneration. Family book sharing and writing sessions for early years children and Year 1 pupils are well established. They are very well attended and beneficial to adults and their children. The school actively promotes healthy eating but arrangements to encourage pupils to take responsibility for improving their learning are not yet fully effective.
136. There are very well established transition arrangements with the receiving high school for Year 5 and Year 6 pupils. Pupils make transition visits and are involved in taster sessions but as yet they are not involved in cross phase projects.

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

Grade 3: Good features outweigh shortcomings

137. The findings of the inspection team did not match the judgements made by the school in its self-evaluation report because the inspection team judged there to be some shortcomings in the schools arrangements.
138. Overall, Pupils are effectively cared for, guided and supported in a secure and welcoming environment. The school has a very positive ethos. It values all its pupils from the many diverse multi ethnic backgrounds who attend the school in an atmosphere of respect and inclusion. This is a strength of the school. The school has very good links with outside agencies such as Ethnic Minority Achievement Service, which provides very good support for pupils with English as an additional language (EAL).
139. The school has a positive partnership with parents and carers and takes good account of their views in relation to the care of their children. There is very good daily informal contact between parents and teachers. Events and celebrations such as the weekly "Good News Assemblies" are very well attended and valued by parents.

140. Induction programmes for children in the reception class are carefully planned and implemented. The staggered admission system for children in the early years works very well. Children happily leave their parents and settle well into school life.
141. Even though there is significant movement of pupils in and out of the school during the year, there are similarly effective arrangements to support pupils who join the school throughout the year. There is an informal buddy system that is well established and pupils quickly learn the school routines.
142. There are policies and systems in place to monitor and improve pupils' performance, attendance and behaviour, which have good features that outweigh shortcomings. The comprehensive behaviour and anti bullying policies provide clear guidance but the strategies are not always rigorously or consistently applied by all staff. The school works closely with the Educational Welfare Officer and the school nurse to monitor and address issues relating to attendance; an attendance panel sits regularly to review individual cases. Appropriate procedures have been followed in the one permanent and eight cases of temporary exclusion in the past twelve months.
143. The school is in the fourth year of the Healthy Schools initiative. There is a daily fruit tuck shop and healthy options are available in the canteen. Activities such as after school football and netball clubs and Fit for Fun days promote healthy exercise and are very well supported. The school nurse is a member of the community health team and the school's attendance panel. She effectively supports the personal and social education programme and holds fortnightly clinics in the school that are well used by parents and teachers.
144. The adults in the school are well aware of pupils' particular needs and are knowledgeable about procedures in the event of accidents and emergencies. There is a comprehensive health and safety policy and a nominated link governor is in place. Risk assessments are systematic and all staff are alert to issues relating to the well being of pupils.
145. Health and safety arrangements have good features that outweigh shortcomings. Several health and safety issues were discussed with the school and brought to the attention of the Governing Body.
146. There is effective Child Protection Policy, although this requires further update. Procedures for child protection carefully follow LEA guidelines. The head teacher and both SENCO's are nominated persons and there is a designated link governor. Although all teachers and learning support staff are fully aware of their responsibilities there is no regular on going programme of child protection update training established.
147. The provision for special educational needs (SEN) has good features that outweigh shortcomings. However there is much good work being undertaken, for instance the work with the nurture group and the support for pupils with English as an additional language. There are two co-ordinators (SENCOs) who manage the Early Years together, with key stage 1 and key stage 2

respectively. The school's policy is detailed and informative and complies with the recommendations of the code of practice.

148. Within the current arrangements, the separation of responsibilities for the two SENCOs does not unduly affect the progress that pupils make; however, the school has correctly identified the need for continuity and progression to be fully developed and this is reflected in the proposed new management structure.
149. The school effectively identifies and assesses pupils with SEN. The SENCOs generally liaise effectively with the class teachers to provide guidance and support, although in some cases, closer co-operation involving the writing of Individual Education Plans and the allocation of support staff would enable targets and support to be much more focussed. Individual Education Plans are regularly reviewed and shared with parents; the evaluation of the progress that pupils make informs the next steps that they have to take in order to improve. The involvement of SEN pupils in the setting and evaluation of their own targets for improvement is not a whole school feature.
150. The school works effectively with a wide range of external agencies to support pupils' needs. Close liaison takes place with the LEA support staff responsible for supporting pupils with English as an additional language. Special educational needs pupils generally receive good quality support in-class and in the withdrawal sessions. Valuable support is provided for pupils through the Nurture Group, Busy Bees and targeted literacy support sessions. All SEN pupils are well integrated within all aspects of school life in accordance with the equal opportunities policy.
151. The school provides effective provision for pupils with EAL through a team of LEA funded specialist teachers from the Ethnic Minority Achievement Service and bilingual assistants. The bilingual assistants use the first language to reassure and assist pupils in their approach to new learning and help form a link between home and school. There are 15 main languages spoken at pupils' homes and many of these languages have unique dialects. 26 per cent of pupils receive support from the Ethnic Minority Achievement Service team. The whole school policy of supporting EAL pupils to access the curriculum and acquire communication skills in English as soon as possible is implemented consistently in all areas of school life. This provides pupils with English as an additional language (EAL) with a welcoming environment in which to work and full access to all areas of the curriculum. This is a strength of the school.
152. There is good liaison between the Ethnic Minority Achievement Service team and class teachers who celebrate pupils' languages at appropriate times in lessons. Good records are kept which give information on the progress made by pupils in learning English; but, because of the part time contracts and specific hours worked, these are not always shared with the bilingual assistants. The Ethnic Minority Achievement Service team and SENCOs work closely together to ensure that pupils' lack of competence in English alone is not equated with learning difficulties.

153. The school has agreed procedures for managing pupils with challenging behaviour and these are supported by a system of praise and reward for good behaviour and learning. However, these procedures are not always implemented consistently and effectively by all teachers. This sometimes results in ineffective support, especially in key stage 2, where pupils behaviour is sometimes of an unacceptable standard. Occasionally incidents are not dealt with well and consequently pupils learning is disrupted.
154. The school has an appropriate policy and procedures in place to foster equal opportunities and positive race relations and to counter oppressive or bullying behaviour. Racial and incidents of serious misbehaviour are carefully recorded in accordance with LEA guidelines. These are relatively few in number when viewed in the context of numbers on roll.
155. The school has very effective procedures in place to ensure that disabled pupil, parents, carers and staff are fairly treated. A full audit of facilities has been taken and is reviewed regularly.
156. The school actively promotes and celebrates diversity. This is an outstanding feature of the school. Pupils gain an understanding and appreciation of their own and other cultures through their involvement in projects such as "All in one boat" and Caribbean and Patua dance initiatives. Every pupil has access to the curriculum and all school activities. The school makes every effort to involve everyone in the variety of celebrations and practices of the many and diverse cultures represented in the school population. Many practices are ingrained in the culture of the school itself as staff strive to do justice to the wealth of diversity within the community in which they work. This feature can be exemplified by the recent Multicultural Day organised by the School Council and supported by the whole community.

Leadership and management

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

Grade 4: Some good features, but shortcomings in important areas

157. The findings of the inspection team do not agree with the judgement of Grade 3 made by the school in the self-evaluation report. This is because there are important shortcomings in the strategic leadership and management of the school.
158. The grade awarded to this key question differs from that of key question 1 because some teachers work very hard, but independently, to maintain and develop pupils standards of achievement, in spite of the shortcomings noted above.
159. The recently formulated aims and values that the school has agreed to impart to its pupils and their community are well thought out. Particular good regard is paid to promoting equal opportunity. There is much good work undertaken throughout the school, but the absence of a whole school shared vision and approach inhibits the building of a team with a common purpose. Issues from the amalgamation are not totally resolved and communication systems throughout the school are underdeveloped; this is an important shortcoming.
160. The head teacher has a long-term vision for the school and with the assistance of the LEA she has identified many of the issues raised by the inspection team. Plans have been drawn up for a revised management structure that is designed to make a significant impact on the work of the school in the future. In this interim period, however, the leadership and management lacks the structure to provide an effective system for co-ordinating the staff to reflect critically on what is being done and how it can be improved.
161. The senior management team has not made a significant impact on school development. It does not have an overview of the strengths and areas for development and it is not instrumental in considering the priorities for inclusion in the School Improvement Plan. The role of the curriculum co-ordinators is at an early stage of development. There are separate co-ordinators for the two key stages, and whilst informal links are sometimes established between the key stages, there is no formal procedure to ensure continuity and progression in pupils' learning as they move through the school; these are important shortcomings.
162. The prolonged absences of senior and other members of staff had an impact on the quality provision, strategic management and staff development in the school. The performance management and appraisal policies are in place, but they have not been implemented recently and the objectives set for the staff are outdated. Systematic procedures for the monitoring and evaluation of the work of the school have yet to be established and only informal arrangements

exist to evaluate pupils' learning and improve the expertise of the staff. This, in turn, has a negative impact on standards and quality of teaching and learning; this is an important shortcoming.

163. The analysis of performance data is limited. The school sets the quantitative targets required by the LEA, but the systematic analysis of data from baseline assessments through to the end of key stage 2 is informal and any information gained is not used to raise standards of achievement. The school does not systematically analyse the different groups in the school to determine their strengths and areas for development, or set robust targets for improvement; this is an important shortcoming.
164. There are set targets for EAL and SEN pupils in their Individual Education Plans and targets for mainstream pupils in some of the classes. These can provide a focus for the pupils to think about how they can improve, but there is no whole school procedure for determining the quality and effectiveness of these targets or for pupils to become involved in the setting and evaluation of them.
165. The school takes good account of national and local initiatives. There is an established School Council that meets regularly and makes decisions, the newly formed Eco-Committee is working to gain an award and the school promotes healthy eating through the curriculum and with the provision of fruit for the pupils at break- time.
166. The governing body is supportive of the head teacher, staff, pupils and the aims and objectives of the school. Governors meet regularly and are supplied with information about the life and work of the school by the head teacher.
167. The governing body is in a process of change. At present governors do not take a full role in setting the strategic direction of the school. The governors, who are linked with special educational needs and inclusion, play a full role but other governors are not sufficiently involved in monitoring the quality of the provision. However, the full involvement of the Governing Body in the development of the school is a priority identified in the School Improvement Plan.
168. Governors fulfil their regulatory and legal requirements.

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

Grade 4: Some good features, but shortcomings in important areas

169. The findings of the inspection team do not agree with the judgement of Grade 3 made by the school in its self-evaluation report. This is because there are important shortcomings in the schools self-evaluation process and systems to bring about improvements in provision and standards.

170. The self-evaluation report produced for the inspection does not sufficiently reflect the quality and standards of the work of the school and provides limited evidence to justify the grades awarded. The inspection team disagrees with five of the seven grades for the key questions awarded by the school in the self-evaluation report.
171. The head teacher recognises that the school's policies and procedures for evaluating quality and standards are an area for development. The senior management team has been ineffective in establishing procedures for identifying the strengths and weaknesses of the school and in evaluating the effectiveness of the work done. There is little co-ordinated evaluation of available hard data and subsequent actions; this is an important shortcoming.
172. The school's arrangements for self-evaluation are largely informal, and where they take place, their quality and effectiveness varies considerably. Some curriculum co-ordinators, for example, issue questionnaires to staff in order to find out their views on standards and resources and are beginning to scrutinise pupils work. However, the mechanism to gain information to reliably inform the School Improvement Plan is under developed. As the monitoring and evaluation of teaching and learning does not take place systematically, the senior management team and curriculum co-ordinators are unable to draw on first-hand evidence in order to set meaningful priorities for the school to improve; these are important shortcomings.
173. Curriculum co-ordinators are beginning to compile portfolios of pupils' work, but these are rarely annotated or levelled, and are mostly descriptive in nature. Their critical analytical and strategic planning skills are under developed.
174. The governors are supportive of the school and the school has established good relationships with parents and the local community. A School Council is established. Stakeholders, including the staff, do not combine to discuss and contribute to the self-evaluation process or to the setting of priorities for school improvement. This is an important shortcoming.
175. The School Improvement Plan includes success criteria, financial implications, staff involvement and time scales. It gives detailed information for one year with more general priorities stretching over two to three years. Within the School Improvement Plan, the senior management team set general targets for school improvement, which are linked to appropriate resources allocated to supply the general educational needs of the pupils.
176. Some of the priorities adequately reflect the tasks needed to complete the school's transition to an all- through Primary school but issues from the amalgamation in 2003 are not totally resolved. As a result of insufficient, reliable evidence, priorities are not sufficiently precise or robust enough to facilitate setting appropriately challenging targets for all pupils or evaluating the success of whole school initiatives; this is an important shortcoming.

177. Lack of co-ordinated, whole school assessment procedures and a tracking system limit the effectiveness of any target setting and the schools ability to show that actions taken have brought about any measurable improvement.

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

Grade 3: Good features outweigh shortcomings

178. The findings of the inspection team do not match the judgement of Grade 2 made by the school in the self-evaluation report. This is because there are shortcomings in several aspects of this key question.
179. There are sufficient appropriately qualified and experienced teachers to meet the demands of the National Curriculum and for the ages of pupils taught. The teachers' undertake duties as subject co-ordinators but they do not have current job descriptions and these roles are in the early stages of development.
180. The Teaching Assistants in the reception class are a valuable resource and make a worthwhile contribution to children's learning experiences. The Teaching Assistants in key stages 1 and 2 are overall deployed effectively in all year groups.
181. The school makes good use of two full time and three part time teachers. There are eight bilingual assistants with the specialist skills such as the teaching of English as an additional language, to raise standards and provide equality of opportunity for pupils. The bilingual assistants work effectively with individuals and groups of pupils and routinely plan alongside the classroom teachers. Their work with the pupils is a strength of the provision.
182. Teaching and non-teaching staff provide good support for pupils with SEN and EAL. Pupils benefit from the regular visits of the athrowes fro and from visiting teachers for instrumental musical tuition.
183. Teachers and ancillary staff regularly attend training courses to improve their skills. The school is now establishing structures and processes to more closely meet the staff development needs. Performance management and policies are in place, but they have not been implemented recently and the objectives set for the staff are not up to date; this is an important shortcoming.
184. The school has established a manageable system to enable all staff to be released for the statutory Planning, Preparation and Assessment time. Overall this has a positive affect on standards but the school is aware it will need to be reviewed in order to better match teacher's expertise with specific classes.
185. The school operates very smoothly. The school administrator carries out daily routines and a range of other responsibilities efficiently, effectively and very

conscientiously. The midday supervisors and lunchtime staff all contribute to the smooth running of the school.

186. The accommodation provides a good range of facilities for teaching and learning. The school building is well maintained and provides a stimulating learning environment.
187. The accommodation is kept clean and very well maintained by the caretaker and cleaners. The carpeted corridors and classrooms help reduce noise levels. Colourful displays of the school's work in the corridors and classrooms contribute to the stimulating environment created.
188. The classrooms for the children under five and the limited areas immediately outside the classrooms are used very effectively. The staff who work with these children have provided a very attractive area, and in particular the atmospheric "magic garden". Storage for large outdoor play equipment is very limited.
189. The outdoor area for reception and key stage 1 pupils is attractive and a shaded area is available for the younger pupils. An attractive mural, which reflects the multi-cultural nature of the area, enhances this section of the playground. However, the area is inadequate in size to provide a suitable outdoor learning area (where pupils are able to use their immediate outdoor environment to enhance the development of their learning skills) for the forthcoming Foundation Phase.
190. The outdoor area for key stage 2 pupils also has an attractive mural, which depicts different aspects of Wales and the solar system. Shaded areas are also provided for the older pupils. Large boxes containing small plants enhance the outdoor provision.
191. The school has sufficient good quality resources in all National Curriculum subjects, including a recently commissioned ICT suite. These are efficiently managed and used well. Spending decisions are appropriately matched to the school's short term priorities identified in the School Improvement Plan.
192. There is effective use of the local environment, the community and educational sites to enrich pupils' learning. This is further enhanced by the contribution of visitors to the school.
193. Resources are used well and regularly reviewed. Given the schools budget, the high proportion of pupils learning English as an additional language, and the overall standards pupils achieve its efforts to provide value for money have good features which outweigh shortcomings.

Standards achieved in subjects and areas of learning

Under 5s

194. In the Reception classes over 90 per cent of the children communicate in a language other than Welsh or English. The high level of adult input for the children as they enter the reception class has a significant affect on the initial progress of the children. Consequently those who have SEN and English as an additional language make similar progress to their peers.
195. 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.

Language, Literacy and Communication Skills

Grade 2: Good features and no important shortcomings

Good features

196. In Reception, children listen attentively and respond well orally to instructions and questions. They confidently develop speech patterns and can explain their thoughts clearly, often using their home language. All children respond to adults in a respectful and confident manner. Role-play and games help foster the children's developing speaking and listening skills, for example as they play in the flower shop or explore in the magic garden created in the "imagination area".
197. Children listen attentively to stories, songs and rhymes and show an interest in fiction and non-fiction books. Many recognise their own name or a significant number of letters. They recognise many simple words and phrases and understand that print carries meaning, can clearly predict what happens next and readily recall a story in their own words. Most can enthusiastically retell the story of the "Selfish Giant" and some are able to discuss which parts they like and dislike. Some have a good range of vocabulary and can confidently suggest alternative words with similar meanings. A few are able to read whole sentences independently.
198. Most children are able to copy accurately as they begin to write their name and over a third are able to write words and sentences independently, using the correct letter formation.
199. Incidental Welsh is readily used, by most children as part of the daily routine, when offering greetings. Many other forms of greeting, are used from a range of cultural backgrounds, as the children integrate a variety of language patterns into their daily systems of communication.

Shortcomings

200. There are no significant shortcomings.

Personal and Social Development

Grade 2: Good features with no important shortcomings

Good features

201. The children respond well to routine, play together happily and are beginning to take turns in shared activities, such as building activities with lego and the large construction apparatus.
202. They are confident in their relationship with familiar adults, and respond well to instructions. Most are able to clearly understand the concept of right and wrong.
203. The children take an active interest in new learning experiences for example as they create their own gardens using a variety of resources and tidy up efficiently after each play session. They show awe and wonder when they discover a caterpillar on a leaf.
204. Most children are developing an awareness of basic hygiene and health and safety rules. They show respect for each other and most are independent when getting themselves ready for physical education. They are beginning to appreciate the need to eat healthily.
205. Children are beginning to concentrate for longer periods of time and readily appreciate the efforts of other children. They listen quietly to the views of others and give genuine praise to those who have worked well, for example when using the musical instruments, or taking part in group painting projects linked to story topics.
206. The children are fully inclusive in their treatment of the SEN children and the various multicultural elements within the groups. They recognise and totally encompass diversity. This is a strength of the school.

Shortcomings

207. A few children do not always make independent choices when choosing activities.

Mathematical Development

Grade 3: Good features out weigh shortcomings

Good features

208. In Reception children make progress in their understanding of numbers to 10. They confidently sort and match objects according to size, shape and colour. They sequence accurately using the role-play area and recall number rhymes and songs such as “Five Speckled Frogs” with enthusiasm. During a topic on mini beasts they effectively use ladybirds to develop their understanding of numbers to 10.
209. The children extend their skills relating to weight and capacity as they enjoy filling and emptying activities in their sand and water play and competently weigh ingredients when baking butterfly cakes and pancakes.
210. Children are developing appropriate mathematical language extremely well. They are able to clearly understand the concept of more than and less than, taller than and shorter than and apply these to other areas of the curriculum such as when describing the growth of plants. The majority can accurately match number to sign and sound.
211. They are familiar with 2D and 3D shapes and some children are able to count on from 10 using a number line.
212. The children adequately understand the purpose money and its use, as part of their role-play activities in the shop.

Shortcomings

213. The more able children do not always work to their potential and develop their mathematical skills to a level appropriate to their ability, such as in the application of their skills in adding and subtracting numbers above ten.

Knowledge and Understanding of the World

Grade 2: Good features with no important shortcomings

Good features

214. In Reception children show a curiosity and interest in the world around them. They talk about their families with growing confidence.
215. They become more aware of their environment as they listen intently to visitors such as the police and fire brigade who regularly come into school; they go out on regular walks around the immediate neighbourhood and visit local shops such as the hairdressers. They make good use of Grange Park to study mini beasts and observe seasonal changes. They gain a clear

understanding of the world at work when they visit Asda. Here they investigate the work of the bakers and are beginning to identify the different types of fish available. They are also beginning to understand clearly the similarities and differences between the different types of food available and their countries of origin.

216. They actively monitor the weather and can talk enthusiastically about how it affects their feelings.
217. They complete simple scientific experiments as they study material and their properties, when they are able to confidently ask questions, predict outcomes and solve simple problems. They particularly enjoy organising experiments to find out if materials are waterproof and enthusiastically ensure that fair-testing has occurred. As part of their studies in the local park, they readily understand the growth processes of plants and the life cycles of frogs and butterflies.
218. The children have a developing understanding of the seasons. Though a strict classroom routine they are just beginning to understand the passage and importance of time. A good sense of time past is achieved when they investigate the changes that have occurred in their own body since birth.
219. The children approach Design Technology projects with increasing confidence such as when they design a home for a pet as part of a "Design Day".
220. They quickly learn the richness of the multicultural society, in which they live and are able to talk clearly about similarities and differences between the different cultures. They recently took part in a multicultural day in the school and can readily discuss the things that interested them from the various cultures. The children also enjoy and can recall simple Bible stories such as "The Good Samaritan" and stories from other faiths.

Shortcomings

221. There are no important shortcomings

Creative Development

Grade 2: Good with no important shortcomings

Good features

222. Children enjoy painting activities. They choose activities confidently, and most handle brushes with satisfactory dexterity. They carefully make complicated and intricate Divali decorations using paper and pasta shapes.
223. Their simple observational drawings are developing well as they carefully sketch a cross section of pieces of fruit and vegetables. The children readily

produce simple drawings of their family and friends, which contain recognisable features of the face and body.

224. Children enthusiastically explore and experiment with colour through paintings and in the use of pastels, felt tips and crayons. They readily experiment with colour mixing when painting daffodils and making collages from tissue. The children paint and draw with imagination in response to current topics and stories such as "Cinderella" and "Sleeping Beauty".
225. The children enthusiastically take part in role play on topic related activities. They particularly enjoy dressing up as knights, linked with their visit to Castell Coch. The children work on three-dimensional work when making castles, dinosaurs and cars and make imaginative salt dough models as part of their mini beast topic.
226. Children confidently take part in music lessons. They sing a range of songs and rhymes with gusto and improvise well with body music and musical instruments.
227. The children begin to understand the process of problem-solving as they plan and successfully build bridges for the "Three Billy Goats Gruff" using large construction apparatus.
228. They appreciate the work of others and are beginning to evaluate their own efforts. They are developing the skill of making imaginative choices about resources when planning each new topic.

Shortcomings

229. A few children do not always express their individuality in their creative work.
230. Children's skills in creative dance are sometimes underdeveloped.

Physical Development

Grade 2: Good features and no important shortcomings

Good features

231. The children are developing a good control of writing and drawing implements and are beginning to copy shapes by using pastels and paintbrushes effectively as they contribute to a group collage about "The Very Hungry Caterpillar". They extend this control through patterns work, tracing, under and over writing tasks, and well planned mark making activities.
232. They manipulate pieces of jigsaws effectively, fit together small and large construction kits and build large scale models from large building apparatus with confidence. They control the computer mouse successfully and handle small world toys with ease.

233. During physical education sessions in the hall they are beginning to confidently develop spatial awareness whilst understanding related vocabulary such as behind, below, under and over. Children are clearly aware of different ways of moving. They enthusiastically walk and crawl travelling backwards and forwards. They skip, jump and land properly, taking into consideration those around them.
234. They enjoy squeezing and moulding activities when handling playdough and confidently refine their fine motor skills when using more complex construction apparatus and small word equipment.

Shortcomings

235. In physical education, a small minority of children are not appropriately challenged to extend their skill of working at different levels and moving effortlessly from one level to another.

English

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

Key Stage 2: Grade 3: Good features outweigh shortcomings

Good features

236. In key stage 1 pupils listening skills are good. In key stage 2 the listening skills have good features which outweigh shortcomings. Pupils listen attentively and with interest to the teacher, classroom assistants and other pupils and are keen to contribute to lessons. At appropriate levels, and given their limited knowledge of English when many arrive in school, pupils across the key stages speak clearly and are enthusiastic in their response to teachers' questioning. They participate well in role play situations and respond well to opportunities to share and enjoy a wide range of literature. Pupils make good use of opportunities provided in class, school council sessions and during circle time to begin to develop their persuasive speaking skills.
237. In key stage 1, pupils develop positive attitudes to reading and the majority make good progress with no important shortcomings. They possess a number of strategies to de-code new words by looking at patterns or by using phonic skills. The more able correctly identify grammatical conventions such as capital letters, full stops, speech marks and exclamation marks in a big book. Pupils in Year 1 sequence events and effectively retell the story of Lima's Red Hot Chili in their own words using a range of adjectives to develop a character profile.
238. The majority of pupils in key stage 2 read with developing accuracy, fluency and expression and have a clear understanding of what they read with good features outweighing shortcomings. They make sensible predictions about the outcome of a story and make progress in using texts to infer and deduce

meaning. Following a study of the diary of Anne Frank pupils in Year 4 develop good empathy skills and can recall the main events of the story. Pupils read a wide range of fiction and non-fiction books, both in guided reading sessions and independently.

239. Towards the end of the key stage 2, more able pupils are proficient readers and have developed tastes for different genres of writing and for different authors, such as Jacqueline Wilson and Roald Dahl. They describe plots with ease and describe the characters in the stories they read. Pupils are familiar with the library and they use reference books to search for information. They differentiate clearly between biography and auto-biography, fiction and non-fiction whilst explaining the purpose of an index and glossary.
240. Pupils in key stage 1 make good progress in writing. They write for different purposes and produce a range of texts in an appropriate style. Pupils enthusiastically record personal experiences, compose poems and write about topics that have inspired them, such as celebrating Eid and how a kitten finds a new home. The *Cwricwlwm Cymreig* provides an extra stimulus and the more able effectively record the stories of Jemima Nicholas and Gelert using capital letters and full stops accurately.
241. Pupils in key stage 2 write for different purposes and audiences with good features outweighing shortcomings. They produce poems, letters, stories, instructions, dialogues, newspaper reports and book reviews. The more able write at length, making imaginative use of a wide and varied vocabulary. Pupils in Year 3 make a good effort to develop their factual reporting skills based on the Roman fortress at Caerleon. In Year 5 pupils compose extracts which stimulate the reader and realise why it is important to have a plan, a plot and characters as they effectively describe the legend of Cantre'r Gwaelod. The pupils' ability to vary sentences, to paragraph, create differing effects, and spell and punctuate with an increasing measure of accuracy is generally good. By the end of the key stage, pupils extend their ideas, expressing and justifying opinions such as in a persuasive letter regarding the quality of school dinners and a descriptive report following the theft of a handbag.
242. Across both key stages pupils' handwriting is generally neat and improves as they progress through the school.
243. Pupils from ethnic minority backgrounds, who are learning English as an additional language, make similar progress as their peers and gain confidence in using the language.

Shortcomings

244. There are no important shortcomings at key stage 1.
245. In key stage 2, the reading and writing skills of a significant minority of pupils are underdeveloped.

246. In key stage 2 a significant minority of pupils' listening skills are under developed.

Welsh second language

Key stage 1: Grade 3: Good features outweigh shortcomings

Key stage 2: Grade 3: Good features outweigh shortcomings

Good Features

247. In key stage 1, pupils enjoy their lessons and show enthusiasm in learning the language. They understand a range of familiar questions and the majority respond appropriately in simple words or short phrases. They know and readily use simple greetings such as 'bore da', 'prynhawn da' and they can use questions such as 'pwyt ti?' to retrieve personal information. They recognise and respond well to a series of commands and instructions.
248. Pupils know a range of useful sentence patterns to describe where they live and the more able can confidently discuss the features of a local park. They use a developing vocabulary to name basic colours, toys, parts of the body and many can count up to 10.
249. By the end of key stage 1, pupils are able to write simple phrases and sentences based on familiar patterns to communicate meaning. They readily compose sentences to describe themselves, their likes and dislikes and record in graph form how pupils travel to school.
250. In key stage 2, pupils extend their range of vocabulary by repeating and extending set phrases about themselves, families, pets, hobbies and favourite holiday destinations. Towards the end of the key stage, the more able use more complex sentence structures and confidently engage visitors in simple dialogue.
251. Pupils read with increasing accuracy and levels of understanding. Year 3 and Year 4 pupils read with good expression and confidently answer questions on class reading books. Pupils in Year 6 read their own work and a biography of Gavin Henson with much enthusiasm demonstrating an understanding of the text.
252. Key stage 2 pupils reinforce their oral skills by completing simple written tasks. They enthusiastically compose dialogues, describe their favourite animals, keep a diary of school activities and construct an interesting party menu. The more able pupils use correct spelling and punctuation patterns and they have a good grasp of syntax.
253. Pupils who are learning English as an additional language make similar progress to their peers.

Shortcomings

- 254. In both key stages, pupils lack the confidence to speak Welsh independently and rely too heavily on adults to support them.
- 255. In key stage 2, many of the language patterns used by pupils are too repetitive. They do not effectively consolidate and extend knowledge acquired in key stage 1.

Mathematics

Key stage 1: Grade 3: Good features outweigh shortcomings
Key stage 2: Grade 3: Good features outweigh shortcomings

Good features

- 256. Key Stage 1 pupils make good progress with their number systems, they count to 100 and back again in tens and can count in twos starting at different numbers. They readily identify two and three dimensional shapes correctly. They describe their properties and number of faces accurately.
- 257. In year 2 many can confidently add numbers to 12 using number bonds. Most can count in fives and tens accurately and can subtract from 15 using their fingers. They use number lines and number squares well to calculate problems.
- 258. In key stage 1 pupils use practical resources independently to support their learning activities.
- 259. Key stage 2 pupils can identify odd and even numbers and double numbers correctly. They use tally charts and bar graphs to record and formulate data neatly and accurately.
- 260. Most pupils in upper key stage 2 know their tables well up to 12 and readily recognise the relationship between multiplication and division. They demonstrate a good understanding of place value.
- 261. Most can correctly identify how many sides there are to a triangle, a square, a rectangle, a hexagon, a pentagon and an octagon. The most able know that a quadrilateral is “any two dimensional shape with four sides”. Most pupils are able to confidently apply the formula to find the volume of cuboids.
- 262. Pupils in upper key stage 2 are able to confidently solve percentage problems using a variety of methods. They correctly use short and long multiplication in written calculations.
- 263. Pupils with SEN, including those learning English as an additional language make similar progress to their peers.

Shortcomings

264. Throughout key stage 1 and key stage 2 a significant minority of pupils do not apply simple mathematical concepts to solve problems orally.
265. Overall pupils across the key stages do not sufficiently apply the mathematical skills they have acquired to solve problems in a practical manner.
266. Overall pupils in key stage 1 and 2 are over dependent on work sheets and do not work independently through mathematical problems.

Science

Key stage 1 – Grade 3: Good features outweigh shortcomings

Key stage 2 – Grade 3: Good features outweigh shortcomings

Good features

267. By the end of key stage one, pupils clearly recognise the need for a fair test in order to make their results meaningful. As pupils progress through the school their scientific enquiry skills steadily improve and they develop good observational skills.
268. In key stage 1 pupils accurately sort materials into groups of common types of materials, for example, plastic, metal, glass and wood, and they confidently describe their colour, texture and use. They recognise that many everyday appliances use electricity and that they should be used with care.
269. Pupils skilfully use their senses to explore and recognise the similarities and differences between materials. They use appropriate vocabulary and their “teacher’s prompts” to make sensible comparisons. They have a good understanding of the conditions necessary for seeds to grow into plants.
270. Lower key stage two pupils have a good basic knowledge of the properties of plants. They clearly understand that the root anchors the plant, and that water and nutrients are taken in through the roots and transported through the stem to other parts of the plant.
271. Pupils readily understand that, when studying electrical circuits, a complete circuit is necessary for a bulb to light, and that a switch is a device to interrupt the circuit. Pupils have a comprehensive knowledge of the basic properties of magnets; they carry out a fair test to discover their strength by finding out how many paper clips they can pick up. They know that exercise has a beneficial effect on the body and enthusiastically measure and compare their pulses before and after exercise displaying their results effectively.
272. Older key stage 2 pupils have a good understanding of the main stages in the life cycle of flowering plants, including pollination, seed production, seed dispersal and germination. They independently explore changes in materials

and the majority of pupils classify correctly those that can be reversed and those that cannot.

- 273. By the end of the key stage, pupils correctly identify the major bones in the human skeleton and understand the relative positions of the Sun, Earth, Moon and some of the other planets in the solar system.
- 274. Pupil learning English as an additional language make similar progress to other groups.

Shortcomings

- 275. At key stage 1 a significant minority of pupils' skills in independently predicting and evaluating the results of their experiments are underdeveloped
- 276. At key stage 2 pupils do not always sufficiently build on their previous knowledge and understanding of scientific concepts to investigate topics in depth and articulate their findings.
- 277. In both key stages a substantial minority of pupils' independent skills of recording their scientific findings, are underdeveloped.

Information technology

Key Stage 1: Grade 3: Good features outweigh shortcomings

Key Stage 2: Grade 3: Good features outweigh shortcomings

Good features

- 278. In key stage 1, the pupils are able to make effective use of a word processor, including importing pictures into their work.
- 279. They confidently make good use of graphics packages to paint and create interesting design work as they use the art package "Paint" to illustrate their work on animals.
- 280. They are beginning to work confidently with computers as most select, save and print as required by the set task.
- 281. In key stage 2, the pupils make good use of their previously acquired word processing skills to record their research findings. They use spell check effectively, cut and paste and choose a font size and style appropriate to the task. The majority of pupils have competent key board skills and can type accurately.
- 282. In key stage 2 the majority of children are able to accurately follow a simple procedure to present a simple drawing or shape as they become more confident in their use of software relating to changing direction and varying distances.

283. Some older pupils are able to confidently use multi-media sources to prepare presentations based on their personal interests such as hobbies and sporting heroes.
284. In upper key stage 2, pupils are beginning to make use of the internet and CD ROM's for research and revision purposes; for example, when they research Science topics, they know what to put into the computer to obtain the required information.
285. A small minority are familiar with the importance of using hyperlinks to acquire further information. This skill is adequately demonstrated as a group of pupils use appropriate sites linked to the Woodland Trust to revise the life cycle of plants. Some older pupils work towards producing web site designs. They are aware that information can be found from different electronic sources.
286. In key stage 2 pupils are beginning to use ICT to communicate and handle data in a developing range of subjects, including mathematics and geography. They use a digital camera to record and illustrate their work, with growing confidence.
287. Pupils learning English as an additional language make similar progress to that of other groups.

Shortcomings

288. In key stage 1 a minority of pupils' progress in the basic skills of handling and communicating data is underdeveloped and they are limited in their ability to independently express information in a variety of forms.
289. At key stage 2 pupils' skills in modeling and the skills required to use e-mail are underdeveloped.
290. At key stage 1 and 2 a significant number of pupils do not work independently, at an appropriate level, to apply their growing bank of skills to a given task.

Design technology

Key Stage 1 Grade 2: Good features and no important shortcomings
Key Stage 2 Grade 3: Good features outweigh shortcomings

Good Features

291. No lessons were seen at key stage 1 but evidence from scrutiny of pupils' work, extensive discussions with pupils and photographic evidence indicates that pupils achieve good standards.
292. At key stage 2 close scrutiny of previous work and discussion with pupils indicate that standards have good features that outweigh shortcomings.

293. In key stage 1 the youngest pupils enthusiastically discuss plans for making a map of a bear hunt. They say what they want to do and use given techniques and tools to shape assemble and join materials. They successfully evaluate their work orally.
294. They confidently design and make a variety of vehicles, paying attention to their purpose. They consider old fashioned and modern vehicles. They draw what they want to do and say how they want to make their design. They successfully evaluate the final product.
295. When making bread they are acutely aware of the need for food hygiene. They independently investigate different types of bread, knead the dough and choose their favoured shape and pattern.
296. Older key stage 1 pupils enthusiastically make a healthy sandwich. They investigate the fillings and from discussion suggest ways of improving the sandwich. They use basic tools safely with care. They gain a comprehensive understanding of the properties including taste, texture, and appearance. They make accurate models of fruit and vegetables from a variety of materials. They explain clearly their likes and dislikes. Pupils reflect and discuss their ideas and suggest improvements. They recognise that it is important to eat fruit and vegetables.
297. Younger key stage 2 pupils design and make a model house. They use given criteria to help with their designing. They carefully draw their ideas, showing labelled drawings with their choice of colours and state the materials and equipment needed. They measure, mark out cut and shape a range of materials accurately to produce a well made product. They use their knowledge of electricity to create a simple electrical circuit. With adult help they learn how to switch lights on and off using control technology. They readily consider what they would change the next time and successfully evaluate their work.
298. Older key stage2 pupils design and make a mobile phone case. They enthusiastically draw their ideas and indicate how the different sections will be joined together. They measure and cut accurately and decorate the cases imaginatively. They identify any changes they make during the process and sensibly evaluate their work.
299. Pupils investigate different types of bread from around the world. They develop an awareness of safety and hygiene when working with food. They carefully follow instructions and suggest how they are going to achieve their design. They use simple finishing techniques to improve the quality of their product. Pupils produce a written evaluation of their work, to an acceptable standard.
300. Pupils at the end of the key stage design a motif for a t-shirt using a variety of materials. They suggest sensibly how they are going to achieve their design. They gather information together and use it to help them come up with a number of ideas. They select and list appropriate tools and materials they

intend to use. They use a variety of different textiles and use appropriate joining and finishing techniques for the material being used. They evaluate as they go along and implement identified improvements. They accurately test and evaluate the finished product, identifying strengths and weaknesses.

301. Pupils find out how materials can be used in different structures to support things. They successfully make a simple model shelter incorporating a framework and a textile cover. They consider the purpose of their design, the views and preferences of the user, appearance, function, safety and reliability. They evaluate the finished product for 'fitness for purpose'.
302. Pupils learning English as an additional language make the same progress to that made by other groups within the school.

Shortcomings

303. There are no important shortcomings in key stage 1.
304. In key stage 2 pupils do not develop a sufficient range of designing and making skills in the projects they undertake, and do not learn to use a wide enough range of tools.
305. In key stage 2 pupils' skills in using ICT to develop and support their design ideas are at an early stage of development. Their understanding and use of control technology is underdeveloped.

History

Key stage 1: Grade 2: Good features and no important shortcomings
Key stage 2: Grade 3: Good features outweigh shortcomings

Good features

306. Pupils in key stage 1 have a good and developing awareness of chronology. They use appropriate vocabulary to describe the passing of time when comparing conditions in school at the time of their grandparents with those of the present day. Pupils develop a clear understanding of chronology by studying famous Welsh people and constructing time lines to show the main events in their lives.
307. Pupils have a good understanding of conditions in Victorian schools by visiting the school at St Fagans to take part in a role play lessons. They write a good account of their visit showing a good knowledge of their experience. They have a good knowledge of toys from the period and an appropriate understanding that the materials available to make them were restricted to natural materials.

308. Lower key stage 2 pupils reinforce their comprehensive understanding of chronology by making their own time line showing notable events from their birth to the present.
309. They develop an accurate knowledge of Celtic and Roman times by visiting Caerleon; they write good descriptions of their visit and enthusiastically investigate why the Romans invaded Britain. In a lesson, they confidently compare the clothes, homes and furniture of the period with their own. The more able record their observations and make suitable comparisons from secondary sources of evidence.
310. Older key stage 2 pupils have a good understanding of the main events of the Tudor period. They make good comparisons of the lives of the rich and poor at the time, developing their knowledge of Tudor homes and diet. They knowledgeably consider the attributes that a good leader should possess and use these to assess the Tudor monarchs.
311. Pupils have an comprehensive understanding of the influence that famous Welsh people had on our past through studying the life and times of William Morgan. They learn that he translated the Bible into Welsh and they compare their own homes with his home at Ty-Mawr.
312. Pupils learning English as an additional language make similar progress to that made by other groups.

Shortcomings

313. In both key stages pupils experience of using a range of sources to investigate topics is limited.
314. In key stage 2 pupils do not always investigate, to sufficient depth the cause and consequence of the main events within their periods of study or use ICT to support them communicate their findings to different audiences.

Geography

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

Key stage 2: Grade 3: Good features outweigh shortcomings

Good features

315. In key stage 1, pupils use their knowledge of the local area to further their geographical skills. They have a good awareness of their locality, of the features and services provided and they express their likes and dislikes well. They carefully observe and collect information to consider what their locality is like and knowledgeably discuss the features that make up an urban area.
316. Pupils steadily develop their early mapping skills by drawing a plan of their route to school, using appropriate symbols to mark on the main features.

They confidently recall the characteristics of the four seasons, and accurately describe the weather patterns associated with each one.

317. Through their study of a contrasting area, pupils in year 2 show a good knowledge of the main similarities and differences between their local area and Tocuaro in Mexico. They clearly understand and use simple geographical terms when making comparisons with the houses and shops.
318. Pupils in lower key stage 2 further develop their mapping skills by enthusiastically studying a map of Grangetown and describing the main features; they mark the countries of the United Kingdom on a map. On a map of the world, they identify the countries they have visited and where they have relatives. They extend their expanding knowledge of these countries by interviewing relatives for information.
319. Pupils have a developing understanding of the distinctive physical and human features of Wick, near Bridgend; they make reasonable attempts at comparing these with those of Grangetown. They begin to appreciate and understand the individual's responsibility for the environment by considering how they could improve the village green.
320. Through their topic on Cardiff Bay, pupils in upper key stage 2 clearly understand how development changes an area. They comprehensively develop their knowledge of change by studying the 1881 census and finding out how a street has changed over time.
321. Pupils contrast Thengapalli, in India with Grangetown. They compare the weather and climate effectively and begin to readily identify ways in which people affect the environment through discussing a scheme to build a new road for Kesharpur.
322. Pupils at both key stages have a wide understanding of the concept of global citizenship. Many can identify on a map of the world their own country of birth and that of many of their classmates; they can also pin-point places where they have extended families.
323. Pupils learning English as an additional language make equal progress with that of other groups.

Shortcomings

324. In both key stages pupils' understanding of environmental change is under developed.
325. In key stage 2 pupils' understanding of contrasting areas lacks depth.
326. In key stage 2 pupils mapping skills are insufficiently developed as they progress through the school. They have an insufficient understanding of co-ordinates, scale and a knowledge of important places in Wales and the wider world.

Art

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

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

Good Features

327. Year 1 pupils enthusiastically experiment well with line, tone and colour when creating simple shapes from nature, for example mini beasts. They make colourful and intricate pictures from a variety of interesting materials. They look at a selection of wheels, sensibly gather materials and make their own from a variety of materials in two and three dimensions. They consider camouflage and very successfully produce individual collages of animals in the jungle.
328. Year 2 pupils successfully print with found objects to make an attractive classroom mural of the school, the road outside and the railway. They carefully consider shape in the environment and compare with representations on fabric, for example, Indian saris, African tribal fabrics and Islamic decoration. They choose simple shapes and enthusiastically experiment with different printing techniques. They visit Cardiff Bay and make rubbings and prints based on different surfaces found in and around buildings, for example brickwork and tiles. They confidently describe the shapes of the patterns they have made and make their own sculptures.
329. They make a large collage incorporating a wide variety of interesting materials depicting a giant's plate of food. They accurately investigate the soles of their shoes and create interesting textured paintings.
330. In Year 3 pupils continue to make progress in their study of art in the environment. Most pupils carefully use a colour wheel and become more confident at colour mixing. They paint good self portraits and compare them with portraits they have drawn using graded pencils. They are developing their basic techniques of weaving and weave with paper, wool and yarns to produce work, which is aesthetically pleasing and of a good standard. They use the traditional Celtic style to produce realistic Celtic shields and brooches. They successfully experiment with line and tone in their still life compositions of sunflowers.
331. Pupils' appreciation of the work of a wide range of artists and styles is well established. For example Year 4 pupils' good understanding of the Welsh artist Kyffin Williams leads to very good oil pastel work of the landscapes of Snowdon. In Year 5 they critically look at the work of Picasso and create their own meaningful self portraits.
332. They successfully combine paint and collage techniques to design and make attractive papier mache Mexican masks. Year 5 pupils independently experiment with colour and texture to skilfully make and decorate Islamic tiles. The pupils effectively describe the techniques they use in their modelling with an appropriate vocabulary.

333. By Year 6 pupils observational skills are good and they have a good range of shading, colour mixing and blending techniques which they employ in a wide range of contexts. Portraits and character drawings of Winston Churchill linked to work on World War 2 are dramatic and imaginative. In Year 6 they consider how the human face has been depicted by various artists over the years. They make good use of light and shade in their paintings and of texture in their portraits using clay.
334. They confidently use the local environment, for example, Grange Gardens, as an inspiration for their art work. Using viewfinders they accurately draw thumbnail sketches and then using grid paper they transfer their composition on to a large piece of paper. They refer to the work of other artists whilst concentrating on the two visual elements of colour and pattern. Year 6 pupils comprehensibly study a particular design and talk about it. They successfully create their own designs based upon this research. They make sketches of William Morris designs. They describe and make comparisons between their own work and that of other artists.
335. Throughout key stage 2 pupils skilfully practice techniques such as texture and colour wheels, develop designs and practice observational drawings. They show clear progress in techniques and skills throughout the school. They are confident and accurate in applying the skills they have learned.
336. All pupils have benefited from working with local craftspeople and artists. In one instance they work enthusiastically with an artist in residence to produce an eye-catching banner based on the centenary of the city of Cardiff which is now displayed outside the hall. In another instance they produced a screen printing collage.
337. Pupils learning English as an additional language make similar progress to that of other pupil groups.

Shortcomings

338. There are no important shortcomings. However, the pupils do not consistently initiate ideas for artwork or often decide on the techniques to use.

Music

Key Stage 1: Grade 3 Good features outweigh shortcomings

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

Good Features

339. The standard of singing throughout the school is good with no important shortcomings.
340. In key stage one the pupils sing with increasing control over breathing, posture and pitch. They pay good attention to diction and the duration of notes.

Pupils understand pitch and melody, can keep good time and display a growing sense of rhythm.

341. Most can accurately identify different types of music such as jazz, classical and rap in terms of tempo and dynamics. They are able to confidently use parts of their body and simple non tuned instruments to produce long and short notes to accompany simple compositions. They use their imagination to graphically express how music makes them feel.
342. In key stage two most pupils are able to work collaboratively to compose simple tunes and incorporate tuned and non tuned percussion instruments such as when they accompany class members to perform a variety of multi-cultural folk songs such as "Old Bill Jones" and "Cotton Eyed Joe".
343. Many pupils are able to effectively appraise their own work in a critical manner and assess that of other group members. They adequately demonstrated this skill when making an in depth study of "Peter and the Wolf" in lower key stage two.
344. In singing in key stage 2 pupils build on the good practice acquired in key stage 1 and successfully increase the complexity of their performance by adding descant parts and rounds. Pupils include many multicultural elements to their musical performance as they readily move from singing in Bantu to English and Welsh.
345. In key stage 2 the standards in instrumental music making are good. Pupils receiving brass tuition from a peripatetic teacher regularly support the music making within the school. Extra-curricular musical activities such as visits to hear performances of National Youth Orchestra of Great Britain make a good contribution to pupils' ability to appraising the musical skills of others and evaluating their own abilities to compose and perform.
346. In both key stages pupils have an increasing knowledge of subject appropriate vocabulary and handle musical instruments with care and respect.
347. Pupils in both key stages listen carefully to a wide range of music by different composers and have a developing knowledge of the music of Wales and the many and varied cultures represented within the school. All pupils appreciate the music of other cultures and enthusiastically incorporate elements into their own compositions.
348. The pupils learning English as an additional language confidently involve others in their own musical heritage and make similar progress in the development of basic music skills to their peers.

Shortcomings

349. At key stage 1 pupil's skills in composing and appraising are underdeveloped.

350. At key stage 2 the pupils experience with a wider range of good quality tuned instruments is limited due to restricted resources.

Physical education

Key stage 1: Grade 3: Good features outweigh shortcomings

Key stage 2: Grade 3: Good features outweigh shortcomings

Good features

351. Generally, pupils change into appropriate clothing to carry out physical education. They are acutely aware of safety issues, such as those arising from wearing jewellery.
352. Key stage 1 pupils apply themselves well to warm up sessions at the beginning of lessons. The majority listen attentively, move confidently and respond accurately to instructions. They are very aware of the importance of exercise in their daily lives.
353. Pupils show agility and good co-ordination as they zigzag around the hall, exploring different paces of movement. They develop good spatial awareness as they avoid each other and make different body shapes whilst increasing their balancing skills. Pupils extend their body awareness as they use mats and benches to roll and balance. They confidently perform in front of others to highlight good practice.
354. Their skills with the bat and ball are steadily increasing as they refine their hand-eye co-ordination.
355. At key stage 2 they show a good understanding of what happens to their bodies during exercise and realise the importance of exercise to their health and well-being. They are sufficiently aware of the safety issues when moving apparatus and during their working sessions.
356. In gymnastics pupils perform a range of travelling movements well. They place them in short sequences with developing accuracy and control on the floor and when using the apparatus. They use space well and display an increasing control over their bodies.
357. In dance, they work and explore multicultural issues whilst taking part in dance initiatives from the Caribbean and South America. Through this facility pupils are beginning to use their bodies to creatively reflect aspects of the diverse cultural community in which they live.
358. In their games lessons they confidently continue to develop their ball handling skills and by year 6 the majority of pupils have acquired good control of the bouncing ball and related basket ball, netball and football skills. They extend their skills in attack and defence as well as those involved in sending, receiving striking and travelling with the ball.

359. Pupils in key stage 2 work co-operatively with their partners, helping each other to follow instructions and to develop the relevant games, gymnastics and dance skills. They work in a variety of situations involving paired, group and team work. In this way they begin to acquire the skills of sportsmanship and fair play.
360. Many pupils enhance their physical performance in, and enthusiasm for, the subject by involvement in extra-curricular activities, including football and netball. These after-school clubs are well attended. Pupils are also involved successfully in extra-curricular sporting competitions in the school and the wider community. Participation in these activities contributes to pupils standards of achievement.
361. Pupils with English as an additional language and those from all ethnic minority groups progress at a similar rate to other groups within their age group.

Shortcomings

362. In key stage 1 pupils' skills in planning, repeating and refining their performance is underdeveloped.
363. Overall, in key stage 2 pupils do not always develop their practical PE skills in a progressive manner or build on their past knowledge and experience to develop techniques to enhance their progress.
364. In key stage 1 and 2 pupils do not readily articulate how they can improve their own performance by adapting their movements to reflect the good practice observed in others.

Religious education

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

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

Good features

365. In key stage 1, pupils have a good knowledge of the stories of the Old Testament and they name a number of the main characters easily and correctly, for example Noah, Moses and Abraham. Pupils clearly understand the purpose of celebration and its place within religion. They know the significance of Harvest, Christmas and Easter to Christians, Ramadan to Muslims and Divali to Hindus and can explain some of their special customs. They understand readily that praying is part of worship and pupils in Year 2 have effectively composed personal prayers for their families.
366. Pupils develop an increasing awareness of themselves, their family and friends and the importance of values such as care and friendship within a community.

367. They understand the significance of special books and in particular those that belong to the world's great religions. They know that the Bible and the Qu'ran are both sacred books and understand their significance to the Christian and Muslim faiths. They appreciate that religions have their own special festivals and customs and that there are similarities and differences between them.
368. Pupils can successfully name some of the major church artefacts such as the cross, altar and stained glass windows and appreciate that shoes should be removed before entering the Mosque,
369. In key stage 2, pupils continue to develop their expanding knowledge of Christianity, Judaism and Islam and they compare some of their beliefs and customs. They understand the significance of the Ten Commandments and the Five Pillars of Islam and appreciate the importance of having rules within society.
370. Pupils are aware of the contributions of great religious leaders through the ages such as Moses, Jesus, Muhammad, St. Patrick and Martin Luther King and they effectively identify the qualities of great leaders such as trust, loyalty, motivation and determination. The more able know about the contribution of people such as St. David, Mari Jones and Bishop William Morgan to the development of religion in Wales.
371. Year 3 pupils clearly understand that there are a number of other religions besides Christianity. They know that Jews attend the synagogue on Saturdays and that they celebrate the festival of Hannukah by lighting candles on each evening while the festival continues. They successfully name features associated with the synagogue such as Torah, Ark and Menorah.
372. Year 5 and Year 6 pupils steadily increase their knowledge of world religions and have an outstanding knowledge of Islam. They correctly name and explain the significance of the five pillars of Islam and the more able can compare the similarity between Ramadan and Lent.
373. Pupils with English as an additional language make good progress in- line with those from other groups.

Shortcomings

374. In key stage1 some pupils' knowledge of Christianity is underdeveloped.
375. In key stage 2, pupils' knowledge about the contribution of people, such as, St. David, Mari Jones and William Morgan to the development of religion in Wales is less developed.

School's response to the inspection

Grangetown Primary School is pleased that the inspection team found it to be a friendly, inclusive school.

We are pleased to see many positive features acknowledged in the report and that an outstanding feature is that throughout the school pupils recognise and respect the diversity of differing beliefs, attitudes and the social and cultural traditions of various faiths. It is also noted that throughout the school pupils are friendly, polite and happy to talk to visitors.

In a school with such a diverse population it is pleasing that it has been recognised that a notable strength is that teachers ensure that pupils have equality of access to the curriculum. We are also pleased to see acknowledged the positive partnerships with parents and carers and that the aims and values that the school has agreed are well thought out. We are delighted that it has been reported that the majority of pupils of all ages say that they enjoy coming to school, indeed that they happily leave their parents and settle well into school.

The school fully recognises the need to improve key areas of school life; indeed, many of these issues had already been identified by the school prior to the inspection and had started to be addressed in the 2005/2006 School Improvement Plan. Most of these issues are a direct consequence of the amalgamation.

By September 2006, there will be a new management structure in place, which is expected to drive forward the updated School Improvement Plan, together with all of our hardworking staff. We have also already enlisted more support in order to revitalise the Governing Body and improve its involvement in leadership and management.

Several of the recommendations made by the Inspection team are currently identified in the school self evaluation as being priorities for the School Improvement Plan in 2006/2007; for example, the development of Leadership and Management with the appointment of Teaching/Learning Responsibilities, alongside the development of the Governing Body and the continuing work on consistency in implementing the Behaviour Policy.

Having acknowledged the positive partnership that exists between parents, carers and the school, we also realise that we need to continue and develop our efforts to improve attendance and punctuality. It was noted that a significant number of pupils are persistently late and that this has a negative impact on their learning. We have already identified the need to strengthen our partnership with parents in various ways, with improving attendance and punctuality being only one of them.

The report will be used as a positive contribution to future school improvement and will be used as an essential evidence base for the next whole school self evaluation.

Appendix 1

Basic information about the school

Name of school	Grangetown Primary
School type	Nursery and Primary
Age-range of pupils	4-11
Address of school	Bromsgrove Street,
Postcode	CF11 7XS
Telephone number	02920233379

Head teacher	Mrs Rosemary Palmer
Date of appointment	September 2003
Chair of governors/ Appropriate authority	Professor Mike Wilson The Governing Body of Grangetown Primary School
Registered inspector	Mrs Jean Laura Hannam
Dates of inspection	23-25 May 2006

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	0	59	54	48	55	38	45	49	348

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	18	0	18

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	19:1
Pupil: adult (fte) ratio in nursery classes	0
Pupil: adult (fte) ratio in special classes	0
Average class size, excluding nursery and special classes	25
Teacher (fte): class ratio	1.3:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of School
Summer 05	0	83.7%	89%
Autumn 05	0	85.5%	90.3%
Spring 06	0	84.3%	88%

Percentage of pupils entitled to free school meals	28%
Number of pupils excluded during 12 months prior to inspection	9 (8T/1P)

Appendix 3

National Curriculum Assessment Results End of Key Stage 1:

National Curriculum Assessment KS1 Results 2005			Number of pupils in Y2:		48		
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher Assessment	School	2	7	27	45	18
		National	0	4	13	63	20
En: reading	Teacher Assessment	School	2	5	25	41	25
		National	0	3	11	63	23
En: writing	Teacher Assessment	School	2	11	32	43	11
		National	0	5	14	69	11
En: speaking and listening	Teacher Assessment	School	2	5	25	45	21
		National	0	4	14	55	26
Mathematics	Teacher Assessment	School	2	9	29	43	16
		National	0	2	11	63	24
Science	Teacher Assessment	School	2	4	13	41	39
		National	0	2	10	65	23

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	57.1%	In Wales	80.9%

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

National Curriculum Assessment Results
End of Key Stage 2:

National Curriculum Assessment KS2 Results 2005							Number of pupils in Y6		49		
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	6	0	0	0	0	10	15	38	31
		National	1	0	0	0	1	5	16	46	30
Welsh	Teacher assessment	School	0	0	0	0	0	0	0	0	0
		National	1	0	1	0	1	3	17	49	28
Mathematics	Teacher assessment	School	6	0	0	0	0	8	23	25	38
		National	0	0	0	0	1	3	17	46	31
Science	Teacher assessment	School	6	0	0	0	0	2	10	56	25
		National	0	0	0	0	0	1	11	50	37

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	58%	In the school	Not administered
In Wales	72.3%	In Wales	Not administered

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

Appendix 4

Evidence base of the inspection

1. Six inspectors, and, a peer assessor, spent a total of 16 Inspector - days in the school and met as a team before the inspection.
2. The head teacher was the nominee and played a supporting role throughout the inspection.
3. These inspectors visited:
 - 55 lessons or part lessons;
 - All classes and withdrawal groups;
 - Acts of collective worship; and
 - A range of extra-curricular activities.
4. Members of the inspection team had meetings with:
 - Staff, governors and parents before and after the inspection; and
 - Senior managers, teachers, support and administrative staff and groups of pupils during the inspection.
 - The School Council.
5. The team also considered:
 - The school's self evaluation report;
 - 41 responses to parents' questionnaires;
 - Comprehensive documentation provided by the school before and during inspection; and
 - A wide range of pupils past and current work, over all year groups.
6. The inspection team also:
 - Listened to a sample of pupils reading;
 - Held discussions with pupils about their work;
 - Observed pupils behaviour at break times, lunchtime and each end of the school day.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Jean Hannam Registered Inspector	Context. Summary. Recommendations. Early Years. Music. Key Question 1 and 4 and contributions to Key Question 2 3 5 6 7 and SEN.
Caterina Lewis Lay Inspector	Contributions to Key Question 1 3 and 4
Cliff Brace Team inspector	SEN. Science. History. Geography Key Question 5 and 6.
Ogwyn Philips Team inspector	Welsh. English. RE. Key Question 2 Contributions to Key Question 1 and 3
Andrew Manley Team inspector	Maths. IT. PE Key Question 3. Contributions to Key Question 1 and 6.
Helen Smith Team inspector	Art. Design Technology. Key Question 7. Contributions to Key Question 5.
Lorraine Grange Peer Assessor	Supporting all areas of the inspection,
Rosemary Palmer Nominee	Supporting all areas of the inspection

The contractor was:

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Acknowledgement

The inspection team would like to thank the governors, head teacher, staff and pupils for their co-operation and courtesy throughout the inspection.